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- Anthropometric and Physical Fitness
- Contextualising Darwin's Theory
- Emphasis on Horse's Character Design

Discovering Thoughts, Inventing Future

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A Study of Selected Anthropometric and Physical Fitness Components Empowers on Playing Ability among Sudan and Indian Children Aged between 6 and 10 Years in Qatar

By Pramod R, Dr. Divya K & Karthik K

University of Alagappa

Abstract- The purpose of the study was to find out A Study of Selective Anthropometric and Physical Fitness Components Empowers on Playing Ability among Sudan and Indian Children Aged between 6 and 10 Years in Qatar. To achieve the purpose of the study N=95 Sudan boys' and N=95 Indian boys' were selected as a subject from Ideal Indian School Doha- Qatar by applying random sampling method. The age of the subject is ranged from six to ten years. Heights, weight, Body mass index (BMI) are calculated. The test battery's following AAHPER youth physical fitness test was used to Assess physical fitness components including Strength (Standing Broad jump), Speed (50yard / 45m Running), Agility (4x 10m Shuttle Run) and Endurance (4min walk or Run). The test scores of Indian's and Sudan's are statistically examine by the dependent't' test and analysis of covariance (ANCOVA). Result can be concluding that Sudan and Indian students had normal BMI. In the case of physical fitness components Indian students have better agility, speed and strength than Sudan Students. But in the case of endurance Sudan students have better performance than Indian Students aged between six and ten years.

Keywords: *BMI, speed, agility, strength, endurance.*

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A Study of Selected Anthropometric and Physical Fitness Components Empowers on Playing Ability among Sudan and Indian Children Aged between 6 and 10 Years in Qatar

Pramod R[α], Dr. Divya K[σ] & Karthik K[ρ]

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Keywords: *BMI, speed, agility, strength, endurance*.

I. Introduction

Health, Vitality and Long life are desirable goals for everyone. But they are not achieved without effort. Physical fitness and wellness are inter-related to each other. It is the sum of the motor abilities namely strength, endurance, speed, flexibility and coordinative abilities. Exercise is an essential element in the achievement and maintenance of physical fitness and wellness of human beings. Physical fitness implies that the body systems are capable of carrying on their activities satisfactorily –Edward Bortz. The current research has proved that a lack of exercise and sedentary lifestyle plays a vital role in many health related physical fitness problems in children. Because physical fitness is an integrated measurement of all the physiological functions like cardio respiratory, musculoskeletal, metabolic, psychological and posture of children. Participating in regular physical activity influence the achievement level of physical fitness development which is helping to improve general and specific fitness development of children. Due to urbanization of all over the world, the environmental factors of living area gained significant change according to its relation- children physical fitness also change in the last few decades.

Development of media, mass communication and social network sites like Facebook, WhatsApp, Instagram, Twitter, Television, Videogames, and computer play stations had been influenced by decreasing outdoor activities that faster sedentary habits. It is showing that children who are living in rural areas are involved more physical activities outside because of the natural possibilities that are associated with a rural environment that's free space, no danger by traffic, lack of mass communication and media.

Children aged between six and ten years need physical activity to build strength, speed, coordination, endurance, balance, flexibility, agility and confidence. Groundwork will help in improve physical fitness. School aged children should have more chance to participate in a variety of activities. Sports and games fit for help to develop personality, ability, age and interest. Through four practical method children can improve and maintain their physical fitness through exercise. Develop interest in at least one competitive sport like a ball game or swimming and practice regularly once in a week, walk every day 30 min continuously, practice muscle strengthening and flexibility training twice a week during physical education lesson, and actively participate in open events and receive the right amount of exercise during preparation.

II. Statement of the Problem

Study of selected anthropometric and physical fitness components empowers on playing ability among Sudan and Indian children aged between 6and 10 years in Qatar.

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III. Methodology

95 Boy's student from Indian nationality and 95 boy's students from Sudan nationalities are selected as subject from Ideal Indian School Doha Qatar. Subject ranged from six to ten years. All subjects were selected by randomly. Students also engage in physical activities during the physical education period. Roger's Physical Fitness Test and AAHPER Youth Physical Fitness Test were used for analyzing the data. The following variables considered for conducting the study. The variables are Height of the students measured by measuring tape with nearest centimeter; Weight was measured by digital weighing machine with the nearest gram without zero error. BMI was calculated by using BMI percentile calculation software for the child. Other physical fitness components are Speed measured by 50 yards run with nearest seconds, Coordination was measured by 4 x 10m shuttle run with nearest seconds, Strength was measured by standing Broad Jump with the nearest centimeter and Endurance was measured by 600 yards running with nearest seconds. The researchers not considered the subjects social, economic backgrounds.

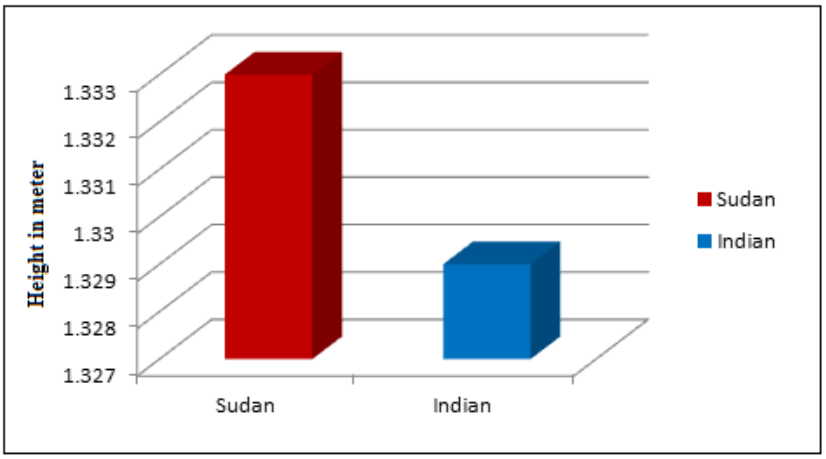
IV. Analysis of Data

a) Height

Table I show the mean height and SD of Indian students were 1.329 and 0.0899 and the mean height, and SD of Sudan students were 1.333 and 0.0878 respectively. The M D between the nationalities is 0.0021. The 't'value of the data was -0.1962 was not significant P‹ 0.5.

Table I: Descriptive statistics for Sudan and Indian Students height

Components		Sudan	Indian	M.D	't' Value
Height	Mean	1.333	1.329	0.0021	-0.1962
	S D	0.0878	0.0899		



Graph I: Comparison of height components of Sudan and Indian students in Qatar

b) Weight

Table II shows the mean weight and SD of Indian students were 30.234 and 7.7712 and the mean weight and SD of Sudan students were 30.297, and 7.7712 respectively. The M D between the nationalities is 0.2039. The 't'value of the data was -0.01476 was not significant P‹ 0.5.

Table II: Descriptive statistics for Sudan and Indian Students weight

Components		Sudan	Indian	M.D	't' Value
Weight	Mean	30.297	30.324	0.2039	-0.01476
	S D	7.9751	7.7712		

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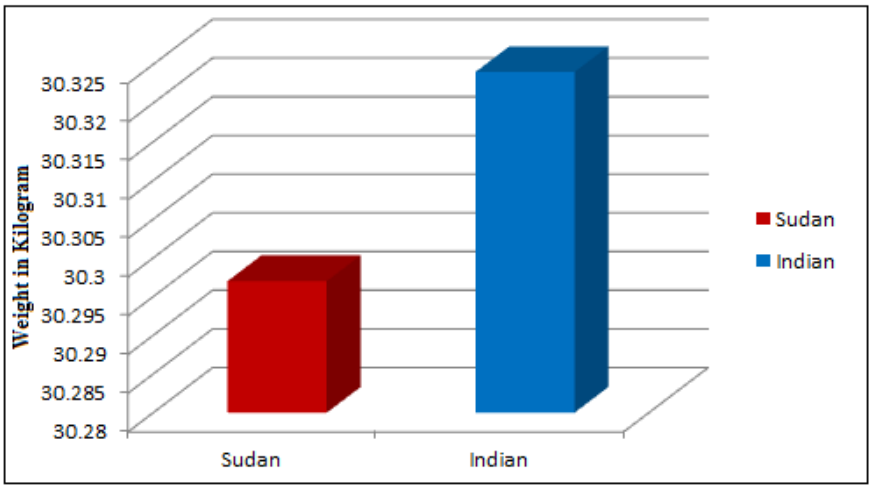


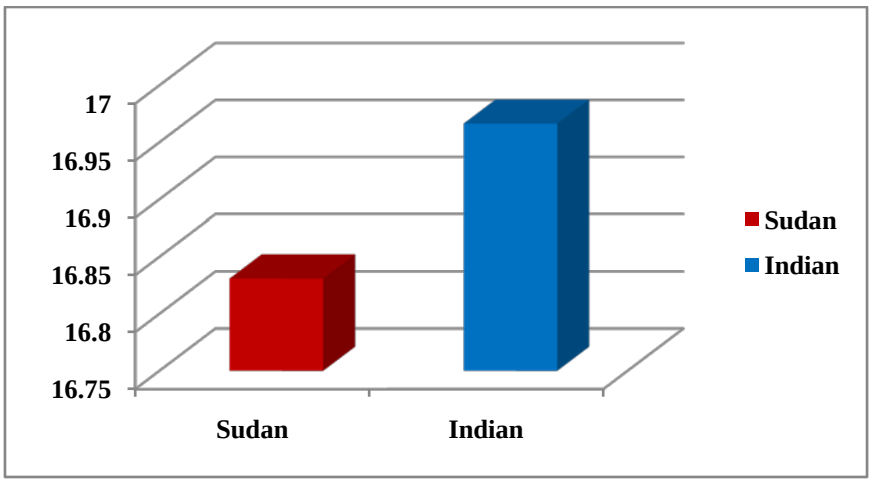
Graph II: Comparison of Weight components of Sudan and Indian students in Qatar

c) BMI

Table III shows that the mean BMI and SD of Indian students were 16.9664 and 3.0406 and the mean BMI and SD of Sudan students were 16.8310, and 3.1132 respectively. The M D between the nationalities is 0.1354. The 't'value of the data was -0.1893 was not significant P‹ 0. 5.

Table III: Descriptive statistics for Sudan and Indian Students BMI

Components		Sudan	Indian	M.D	't' Value
BMI	Mean	16.8310	16.9664	0.1354	-0.1893
	S D	3.1132	3.0406		



Graph III: Comparison of BMI components of Sudan and Indian students in Qatar

d) Speed

Table IV shows that the mean speed and SD of Indian students were 9.1952 and 1.0642 and the mean speed and SD of Sudan students were 9.2951, and 0.9550 respectively. The M D between the nationalities is 0.1092. The 't'value of the data was -0.4275 was not significant P‹ 0.5.

Table IV: Descriptive statistics for Sudan and Indian Students Speed

Components		Sudan	Indian	M.D	't' Value
Speed	Mean	9.2951	9.1952	0.1092	-0.4275
	S D	0.9550	1.0642		

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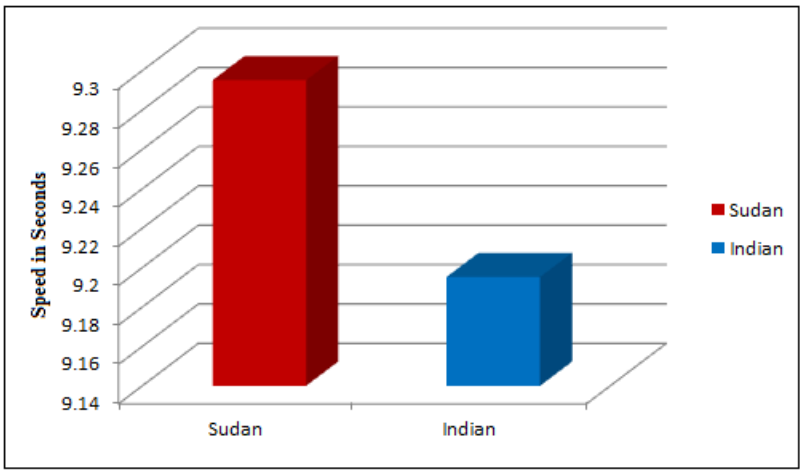


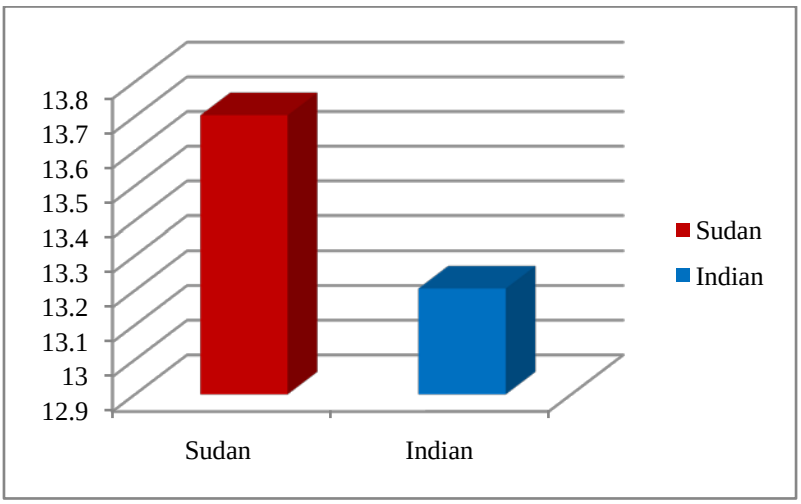
Graph IV: Comparison of Speed components of Sudan and Indian students in Qatar

e) Coordination

Table V shows that the mean coordination and SD of Indian students were 13.7035 and 1.1949 and the mean coordination and SD of Sudan students were 13.7035 and 1.1683 respectively. The M D between the nationalities is 0.0266. The 't'value of the data was -1.824 was significant to P‹ 0.5.

Table V: Descriptive statistics for Sudan and Indian Students coordination

Components		Sudan	Indian	M.D	't' Value
Coordination	Mean	13.7035	13.2057	0.0266	-1.824
	S D	1.1683	1.1949		



Graph V: Comparison of Coordination components of Sudan and Indian students in Qatar

f) Strength

Table VI shows that the mean strength and SD of Indian students were 123.32 and 21.6421 and the mean strength and SD of Sudan students were 115.91 and 13.4523 respectively. The MD between the nationalities is 8.1898. The 't'value of the data was -1.77 was significant to P‹ 0.5.

Table VI: Descriptive statistics for Sudan and Indian Students strength

Components		Sudan	Indian	M.D	't' Value
Strength	Mean	115.91	123.32	8.1898	-1.77
	S D	13.4523	21.6421		

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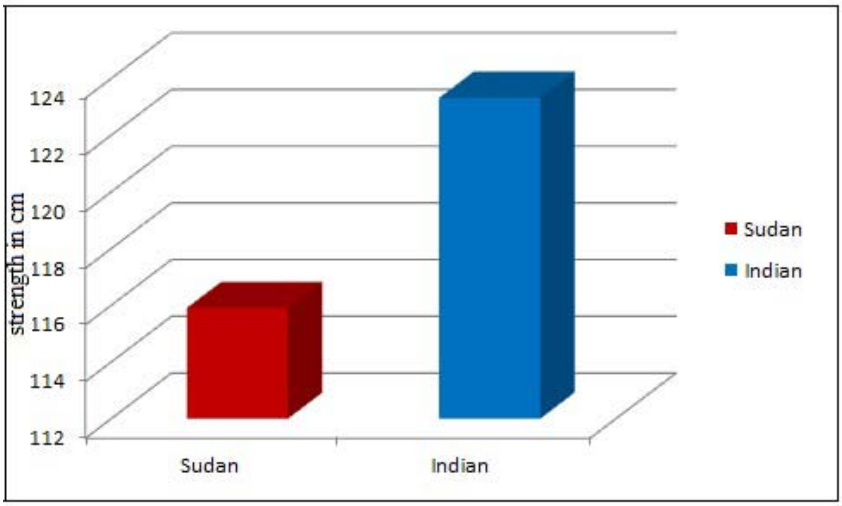


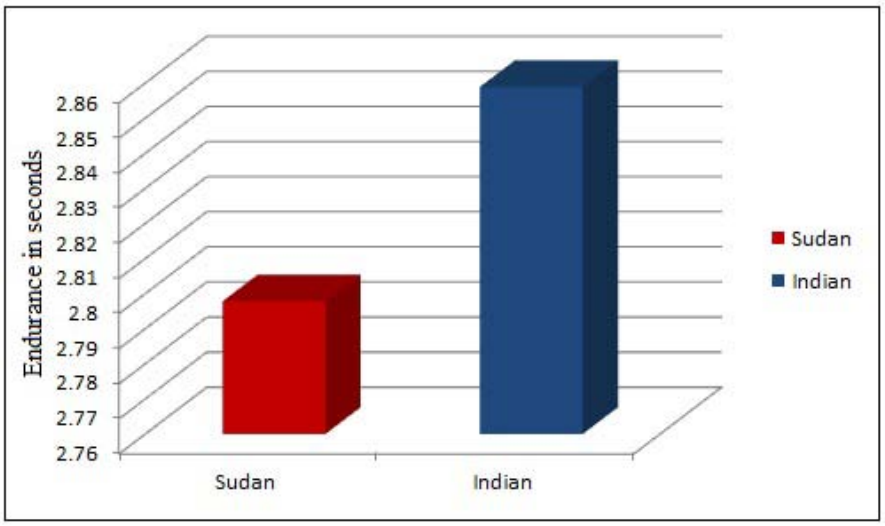
Graph VI: Comparison of Strength components of Sudan and Indian students in Qatar

g) Endurance

Table VII shows that the mean endurance and SD of Indian students were 2.8589 and 0.5163 and mean endurance and SD of Sudan students were 2.7978 and 0.5484 respectively. The M D between the nationalities is 0.0321. The 't'value of the data was 0.3533 was not significant to P‹ 0.5

Table VII: Descriptive statistics for Sudan and Indian Students Endurance

Components		Sudan	Indian	M.D	't' Value
Endurance	Mean	2.7978	2.8589	0.0321	0.3533
	S D	0.5484	0.5163		



Graph VII: Comparison of Endurance components of Sudan and Indian students in Qatar

V. Result and Discussion

The present research study had two purposes. The first is evaluated the physical fitness and anthropometric measurement between Sudan and Indian students aged between 6 to 10 years. Secondly, to compare the result of anthropometric and physical fitness from Sudan children with those of their Indian children looking for the difference of fitness components and their recommendation. In this selected physical fitness comparative study, we found that some of the anthropometric and physical fitness components had a significant difference between Sudan and Indian student's age ranged between 6 to 10 years. The anthropometric measurements of both Indian and Sudan students were the same, and the BMI of Sudan

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and Indian was 16.83 and 16.96 respectively. This BMI percentile of the child shows that both categories of students were healthy.

In the case of selected physical fitness components of Speed, the analyzed data shows that Indian students are faster than Sudan students with an M D of 0.1092. Similarly, agility and strength, the comparison of two data of agility show that Indian students had more coordination than Sudan student's age between 6 to 10 years. The analyzed data of M D was 0.0266. In the case of strength also shows that Indian students had more muscle strength than Sudan students those who are living in Qatar, age range between 6 to 10 years, and the analyzed data proved that M D of strength was 8.1898 and there was significant difference between Sudan and Indian students in the case of strength. But in the case of endurance, the analyzed data was proved that Sudan students had more endurance than Indian students with an M D of 0.94.

VI. Conclusion

By the result it can be concluded that Sudan and Indian students had normal BMI. In the case of physical fitness components, Indian students have better agility, speed, and strength than Sudan Students. But in the case of endurance Sudan students have better performance than Indian Students aged between six and ten years.

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Goblin Mythology: A Brief Study of the Archetype, Tracing the Explications in English Literature

By Annliya Shaijan
University of Calicut

Abstract- Folktales refer to the narrative prose literature of the oral tradition. They include various types of stories like myths, legends, parables, allegories, fairy tales, ghost stories and so on. Folktales generally have religious connotations and have mythical and imaginary elements. According to Thompson, "the teller of stories has everywhere and always found eager listeners." Goblins, the myth that originated in literature around the fourteenth century, have become one of the common characters of attraction for the writers that they survived through the fictional world over the centuries and are commonly cited figures in the contemporary works of art. This paper is a brief study on the depiction of goblins in literature. A Goblin is a mythical character that though does not exist in the real world, becomes a recurring character of the imagined real world of the authors as well as of the folktales. The fictional world regards goblins as mischievous, and demon- like and it used them as synonyms for other negative types of fairies of malicious and evil connotations. The belief in such stories was known as "nursery goblinism." The recurring nature of the myth in literature is the proved depiction of the obsession of humans towards evil and good.

Keywords: goblin, hobgoblin, archetype, myths, kobolds, folktales, nursery goblinism, asian goblin tales, and european versions.

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Keywords: goblin, hobgoblin, archetype, myths, kobolds, folktales, nursery goblinism, asian goblin tales, and european versions.

Introduction

Goblins play a vital role in catering the fertile imaginations of the authors in the fictional world. They can be distinguished from the supernatural ghosts. They are nasty little creatures with a human demeanor, but much smaller in size and with horrific, deformed faces. They are closely related to the helpful beings of Celtic myths. They come from the folktales of France. They are believed to have emerged from the Pyrenees Mountains of Southwestern France, the dividing mountain range between France and Spain. After leaving the mountain, they spread throughout France and multiplied over Europe. After infesting Scandinavia, they came to the British Isles. The native Celts of Britain called the invaders as *Robin Goblin*. The term *hobgoblin* derives from these invaders. The stories about these creatures spread throughout Europe. The reputation of the goblins became more sinister over the ages. Hobgoblin shortened to the goblin.

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The term goblin referred to any of the grotesque, small but friendly brownies- like creatures among the Fay. Later, it also included the sub-terrain species as well as fairies with a hurtful and malicious intent, such as the *knocker, kobold, phookas, spriggan, troll,* and *trow.* Goblins date back to the fourteenth century and probably derives from the Anglo-Norman *Gobelin*, similar to Old French *Gobelin*. History found goblins around 1195 in Ambroise of Normandy's *Guerre Sainte*, and to Medieval Latin *gobelinus* in Orderic Vitalis before 1141. They were known as Kobold in Germany. The term goblin means an ugly fairy or devil. The ancient Greek word *kobalos* signifies "rogue" or "wicked sprites invoked by rogues" and made its way into French by way of the Middle Latin transliteration *cobalus* or *covalus*, meaning "mountain sprite." Humans disliked goblins and are seldom welcomed by their kind. Fays that are ugly are generally considered to be goblins or goblin-like. They were seen as supernatural beings of small size but powerful. They usually dwelled underground in molds or dessert places. House goblins make the life of the family terrible by banging pots and pans, by digging up graves, by scattering the bones, by knocking on the doors and walls, rearranging items in the house and by tangling horse's manes and tails. Sometimes the domesticated ones were of services to man and also performed household chores.

However, a goblin is also a specific species of a fairy being in the same way the BROWNIES, CUCO, DUSH, ESPRIT FOLLET, and FIREESIN are. In British and German lore, as a species they are described as being malicious, small, swarthy thieves; they have the ability to shape shift and when doing so will typically take the form of whatever an animal best reflects its beastlike nature. Standing about a foot in height (30 centimeters), with bodies covered in a thick coat of black or grey fur, the goblin's actions can range from the mild prank to outright murderous. There were three nights of the year when goblins were most active, and those evenings were called *tier-nos yspry-dion (Bane 163)*.

The word goblin did not mean any specific type of fairy being. Writers used goblin as a generic term along with the elves and fairies. In the earlier periods, writers used goblins as synonyms for other types of fairies of malicious and evil connotations, such as Thurs

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and Shuck. In some parts of Europe, they served as household sprites. In France, goblins favored wine and pretty children. German kobolds also had the qualities of a household sprite. Their name originated from the medieval High German as a compound of *Kobe* for "house" and *hold* for "friendly" or *walten* for "to rule." Kobolds served in ships as well as houses. In the mines, they were cunning and greedy, though less clever with crafting. Goblins of Great Britain associated with the Scottish boggle, the Lancashire boggart, and the English hobgoblin. Jacob Grimm claims that the prefix "hob" reinforced the comical aspects. Writers also linked goblins to the pixie and puck. In Welsh folklore, goblin kings ruled fairy lands.

Though goblin tales are rich in European literature, Asian nations such as Japan and Korea also have fables about these creatures. Christianity played a vital role in Europe's goblin mythology, and the traditional folk religions influenced the Asian goblin tales. Korean goblin lore considered goblins as spirits of wicked people trapped in purgatory. These spirits wander the world causing hardship for people. They are known as *doggabi* or *dokkaebi,* and they are important in Korea's folktales. They roam in the night, creating mischief, reward good people and punish the evil, playing nasty tricks on them. Dokkaebi challenges wayward travelers to Korean wrestling matches, known as *ssireum*. On winning the game, the confronted individual could pass the goblin. Korean goblins generally have only a single leg, and dokkaebi tales tell that winning them can be made possible only by pushing them from the right-hand side. Most Korean goblins have frightening appearances, while other *dokkaebi* look rather cute, tall and skinny with magical mallets. These mallets can turn things into gold and to change the fortunes of people. The Korean cultural celebrations such as Yeonggam Nori remember the *dokkaebi* even today. People hold it on Jeju, a volcanic island in the southwest of the Korean Peninsula. The ceremony focuses on the exorcizing and expelling of the goblins from the peninsula. The folks designated the ritual as an Intangible Cultural Treasure in 1971. Japan also has a strong goblin folklore tradition. Japanese goblins are called *tengu*. These are believed to have come from Chinese folkloric creatures called *t'ien-kou*, meaning "celestial dog." These Chinese forest demons are believed to have arrived at Japan in the sixth and seventh centuries. Tengu lived in the mountains and took different forms. Some of the Japanese goblins appeared to be old men with long noses and were known as *konoba tengu*. They walked barefooted and people associated them with good harvests. Japanese festivals such as Shimokita Tengu Matsuri, held in Tokyo every year celebrate the tengu. It features a tengu parade and traditional drumming.

In India, a belief in demons is found to prevail all over. The ancient Hindu works put forth the proof of the prevalence of a belief in the existence of the malicious demons and the demoniacal inflictions and possessions. India hosts many legends respecting goblins and their malice. The superstition of admiring demons in varied forms and modifications is found to be productive of evil. Brahmanical myths represent the demons as the ancient enemies of the Gods. Demons war against the Gods and the myths regarded them as the inventors and patrons of bloody sacrifices. The *Pisacaprakarana* or Book of the Goblins in the Lao version begins with Gods fighting and killing the demons after the Churning of the Ocean. The Lao version of the myth of the goblins had an Indian origin. In Scots, the writers considered more than a half dozen kinds of fairies as goblins such as Gunnies and Whaups. They described the Irish Puca as a goblin. They also regarded an array of subgroups of fairies as goblins. It includes Puca, Bogies, Boggarts, Bogles, the Welsh Coblynau, Irish Clauricaun, and Dullahan, etc. Tiny goblins such as bogeys hide in dark corners and scare children. Hogboons are friendly, kind and bring lick to families. They do not like to admit their heritage. Trows are nocturnal, invisible and dwell in gold-covered, spacious homes found in the Earth. Aziza lives in anthills and silk- cotton trees of Africa and resembles hobgoblins. Though different goblins possessed different powers, they had some abilities and liabilities in common. Exposure to sunlight causes damage to them. The light of the sun negates the paralyzing effect of a goblin's bite. The goblin bite is poisonous, and a victim who dies while paralyzed from the bite becomes a Ghoul. They have their kind of language.

Goblin filled works evolved from the oral folkways to the commercial literary ways of early modern literature and theatre. This evolution evoked the self-conscious of the writers about the chimerical nature of these creatures. Greene's *News Both from Heaven and from Hell*, published in 1593, explored the mythical character of the goblin. Different exploits introduced them. He disguised himself as the mischievous sprite, caused the travelers to drink, seduced women and also assumed the mantle of each occupation to encourage vice from within. Supernatural beings such as fairies, ghosts, goblins, witches, and spirits occur in Shakespearean plays. Shakespeare introduced the machinery of goblins or spirits of earth into *The Tempest*. In *Hamlet*, the protagonist is agonized with the ghost that he exclaims, "Be thou a spirit of health or goblin damn'd." Shakespeare's hobgoblin, Robin Goodfellow, serves as a jester of the fairy court in *A Midsummer Night's Dream*. The name of the goblin becomes a euphemism for the Devil. When the phase of Enlightenment hit Europe, goblins became synonymous with superstitions. Children's literature involved tales about the myth of goblins throughout the era as a caution to check on their misbehaviors. Tales told catering to this service of "pedagogy of fear" were

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called "goblin stories." The belief in such stories was known as "nursery goblinism."

A renewed explication of goblin- kind folktales began to bloom with the Antiquarian movement in Europe in the eighteenth century. Religion and people-based tales started to rise. The wake of Romanticism resulted in the repackaging of the fairy- kind as agents of a liberating imagination and served as an influence for the nineteenth century Europe fairytales and fairy fantasies. Christina Rossetti' *Goblin Market* (1862) and George MacDonald's *The Princess and the Goblin* (1872) are examples of goblin- haunted Victorian fantasies. In the poem, *Goblin Market*, the depiction of the Goblins relates them to animals with whiskers, tails, and fur. Dickens described these creatures as small with long arms and legs and with rounded bodies. In the poem, goblins have their market and a well- worn path. They are nocturnal. They appear in a fairly typical form and seem to be deceptive, malicious and grotesque in appearance. Tolkien's smaller, crooked-legged goblins shun the sun and dwell in the depths. The Warhammer fantasy united the "goblinoid races" under the name Greenskins and separated the smaller, smarter and bigger goblins into distinct races. They share a warlike tribal culture. Fantasy games such as *Magic: the Gathering* (1993) and *World of Warcraft* (2004) depicted goblins.

Contemporary fictional works also explored the myth of goblins. Goblins proliferate in works such as Maureen Doyle McQuerry's *The Peculiars* (2012), William Alexander's *Goblin Secrets* (2012), Shona Husk's "Shadowlands" series, Charles DeLindt's *Jack of Kinrowan* (1995) and Pamela Jane and Jane Manning's *Little Goblins Ten* (2011). One of the bestselling authors of the twenty-first century, J. K. Rowling also explored goblins in her series of "Harry Potter." The goblins in this series though physically resemble the goblins of folklore, are very different from the traditional ones, being similar to the depictions of Dwarves with emphasis on money and metal smithing. Critics observe Rowling's depiction of goblins is fraught with real-world racial stereotypes. A twelve- year old hedgewitch Makenna allies with an army of clever goblins in Hilari Bell's "Goblin Wood" trilogy. Goblins also appear in both Western and Eastern comic books. The appearance of the Green goblin in Marvel's *The Amazing Spider Man* (1964), is shown as the Halloween themed alter- ego of industrialist Norman Osborn. Goblins also become a part of contemporary cinema and can be cited in *The Princess and the Goblin*, *The Hobbit*, Ralph Bakshi's animated *Lord of the Rings* and so on. Goblins also appear as monsters in B– horror movies such as *Troll 2* in which critics argue over the dilemma on trolls and goblins. The film *Labyrinth* depicts the story of hobgoblins.

Feministic aspects focus on the fact that goblins are generally male. Their physical descriptions reflect on the ideas closer to imps and devils than fairies. These creatures were closer to or on the border of being demonic. According to Briggs, the influence of Protestant belief edged the goblins into the category of demons, and he directly equated them with the imps from Hell. People regard imps as the synonym of goblins. They can be associated with wilder locations and with the ruins of former human habitations. Protestant influence added a darker reputation to them. The depiction of the goblins over the centuries evolved an archetype of the creature as ugly, vengeful, male demons. According to M. H. Abrams, "the term archetype denotes narrative designs, patterns of action, character types, themes, and images that recur in a wide variety of literature, as well as in myths, dreams, and even social rituals." (Abrams, 18). Writers viewed them as dangerous and to be feared. The universality of human emotions perpetrates through archetypes. The character of a goblin is highly fictional, bloomed in the fertile imagination of the writer. The fact that the myth which originated centuries ago, dating back to the fourteenth century had survived over the years to the era of modernism, symbolize the significance and the inevitability of this mythical character in literature and the human instinct to get attached and detached to the notions of evil. The attraction and desire of human beings for sensual representations made the goblins to reappear and to have survived even to the twenty-first century, unsurpassed by the rationale and romanticism.

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Contextualising Darwin's Theory of Evolution in the Yorùbá Human Concept

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Abstract- This paper discusses African cosmology as seen in the indigenous religion of the Yoruba. The focus of this paperis creating a framework of how the theory of evolution can enhance further understanding of some Yoruba beliefs, chiefly, its concept of human. This is done by tracing the history of the theory of Evolution. This is necessary because Charles Darwinmust have been influenced by the works of some scientists before him. Several arguments that humans descended from the Apes were also discussed in this paper. These are premised on the implication of such notion on world religions which suggest creationism notably that of a perfect human being which is at odds with the conclusion of evolution. This paper discusses also the Yoruba concept of human, a notion that is clearly different from the western one. The relationship between human being and nature in Yoruba understanding and its link to the theory of evolution forms a major fulcrum in this research. This paper concludes that Olódùmarè the creator endowshumans with enormous power that can be used at will transforming to suit the prevailing situation,thereby making room for the theory of evolution.

Keywords: theory of evolution, yoruba, concept ofa human being, contextualization, darwin.

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I. Introduction

Human beings from different cultures and religions have grappled with the puzzle related to their origin. There are several accounts of how humans emerged on the earth. The established account in some world religions revolve around creationism, which is a belief premised on the notion that human beings were created perfect from their progenitor, the first man, called Man or Adam. Greenberger asks a fundamental question: How did I get here? Answering this question has been a major task for humanity over the ages. Although each people's mythology had its own explanation for how the world was formed and the place of man in it, as man learned more through observation and scientific study, some of the myths supported in the past were challenged.[1]History reveals to us a dramatic turn which seems to threaten this established belief; this was the discovery of the notable British Scientist, Charles Darwin, whose submission was a belief that is at odds with creationism. Charles Darwin came up with a notorious claim which challenges the concept of an intelligent design or purpose in creation. This claim of Darwin is known as the theory of evolution. This theory also challenges the lofty state in which humans seen to occupy among other creatures which different mythologies including African cosmology present. According to Coyne, "the battle for evolution seems never-ending, and the battle is part of a wider war, a war between rationality and superstition, and what is at stake is nothing less than science itself and all the benefits it offers to the society". [2] The Yoruba community, Nigeria, is part of this larger society of humanity and this paper tends to suggest how the theory of evolution can enhance further understanding of some Yoruba beliefs, chiefly, its concept of a human being.

II. History of the Theory of Evolution

The theory of evolution did originate from Charles Darwin; he must have been influenced by the works of some scientists before him. According to Nardo, some scientists started talking about evolution in the early 1700s which was not even totally new at this time. One of such scientists was a Frenchman, Pierre de Maurpertuis, who pointed out that people often bred new kinds of species in greenhouses and gardens. This is significant because it indicates that people could alter some things in living things under right conditions. [3] Maupertuis proposed a new idea to explain this phenomenon; he said there are tiny particles inside each living organism, which later scientists call genes. He believed that these particles are blue-prints for physical attributes, inherited from both parents or from distant ancestors. Over time, some of these particles might disappear or become damaged in one generation; this would result to different or new physical features in future generations.[4] Years after Maupertuis, another theory of evolution was developed; this was from an English man Erasmus Darwin. Erasmus Darwin was the grandfather of Charles Darwin and he held the

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[1] R. Greenberger, 2005. *Darwin and the Theory of Evolution.* New York: The Rosen Publishing Group Inc. 4

[2] J. Coyne, 2009 *Why Evolution is True.* Oxford: Oxford University Press. xi

[3] D. Nardo, 2009. *The Theory of Evolution: A History of Life on Earth.*Minesota: Compass Point Books. 21

[4] D. Nardo, 2009. *The Theory of Evolution: A History of Life on Earth.*Minesota: Compass Point Books. 21

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belief that species evolved as a result of change in their environment. Species that could adapt to the changes survived and those that could not die out.[5] Erasmus's theory of evolution must have clearly influenced his grandson Charles Darwin who shares the same belief and even tried to explain the same notion in clearer terms.

Charles Darwin benefitted from the works of others while developing a comprehensive theory of evolution that went beyond the views available at that time and also offered a radical set of claims on the origin and development of species.[6] His interest in evolution must have been stirred by the works of his grandfather years before he delved into works related to evolution. Mel Thompson, while narrating the story of Charles Darwin (1809-82), reveals that although he tried to study medicine at Edinburgh, he did not graduate as a doctor, but years later, he went to Cambridge with the aim of becoming an ordained minister. In 1831, he got the opportunity to be on board of *HMS Beagle* as a naturalist aiming to undergo an exploration of South America wildlife. This trip was significant in his life because it had a lasting impression on him and must have influenced the path he chose in his study of nature. On his return in 1836, he had a conviction in the particularity of the various species he saw, believing that each specie must indeed develop from another. As a result of this conviction, the next two decades of his life went into gathering data and evidence and also developing his 'theory of natural selection', by the year 1859, he was successful in publishing his *Origin of Species*, a highly controversial book at the time of publication because it suggested a mechanism---Natural Selection which threatens traditional beliefs of creationism.[7]The theory of evolution was not originally called this term, but scientists have come to associate the following terms like Natural Selection (which Darwin favoured) or Descent with Modification, Transmutation and Adaptation with the idea surrounding this theory.

Darwin, in his *Origin of Species,* explained the theories of natural selection and transmutation (a term he rather used than evolution in the first five editions of the book) in the development of life on earth. He held that natural selection is the theory or principle that living organisms adapt or change as their environment is changing in order to survive. Individual organisms whose traits make them best suited to the changes are the most "fit". It also means that their traits are adaptive and that they have a better chance at survival and reproduction than other individuals of their kind and that the organisms without adaptive traits are more likely to die off without reproducing.[8] Thompson also explains natural selection as follows: within species, "those who survive to adulthood are able to breed, passing on those characteristics to the next generation. By this mechanism, these characteristics improve the chance of survival; hence, the characteristics of species are gradually modified in favour of those that facilitate survival".[9]The theory of evolution was earlier associated with an idea called "transmutation" published anonymously in 1844 called the *Vestiges of the Natural History of Creation*. Although this book was described as amateurish, it was quite popular in its days because it sold nothing less than eleven editions.[10]Natural selection also comes to play when organisms maximize minor continuous variations, this does not occur suddenly, but one that advances by little and sure, though sluggish, steps. "Mutation" refers to a change in physical traits, and the prefix "*trans*" means across. Transmutation is the process of moving across line between older specie and a newer one by developing new traits or enhancing existing traits.[11]

Adaptation, according to Brock, quoting Rose and Lauder, indicates a reference to a process and also to the product of such process;"it is the process of modifying one thing to another and the condition of being adapted. Adaptation looks to the past and to a trait's selective history, while fitness points to future reproductive success. The process of adaptation (natural selection) is a cause of states of adaptation."[12] The process of adaptation can be seen as a form of reworking or adjustments which is within in order to fit into or survive the prevailing environmental conditions. This can also be seen as an unfolding of traits in species which are necessary conditions for survival. According to Mayr, the term evolution is derived from this concept of unfolding (unfold itself), and this connotation continued well into the Post-Darwinian period. It was perhaps the major reason Darwin avoided the term "evolution" in his *Origin of Species.* Evolution means the unfolding of a built in plan; evolution does not produce genuine change, but only consists in the maturation of immanent potentialities.[13] The point here that evolution is not a genuine change but a *pseudo*-change because it is not change in the actual sense but

[5] D. Nardo, 2009. *The Theory of Evolution: A History of Life on Earth*. Minesota: Compass Point Books. 21

[6] B. Sweetman, 2010 *Religion and Science: An Introuctuction*. New York: Continuum Int Publishing. 89

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only an un-folding of in-built characteristics which are existing potentials which have always been present. This logic here is that just as a boy becoming a man is not actually a genuine change but only an unfolding of the in-built manly potentials which had always been present, so exactly what Darwin implies in his discovery though he tactfully evaded the use of the word "evolution". According to Sweet man, Darwin observed on his trip on *HMS Beagle*, that species of animals have differences. Although some of these differences were slight, they suggested that descent with modification (as Darwin called it) was gradual, not sudden as some had suggested. It seemed also to imply that change occurs (trans-mutation) when populations are isolated from each other. The big question was, how did the evolution, trans-mutation, adaptation or natural selection in the species take place? Sweetman goes further to narrate that Darwin on his return from his trip, began to see how the origin and nature of species can be accounted for. This he did by using concepts like descent with modification, natural selection, species adaptation, survival of the fittest, all of which are the main ideas in his revolutionary book. Interestingly, the idea of natural selection was a suggestion to him by a native method by English Farmers to produce desirable herd of cattle and dogs. If artificial section could produce small changes in animals in a relatively short time, then natural selection could produce significant ones.[14]

Darwin proposed also, using the finches on the Galapagos as an example, to show that there was a struggle for existence in nature and that those that survive do so. Only because they are the "fittest", not the strongest or healthiest, but those best able to cope with the particular environment they find themselves in. This illustrates two main points of Darwin, first, species are genetically related to each other (common descent) and second, natural selection is the process that drives evolutionary change. Which further leads to the process of micro-evolution(evolution within a specie) and macro-evolution which suggests the case that widely different species might be genetically related as in the case of human beings and the apes. This genetic connectedness of all species is known as macro-evolution. Darwin believed that all the present available species we have in the world evolved from common ancestors, this goes back in history to the very first forms of life, which some speculate were one-celled organisms that appeared between four and five million years ago in the sea. He argues further that more complex life forms evolved from simple life forms, by means of a mechanism –natural selection. A diagram of this whole process is known as tree of life which narrates the journey from one single-celled organism and gradually over billions of years to complex species including human beings, although he tried to avoid the subject of human beings in his first book *Origin of Species,* he did so in his later book *Descent of Man*(1871).[15] The concept of macro-evolution is the basis of the Tree of Life and a subject of much controversy especially the serious implication of relatedness between human beings and lower animals. The implied conclusion necessary for macro-evolution is that human beings and animals especially the apes have a common ancestor. This is so unacceptable, especially during the days of Darwin, and the basis for which the theory of evolution is a subject of intense debate even within contemporary circles.

III. The Arguments that Humans Descended from the Apes

Scientists, philosophers and theologians have had intense arguments on the subject of evolution from the days of Darwin, and for the problem to still continue generating interests and reactions within contemporary circles indicates the seriousness of the subject. The arguments are premised on the implication of such notion on world religions which suggest creationism, notably that of a perfect human being which is at odds with the conclusion of evolution. However, there have been different bases of comparism between human beings and lower animals especially the apes which have been identified as the closest to human. The structure of the brain, the vertebrae, the feet, the fingers or toes and many other characteristics are bases for comparison.

Regal opines that "the controversy on the nature and the extent of the difference in the structure of the brain in man and the apes, which arose some years ago, has not yet come to an end, though the subject matter of the dispute is, at present, totally different from what it was in former times."[16] History reveals to us that the subject of evolution, chiefly that of man, is one that has been debated intensely from different quarters, each school of thought holding tenaciously to its beliefs. A school of thought inferred from the position of Darwin that man descended from apes, although Darwin was very cautious about making this claim. Another school of thought does not share this opinion and has tried to weaken the basis of the argument that man's ancestry can be linked to the apes.

Dokun-Babalola, in his book, *Evolution: What Darwin Did Not Tell You: Rispote to the Book 'The Greatest Evil on Earth',* argues intensely against the position that man descended from apes. He obviously

[14] B. Sweetman, 2010 *Religion and Science: An Introuctuction.* New York: Continuum IntPublishing. 90

[15] B. Sweetman, 2010 *Religion and Science: An Introuctuction.* New York: Continuum IntPublishing. 90-93

[16] B. Regal, 2004, *Human Evolution: A Guide to the Debates*. Santa Barbara: ABC-Clio INC. 315

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does not share the position of others that human's ancestral-ship is in the apes. He refers to a number of attempts that have been made to show the connection between man and the apes. He agrees that although many resemblances may be alluded to between the apes and humans, however, he claims assertively that "the only historical evidence that could support the ancestry of man must come from fossils, and unfortunately, the fossil record of man and apes is very sparse".[17] The simplest meaning of Dokun-Babalola's assertion is that we do not have sufficient evidence to claim that man descended from apes. Another significant inference which can be drawn from the title of his book to indicate his position on the subject of the theory of evolution is that he clearly believes that some scholars are merely saying what Darwin did not say while using his name, Darwin's, as the basis of their argument. Bulhof also shares this position of Dokun-Babalola. He says also that Darwin only referred to the idea that man descended from the apes vaguely. Bulhof quotes Darwin in his book *Origin of Species* where he says: "no more than much light will be thrown on the origin of man and his history". Bulholf goes further to suggest the meaning of what Darwin says, he believes that Darwin must have *racked* his brains on finding the wordings of this phrase. In 1837, the question of this position of man, if his hypothesis about nature were correct, had occurred to Darwin, but he was obviously reluctant to draw this conclusion----that man descend from apes. A valid question can be deduced from the conclusion of the theory of evolution: had mankind too developed gradually according to the evolutionary theory? This was shocking in the days of Darwin. Bulholf calls Darwin a good strategist, because Darwin had no desire to compromise his book by suggesting such a possibility, even though he was thinking strongly along those lines, and, on the other hand, he had no desire to close his eyes to the issue.[18] It is quite apparent that Darwin was in a dilemma and he was very cautious in making the obvious conclusion his hypothesis suggested inspite of the fact that his hypothesis points heavily in favour of what he was careful in asserting. Followers of Darwin did not share his reluctance and they were more outspoken on the origin of man. This is the reason why it is claimed that "they" referring to followers of Darwin, were saying what he did not say. It would be better, however, to suggest that "they" helped Darwin to say what he wanted to or what he was reluctant to say.

Thomas Huxley was a very notable follower of Darwin and he is believed to be one of the very few whom Darwin shared his ideas with. According to Hehrich, Huxley was a prominent Darwinist and prominent discoveries in the field of Zoological Science are credited to him. Huxley shows clearly that the controversial ancestry of man from the ape family is the indispensible import of the theory of evolution. He published an outstanding work in the year 1863 (four years after Darwin published his *Origin of Species),* titled, *Evidence of Man's Place in Nature*. This book contained three essays:

1. On the Natural History of Man like Apes.
2. On the Relations of Man to the Lower Animals.
3. On Some Fossil Remains of Man. Huxley clearly believes that if the theory of descent is correct as a whole, it is impossible not to regard the apes most resembling humans as the animals from which the human race has been immediately evolved.[19]

T.C Winkler, also like Huxley, did not share the reluctance of Darwin on the issue of the ancestry of man, the idea that man descended from the apes posed no threat to him at all. Winkler's acceptance of the theory of evolution did not mean that he believed that life developed at random. He believes that there is a clear plan underlying the evolutionary process, that is, that man may be descended from the apes, but man is nonetheless a totally different sort of creature. Winkler goes further by making a very remarkable though hilarious statement which shows his stand that humans descended from the apes. He says "If only people realised that their descent from the apes lay millions of years ago, they would not be so shocked about having apes in the family"[20].

Coyne a contemporary scholar also shares the belief of Winkler and Huxley. The title of his book, *Why Evolution is True*, shows clearly his position that he believes that he agrees with the conclusion of the theory that human in his present state is as a result of processes of descent. Coyne makes an emphatic statement

Evolution is more than a theory, it is a fact. And rather than casting an aspersion on Darwinism, the evidence gathered by scientists over the past century and a half support it completely, showing that evolution happened as Darwin proposed through the working of natural selection. For those who oppose Darwinism

[17] O. 2015 *What Darwin Did Not Tell You: Rispote to the Book 'The Greatest Evil on Earth'*. Singapore: Strategic Books Publishing and Rights Co, LTC. (Ebook)

[18] I. Bulholf 1992 *"The" Language of Science: A Study of the Relationship Between Literature and Science in the Perspective of a Hermeneutical Ontology: With a Case Study of Darwin's Origin of Species.* Leiden: E.J Brill. 39

[19] H. Hehrich, 1886 *The Evolution of Man: A Popular Exposition of the Principal Points of Human Ontogeny and Phylogeny.* New York: D. Appleton and Company.

[20] I. Bulholf 1992 *"The" Language of Science: A Study of the Relationship Between Literature and Science in the Perspective of a Hermeneutical Ontology: With a Case Study of Darwin's Origin of Species*. Leiden: E.J Brill. 39

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purely as a matter of faith, no amount of evidence will do ---- theirs is a belief not based on reason.[21]

Ssaokuth and Ndaloh also, in their work, say that Darwin believed that humans and animals evolved over millions of years ago from simple living cells to the complex beings we know today. They show the stages in human evolution which they believe can be divided into two broad categories:

1. Evolution from the apes to the earliest man which occurred about 30 million years ago when the first ape appeared on earth. It then passed through several stages until it emerged as *Homosapiens*. This class has two further subdivisions; (a) *Aegytopithecus*- Earliest ancestor of both humans and apes. (b) *Procunsul-Aegytopithecus* developed into *Procunsul*.
2. Evolution from earliest man to thinking man; this occurred in six stages:
   a) *Kenyapithecus*- lived about 12 million years ago.
   b) *Zinjantmropus*- lived about 2 and 2 ½ million years ago.
   c) *Homo Habilis*- hardly man or man with ability
   d) *Homo Erectus- Homo Hablis* evolved into *Homo Erectus*
   e) *Homo Sapiens*- thinking or intelligent man
   f) *Homo Sapiens Sapiens*- this was the final stage of the evolution of the early man.[22]

It can be seen, then, how radical the theory of evolution is. If the theory is true, as some scholars posit, one would then be forced to agree even if done reluctantly, that humans developed gradually from the lower animals to the rational thinking man we have now. This is a very serious assertion which has a lot of implications especially within religious circles because it strips humans of the glorious image he is believed to have among living creatures. It also threatens, the concept of creationism held in some world religions like Christianity and Islam where human is believed to be created perfect. However, the Yoruba concept of man is clearly different from the western one, creating a departure from the western ideas of creationism seen in Christianity.

IV. The Yoruba Concept of a Human Being

It is a general belief of almost all the religions in the world that humans were created by a Supreme Being known as the Creator and was called different names from different parts of the world. The Jews for instance called him Yahweh, Arabs call him *Allah,* while in Asia and India, God is found in monism and pantheism [23] . In Africa, the presence of God is recognized and acknowledged in various names and attributes ascribed to him. He is called *Nana Buluku* by the Fon of Dahomey, *Odomankoma* by the Akan of Ghana. The Komo people of Sierra-Leone call him*Meketa* while the Ibo speaking of Nigeria call him *Chukwu* and the Yorùbá calls him *Ọlọ́run* or *Olódùmarè*[24]. Among his attributes in Yorùbálandare, *Ẹlẹ́dá*– the Creator, *Ọlọ́fin Òrun*– the king in heaven and *Ezechitaoke*– the king that creates among others. With this assertion, therefore, man is part of the created order of God.

For life to begin, according to *Ifá*-divinationin Yorùbá religion, there are some events that must take place physically and spiritually. These are the events that had been placed and organized by *Ọlọ́run*, the secret of which was best known to him alone. However, to actualize this, He commissioned *Ọbàtálá* to mold the physical part of man that Olódùmarè gave breathe of life to as a newly created being. This breath of life is called *Ẹ̀mí* – the soul and is the infinitesimal part of the Creator, Olódùmarè in man[25]. This is the indestructible part of man that goes back to Olódùmarè when man dies. It is the intangible part of man that first lived in heaven, performed some activities, like the choosing of *Orí* at *Ìdó* market, the choosing of *Ìwà* at *Ojùgbòròmẹkùn* market, and offering of different kinds of *ẹbọ* – sacrifice at different places and time inside *Igbó nlá* in heaven before the coming of man to the earth[26].

It is during the choosing *Orí* and *Ìwà* that the would-be child in the spiritual chooses the vehicle, that is, the parents that would bring him (man) to the physical world. After completing the whole exercise, *Ọbàtálá* will seal all the chosen and the activities of man with *Àṣẹ* at*Ibùyàn* and be waiting for the parents that would bring him to the world according to his wish when he was choosing *Iwa* at *Ojugboromekun*market. We should note here that as the new child is picking his destiny at *Ìdó* market, he is also leaving and tying the knot of continuity for another round of his own successors on the hope that he would live long on earth to fulfil all that he has chosen in heaven. As soon as the parents the new childthat will come through to the earth are joined together in marriage, the child will enter the womb of the mother to begin the conception of another human.

[21] J. Coyne, 2009, *Why Evolution is True.* Oxford: Oxford University Press. xi

[22] A. SSaokuth& A. Ndaloh, 2006, *Peak Revision K.C.P. E Social Studies.* Nairobi: East African Publishing Ltd. 53-54

[23] Kenneth Boa, 1994, *Cults World Religions and the Occult,* U.S.A: Victor books, 17-18.

[24] J. OmosadeAwolalu& P. AdelumoDopamu, 1979, *West African Traditional Religion,* Ibadan: OnibouojePresss& Books Industries (Nig.) Ltd. 40-48.

[25] Ayo Salami, 2008, *Yoruba Theology and Tradition; the man and the society,* Lagos: NIDD Publishing Company, 29.

[26] Ayo Salami, *Yoruba Theology and Tradition; the Man and the Society,* Lagos: NIDD Publishing Company, 30.

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The part of entry of *Ẹ̀mí* – soul into the womb of the mother that will bring the child into the world is spiritually extremely important. This, according to an informant, is so because between the city of *Ìkọ̀lé Ọ̀run* and*Ìkọ̀lẹ́ ayé,* there are several spiritual … that the *Ẹ̀mí* that is coming to the world would encounter. This is like a war of which his conquest of those forces would determine his ability to get to the earth with all the good things (*Ìwà*) given or taken at *Ojugboromẹkun* market. Fatoba[27] is of the opinion that it is at this level that the sixteen major *Odù*(including the seventeenth *Odù*known as *Ọ̀ṣẹ́túrá*or *Odusọ*which *Babaláwo*hardly mentioned) that represented the benevolent forces are located. At the same time, all the evil forces like the black witches, the wizards, *Àbíkú, Emèrè* and *Ẹgbẹ́run* are found there, too, and their jobs is to attack any *Ẹ̀mí* that is not fully fortified before he crosses to the earth. The major *Odù* are there to perform divination and sacrifice for those *Ẹ̀mí* that are coming to *Ìkọ̀léAyé* to prevent these evil forces from tampering with their destiny. However, they, the *Ẹ̀mí,* are free to accept or reject this offer as a result of their free will which will be givento them by the Creator. A chapter in *Ìrẹ́tẹ̀ Méjì*[28]lendscredence to this point raised above where *Ifá* says:

Ìwọòtẹ̀,	You Ote
Èmiòtẹ̀	I Ote
Ọ̀tẹ̀ di méjì	Otebecame two
Lóbá di òdodo	It turned to truth
A dífáfúnAlóríirema lẹ́sẹ̀ ire	*Ifa*divination was made for the one with a blessed inner head that lacks a blessed leg
Tínbọ̀lákìkòlé ọ̀run wásíkọ̀lé ayé……	That was coming from heaven to the earth

Alorire had chosen good *Ori* and good *Ìwà* in both markets and has offered various sacrifice he ought to offer. He has also chosen the parents that will bring him to the world. On his way to the earth, he met the major *Odùs* who welcomed him and advised him to offer sacrifice again so that his journey to the world would be smooth and he would be successful on earth. He was advised to perform this sacrifice so that he would be insulated against all evil so that the evil forces will not change or tamper with all the goodies he has chosen. However, *Obatala* has sealed his destiny with his *Àṣẹ,*as a result, it needed no further fortification from anyone.

Since at that level, no one forces any *ẹmi* coming to the earth to offer *ẹbọ*, (strictly on freewill). Therefore, he was left to go. As soon as he got to the region of the witches and *Ajogun,* who have seen his destiny and all the goodies attached to it, put a mark of their *àṣẹ*on his left toe without asking him any question. He was conceived and given birth to on earth. When it was time for *Alóríre* to start making wealth, it was impossible. If wealth was in the right, his leg would take him to the left. Life became unbearable for him. He, therefore, consulted a *Babaláwo* for divination and the *Ìrẹtẹ̀ Méjì*(recited above) came out. It was then that he was told that *àṣẹ* had been put on his left toe which is taking him away from the places where he could have met with the good things he chose in heaven. He offered *ẹbọ*and he became a free man again. The verse ended with this song:

NíbiOríngbémi rè	Where the head is taking me to,
Tíunó fi dalájé	so that I will become wealthy,
Kẹ́sẹ̀ mi ó máṣibẹ̀	let my legs should not miss it.
NíbiOríngbémi rè	Where the head is taking me to,
Tíunó fi daláya,	so that I will become married man
Kẹ́sẹ̀ mi ó máṣibẹ̀	let my legs should not miss it.
NíbiOríngbémi rè	Where the head is taking me to,
Tíunó fi dọlọ́mọ	so that I will give birth to children
Kẹ́sẹ̀ mi ómámàṣibẹ̀	let my legs should not miss it.
Oríẹnilàwúreẹni	One's head is one's fortune
Bímobájílòwúrò	If I wake up early in the morning
Ma fọwọgbárími mú	I will hold my head
Oríẹnilàwúreẹni.	One's head is one's fortune

The Relationship between Man and Nature in Yoruba Understanding and its Link to the Theory of Evolution

Although there are ideas of creationism in Yoruba religion as seen in the works of Olodumare and the divinities saddled with the tasks of creation, there are also semblances of ideas of evolution in some myths and religious ideas. These show a link between man and nature. The "nature" we are talking about here include vegetation of all kinds, the birds of the air, animals on earth and in water. However, particular reference is paid to the animals in nature because of their relationship with man and what Darwin's theory is talking about. The natural environment of the Yorùbá accommodated all those creatures mentioned above and were believed to have been created by Olódùmarè before the creation of man, with the joint efforts of *Ògún* who supplied the skeleton of man, *Obàtálá,* who moulded the body and Àjàlà who was responsible for the inner head, man's lifeless body was made and Olódùmarè provided the vital force known as *Ẹ̀mí-*

[27] Ayo Salami, *Yoruba Theology and Tradition; the Man and TheSociety,* Lagos: NIDD Publishing Company, 30.
[28] Ayo Salami, *Yoruba Theology and Tradition; the Man and The Society,* Lagos: NIDD Publishing Company, 69

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breath[29]. *Ọ̀rúnmìlà,* the custodian of *Ifá* divination and intellectual development, who also in some accounts of Yorùbá creation stories, took part in the created order, was given the opportunity to give names to each plant, animal, bird with his own special names and identity.

According to Abimbola's[30] account, when all the creatures arrived on earth, a covenant was made among them that no species should exploit the other. This covenant included human beings too. However, as much as each species depended on the other for survival, it therefore, became important for one species to feed on the other, but not to be done with greed. Again, no matter the situation might be, no greedy member of same species feed on one another. That is, no matter how hungry is, a lion is, it will not eat its own kid or other carnivorous animals. This is the reason why the Yorùbá will say *Adìẹ kìí jẹ̀fun arawọn*[31].

In this antiquity about which we talk, some animals, birds and human beings were gifted to understand and speak the languages of human, animals and birds and that brings cordial relationship among them. This was responsible for the verses in *Ifa* referring to animals, birds and even plants understanding and speaking human language[32]. Things were done together by all creatures. However, it was unfortunate that the covenant among animals, plant, birds and human beings was broken by human. It was Peregun the wife of Orunmila, (the first woman to give birth to twins male and female) that gave birth to apes like children though they were human. They were named *Edun–Columbus* monkey. The same woman was responsible for the birth of *Erin, Ẹfọ̀n* – buffalo, *Àgbọ̀nrín, Agbe, Àlùkò* and so on. As a result of this, humans and the rest of creation regarded themselves as brothers and sisters. This assertion above corresponds with anthropologists like Richard Erskine Leakey, Milford Wolpoff, Philip Tobias, MauricaTaich and a host of others who have worked on the fossil of human and concluded that human's ancestors marched out of the forest and onto the African plane. They believe that early apes gave rise to three groups. One was *Gigantopithecus* which became extinct; another led to chimpanzee and gorillas. While the third was *Ramapithecus* whose line divided again to produce *Australopithecus* that branched to *Homo habilis,* who evolved into Homoerectus and finally becoming modern human. [33]This is possibly responsible for the reasons why some families and individuals are linked to some important animals in Yorùbáland through their *Oríkì*-praise poem, appellations and self-appraisal. Families like*Ìkòyí Ẹ̀sọ́, Olú Ọ̀jé*and so on are good examples. Parts of *Oríkìlẹ́ẹ̀jì*[34]– twins are;

Ẹ̀jìrẹ́ òrìlà	the twin
Ará Ìsọ́kùn	indigene of Isokun
Ẹ̀dúnjọbí	*Edun* combined to give birth to
Ọmọ ẹ̀dunnṣẹ́rẹ́ orí igi…	the offspring of *edun*that play on the tree

Another link between man and other creatures was given by Lijadu[35]. According to the account, when human beings were created, they were made one at a time. It was human beings that complained to Olódùmare that they needed people to populate the world. As a result Olódùmare asked human to make image of human which he commanded to become human beings. However, to the astonishment of human beings, the characters of these set of people made from images were different. They were behaving like animals, trees and birds. This factor might be responsible to why it is very easy for animals to transform to human beings at will, live and give birth to children till today. A hunter revealed his encounter with a buffalo who transformed into a beautiful woman to whom he got married to. However, the marriage did not produce any offspring as a result of the animal/human behaviours which the hunter could not tolerate.[36] However, he still retained one of the horns of the buffalo in his custody as a remembrance of her till today. *Ọya,* [37] one of the goddesses in Yoruba society and the wife of Ṣàngó, the third king of Ọ̀yọ́ Empire who was an antelope also loved transforming herself to human being when she was alive. It was when she did that in the presence of Sango that he saw her and eventually became his wife. Stories of these kinds are common in Yoruba society particularly, in *Ifá*traditions. A good example is the one sited in *Ọ̀fún Ogbè*[38]also known as*Ọ̀fúnNagbè where ifa says;*

[29] WandeAbimbola, 1997,*Ifa will mend our broken world,* U.S.A.: Aims Books, 14.
[30] WandeAbimbola, 1997,*Ifa sill mend our broken world,* 15
[31] Kolawole Abimbola, 2006, *Owe, Akanlo Ede ati Asayan Oro Yoruba,* Ilorin: Timiagbale Ventures, 15 ……
[32] WandeAbimbola 1997, *Ifasill mend our broken world*, 20.
[33] Time Magazine, 1977, *How man became man,* New York: Rockefeller Center, 48-52
[34] FamaAinaAdewaleSomadhi, 2009, *Reflections on the Wisdom of Ifa,* USA: Ile Orunmila Communications, 12
[35] E.A.Lijadu, 2001, *IfaMimoAlabalasePaleroKiini,* Ondo:J.A.Ifeoluwa Printing Press, 12-13
[36] SonsoMeji, Hunter, *Oral Interview*, October, 2016, Arulogun Village, Ibadan.
[37] Judith Gleason, 1971, *Orisha: The Gods of Yorubaland,* New York: Atheneum, 88
[38] AdewaleSomadhi FAMA Aina, 2006, *Sixteen Mythological Stories of Ifa,* U.S.A: Ilé Ọ̀rúnmìlà Communications, 111

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Tí a báwífúnni	When one is being instructed
Tí a bágbọ́	and one keeps to it
Ayé a má a yẹni	life becomes easy for one
Tí a bá sọ̀rọ̀fúnnití a bágbà	when one is being instructed and one keeps to it,
Ayé a má a yẹni	life, becomes easy for one
Àwí ìgbọ́,	lack of listening to instructions,
Àfọ̀ ìgbà	inability to accept instructions
Babaláwoọdẹ lóṣe'fáfọ́dẹ	*Ifa* priest of a hunter performed divination for a hunter.
Ọdẹnregbó jéèlùjù jé	The hunter was going to a distant forest (for hunting)
Wọ́n níkórúbọ	he was asked to offer sacrifice
Kóbá á le ríremúbọ̀	for him to be successful on his expedition.
Kí ó má mu ọtí	he was instructed not to drink wine
Kẹ́kẹ́lójúọmọòde Ẹ̀gbá	Kekeloju the daughter of Egbaland
Alábàjà lọ́rùnọmọòde Ẹ̀ṣá	Alabaja the daughter of Ijesaland
Pòrògúnmàtúyẹ̀rìọmọodò Olúwẹri	Porogunmatuyeri the daughter of Oluweri river
Oníjàyènreléìjàyè	owner of Ijaye is going to Ijaye
Orogúnilé́fàwọ̀ mi lọ̀mí	my rival showed me my skin

Such also was the case of *Ọ̀rúnsẹ̀*,[39] the deer woman of Ọ̀wọ̀, Ondo state of which *Igogo*festival is celebrated in her remembrance in Ọ̀wọ̀ till today. Some may also transform to animals for destructive purposes. They are either to destroy life or property as a result of an offence committed by such people or person that his or her property or life destroyed. .

V. Conclusion

With evidences shown above in the tradition and the religion of the Yoruba, we may conclude that human developed as the theory postulated. It is also possible that man did not develop as the theory suggests. Rather, it is safer to conclude that human can transform at will to suit the prevailing situation. Olódùmarè the creator endowed man with enormous power which man can use at will. One of such is the ability to transform to any suitable animals. This is not limited to Nigeria or the Yoruba alone; it is a general phenomenon in Africa. Furthermore, one may be tempted to ask some basic questions on the bases for the acceptance of the theory of evolution. If humans evolved through the course of history to the point where we are now, one might wonder and ask; has the evolution stopped? Would the future generation of humans boast of species superior to what we have now? Likely answers may be available, to suffice as tenable answers to these questions, using the example of new born babies. It is observed that babies born in the past take two or three days to open their eyes. This is no longer the case in recent years, as babies now open their eyes immediately they are born. Similarly, children born these days have some kind of superior intelligence which makes them savvy in the operations of electronic and other sophisticated gadgets, which the older generations sometimes seem to be struggling to understand. Is this change some kind of evolution? The answer may be affirmative and it may be not. However, a fact remains quite obvious; a human being that lived in the last century would certainly be totally lost if she/he is suddenly confronted with living in this age and generation. Things are moving, things are changing so fast; also life must move and change with the tide of time. Life cannot afford to remain constant.

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Triumph of Destiny in the lives of Karna and Achilles

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Abstract- *The Mahabharata* by Vyasa and *The Iliad* by Homer are gallery of heroes. Karna of *The Mahabharata* and Achilles from *The Iliad* are the two great heroes. They share some similarities. Destiny plays a significant role in their lives. Though Karna and Achilles were immortals but they were killed in the Kurukshetra war and the Trojan war respectively. They were aware of their death in the battle-field but they chose to be glorious. Actually destiny is inescapable thus they faced their death fearlessly.

Keywords: *honour, destiny, vengeance, war.*

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Triumph of Destiny in the lives of Karna and Achilles

Disha Mondal

Abstract- ***The Mahabharata*** **by Vyasa and** ***The Iliad*** **by Homer are gallery of heroes. Karna of** ***The Mahabharata*** **and Achilles from** ***The Iliad*** **are the two great heroes. They share some similarities. Destiny plays a significant role in their lives. Though Karna and Achilles were immortals but they were killed in the Kurukshetra war and the Trojan war respectively. They were aware of their death in the battle-field but they chose to be glorious. Actually destiny is inescapable thus they faced their death fearlessly.**

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Introduction

Both in the Indian and the Geek mythologies, two characters, Karna and Achilles, stand out dramatically, putting everyone else in the shade. We cannot think of *The Mahabharata* without the valiant, stoic Karna and the Trojan war without Achilles. The interesting factor is the common thread of destiny weavng through their lives, distinguishing them from other heroes.

Karna and Achilles share a lot of similarities. Honour is the pivot on which the whole world of them balance. Achilles cannot withstand any kind of disrespect done to him. Similarly as Karna becomes a man, he is fired by a thirst for honour, respect, name and fame. But in course of life, to his dismay, he receives exactly the opposite.

Karna makes his first nominal entry into *The Mahabharata* in the *Adi Parvan*. He is described as a tree trunk.

Duryodhana is a great tree, filled with resentment, Karna is the trunk…"(I,1,65)

From the very beginning of the poem, Karna is cast in somewhat shadowy light. His life is full of tragedy. Karna is the son of Kunti and Sun God. Thus, he is as much a prince as any of other five Pandava Princes. He is distinguished by his innate breastplate and glowing ear-rings. But as Karna is born to an unmarried mother, Kunti was forced to expose the child to the river Ganges. He is retrieved by an *adhiratha*, a charioteer,and his wife Radha, and taken as their own. So, Karna is unaware of his true lineage.

River plays an important role in both Karna and Achilles' life when they were child. Achilles is the son of sea Goddess Thetis and the king Peleus. In order to make Achiles immortal, Thetis dipped him in the River Styx, holding his heel. While she was performing this ritual, Peleus interrupted her and Thetis was so agitated that she forgets to dip Achilles' heel in the river. Thus, the heel becomes the weakest part of Achilles' body and in the Trojan war, he was killed by an arrow of Paris that injured him in the heel.

Achilles is an archetypal tragic hero and so also is Karna. Though he is a born hero, a *ksatriya* he has to pass through various insulting situations. He has been labeled as *suta-putra* (son of a charioteer), a *non-ksatriya.* He is brought up as a commoner and therefore humiliated. Teachers would not teach him. His equals shunned him. He received no honour despite his brevity. Only Duryadhana, the Kaurava Prince, accepted him as his best friend and gave his due honour. Even on the eve of great battle, Bhisma enumerates the names of *Ardharathas, Rathas and Maharathas* (hierarchy of warriors) among the Kauravas, and he places Karna in a lower rank because he is a *suta-putra*.

Both Karna and Achilles are made of such stuff that they would willingly prefer to sacrifice their lives instead of passing through a situation in which they were insulted. For instance, when Agamemnon robbed Achilles of his prize of pride, the beautiful Briseis, immediately Achilles was filled with an overwhelming sense of outrage. The wrath of Achilles is the ignition point where the entry and death of Patroclus at the hands of Hector, and the climax of the epic, the Achilles-Hector encounter take place.

Achilles is a *man of short life*, as he says in his prayer to his mother. He is aware of his choice but sees the promise of glory eluding his grasp. *The Iliad* does not represent the enactment of Achilles' choice. He has already made it when the heroic world first beckons to him in the form of Nestor and Odysseus on a recruiting mission and he literally jumps at the opportunity. Upon his arrival to Trojan lands, Achilles has quickly proven himself in the battle.

Achilles is not thirsty for any material gain and apparently similar is the temperament of Karna who is also not tempted by any worldly possession as such. Compared to Achilles, the king Agamemnon's psychology is bound and limited by a thoroughly material gain. Agamemnon had an eye on cash value of things.

Similarly, compared to Karna, Duryodhana is devoted to achieve material greatness. Karna supported

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Duryodhana only to avenge his dishonor and to earn heroic glory. Likewise Achilles also has joined the Trojan expedition in order to earn great glory. Achilles is totally devoted to the heroic achievement for its own sake, not for what it brings with it in the way of material possessions, social positions, a just revenge or defense of the loved oones. He chooses a short life of glory to a long one without fame.

Karna too chose the life of honour and glory. His heroic life shines because he remained true to his word. Before the battle of Kurukshetra begins, Krishna meets Karna and reveals the truth about his birth. Karna asks Krishna to keep the circumstances of his birth a secret because he knows that the Pandavas would be demoralized. Karna says that it is Duryodhana who saved his honour when others disrespected him. So, it was the time to pay back Duryodhana's debt. Thus he remained loyal to Duryodhana.

Karna is unique from others for two qualities he exhibits-the first being loyalty and the second being charity. His character deserves sympathy because of the strange play of fate that denies him his rightful place. Irawati Karve writes about Karna's life: *Karna has no definite position in society. He struggled all his life to gain what he thought was his rightful status and his bitterness lay in not having got it.*(Karve 1991,139). He suffered greatly due to his surging ambition and is not prepared to spend his life as a mere *suta.* Even his association with Duryodhana and his subsequent anointment as the *Anga-raja*, fails to elevated his social rank. Karna is thus, a classic example of the cruel play of destiny.

Indra, disguised as a Brahmin, approaches Karna before the battle of Kurukshetra and requests the ear-rings and the breastplate. A true *ksatriya* cannot refuse such a request and Karna cuts off his divine attributes. In return he receives a missile which is guaranteed to destroy its target, divine or human.

It is interesting to note that both Achilles and Karna did not have any personal intention to fight the Trojan or Kurukshetra war respectively. Trojan war was fought because Paris eloped with Helen. Menelaus then declared war against Troy and all the Greeks were expected to participate. After being insulted by Agamemnon, Achilles declared that he would not take part in the battle. When Duryodhana is hard pressed by Ghatotkaca, the son of Bhima and Hirimba, he asked Karna to use *sakti,* the boon granted by Indra, the one which he had reserved to kill Arjuna. But Achilles is sincerely much worried about his beloved friend, when Patroclus alone goes to he battlefield. Thus, he prays to Zeus for the safety of his dear friend.

But when Patroclus is dead, Achilles is fully prepared to accept and embrace his own death. He talks now not of glory but fate.

On the other hand, Karna fights with Arjuna and perishes. Just before he dies, Karna made several claims as to how destiny had triumphed. Karna merges into the sun since he cannot be ground to dust. He returns to the Sun, his original source.

To sum up, we may say that both Achilles and Karna are born great but both suffer their evil destiny. They know what is good from evil and yet finally like Adam and Eve of Milton's *Paradise Lost*, embrace what is evil, what they actually wish to hate. Achilles nourishes his wrath, and Karna is driven by his egotism. Both these heroes are in the true sense of the term tragic: they both are involved in terrible action, they earn recognition but they meet inevitable doom. However, Achilles and Karna are finally restored to themselves and to their heroic stature.

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The Effect of Life Skills Training on Mental Health and Student Self-Esteem

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Abstract- The main purpose of this study was to investigate the effect of life skills training on mental health and self-esteem of elementary school female students. The present study was a semi-experimental design with pretest-posttest design with control group. The statistical population of all fifth grade female students of the elementary school in Rashtkhar were selected through 2009-10 educational year. The sample consisted of 60 female students in a simple random sampling. They were randomly assigned into experimental and control groups (each group included 30). The research tools consisted of the Choldeberg mental health test, Cooper Smith's self-esteem test, and a practical guide to life skills training. Data were analyzed using independent t-test and these results were obtained.

Keywords: life skills training, mental health, self-esteem.

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Mansoureh Rahmani

Abstract- The main purpose of this study was to investigate the effect of life skills training on mental health and self-esteem of elementary school female students. The present study was a semi-experimental design with pretest-posttest design with control group. The statistical population of all fifth grade female students of the elementary school in Rashtkhar were selected through 2009-10 educational year. The sample consisted of 60 female students in a simple random sampling. They were randomly assigned into experimental and control groups (each group included 30). The research tools consisted of the Choldeberg mental health test, Cooper Smith's self-esteem test, and a practical guide to life skills training. Data were analyzed using independent t-test and these results were obtained.

1. Life skills training improves student mental health.
2. Teaching life skills improves student self-esteem.
3. The effect of education on life skills on physical symptoms, anxiety and insomnia has been meaningful, but there has been no significant effect on social dysfunction and depression.
4. The effect of life skills training on general self-esteem, social self-esteem, and academic self-esteem was meaningful. But it was not significant on family self-esteem.

Keywords: life skills training, mental health, self-esteem.

I. Introduction

In recent decades, psychologists have come to the conclusion in their study of behavioral disorders and social deviations that many of the disorders and injuries are related to the inability of individuals to properly and properly analyze their own situations and their situations, lack of control and personal adequacy to confront the situation Difficult and unprepared to solve problems and problems in the right way. So, given the ever-increasing complexity of society and the expansion of social relationships, preparing people, especially children, to deal with difficult situations is essential.In this regard, psychologists, with the support of national and international organizations, have started teaching life skills around the world and at school level to prevent mental illness and social abnormalities. Given the expansion of school-based mental health services in different countries, the World Health Organization has developed a life skills research initiative as part of the organization's mental health program. The primary goal of the World Health Organization is to develop a mental health skills plan for life in different societies around the world to address the development, application, and evaluation of a life skills training program that focuses on the development of basic psychological capabilities, such as problem solving, coping with Emotions, self awareness, social adjustment, and stress control among children and adolescents. Thus, schools should emphasize the maintenance and maintenance of their mental health, rather than focusing only on increasing the academic performance of students. Take the necessary steps to achieve the goal, because if the goal is achieved, many of the educational and educational problems will be reduced. One of the world-class preventive programs is the teaching of children's life skills. The World Health Organization (WHO) has developed a program called "Life Skills Training" to raise the level of mental health and prevention of psychosocial harm and in UNICEF (the United Nations Charter) in 1993. Year after year, this program has been studied in many countries (WHO, Nouri Qasem Abadi and Mohammad Khani translation, 1998).

Various researches that have been carried out following the implementation of the life skills training program in schools have shown that the impact of this training on different dimensions of mental health and compatibility shows that overall, life skills and social skills education has a positive impact on the following items:

1. Positive social behaviors in schools (positive social interaction between colleagues)
2. Increased problem solving ability - Self-awareness
3. Reduced anger, anxiety, depression, shyness in delinquent behaviors
4. Establish an internal containment position
5. Social acceptability
6. Confronting the crisis
7. Social confrontation
8. Increased daring
9. Positive self-concept
10. Suitable verbal and non-verbal skills (Death, Smith, and Worcesky, quoted by Naseri, 2005).

Research shows that people with high self-esteem and low self-esteem have higher problem-solving skills, so that they can identify effective solutions better than low-endeavors, and expect more effective responses to effective responses and solutions. They also have the ability to criticize and more likely to be

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criticized. Therefore, they use good criticism, which is a complex interpersonal skill (Pessini and McCraighie, 1998; quoted by Sarkhosh, 2005).

One of the characteristics of a normal personality is self-esteem, self-esteem is the degree of approval, and the value that a person feels towards himself or the judgment that a person has for his value. Self-esteem is one of the concepts that has been studied by many psychologists. Self-esteem is associated with some psychological phenomena, high self-esteem is associated with positive and constructive coping strategies, high motivation and positive emotional state (Baybandeng, 1993).

Research has shown that spell-suppression skills training and peer pressure reduces vulnerability to peer pressure, increases and maintains the status of internal control and self-esteem (Shops and Cogs, 1993) .Some assessments have proven that engaging in life skills training classes can create self-esteem. Self-esteem also enhances flexibility versus changes, and strengthens positive attitudes toward self-esteem (Vickersky, Sarkhosh, 2005). Everybody has different skills throughout his/her lives. From the early years of life everybody learns to walk and talk. Learning these skills will help us to live better and make more use of our facilities. Life skills make us personally better adapted to the environment. According to the UNESCO World Education Organization, life skills are classified into ten categories:

1. Self-awareness skills
2. Empathy skills
3. Skills of relationships between individuals
4. Effective communication skills
5. Stress coping skills
6. Managing Excitement Skills
7. Problem solving skills
8. Decision-making skills
9. Creative thinking skills
10. Critical Thinking Skills

Life skills for a better life help us deal with life's problems in a positive way, in order to achieve more success, because, according to Nietzsche, man is what he can do with whatever he does, but if he wants to (Jennifer and Pour Hosseini, 2009).

Learning life skills to understand people's adequacy, self-esteem and self-esteem affects them and plays an important role in mental health.

On the one hand, the country's political transformation more and more reveals the need for attention to the law and civil rights. The realization of national and international concepts and destabilization requires educating educated citizens who have the knowledge and ability and attitude necessary for peaceful living in society. On the other hand, the rapid expansion of communication and rapid access of individuals to various communication means, such as telephone, Internet, etc., necessitates the development of citizenship. Citizens who are aware of individual and international rights recognize their cultural heritage and other nations. In contrast, negative aspects such as the impact of other cultures that conflict with religious and national contexts are sufficiently knowledgeable (Fathi and Ajargah, 2002).

Therefore, considering the relationship between the teaching of life skills and mental health and self-esteem and the relationship between these variables and the prevalence of psychosocial disorders, and the necessity of examining this issue, this research seeks to answer the question of whether life skills training on mental health and Students' self-esteem affects?

II. Methodology

The present study is a semi-experimental research. The widespread use of the word "experiment" has a broad concept and that something is being tested. The pilot project in the broad sense is the implementation of a pre-fabricated design to experience it. More specifically, it can be said that the experimental design is a structure by which the variables are acquired, organized, or created within the situational test.The present study is a semi-experimental and pre-test-post-test with control group and control group. The plot is in Table 1-3 (Delavar, 1996).

Table 3.1: Pilot research project

Groups	Random Selection	Pretest	Intervention	Post-test
Experiment	R	O1	x	O2
Testifier	R	O3	. . . .	O4

As shown in Table 1-3, R is the random selection of students and their placement in the test group. The purpose of O1 and O3 is to conduct Goldberg general health tests and Coopersmith's self-esteem on test group students and control group before teaching life skills to students in the experimental group. X is the teaching of life skills to students in the experimental group. O2 and O4 are doing general health and self-esteem tests on the students of the test group and the control group after teaching the skills of life to the students of the experimental group.

a) Statistical community

The statistical population of this study includes all 5th grade female students of public schools in the city of Rashtkhar (180 students) who studied in the academic year of 2009-10.

b) Sampling and volume of community and sample

The statistical sample in this study is 60 students of fifth grade elementary state-run public school in the city of Roushtkhar. A simple random sampling method was used to select the sample. In this

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regard, firstly, for controlling the intelligence of students, all of the students of Wechsler's IQ test were selected and 100 subjects were randomly selected from the 100-100 test. Two patients were randomly assigned to 60 of these 100 individuals randomly.

c) *Measurement Tool*

In this research, the Goldberg General Health Questionnaire (GHQ), which has been used by scholars according to the age of modified students and Cooper Smith's Self-Esteem Test (GSSE) and a practical guide to life skills training, is described in detail.

i. *Introduction to Goldberg General Health Test (GHQ)*

Goldberg (1972) designed and developed a general health questionnaire for the treatment of non-psychotic disorders in a community health center. The main form of the questionnaire is 60 questions. The shorter form of the 12th, 20th, 28th, 30th, and 44th articles of this scale is also provided. In this study, the 28 questions of the General Health Questionnaire, introduced by Goldberg & Huller (1979), have been used. The questionnaire has four sub-scales, each scale has 7 questions. The main objective of this questionnaire is not to achieve a specific diagnosis in the hierarchy of mental illness, but its main principle is to distinguish between mental illness and health. In fact, the 28-item form of the questionnaire has the benefit of being designed for everyone in the community. This questionnaire as a surrogate tool can determine the likelihood of a mental disorder in a person. The following four measures are: general health, chronic symptoms, anxiety and insomnia symptoms, signs of social dysfunction and symptoms of depression, there are four sub-scales based on statistical analysis of responses:

The sub-scale (A) includes things about how people feel about their health and their tiredness and physical signs. This sub-scale assesses the sensory intakes often associated with emotional arousal. Articles 1 to 7 relate to this sub-scale.

Sub-scale questions (B) include those that are associated with anxiety and insomnia. Articles 8 to 14 relate to this sub-scale:

Sub-scale (C) measures the ability of individuals to meet the demands of the job and the daily life and reveals their feelings about how to deal with the commonplace of life. Articles 15 to 21 relate to this sub-scale, and finally the fourth.

Sub-scale (D) includes materials that are associated with severe depression and suicidal tendencies, and Articles 22-28 are related to this sub-scale.

The overall score of each person is derived from the sum of the grades of the four sub-scales (Sturra, 1991 Translation of the Prosecutor, 1998).The questionnaire is scored based on Likert scale (0-1.2 -3) and the total score of each person will vary from zero to 84. It is also necessary to explain that the low score in this questionnaire is a sign of high mental health and a high score of mental health symptoms (a copy of this questionnaire is given in Appendix 1).

ii. *Reliability of the Goldberg General Health Exam*

Goldberg and Williams (1998) predicted a 95 percent waist (1985) report the internal consistency of the general health questionnaire using Cronbach's alpha of 90 percent.

Kaiss (1984) obtained Cronbach's Alpha 93% of the General Health Questionnaire, and Shak (1984) reported Cronbach's alpha of 88% on 2150 students (quoted from Taghavi, 2001).

The reliability of the 28 questions of the Goldberg General Health Questionnaire was calculated 91% by Palahang, Nasr, Barahani and Shah Mohammadi (1996) (Cloughi, Astura and Haghashenas, 1999). Taghavi (2001) achieved the GHQ rehabilitation reliability coefficient of 3 to 4 weeks for the entire questionnaire of 72% and for the 60% physical syndrome, 68% anxiety syndrome, 57% social disorder syndrome and 58% for depression syndrome (Rajabi, 2004). In one study, the Cronbach's alpha coefficients and the general health questionnaire for general students were 0.85 and 0.86 for female students, respectively, 0.87 and 0.84 respectively, and for male students 8.8 and 0.90 respectively achieved. Amanollahi (2004) in the research, the Cronbach's Alpha coefficients and the general health questionnaire for general students were 0.84 and 0.85 for female students 0.83 and 0.84 respectively and for male students 0.85 and 0.86 respectively. Verdi (2004) calculated the coefficients of Cronbach's alpha and the general health questionnaire of 0.94 and 0.89, which is optimal.

iii. *Introducing the test for Cooper-Smith self-esteem*

Cooper-smith's self-esteem scale (1967) is a self-report scale of 58 articles, pencil-paper test, 8 of which are polygraphs, and 50 other articles to 4 subscales of general self-esteem, social self-esteem, family self-esteem, and Educational self-esteem is divided. The method of grading this test is zero and one in the sense that Articles 14,18,19,21,23,24,28,29,30, 32,36,45,47,57,2,4,5,10 response Yes, a score and no answer are zeroed. The rest of the questions are reversed, that is, the answer is good. A score and the answer will be zero. Obviously, the minimum score that a person might take is zero and a maximum of 50. If the respondent has more than 4 grades from the 8th article of the lie detector, which includes articles 6, 13, 20, 27, 34, 41, 48, 55, it means that the validity of the test is low and the subject tried to improve himself.

iv. *Confidence test for Cooper Smith's self-esteem*

Cooper Smith et al, (1967) obtained a 88% refractive index after 5 weeks and a 70% test coefficient after three years for this scale. Factor analysis has shown that the individual scales are different factors of

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self-esteem (Quoted by Nisea and ShannyYaylaq, 2002). Shokrkon and Nissi (1994), in their research on the first to third year high school students in Najaf Abad, reported a 90% and 92% re-test reliability coefficient for male and female students, respectively. Allameh (2005) also performed this scale on a student's sample of reliability, using a spin-off method of 83% and a Cronbach alpha of 84%. Several studies have confirmed the coefficient of validity of Cooperismit's self-esteem scale. In the study of Shokrkon and Nissi (1994), the coefficient of validity of this scale was calculated by correlating the test scores with the final grade of the students, and the coefficients obtained for boys are 69% and For girls, 71% ($p = 0.001$) have been reported. Allameh (2005) has used the correlation method with social anxiety scale scores to calculate the validity of this questionnaire and has obtained a coefficient of validity of- 0.53 with ($p < 0.001$).

v. *Life skills training tools*

The content of life skills training in this study is based on the "Practical Guide to Primary Life Skills Training". This training program consists of ten chapters, each chapter covering one of life skills and practical exercises related to it. Topics provided include:

1. Group familiarity
2. Knowledge of yourself and your ability
3. Familiarity with personal, family and social values
4. Familiarity with how to communicate with others
5. Introduction to goal setting
6. Familiarity with decision making
7. Familiarity with the concept of violence and its containment methods
8. Familiarity with Physical Health

vi. *Implementation of life skills training*

The subject of the training sessions and practical exercises was set up in eight 90-minute sessions, so that half the time of each session was given practical content on the topic of the meeting and after some time, the second half of the session was grouped around Training sessions were held on the topic of training. Each session first discussed issues surrounding each educational subject, and then the subject was discussed in a group, and at the end of each training session they were presented, so that all subjects excluded the training topics from the training position Experimentally, practice. (Examples of practical exercises are given in Appendix 2).

d) Method of Execution

In order to remove the control variables, such as age, gender, educational level, educational level and intelligence, they were firstly determined and their intelligence was measured by Wechsler's intelligence test. Among the community, 100 students were selected, and 60 of them were randomly selected from the range their intelligence was chosen between 100-100.

Data were collected by Goldberg General Health Questionnaire and Cooper Smith's Self-Esteem Questionnaire. After the students were randomly divided into two experimental and control groups, they were subjected to Goldberg general health and Cooper Smith's self-esteem. Then, experimental intervention (life skills training) was conducted on the students of the experimental group. At the end of the intervention, students in both experimental and control groups were subjected to the Goldberg General Health Questionnaire and Cooper Smith's self-esteem.

e) Outside Life Skills Training Sessions

Session 1: Meet the members of the group and the topics of the course

Provided educational materials:

1. Preliminary explanation about the course and the importance and necessity of group activities in this course
2. Importance and necessity of life skills for entering peers life and its role in important life choices such as choice of field, job selection, spouse selection ....

Practice topic:

1. Understanding the members of the group (Understanding the characteristics and characteristics of individuals)
2. Identify groups (recruiting, determining the role of each member of the group and naming the groups)

Session 2: Self-knowledge and self-awareness (self-awareness)

Provided educational materials:

1. Explained about the importance of recognizing one's abilities, talents and interests
2. The role of self-awareness and self-knowledge as a living skill in determining future goals.

Practice topic:

1. Understand personal strengths and individual skills
2. Awareness of future goals
3. Awareness of your physical condition
4. Understand your job skills
5. Ask questions about each group's exercises and discussions

Session 3: Understanding Personal, Family, and Social Values

Provided educational materials:

1. Definition of the concept of value
2. Introduction of various types of individual, family and social values

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Practice topic:
1. Understand the values
2. Prioritizing individual, family and social values
3. Ask questions about each of the exercises and group discussions

Session 4: Understanding the phenomenon of communication and how to communicate with others

Provided educational materials:
1. Definition of the concept of communication
2. Communication barriers
3. Bridges of communication
4. Types of communication (positive and negative, verbal and non-verbal)
5. Active listening
6. Decisiveness in the behavior and difference of decisive behavior with passive and aggressive behaviors
7. The factors causing communication (such as respect, responsibility, understanding, effort and importance)
8. Dating

Practice topic:
1. Understanding the types of communication
2. Playing the role of non-verbal communication (body language)
3. Estimation of the degree of decisiveness
4. Playing a role in decisive behavior from a hypothetical or real position
5. Identify communication factors in relationships with friends and family members
6. Draw family members relationships using shapes
7. Ask questions about each exercise
8. Determine the characteristics that people consider in dating.

Session 5: Understanding the importance and how to set goals

Provided educational materials:
1. Define the goal
2. Target types
3. The importance of determining the goal in life as a life skill
4. Provide examples and examples
5. Steps to determine the purpose

Practice topic:
1. Understand the goals achieved in determining short-term and long-term goals throughout life
2. Apply the pattern of targeting for a personal goal

Session 6: Awareness of the decision and its stages

Provided educational materials:
1. The importance of decision-making skills in various aspects of life
2. A variety of simple and complex decisions and provide examples of them
3. Appropriate decision process

Practice topic:
1. Determine important life decisions
2. Using the appropriate decision model for a personal decision

Session 7: How to Avoid Anger and Violence

Provided educational materials:
1. Definition of the concept of anger and violence and the relationship between them
2. Violent factors
3. Physical, psychological and emotional states of anger and violence
4. Anger control method
5. The method of negotiating (solving the problem) in reducing anger

Practice topic:
1. Playing a role in a hypothetical or realistic situation
2. A question about the subject and group discussion
3. Application of problem solving method in anger control

Session 8: Awareness of the importance of physical and mental health and methods of maintaining health

Provided educational materials:
1. The relationship between mental and physical health
2. Features of healthy people
3. Effect of stress (stress) on physical and mental health
4. Depression and anxiety
5. Emotion-oriented and problem-oriented coping strategies
6. Anxiety and Stress Reduction Methods, Muscle Relaxation, Stage-by-step Relaxation, Relaxation by the guided imagination and focusing on breathing.

Practice topic:
1. Determine the amount of physical health
2. Application of reducing stress and anxiety
3. Relaxation exercises muscle

f) Analysis of data

In order to analyze the data in this study, using the "pre-test-post-test design with control group", the following statistical methods have been used:
1. Descriptive statistics methods such as: average, standard deviation, maximum and minimum calculation
2. Inferential statistics method:
3. Independent groups

For statistical analysis of the research data, the fifteenth version of the software "spss" was used.

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III. Discussion and Conclusion

The research proposals included:

a) *Teaching life skills will increase the mental health of students.*

Various researches that conducted after implementing a life skills training program in schools show the effect of these training on different aspects of mental health. The results of this hypothesis test are based on the results of research conducted by Lazarus (1971), Bellechman (1985), Hamburg (1990), Anickswich and Weingung (1990), Ricksch (1996), Boutvin (1997), Shiyer and Boutvin (1998), Klingman (1998), Boutvin et al. (1984), Albertin et al. (2001), Mashara (2009), Turner (2008), Martin Jones (2009), Venezuela Victoria (2009), Ahmadian (2009) Matthew (2009), Jefferson (2010), Wang Bo (2010), Sharifi (1993), Ahmadi Zadeh (1994), Bapiry (1997), Farzam Nia (2002), Aqajani (2002), Biglu (1995), Yadavari (2004), SamariVallafi Phase (2005), Haghighi et al. (2006). So, as can be seen, the results of this research on the effect of life skills training on mental health are closely matched by other studies in this or similar field. This indicates the confirmation and consistency of the results of the first hypothesis with other research results.

i. *Teaching life skills is effective in reducing the physical symptoms of students.*

Various researches that conducted after implementing a life skills training program in schools show the effect of these training on reducing physical symptoms. The results of this hypothesis test are consistent with the results of research conducted by Rickschack (1996), Venzel Victoria and colleagues (2009), Haghighat and colleagues (2006), Sammy Wales Phase (2005), Agha Jani (2002). This indicates the confirmation and consistency of the results of this hypothesis with other research results.

ii. *Teaching life skills affects students' anxiety and insomnia.*

Various studies that have been done after implementing a life skills training program in schools show the effect of these training on reducing anxiety and insomnia. The results of this hypothesis test are consistent with the results of research conducted by Ricksch (1996), Sharifi (2003), Beyglo (1995). This indicates the confirmation and consistency of the results of this hypothesis with other research results.

iii. *Teaching Life Skills Affects the Social Impact of Students.*

Various studies that have been carried out after implementing a life skills training program in schools show the effect of these training on reducing social dysfunction. The results of this hypothesis test are not consistent with the results of research conducted by Mott et al. (1995), Ricksch (1996), Sharifi (2003), Biglow (1995). This indicates the lack of confirmation and the consistency of the results of this hypothesis with other research results.

iv. *Life skills training affects students' depression.*

Various researches that conducted after implementing a life skills training program in schools show the effect of these training on decreasing depression. But the results of this hypothesis test are not consistent with the results of research conducted by Rickschach (1996), Sharifi (2003), Beyglo (1995), Bapirie (1997). This indicates the lack of confirmation and the consistency of the results of this hypothesis with other research results.

b) *Teaching life skills affects students' self-esteem.*

Various researches that have been done after implementing a life skills training program in schools show the effect of these trainings on different aspects of self-esteem. The results of this hypothesis test are based on the results of research conducted by Hamburg (1990), Vichrosky(2000), Mott et al. (1995), ShapVakopland (1993), Albertin et al. (2001), Guttman and Watson (2001) Alan Gurry (1999), Davis and Catamen (1997), Baiba (1998) and Takad (1990), Conrad (2009), Bubo Lovelier (2010), Beyglo (1994), Vardi (2004), Haghighi and colleagues (2006) Agha Jani (2002), Ismaili (1380), Yadavari (2004). So, as can be seen, the results of this research on the effect of teaching life skills on self-esteem are quite consistent with other research in this or similar field. This indicates the confirmation and consistency of the results of the second hypothesis with other research results

i. *Life skills training increases the overall self-esteem of students.*

Various researches that have been done after implementing a life skills training program in schools show the effect of these training on different aspects of self-esteem. The results of this hypothesis test are based on the results of research conducted by Hamburg (1990), Vichrosky (2000), Mott et al. (1995), Shap and kopland (1993), Albertin et al. (2001), Guttman and Watson (2001) Alan Gurry (1999), Davis and Catamen (1997), Baiba (1998) and Takad (1990), Conrad (2009), Bob Lewler (2010), Beyglo (1995), Verdi (2004), True and colleagues (2006), Agha Jani (2002).
So, as can be seen, the results of this research on the effect of teaching life skills on self-esteem are quite consistent with other research in this or similar field. This indicates the confirmation and consistency of the results of this hypothesis with other research results.

ii. *Teaching Life Skills Affects Students' Social Self-Esteem (Peers).*

Various researches that have been done after implementing a life skills training program in schools show the effect of these training on different aspects of self-esteem. The results of this hypothesis test are

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consistent with the results of research conducted by Verdi (2004), Sameri and Lali Phase (2005), Vichroski (2000), Mot et al. (1995), Hamburg (1990). This indicates the confirmation and consistency of the results of this hypothesis with other research results.

iii. *Teaching life skills increases the self-esteem of the family (parents) of students.*

Various researches that have been done after implementing a life skills training program in schools show the effect of these training on different aspects of self-esteem. The results of this hypothesis test are not consistent with the results of studies conducted by Verdi (2004), Samari and L`alifaz (2005), Vichrosky (2000), Mot et al. (1995), Hamburg (1990). This shows that the results of this hypothesis are not consistent with other research results.

iv. *Teaching life skills contributes to increasing students' academic self-esteem (school).*

Various researches that have been done after implementing a life skills training program in schools show the effect of these training on different aspects of self-esteem. The results of this hypothesis test were compared with the results of researches carried out by Remedy (2004), Esmaeili (2001), Verdi (2004), Samari and Lali Phase (2005), Vichroski (2000), Mott et al. (1995) Hamburg (1990), Allen Gray (1999). This indicates the confirmation and consistency of the results of this hypothesis with other research results.

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Dynamics of Mobile Internet Device in Enhancing the Realization of Universal Basic Education Objectives in Nigeria

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Abstract- The introduction Universal Basic Education (UBE) Programme is apt, timely and relevant, considering Nigeria's dire needfor all round development.However, there are pedagogical challenges, facing the realization of the UBE programme. Content delivery in classrooms still tilt towards the traditional method of teaching and not fully inclined to digital content delivery through information and communication technological devices. This study therefore, seeks to establish the efficiencies in mobile internet device features like mobile internet and text message (SMS). Questionnaire was the instrument for the study, tagged Mobile Device Assisted Learning Questionnaire (MDALQ). Validity was obtained through face and construct validity while the test retest method was used to obtain a reliability co-efficient of 0.87. A sample of 100 senior secondary school students were randomly selected from four senior secondary schools in Ojo Local Government Area of Lagos State. Findings revealed that mobile internet search engines, for instance Google, Teoma, Zworks and Mamma do efficiently facilitate learning both within and outside classroom, thereby, promoting student-centred and activity-based learning, such as collaborative, discovery, interactive and innovative learning strategies.

Keywords: *dynamics, mobile internet device, realization, universal basic education.*

GJHSS-A Classification: *FOR Code: 139999*



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Dynamics of Mobile Internet Device in Enhancing the Realization of Universal Basic Education Objectives in Nigeria

Dr. Oyeyemi, S.O.[α], Akeusola, Bolanle Nofisat[σ] & Mustapha Sulaimon[ρ]

Abstract- The introduction Universal Basic Education (UBE) Programme is apt, timely and relevant, considering Nigeria's dire needfor all round development.However, there are pedagogical challenges, facing the realization of the UBE programme. Content delivery in classrooms still tilt towards the traditional method of teaching and not fully inclined to digital content delivery through information and communication technological devices. This study therefore, seeks to establish the efficiencies in mobile internet device features like mobile internet and text message (SMS). Questionnaire was the instrument for the study, tagged Mobile Device Assisted Learning Questionnaire (MDALQ). Validity was obtained through face and construct validity while the test retest method was used to obtain a reliability co-efficient of 0.87. A sample of 100 senior secondary school students were randomly selected from four senior secondary schools in Ojo Local Government Area of Lagos State. Findings revealed that mobile internet search engines, for instance Google, Teoma, Zworks and Mamma do efficiently facilitate learning both within and outside classroom, thereby, promoting student-centred and activity-based learning, such as collaborative, discovery, interactive and innovative learning strategies. Text messages (SMS) and mobile dictionaries enhance students' spellings, vocabularies, communication skills and use of English. The study recommended that Mobile devices such as cell phones (consequent to its availability) have the potential to effectively support quality learning necessary for the realization of the UBE objectives in Nigeria. This will enable the nation to copeeducationally with the increasing ICT challenges in the Global drive towards attaining the Millennium Development Goals (MDGs).

Keywords: dynamics, mobile internet device, realization, universal basic education.

I. Introduction

The media technology dynamics, especially the transition from analogue to digital format, no doubt, requires a shift in media skills acquisition. The World Summit on the Information Society (WSIS) recommended that everybody should have the opportunity to acquire ICT skills in order to understand, participate actively in, and benefit fully from the emerging knowledge societies. Capacity building in the use of ICT for education, particularly with regards to improving literacy and teacher training, needs to be addressed for lifelong learning for media and information specialists (teachers inclusive), especially in a developing country like Nigeria. The Universal Basic Education (UBE) Programme could not have been introduced at a better time than now that the nation is in dire need of all round national development. The Universal Basic Education (UBE) programme of the Federal Republic of Nigeria was however launched by President Olusegun Obasanjo 30th September, 1999. The UBE programme as spelt out in the implementation guidelines, aims at achieving the following specific objectives.

1. Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.
2. Provision of free universal basic education for every Nigerian child of school going age. • Reducing drastically the incident of drop out from the formal school system.
3. Catering for young persons, their schooling as well as other out of school children or adolescents through appropriate forms of complementary approaches to the provision and promotion of basic education.
4. Ensuring the acquisition of the appropriate level of literacy, numeracy, and manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the life skills.

The federal government has committed reasonable financial input to the UBE programme particularly in the construction of classrooms, offices, stores and toilets in several primary schools across the Nigerian nation. Assistance and help have been received from the World Bank, the United State Agency for International Development (USAID), and the Petroleum Trust Fund (PTF) among others for the development of infrastructure, resources and materials for the UBE programme. Training and retraining programme for teachers have been carried out by the National Teachers Institute (NTI) and Universal Basic

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Education Commission (UBEC) in order to ensure the success of the programme in Nigeria. The auspices of the British Council have also enhanced teacher retraining programmes, Innovative techniques of teaching have been emphasized in the various training and retraining of staff in the core subjects. School based assessment and improvisation of instructional materials have also been focused (NTI, 2006). Though the Federal Government has also committed funds to the provisions of vehicles, and boats for the monitoring of the UBE programme, the formidable landmark input was the presidential assent to the UBE Bill on 28th May, 2004.

These laudable steps aimed at achieving the millennium goals on educational attainment in Nigeria have however suffered some set back of some pedagogical challenges, facing the realization of the UBE programme because content delivery in classroom still tilt to the traditional method of teaching. Despite the above arrangements, the efficacy of UBE programme in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004&Ololube, 2006). Teacher- Training Institutions have also been criticized for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment. Educationists observed that the transition from academic theories in universities to classroom practice has often been very sharp suggesting that student -teachers are not often properly groomed to put into practice current pedagogy and interactive skills that have been theoretically learnt. Learning Materials are not consistently available (students depend on their own notes copied from the blackboard) and thus written materials do not play a coherent and pervasive role in the provision of a strong cognitive and structure-giving basis for the development of the required professional knowledge, skills and attitudes of an effective teacher.

II. Literature Review

In a knowledge driven economy pulled by globalization and continuous technological advancement, the term 21st century skills have brought global awareness each country needs to constantly update its workforce in preparation for the future. Information and media technology skills with a focus on accessing information efficiently and effectively, evaluating it critically and competently, and using the information accessed accurately and creatively to solve problems. It also involves understanding how and why media messages are constructed, creating one's own media products; and using technology as a tool for research, organization, evaluation and communication, and finally, managing, integrating, evaluating and creating information to successfully function in a knowledge economy (P21 Framework Definitions, 2009).

Nigeria, like other developing countries, in the bid to achieving this globalization feat in March 200l approved the National Information Technology Development Agency (NITDA), that was charged with the mission to make Nigeria an ICT-capable country in African, as well as a catalyst for qualitative UBE programme and global competitiveness (ICT4D Nigerian Annual Report, 2007). In addition, the long-term strategic development plan of Nigeria "Vision 2020" contains elaborate goals for ICT sector. Stating the imperativeness for Nigeria to apply and promote ICT strategy to facilitate rapid growth and development.

This will involve the development of a vibrant ICT sector to drive and expand the national production frontier in agriculture, manufacturing and other service sectors. It would also require the application of the new knowledge to drive other soft sectors governance, entertainments, education, public sector, media sector, tourism and so on (FMCT, 2012). This mission statement recognized the integration of ICT into the mainstream education and training with a strategy to restrictive educational system at all levels (Yusuf, 2005). Some initiatives through the collaboration with the government by development partners, non-governmental organization (NGOs, local and international) and private sector way enumerated by Owuotu (2006) include:

- Schoolnet Nigeria: Launched in September, 2001 and funded by Education Trust Fund, Schoolnet is engaged in the effectiveness and sustainable development and use of Information and Communication Technology (ICT) to enhance teaching and learning in the primary and secondary schools.
- Education Trust Fund (ETF): Education tax is 20% of company's profit which is distributed by the Education Trust Fund for education purpose, beside working with school net Nigeria ETF also works on the Education Resource centre project, which area to create science laboratories, ICT laboratories, libraries and Multi-purpose hall in schools and institution of higher leaving.
- Computer-in-Schools Projects: Established in 2002, the initiative aimed at developing computer technology literacy through the introduction of computer training in secondary schools, talking a clue from countries like Turkey and Morocco.
- One – Laptop – Per – Child (OLPC): The initiative was launched in September 2006 in conjunction with the Nigerian government which has resulted in the provision of 100 dollars laptop for the e-secondary school project in Nigeria.

With OLPC however and the above initiatives, Okafor and Edet (2008) identified some barriers to proper implementation of ICT in Nigeria schools. This

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includes limited ICT infrastructures, poor internet connectivity; inadequate learning sources (educational tools, course curriculum), lack of maintenance and technical support, inadequate funding of education on the part of corrupt Nigerian leaders and most importantly poor power supply, a problem peculiar to Nigeria. Ololube (2006) also attributes these barriers to the cause of low standard of education due to economic disadvantages and government policies. Okebukola (2005) cited by Aduwaogu Ogiegbaen and Iyamu (2005), concludes that computer is not part of classroom technology in more than 90 percent of Nigerian public schools. This implies that the chalkboard and textbook continue to dominate classroom activities in Nigeria secondary school. These pedagogical challenges call for an urgent approach most especially adoption of mobile internet device as a considerable alternative instructional tool.

The use of mobile internet device is the latest form of information and communication technology (ICT) that libraries need to adopt to enhance qualitative content delivery services. The use of this technology is gaining so much ground in Nigeria as opposed to the traditional chalk and talk analogue method of teaching. These new trends in ICT have impacted on the use of materials and academic information (Ola & Ojo 2006). Buczynski (2008) observed that the positive engagement mobile internet device such as web browsers search engines will impact on the service delivery in libraries. Buczynski further asserted that proper attention has to be given to efficient usage of mobile internet device as a supportive instructional tool in classroom settings.

Wang (2008) asserts that, like other communicating and computing devices, mobile internet device can be used to learn. With the great development of mobile internet device functions and features, learners and teachers can utilise the academic and instructional potential of mobile internet device for effective learning within or outside the classroom. Some of these strategies to use cell phone in the classroom for effective teaching and learning are enumerated below:

1. Downloading e-books, software and dictionaries from mobile internet for studies that can help in solving the problem of a literacy.
2. Use of dictionary checking words meaning, spelling errors and improve vocabulary.
3. Capturing class notes picture of esthetic beauty of nature by the means of mobile camera and video camera
4. Use of Opera-mini device via mobile internet to support, discover and acquire knowledge on curricula subject matter and content areas after school hours.
5. Rehearsing word pronunciation by recording audio-materials
6. Receiving text message from teachers on home works, assignments, projects and so on.
7. Using mobile games to develop problem solving and critical thinking skills.
8. Using word match games as a means of practicing spellings.

Nigeria as a developing country will benefit from the strategies enumerated above. The cost of purchasing a mobile internet device is significantly lower than the cost of procuring even a used computer. Currently, many Nigerian students own mobile internet device and these devices functions to provide SMS, voice mail, recorders, still cameras, video games, audio and radio play back, colour screen that are capable of accessing the internet and e-mail (Olayinka, 2008). This research focuses on the dynamics and feasibility of mobile internet device in supporting classroom learning and pedagogy in senior secondary schools in the UBE. Notably the introduction of the UBE into Nigerian schools is confronted with pedagogical issue of adherence to traditional teaching techniques. Coupled with digital misconceptions on the use of mobile internet device both within and outside school system.

Nigerian students are addicted to the use of mobile internet devices which led to their abuse and misuse of these devices. Mobile internet device cause distraction in classrooms as ring tones may divert students' attention during lesson. Students misuse cell phones to cheat if they are allowed to use cell phones in the classroom during examination. Students waste valuable and precious time on chatting on Facebook and playing video games on their cell phones instead of reading their books. Students are bored reading printed materials but find it more convenient, to spend several hours reading from the screens of their mobile internet device. The need to tap the academic potentials of mobile internet device to support classroom learning as a means of realising UBE objectives provoked this study. Thus, this study seeks to re-direct the drive of the students from unproductive and derogatory usage of cell phones, to the educative and informative usage, which avails students of the academic potential as regards learning.

a) Research Questions

The following questions would be focused upon as the research questions for this study.

1. To what extent do the students use mobile internet device for learning?
2. Do students take cognizance of the enormous educational potentials in use of cell phones?
3. Does web browser on mobile internet device (such as Opera- mini) facilitate effective learning and pedagogy?

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4. Will the use of SMS on mobile internet device enhance communication skills and improve effective teaching and learning?

b) Research hypotheses

H_1: There will be no significant relationship between the use of mobile internet device and effective learning and improved pedagogy.

H_2: There will be no significant relationship between student usage of text messages (SMS) and improved communication skills.

c) Methodology

The research design is a descriptive survey. The Mobile Assisted Questionnaire for learning effectiveness (MAQLE) is the only instrument used for this study. The 15 item questionnaire was drawn in line with the hypotheses and research questions. Respondents were requested to indicate their level of agreement with the questionnaire items by ticking either agree, disagree or undecided. A test re-test method was used to determine the co-efficient of reliability of the instrument. The correlation co-efficient was computed and it gave reliability co-efficient of 0.87 which was considered high enough to be used. The questionnaire was personally administered by the researchers.

The respondents were drawn from four (4) senior secondary schools within the neighbourhood of the researchers in Ojo local government area of Lagos State. Purposively 100 students were selected as sample for this study, based on versatility of mobile internet device usage:

1. AOCOED International School, Ijanikin, Lagos State;
2. Government Secondary School, Ijanikin, Lagos State;
3. Lagos State Model College, Ojo, Lagos State; and
4. Adeniyi Goodwill School, Ijanikin, Lagos State.
5. The analyses of findings in the study were made with use of frequency counts, percentages and chi-square.

III. Results

Table 1: Analysis of senior secondary school (SSS) students' responses to the questionnaire items on the dynamics of mobile devices on learning

S/N	ITEMS	A%	D%	U%
1.	I find reading printed books more boring compared to reading from the screen of cell phone	55%	27%	18%
2.	I learn better when I read from my cell phone than books.	60%	25%	15%
3.	I enjoy checking my e-mail and chatting on face book via mobile internet	72%	20%	8%
4.	I rarely use my mobile internet study before and after classroom teaching	62%	24%	14%
5.	I enjoy learning from the internet through my cell phone, than the traditional chalk and talk method	52%	35%	13%
6.	I always use my phone web-browser to check for additional fact after classroom teaching.	24%	39%	37%
7.	Learning from web browser e.g opera-mini leads to discovery learning	64%	25%	11%

Hypothesis. H_1: There will be no significant relationship between the use of mobile internet and effective teaching and learning.

Table 2: Analysis of SSS students' responses to the item on the academic potentials in mobile web browser

Variable	Frequency		DF	Calculated value X^2	Critical Value	Decision
Mobile web browser academic potential	Agreed	Disagreed	3	8.715	7.013	Rejected

a) Interpretation

Using the Chi-square statistical model to analyze the data collected which were categorized on the basis of mobile internet academic usage and relevance of SMS towards improving communication skills. Statistically, the table above table revealed that, the calculated value x^2 is 8.715, while the critical value is 7.135. In this analysis, the calculated value is greater than the critical value. The hypothesis is hereby rejected, therefore this study revealed that there is a significant relationship between the educational potential of mobile internet usage and effective learning and pedagogy.

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Table 3: Analysis of senior secondary school (SSS) students' responses to the questionnaire items on the use of SMS.

S/N	ITEMS	A%	D%	U%
8.	Collaborative learning is also facilitated by mobile devices	72%	20%	8%
9.	Learning can be meaningful through the use of cell phones to support teaching and learning	71%	24%	5%
10.	I find it easier to answer SMS questions than face to face answer in the class	52%	30%	18%
11.	I use SMS to send vital academic information on class assignment, group projects and home-works to my friends.	45%	32%	23%
12.	SMS helps in improving my communication skills	68%	29%	3%
13.	I easily detect spelling mistakes through SMS than writing on notebooks.	56%	20%	24%
14.	SMS has helped in improving my vocabulary and grammatical efficiency.	68%	29%	3%
15.	The use of SMS through cell phone is a supportive tool to effective learning and pedagogy.	52%	32%	16%

Hypothesis H_2: There will be no significant relationship between student usage of text messages (SMS) and improved communication skills.

Table 4: Analysis of SSS students' responses to the item on the use of SMS and improved communication skill

Variable	Frequency		DF	Calculated value X^2	Critical Value	Decision
SMS academic potential	Agreed	Disagreed	3	8.715	0.1376	Rejected

b) Interpretation

The data above revealed that the calculated value is 8.715, while the critical value is 0.1376. Therefore the stated hypothesis is rejected, which implies that there is a relationship between SMS usage and improved communication skills.

c) Discussion of Findings

The traditional chalk and talk method over-time have been teacher-centered, occasionally leading to boredom thereby hindering effective actualization of the instructional objectives. The use of modern mobile technology enhances teaching and learning processes making it easier, efficacious, real, applicable to practical situations, relevant to life, retentive, and simplified. The application of ICT to sustainable development effort is very crucial especially in the realms of renewable energy, water, environment, conservation and education. The findings of these study was corroborated by Partnerships for 21st Century Skills (2009) which asserts that Information and media technology skills with a focus on accessing information efficiently and effectively, evaluating it critically and competently, and using the information accessed accurately and creatively to solve problems. It also involves understanding how and why media messages are constructed, creating one's own media products; and using technology as a tool for research, organization, evaluation and communication, and finally, managing, integrating, evaluating and creating information to successfully function in a knowledge economy. Thus, the use of mobile internet can be adopted as an alternative instruction tool for teaching and learning in the UBE programme in Nigeria. However, mobile internet technologies and the growing usage of different mobile learning devices are gradually becoming a way of life and part of social activities among youths in Nigeria. Adolescents spend a minimum of between 90 – 125 minutes every day on their phones, using mobile device to read books, chat with friends, surf the net, play games or listen to music (Ball – Rokeah, 2012). This was further supported by Churches (2008) that opined the adaptation of the curriculum and the requirements to teach to the curriculum in imaginative ways this requires software and hardware designed for a business model into tools to be used by a variety of age groups and abilities reflecting in the dynamism of teaching experience in classrooms. Robinson and Zaitun (2006) in their research showed that teachers are aware of the benefits inherent in integrating ICT into teaching and learning activities, but they are unable to use the ICT tools; as a respondent explained his view: ICT tools can motivate pupils and help in better understanding of concepts, but an ICT integrated lesson is hinged because many of the computers in the computer laboratory are not in proper working condition. Salehi and Salehi (2012) affirmed that teachers believed that insufficient technical supports at schools and little access to internet and ICT prevent them to use ICT in the classroom. Insufficient ICT tools in schools, lack of exposure to ICT tools and inaccessibility make most of the teachers uncomfortable and not confident in operating these tools in the classrooms. However mobile phones and devices are

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readily available with students but not utilized to educational purposes. If the traditional teaching should not be sacrificed at the altar of ICT, teachers need to be immersed into the benefits inherent mobile internet in the bid to realize the o objectives of UBE system of education in Nigeria.

IV. Conclusion

The effective implementation of the UBE objectives cannot be excluded from effective and efficient pedagogy disassociated from the stereotyped and old-rugged traditional method of teaching. A mobile internet device undoubtedly serves as teaching and learning space for teachers in the UBE programme. There is the need to tap academic potentials of mobile internet devices and its potency in the realization of the objectives of UBE. This study investigated the dynamics of mobile internet devices as flexible instructional tool using features like mobile internet and SMS as indicators. In spite of the current challenges faced by the UBE objectives in achieving the Millennium Development Goals and the National Economic Empowerment and Development Strategies (NEEDS). Mobile internet devices are widely used in Nigeria and Nigerian youth are very conversant with the applications and functions of these mobile devices. This study believed there is a need for Nigerian school children to cope with the current global drive for ICT, educational technology and technology in education, and there is the need to tap the potential of wireless learning, facilitated by mobile assisted learning, enhanced by the use of Mobile internet devices accompanied technologies do efficiently facilitate learning both within and outside classroom, thereby, promoting student-centred and activity-based learning, which are embedded in collaborative, discovery, interactive and innovative learning strategies. Text messages (SMS) and mobile dictionaries enhance students' spellings, vocabularies, communication skills and use of English. The researchers are of the opinion that Mobile devices such as cell phones (consequent upon its availability) have the potential to effectively support quality learning and making Nigerian children meet up with the increasing ICT challenges in the Global derive towards attaining the Millenium Development Goals (MDGs).

V. Recommendations

From the foregoing, it clearly showed that the use of mobile devices and internet in secondary schools can play an important role in the realization of the UBE objectives in Nigeria. Consequently, it will minimise some of the challenges attributed to the implementation of the UBE objectives. On this premise, the following recommendations are advanced to achieve better results in teaching and learning activities:

1. To provide opportunities for students to promote learning both within and outside the classroom environment;
2. Promote a conducive, relaxed and convenient learning environment that is more academically productive.
3. Create enjoyable classroom learning as opposed to the didactic classroom situations that generates boredom.
4. Mobile internet device should be used to facilitate differentiation, collaborative and discovery learning, of which all learner are fully involved in learning.
5. Teaching and learning through internet and SMS-based tools should be directed to promote students-centred interactive classroom, that foster innovative teaching, that is, passive teacher activity and active students activity in the teaching and learning process.
6. Students will benefit immensely in verbal learning being provided from uniform access medium that prevent distorted facts.
7. A virtual classroom should also be facilitated without panic for electricity supply, since cell phone is wireless .
8. To cater for the shy and academically struggling students so as to help them remedy their academic deficiencies.
9. Finally, the numerical and grammatical competence of students will be improved with mobile device assisted learning.

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The Role of Supporting Character in Animation with an Emphasis on Horse's Character Design

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Abstract- In many animation works, along with the main character, there is a dependent character, who is the close friend of the hero of the story, which is called side kick or supporting character.

The supporting character has been widely presented in animation cinema works and it is necessary to study the use of this kind of character based on its characteristics in the story and its relation to elements and other members of the story.

An attempt has been made to fully investigate the supporting character because the more the identification of these kind of characters in the creation of the animation cinema works and the more the narrative of the story will help as effective as possible.

In addition to studying the basic principles and types of supporting characters in this series, the focus is on horse's character as a supporting character in the stories and works of animation cinema and in which supporting character plays as a close friend or companion in the hero of the story is more to be addressed.

Keywords: supporting character, horse, horse's character, animation character.

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The Role of Supporting Character in Animation with an Emphasis on Horse's Character Design

Mohamad Eslami[α] & Mohsen Nafar[σ]

Abstract- In many animation works, along with the main character, there is a dependent character, who is the close friend of the hero of the story, which is called side kick or supporting character.

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The existential significance of this animal along with human throughout history is to a degree that has been mentioned in mythical stories more times and in various forms and in special position. Therefore, the study of the presence of horse during the history of Iran as well as the rewriting of an article entitled "Horse and the role of this animal in all the stories of Shahnameh" seems necessary.

Keywords: supporting character, horse, horse's character, animation character.

I. Introduction

In many stories, along with the character of the hero, there is a companion that is introduced as the Side kick (patron character). There are many texts about the hero and his characterization, but as we will see, although the effective presence of the supporting character is, to a large extent, the narrative of the story is obvious, has been studied less independently. Particularly in the case of supporting characters in animation media, there is no systematic and comprehensive text that has been devoted to this issue in an independent and widespread manner due to the importance of the presence and role of the character supporting or supporting the narrative of the story and its study in cinematic animation films as essential it seems.

For this reason, in this research, we have tried to examine the nature of characterization and the role of effective role models in the narrative structure of these films by examining examples of cinematic animation films. For this purpose, films were first selected based on what was described in the case-chapter, and simultaneously with the study of various books, it was tried to select the cases that should be studied in films for answering questions and assumptions, and in each film, they will be examined. The purpose of this research is to examine the character of the character as well as the evolution of supporting characters in cinematic animations in order to determine whether the characteristics for these characters are defined or can be defined? And do you think the structure of character and the field of action is similar, or can they be grouped into several simple groups? What is the relationship between the character of the supporting and the hero? What role does it play in the narrative structure of the story? What is the importance of being present in the story?

Character and narrative structure of the story depend on many facets. The study of the principles defined for characterization helps us to understand and create any character, including the patron's character.

The supporting's character, as its name suggests, does not have an independent character, or it may be better to say that there is no independent purpose, and that its character and actions depend on the main character and help him in achieving his goal, but in fact, the scope of action, the supporting character can be wider than its initial definition, and it can be combined with other types of characters and become more relevant and more relevant.

In the introduction to the 9th character, usually used in the legendary genre, Pullman described the character of the supporting or best friend in the second title, after the anti-hero, and this signifies the importance of the presence of this kind of character in the story, as well as in many of the story types are present. The supporting's character is sometimes considered a mystery or mystery, and the main character relies on his loyalty.

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The process of using animals in the animation becomes more and more so in the way that many films were made in this regard, Fantasia's film is from the insignificant works of Walt Disney full of animal and mythical characters. One of Disney's most important advantages is her predecessor in the physical and psychological design of animal characters who have acquired human qualities.

a) Research purposes

1. Investigating the design of the horse's character in terms of the aesthetics of its shape and its conceptual position in the story.
2. Analyzing the horse's design and its character in the story.
3. Examining the human characteristics used in the characterization of the horse.

b) Key questions and hypotheses Questions

1. What is the relationship between horse design and its role in the story?
2. What is the cause of using a horse as a supportive role?
3. What are the human characteristics of horse character design? (In the desired animations).

c) Hypotheses

1. Horse character design seems to fit into the animation stories according to their role as supporter.
2. The horse seems to have specific features that can play alongside the main character.
3. It seems that in the design of the horse's character in the animations studied, the same features as the design of human states have been used.

d) Research method

The research method is a combination of descriptive and analytical methods and is based on library studies, observation and objective observations. The selection of indicator animations is based on the subject of the research and will be analyzed.

e) Definition of supporting character

Sometimes alongside the protagonist or hero of the story, there is another person he goes through and is referred to as Side kick. The character of Side kick can be described as a supporting, supporting, accompanying person or hero, etc. In this text, in most places, we use the character or supporter character as Side kick.

In the book of creation of believable personalities, Pull man defines the protagonist's character as follows:

"The protagonist is the person who narrates the events of the story along with the characters of the story. He is also the deputy and the main character. "He goes on to say that supportive character may be a friend or student, or a colleague, a supportive person in every one, supporting the main character in achieving his goals, as the doctor Watson, Sherlock Holmes, helped find the criminals. (Pullman, 2008: 12).

The best example for a patron character in the Hercules animation is the winged horse or Pegasus. He is always at the side of Hercules and helps him attain his goals, or at least he has such an intention.

In the definition, the supporting's character, as its name implies, does not have an independent character, or perhaps it would be better to say, that it does not have an independent purpose and its character and actions depend on the main character and help him in achieving his goal, but in fact, the domain of the supporting character can be wider than its original definition, and even be combined with other types of character, and the significance and scope of action can be found.

In the introduction of the nine types of characters that are commonly used in the legendary genre, Pullman names the protagonist or best friend in the second title, after the anti-hero, and this signifies the importance of the presence of this type of character in the story.

The definition of two other types of character, which Pullman named them other than traditional types of characters, helps us in defining and understanding the supporting character better. One is confidant and another foil.

Confidant is the trusted friend of the first role. Who is the first person to share his secrets with him? Most secret writers use the discourse of two or more personalities as a way to provide the context for transferring information. Occasionally, the confidante confesses to other characters such as the patron character and the foil character (different), and so on.

Perhaps the opposite or different character, or substitutes, is an appropriate substitute for the term foil. In the following, Pullman describes the opposite person as someone whose characteristics are contradictory to the main character, in order to emphasize the quality of the main character, and to develop those qualities much more than when there is no contradiction. Sometimes a different person may also be a secrecy or supporting (Same13)

The point to be noted about the foil (contradictory) is that the contrast that the character of the foil has with the main character. It is not antagonism to the hero or purpose, but rather to the difference in some character traits that helps to better capture the characteristics of the core character.

McKay divides them into several categories in the story structure under the name of supporting characters. In classifying himself, McCoy mentions the secrets and the opposite character, as previously defined, of a variety of supporting characters. For some of the supporters, in terms of the function and role they

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play, there are some types that are briefly describe that here it refers to:

- Secretary or Confidant
- Action or reaction factor: The person who provides the necessary information and initiates an event in order to encourage the hero to engage in activities.
- The background screen, hero, and hero give us a glimpse of how important the story is, such as guards, security guards, drivers, assistants, and so on.
- Funny Relaxation (Fun Leisure): To light the story stress and reduce audience tensions like R2D2 and C3PO in the Star Wars
- Different or opposite character

Now, given the definition of a mysterious character and antagonistic character, I define another, and this time more fully, the patron character.

The supporting's character, heroic or companion character is always beside the hero and sympathizing with the main character in helping her guide. Usually, her character is defined in such a way that at least in some cases it is different from the main character, so that the character is best represented and the dynamics of the relationship between them.

In describing the supporter character and overlapping of his role with mysterious and opposing character, Pullman says that the supporting character or best friend is present in many stylistic types. The patron character is sometimes considered a mystery or mystery, and the main character or hero of the story shares his secrets with this character. The hero relied on loyalty to the supporting character with the best friend is always close to the hero and at the same time different with her. (Pullman2008: 24).

The presence of the supporting's character helps in expressing the best and the most attractive of characters and story.

As you can see, the supporting character allows you to:

- Hero and patron, describe and characterize both.
- Describe the past (background) or enlightening and explanatory information.

The supporting character helps the original character in reaching its goal or even its fate, the supporting character can also carry out many supporting roles.

Provide emotional and moral support for the hero Defending support by explaining the actions of the original character.

Supporting a sub-story (sub-plot) when the main character is mourning or completing the actions and actions of the main storyline.

The best friend supports the original character in completing and doing his part. (Pullman, 2008: 24).

The hero or the main character is sometimes chosen as one, usually the individual is selected to take on a particular mission from a higher power, the chosen individual is chosen for a great and great cause, his actions and actions usually benefit a lot. Ordinarily, there is a supranational human being, or it is assisted by someone who has such a power.

"The selected character is assisted by the person or patronage person. His character usually manifests itself with the contrast of the opposite person (foil). "(Same, 29)

II. Making Character and Narration

The character and making character of the supporting character, although first and foremost, are not as important as the hero of the story, but its importance is indisputable. Also, given that the supporting character goes beyond its own identity and plays a role in the hero's tone, and even more popular from him, the significance of his characterization becomes more apparent. In any case, the protagonist's character is either a character, and the person's character traits follow the same principles of character.

One of the supporting functions of the character is to help establish a better relationship between the audience and the hero, the supporting's character is usually closer to us, he also has strengths and weaknesses. This lack of perfection makes us closer to him, and as a result, with the hero of the show, his presence is a bond between us and the hero.

III. Humor in the Supporting Character

In this article, which studies the character of the supporting character in cinematic animations, humor and humor are an important element of the narrative structure of these animations. If the story is not a comedy, then the effective presence of satire is clearly seen. What is certain is that the presence of humor and humor has a great effect on attracting the general audience, so it is clear that the audience has been tried to meet such films.

"There are two basic principles for Carton: first, narrative and the presence of humor and humor in animation," says Norman Klein, in seven minutes (1998), in the importance of humor in the animation story. "The story is often defined in both directions." (Klein,1998: 32).

IV. Horse Character in Mythical Stories

One of the topics discussed in the analysis of the hero's heroine is its link with the world-famous "hero horse". In epic traditions and myths and ancient myths involving the events of hero and its events, the horse is the most widely used symbol of the animal, which, like all the non-human elements of the world of mythology, has been the owner of human identity, and its

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symbolism should only be considered in relation to the ancient hero's model. Because of the role of this animal in the evolution of the heroic hero, the position of the symbolic and legendary horses in the mythical heroic traditions of life - found in many different cultures and tribes - are similar to many or similar examples - has always been the opinion of the researchers. Among the works written by Western scholars specifically about the symbolic role of the horse in literary works and epic traditions, myths and legends, one can mention the horse in the myth and magic of Howey (1923), an ancient pattern and a picture of a cluster: a horse In West American literature, Kett (1985) and the mythology of horses: horoscope legends and narratives throughout the ages of Hausman (2003).

One of the most important symbolic animals in human mythology is "horse" in various cultures, including in Iranian mythology and Ferdowsi's Shahnameh, as a tatami animal and symbolic owner of my own mythology. This essay examines the symbolic role of the horse in the evolution of the heroic, a manifestation of epic works, with a mythological approach focused on the text of Ferdowsi's Shahnameh.

V. The Role of the Horse's Symbol in the Evolution of the Champion's Avatar

Most of the traditions of the Shahnameh are about the epic stories of the clan churches and the brave warriors whose lives are "horse" and the horses are the most widely used symbolic animal in the stories of Shahnameh.

In the Indo-European legends, the horse is named as a special symbol of the sun goddess, the moon, which sacrificed only horse against some goddesses. In Avesta, the sacrifice of the animal against the goddesses, including the victims of Keikhosro, against the goddesses, has been spoken to Afrasyab (AbanYasht, paragraph 49-50, and in VaspYasht, paragraph 21-23). In the folklore myths and folk tales of these tribes, there is a lot of talk about human transformation into horse and semi-horse-half human beings. Some guessed; perhaps India and Europeans have been the first ethnic group to have domesticated this animal. An animal that the Greeks attributed to its creation to Nepton (the goddess of the seas and oceans). According to the belief that was spoken in various nations, there was a special occasion between the horse and the sea, and the same idea in Iranian legends, between the white horse and the black horse [day and night], in the oceanic crust, for access to fertile waters Is reflected (Christinas, 2535: 22). In Tiryat, we see that Tishtr descends into a beautiful white horse and landslides it into the sea of fire and draws the sea (Tireysht, clause 30). Horse transplantation with water - a symbol of life and a symbol of material life - plays an important role in the mythical workings of this symbolic beast. The horse is equated with rapid, swirling waves of the sea due to the speed of overturning, glory and capability and rushing it, and even because of its curvature in the head, chest and neck, and the prehistory of this animal, derived from The Ocean was biconchant. Thus, the first meaning of the mythology of the symbol of the horse is the role that symbolizes the material and worldly life (with the symbol of water), against the spiritual and the heavenly life, and the beautiful and magnificent, and the magnificent and magnificent power of the earthly life as a compound for the divine soul Man (Rider / Hero) is showing. In this connection, it can be seen that the Greek myths Pegasus or Pegase, the Bellerophon winged horse, is also derived from the Greek Pegès, meaning "springs", and its glider next to the Pirene in the Corinthe (Yahaqqi, 2007: 692).

The second is the mythological meaning of the horse's symbol in relation to the particle which is in the mental pattern of the transcendental (hero) person. Such a horse - not as a mere compound, a powerful and humane person - has played a complementary, assertive, and supportive role in the part of the material and spiritual forces of nature. This meaning should be stated in the continuation of the first meaning: the grafting of the horse with water and sea is a sign of the power of the surging of the worldly life, and his companion to man, in the form of a compound and rider, is the embodiment of the suppressive force of his unconscious and his restrained instinct, The path to perfection helps.

VI. The Hero Horse and his Position in Epic and Mythical Narratives

In ancient Greek and Roman mythology, the existence of symbolic and magic horses is one of the traits of epic and mythical heroes. Many horse hunters, including Xanthos, Achillies horses in Iliad Homer have the power to predict and speak (Martin, 1989: 199, and Kelly, 2007: 89). In many of these mythological myths, the heroine child is protected by his horse (Rank, 2008: 63). Some horses, like Pegasus, have the power to fly. The winged steed is one of the most famous examples of heroes in ancient Greek mythology (Eliot, 1979: 169). In Japanese skyscrapers, heroes are only hovering over magnificent horses to complete their character (Kawai 1995: 38) In Chinese mythology, the horse also has a symbolic value (Li, 1995: 38). In the Vedic myths, horse is a desirable star for the heroes of the sun (Gubernatis, 2003: 283). The horse's symbol is seen in some of the tools made in the form of a horse and the flags in which the image of the horse's totem is inscribed. The most famous of these symbols is the famous Trojan horse in the Homer's Iliad Epic, which, in the wake of the Greek and Trojan War, is a deterrent to the Greeks and their

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influence on the Trojan fortress. About this unrealistic horse even said that this giant creature was not only a wartime warfare that contained a long-standing mythological meaning associated with a mythical example of Grani, the Sigurd's horse in the Scandinavian mythology (Lord Raglan, 165; 2003).

In Iranian mythology, even the symbolism of the horse is highlighted to some extent, and its horses have their own backing and feature, which is called Dervasp (a term which later became a lethargic one), and it means "thirsty horse", and Yashtiin the Avesta (DarespYasht) is named after him.

VII. Mythological Interpretations of Horse Racing and its Depiction in Shahnameh

Overcoming the power of this magnificent animal, and grabbing it, was an important conquest of which human beings were so pleased that it had come out of battle with the Divan and the demons; in many cases, in mythological cultures, the man's overflowing of devils And the Divan, is like to steal the horse and control its force. In Avesta, we see this sign that TjmvrZainavand is the goddess "Andrew" (the name of the god of the god who is also called "Ram"), and he wants him to make it cheap at a cheap price, And the wizard brings Ahriman into a horse and thirty years old, riding on him, to overtake two terrains of land. The wish that the God of the Rames fulfills (see Romans 12-13).

VIII. Horse Totem and Shahnameh Dynasties

One of Kish Totem's manifestations is the selection of the name of the totem as part of the name of the tribe and the naming of the human name and totemic animal. Freud, a tribe in Australia, describes the name of the tribal Totemianimal as part of the name of a group of men, and this name is the essential part of the character and even his soul. According to Freud, the issue of being equally familiar with the animal made primitive humans preserve the spiritual and mysterious link between the character of the person and the kind of mummification that their name implies (Freud, 1856: 185). In Shahnameh, in addition to drawing the role of animals on the battlefields and the means of battle, the naming of some animals 'names on some human characters in Shahnameh can be another evidence of the role of the animals' totems in the forefront of these characters. The existence of such names as "Gargsar", "Dogsar" and "Hogh" among the fighters of Shahnameh's stories, have been indications of the role of the totemi of these animals for a group of ancient warriors.

IX. The Horses which Symbolized Charisma

Charisma's myth (besides xvarreh and in the xvarenah), in addition to happiness and glory, that each person, from every tribe, and in full respect of one's own body, is cultivated by virtue of the cosmic powers and the gods and the burning hills. It is brilliant that the Divine base forms power in the ancient beliefs of the Iranian people. A part of the symbolic beings in Shahnameh are animals that are sent as divine signs to the person who is chosen to represent him.

One of the most important animal manifestations of Farah, seen in Shahnameh, is ewl or ewl or ram (ghost). As in Rostam's seven rites, she's an Ahoori who is a symbol of God's favor and divine favor to him, when Rustam is thirsty and desperate, it appears on him and leads the valiant head to the eyes.

X. Horse Character Analysis as an Accompanying and Supporting Character in Animation

This character has not been an independent character in the animation cinema, and as a character or side-kicker, he is dependent on the main character and helps him to reach his goal.

The domain of supporting character and character can be broader than the definition, and in combination with other types of characters, one can find more scope.

In the introduction of the nine types of characters that are commonly used in the legendary genre, Pullman mentions the protagonist's or best friend's second title after the hero, and this is due to the importance of the character's presence in the story.

The companion person and the supporting are considered secrets as the confident, and the main character relies on his loyalty.

From the emergence of human beings and other creatures on earth, they have always lived up to each other and are necessary and mutually supportive. In ancient literature, in stories and myths, this is a great deal of correlation.

XI. Summing Up

Pegasus in the animation of Hercules and Maximus in the animated tangled character as a supporter of the hero of the story, designed to characterize this animation in the light of their clever and clever role. Pegasus in the Hercules animation, according to mythological mythology, is a horse-winged winged legendary power that can quickly help the hero of the story thanks to the power of the flight.

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The reason for the use of the horse lies in the ability of the patron character in animated works in the characteristics of this animal.

There are many historical reasons for the role and value of this animal in human life and in the presence of various nations, and have therefore used it as supporting characters in various animation works around the world.

The existential significance of this animal has led to its recurrence in mythological works and mythologies.

Since recognizing and understanding the mythical symbols in the culture and literature of nations is essential for the creation of a work of art, fiction and animation, it is necessary to mention the role of the horse in the ancient evolution of the championship pattern in the Shahnameh. It is a collection of articles collected in this speech. Has been able to be used to those who want to create animated works and to use the resources of our country's richest culture and literature of the richest in the world to attract many audiences and viewers around the world and attract.

XII. Practical Work Report

The animation titled Uber-Turner is presented as a practical work. The process of forming the original idea of the animated film animated the one-month-long, followed by paying changes and stories that took about two months. Finally, due to the changes made to the plan, the story and the decoupage changed until it was confirmed in the current form. The original plan was about a man who was captured in everyday life and suffered from it. In his daily routine, he is shooting objects without purpose, each symbol of something in his life, and a sign of his disregard for the individuals and objects in his life. With the changes that took place in the process, the story became wider and deeper, which is briefly described.

XIII. History Synopsis

A working man suffers from a recurrence and has lost some vitality and motivation. One day of his life is fully depicted, and the rest of the days is repeated on the basis of summarized plans, and is shown promptly and transiently. In a scene, Garychi flies his horse, which he also tired of repeating the tired and annoying things of the day, trying to get rid of it. In this hide and seek, one of the horse's legs is dumped from the grip and goes to the man's head an employee who pedestrians crossing and going to work is struck.

XIV. Horseshoe is a Sign of Luck, According to Beliefs

Hitting a horseshoe into a man causes a spark in the mind. He brings him to a dream where he sees his dreams. When he is out of his dreams, he sees Garych in front of him, who has not paid much attention to him until that day. The other one, like him, has been tired of repetitive daily life.

The horse is like a dream man who considers himself a knight horse at the peak of power and glory and freedom. The horse and man make a quarrel over their dream, and each one wants to have a Horseshoe (chance) and do not give it to the other. Ultimately, they come to the understanding that together they will bring them to their shared vision and can be peacefully and peacefully together and be happy with each other.

XV. Steps of the Work

After identifying the work of graphic art, which uses Catech and Minecraft graphics technology, as well as finalization with the Story Rolling Stroke characters, some of which were approved after the modifications, and the Sheet and Posit mode for them were designed, then the scene objects designed with backtrack were designed. In the next step, modeling the characters in the software was done and the work of the animation began. After completion of this stage, the composite section and the corresponding effects were placed on each plan, and finally the work was done and started for music and sounding.

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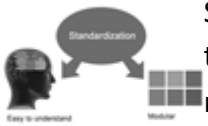

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

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

Abstract

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

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

Keywords

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

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

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

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

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

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

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

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

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

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

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

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

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

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

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

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

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

Content:

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

What to stay away from:

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

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

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

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

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Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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

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

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

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