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Highlights

A Historical Investigation
Culture in Chenaran Plain

Discovering Thoughts, Inventing Future

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Proto-Druid Landscapes of Prehistoric Britain (Part 1)

By Dr. John Hill

University of Liverpool, United Kingdom

Introduction- Advances in technology have allowed the landscape positioning of British Neolithic and Early Bronze Age monuments (*circa* 4000 – 1600 BC) to be investigated in ways that were virtually impossible before the twenty first century. Since using this technology, I have plotted hundreds of alignments amongst the British prehistoric landscapes and my research indicates that there was a surveying technique being applied to the landscape on a scale never previously considered before. This technique follows a specific formula whereby the location for a monument, in its respective landscape setting, was determined by using elements of astronomy and measuring so that the intended monument could be aligned towards either another monument or a natural feature within the landscape. In the first part of this two-part article I shall discuss how such technology has been used to investigate for alignments amongst prehistoric monuments within the Peak District National Park and, then, in part 2, I shall consider the prehistoric ritual landscape surrounding Stonehenge (Figure 1).

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Proto-Druid Landscapes of Prehistoric Britain (Part 1)

Dr. John Hill

I. Introduction

Advances in technology have allowed the landscape positioning of British Neolithic and Early Bronze Age monuments (*circa* 4000 – 1600 BC) to be investigated in ways that were virtually impossible before the twenty first century. Since using this technology, I have plotted hundreds of alignments amongst the British prehistoric landscapes and my research indicates that there was a surveying technique being applied to the landscape on a scale never previously considered before. This technique follows a specific formula whereby the location for a monument, in its respective landscape setting, was determined by using elements of astronomy and measuring so that the intended monument could be aligned towards either another monument or a natural feature within the landscape. In the first part of this two-part article I shall discuss how such technology has been used to investigate for alignments amongst prehistoric monuments within the Peak District National Park and, then, in part 2, I shall consider the prehistoric ritual landscape surrounding Stonehenge (Figure 1).

II. Case Study one: Alignments in the Peak District National Park

The Peak District National Park covers an area of approximately 11,000^{2}km and I have examined the geographical positioning of just over 400 extant Neolithic and Early Bronze Age monuments that are still to be found within this National Park. Both computer mapping software and Global Positioning Satellite (GPS) technology were used in the field to capture the positional data, whilst a Geographical Information System (GIS) was used to analyse the captured results. The 400 monuments I investigated can be categorised as either funerary "barrows" (i.e. long or round shaped, earthen burial mounds) or ritual monuments (i.e. henges and stone circles) with the former outnumbering the latter by a ratio of 10:1. In particular, I measured the positioning of every individual monument and then considered that position in relation to both its nearest monumental neighbour and its nearest natural landscape feature (such as a cave, hilltop, river and valley).

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Analysis of the results in this National Park showed a tendency for the prehistoric monuments to not only cluster around the Park's natural caves, but they were also set out in alignments towards them (Hill, 2005). Unfortunately, it is beyond the scope of this article to discuss my full survey. However, one particular region, which I personally refer to as the 'High Wheel don and Fox Hole Cave zone', can be discussed.

The High Wheeldon and Fox Hole Cave zone is so named by me after the two natural features found at the centre of a network of alignments containing some 56 prehistoric monuments. This network is spread across a landscape of approximately30^{2}km in size that is bounded by two major river systems; the River Manifold to the south-west; the River W ye to the north-east (Figure 2). At the very centre of this zone is the distinctive, pyramid - shaped summit of High Wheeldon (422m) and the nearby Fox Hole Cave, which is located approximately 100m down slope from the summit (Figure 3). Unfortunately, there is no prehistoric archaeology that I can offer associated with the summit (it has yet to be excavated). However, the Fox Hole Cave has produced much archaeology.

Standing 400m above sea level the Fox Hole Cave possesses an entrance and three small chambers all of which are connected to each other by the same long narrow passage. Space throughout the cave is confined and it is hard to imagine that this would have been successfully used as a domesticated site – rather it was more likely used for rituals that were, perhaps, hidden and secret.

The cave had remained unknown until modern times when a dog had to be rescued from it during the 1920's. This rescue led to an exploration by Jackson (1951), followed by a more thorough excavation in the 1960s by Bramwell (1971). Bramwell recovered archaeology associated with the Mesolithic (circa 10,000 – 4000 BC), the Neolithic (circa 4000 – 2500 BC) and the Early Bronze Age (circa 2500 – 1600 BC).During the Neolithic, the cave was used as a burial site. Indeed, Bramwell discovered the remains of a limestone burial - cist which had been built into the cave's entrance. Inside the second chamber, he uncovered a purposefully laid out cobbled pavement. Fortunately, he was able to use this pavement as a means of distinguishing the Neolithic archaeology from the Early Bronze Age archaeology. Above the pavement, the Early Bronze Age level, he found evidence of hearths, shards of beaker pottery, a

barbed and tanged arrow head, scrapers and animal bone. Beneath the cobbled pavement, the Neolithic level, he found human bone, shards of Peterborough pottery, ironstone nodules, quartzite pebbles, a greenstone polished axe-head and more animal bone.

a) Alignment One

Figure 4 shows two alignments. Alignment One links High Wheeldon's summit with another cave, the Dowell Cave, as well as a Bronze Age barrow located upon Hollins Hill. Dowell Cave was also excavated by Bramwell (1958) and he found evidence of Mesolithic, Neolithic and Bronze Age archaeology. Again, by the time of the Neolithic, this cave was also being used as a burial site.

b) Alignment Two

Figure 4 also shows how alignment Two links High Wheeldon's summit and Fox Hole Cave with an important Neolithic earthwork known as Arbor Low henge (circa 3000 – 2500 BC). This is an enormous ditch and bank earthwork with central stone settings (Figure 5). So impressive are the extant remains of this henge that it is often referred to as the Stonehenge of the north. But what is even more impressive about this henge are the number of alignments it forms with both the burial sites and natural caves surrounding it.

In Figure 6, we see just one sample of a selection of alignments orientated north-east of the henge. Moreover, Figure 6 shows quantifiable evidence showing that the prehistoric communities were actually surveying and measuring their ritual landscapes. For example, attention is drawn to the position of the south-west Cales barrow. It would appear that the position of this barrow seems to have been determined by using some form of measuring. It will also be seen that the measured distance between Arbor Low henge and both the south-west Cales barrow and west Cales Dale barrow are exactly equal to 1.00km; and that the measured distance between the two barrows themselves is 0.50km (that is, half that distance between the two barrows and the henge); finally, the measured distance between south-west Cales barrow and the Ash Grange barrow is 0.75km. These measurements show a distinct pattern and they are all measurements which are all proportional with each other. Similarly, attention is also drawn to the other two sets of measurements shown between, one, Bee Low barrow and north-west Youlgrave barrow (1.20km) and, two, Bee Low barrow and Flax Dale barrow (1.20km), both these sets of measurements are also equidistant. Significantly, Figure 6 is just one of the many dozens of other similar clusters of alignments that I have plotted within the Peak District National Park.

III. Astronomical Alignments

My data seems to imply a desire by the people to position their monuments to a specific formula: that is, any monument had to be placed in a landscape setting such that the distance between it and its nearest monumental neighbour or cave site was either equidistant or proportional, and such a feat could have only been achieved by carefully measuring parts of the landscape. But there is another factor which needs to be taken into consideration: that is, the communities were also 'astronomically' orienting their alignments. When studying the positional data between a monument and cave site and, in particular, their respective angles of orientation (i.e. bearing), I discovered a range of survey data that coincided with certain solar and lunar 'astronomical' azimuths, all of which being associated with the important solar and lunar cycles of the year. Figure 7 presents an example where both astronomical alignments and measured distances combine with each other in order to dictate where a number of barrows should be positioned in the landscape west of Arbor Low henge.

IV. Proto-Druids

What appears to be emerging from my data is that during the British Neolithic and Bronze Age there once existed a body of knowledge (or rather sets of rules)relating to where monuments could be positioned in the landscape. This knowledge seems to have required an understanding of astronomy, geomancy and the acknowledgement of the importance of natural features in the landscape. Furthermore, the development of the High Wheeldon and Fox Hole Cave zone was not something that could have been set out overnight, more likely it was set out over a period of time of at least 500 years and this factor would have required these sets of rules to have been passed on from generation to generation. As the British Neolithic and Early Bronze Age communities were preliterate then we are probably looking at some kind of oral tradition of passing on such information. But is there, within the British archaeological record, any evidence for such a body of knowledge to have not only existed but was also capable of being passed on by word of mouth? Perhaps there is and the nearest explanation that can be offered is the "knowledge" held by Iron Age Druids.

Of course, the Druid appeared almost two thousand years after the creation of the High Wheeldon and Fox Hole Cave zone. More so because our understanding of the British Druid generally comes from three sources: Roman and Greek classical sources; Medieval Irish and Welsh folklore; and from archaeology (Piggott, 1968:3).Therefore, taking all three sources into consideration we can comfortably place the appearance of the British Druid into a period of time between 300 BC – 400 AD. Unfortunately, I cannot push these sources any further back in time. However, a number of pre-historians are starting to think that the origins of a number of attributes associated with the Druid might be

pushed much further back in time than previously thought. For instance, Iron Age specialist Barry Cunliffe (2013:344-5) now considers the possibility that aspects of druidic knowledge could have originated in Britain as far back in time to the very start of the Early Bronze Age i.e. 2500 BC.

Undoubtedly, I believe that we could be looking at some kind of Neolithic and Bronze Age "proto druid": a ritual specialist who possessed those attributes of astronomy and measuring that would later be observed by the historical Greek and Roman classical writers. Obviously, for this to happen then the practice of astronomy and measuring would have had to continue across many generations. But if it did, then just how far advanced did these practices become by the time that the Governor of Gaul, Julius Caesar, wrote about them in the middle of the first century BC? Although he believed that Druidism originated in Britain, our knowledge of what he writes about the Druids comes from his time spent in Gaul. Still, Caesar presents some tantalising clues as to how the practices of astronomy combined with measuring could have culminated by the late Iron Age (circa 350 – 50BC):

"Besides this they (druids) have many discussions as touching the stars and their movement, the size of the universe and of the earth" (De Bello Gallico, V1, 14; Kendrick, 1994:78).

Incidentally, Caesar also tells us just how proficient the Druids of Gaul were at measuring, so much so that they were able to determine the precise centre of Gaul:

"*These Druids meet, at a certain time of the year, meet within the borders of the Carnutes, whose territory is reckoned as the centre of Gaul"* (De Bello Gallico, V1, 13; Kendrick, 1994: 77).

Definitely, without using modern technology, finding the geographical centre of Ancient Gaul would have taken some measuring – but not impossible (Figure 8). Writing nearly four centuries before Caesar, the Greek historian, Herodotus, provides us with a comparative analogy as to how an entire country could have been measured using ropes:

"*The length of Egypt itself along the coast is sixty reels of string…..men who are poor in land measure their tracts in yards; men who are less poor in furlongs; and those who have a great deal in miles; and those who have a boundless quantity in reels of string. A mile is 8 furlongs and the reel – a measurement peculiar to Egypt equals 60 furlongs"* (Book 2; Blanco *et al*, 1992:76).

Like the ancient rope stretchers of Egypt, I believe that the British prehistoric communities were also using measured lengths of rope to survey their lands. I base my belief upon a number of experimental exercises I have performed amongst the ritual landscape surrounding Stonehenge (Hill, 2009:14-5). Certainly, human pacing could have been used but I have found that the accuracy of this method breaks down when one covers distances above a kilometre, especially when one is attempting to experimentally position the sites for three potential monuments so that their distances between each other are equal.

V. Summary

The degree of precision whereby monuments are orientated towards natural features of the landscape seems to be too deliberate to be simply dismissed as fortuitous. It implies that we may be seeing evidence of a surveying technique: a technique that combines astronomy and measuring in order to align monuments not only towards each other but also towards natural features of the landscape. Furthermore, these alignments incorporate Neolithic monuments with Early Bronze Age monuments. This suggests that the formula behind the layout of this type of landscape continued over many generations and remained throughout this time period. I have also proposed that the knowledge required to position such monuments might have existed as a set of rules that was communicated across generations of specialists whom I refer to as proto-druids. In part 2, I will describe further the practices of these specialists using a case study centred on the prehistoric landscape surrounding Stonehenge.

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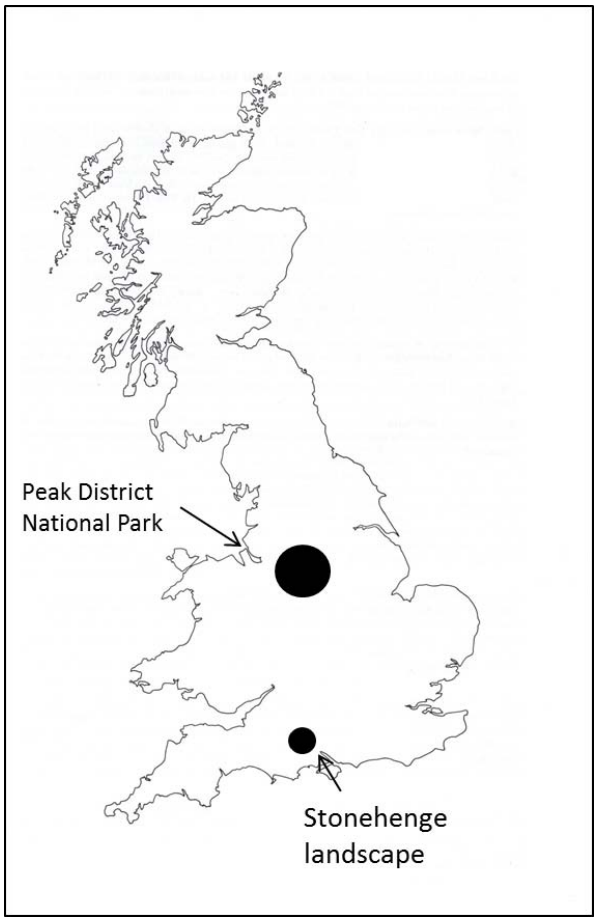

Figure 1 : Location of the Peak District National Park and the Stonehenge prehistoric landscape.

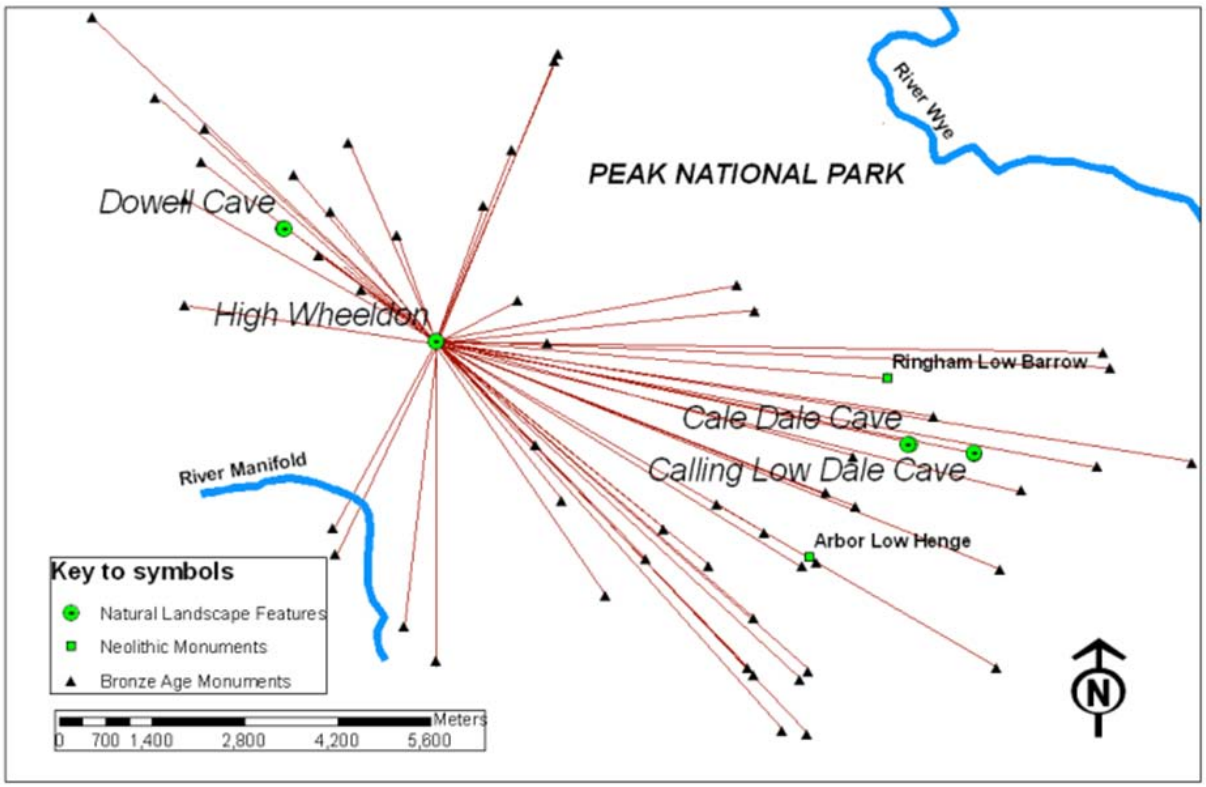

Figure 2 : The High Wheeldon and Fox Hole Cave zone prehistoric landscape.

Figure 3 : The distinctive, pyramid-shaped summit of High Wheeldon and (inset) the nearby Fox Hole Cave High.

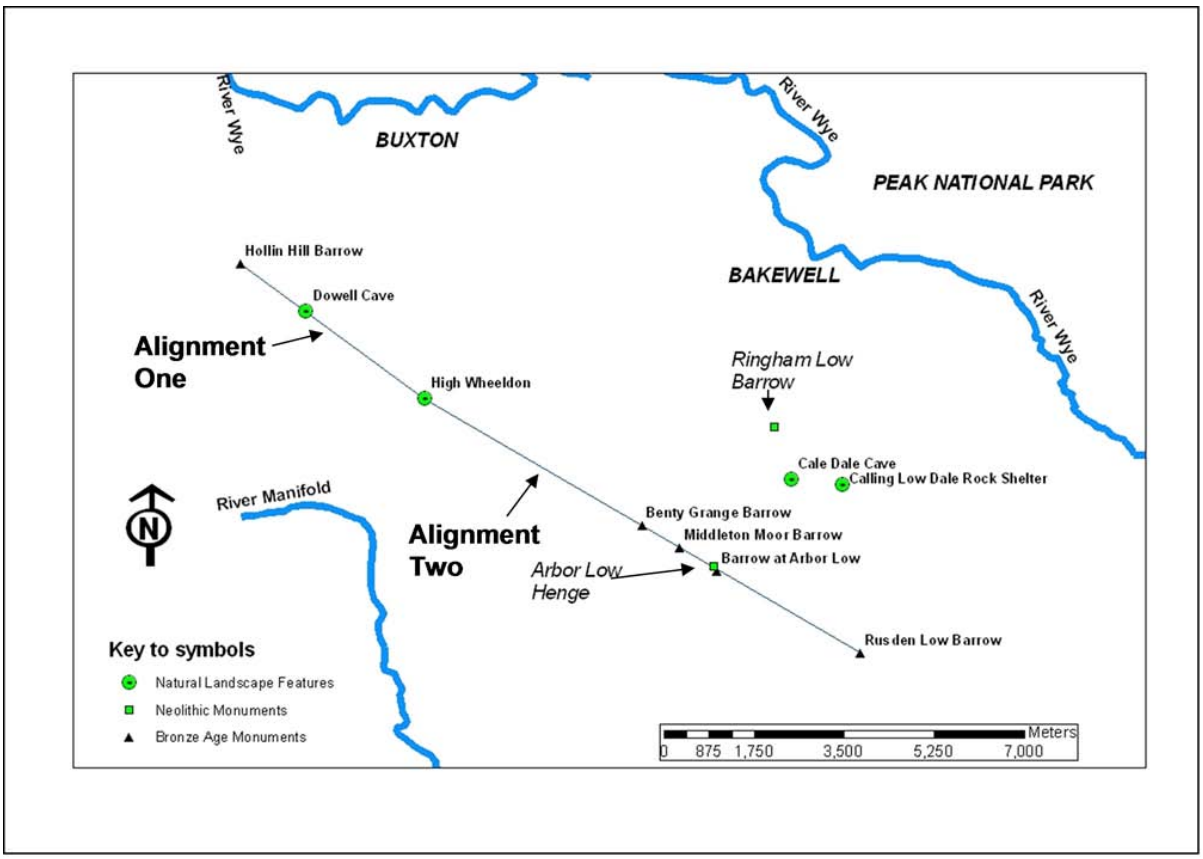

Figure 4 : The two alignments involving High Wheeldon's summit.

Figure 5 : Arbor Low henge, also known as the *Stonehenge of the North*.

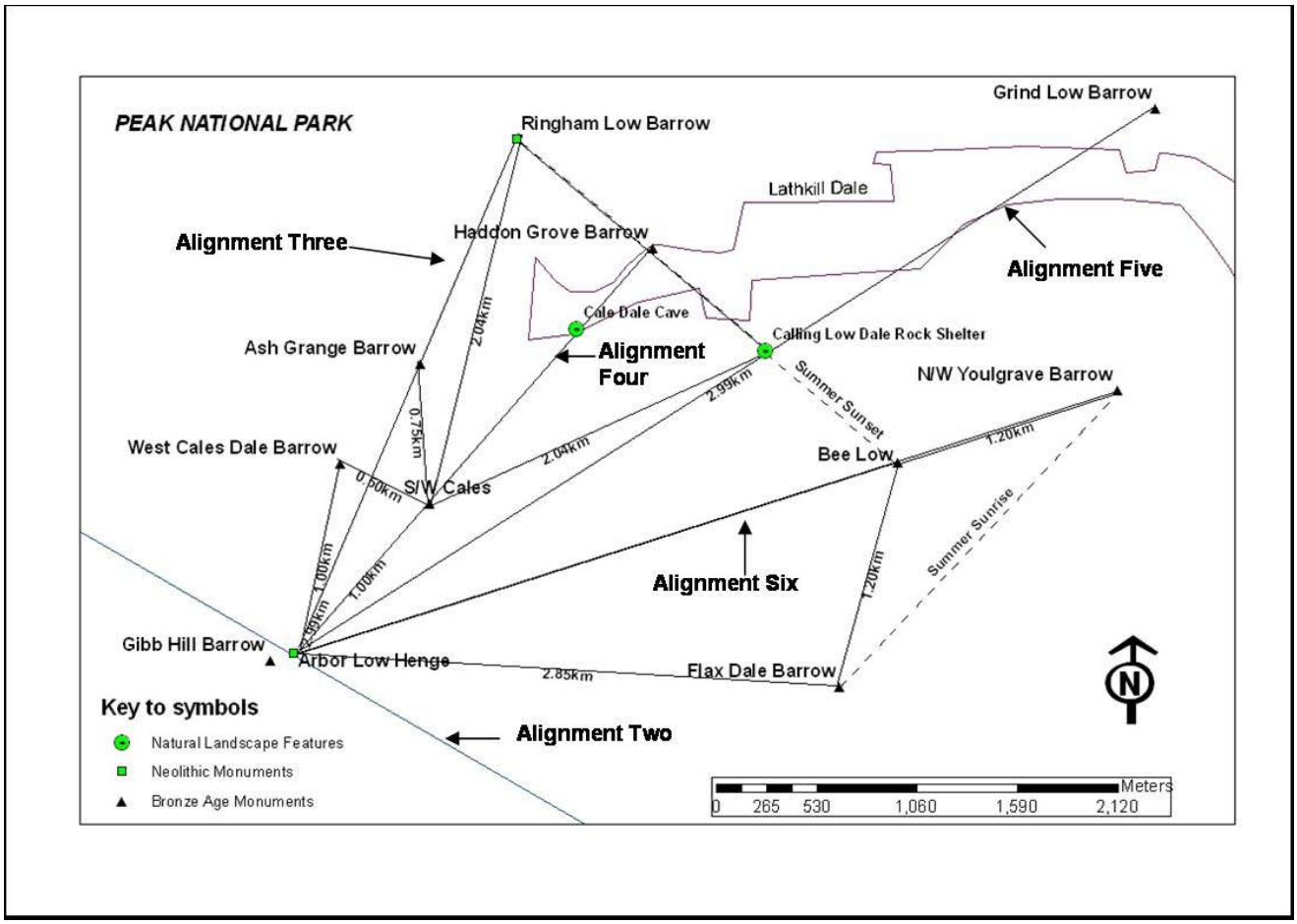

Figure 6 : A sample of alignments north east of Arbor Low henge.

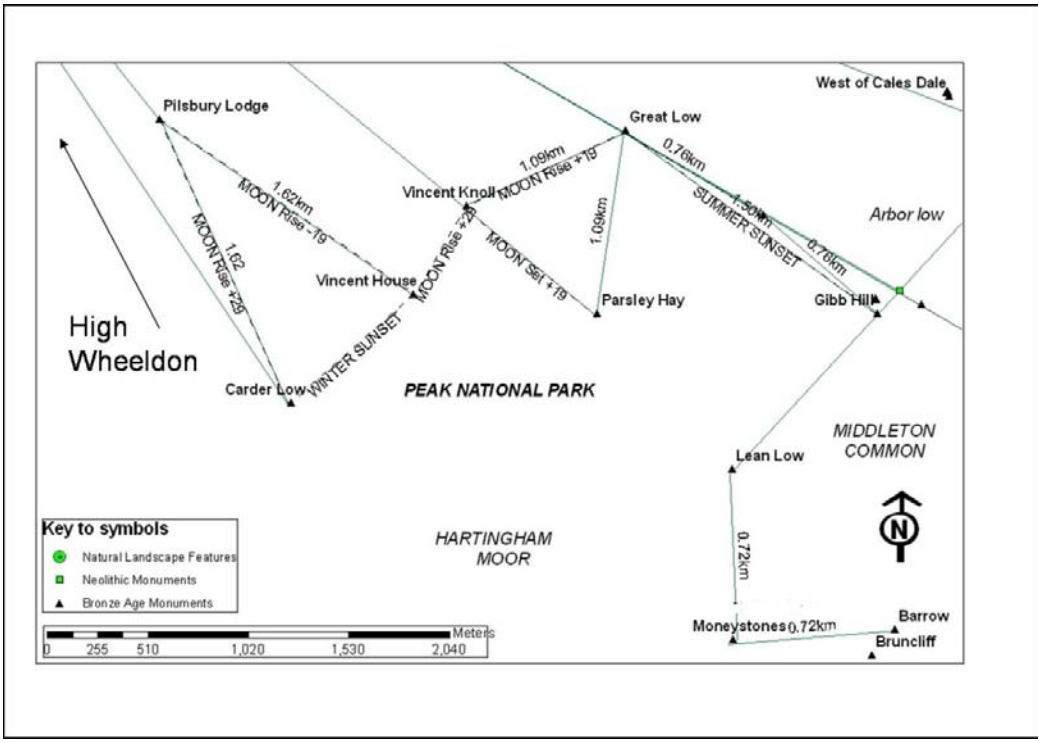

Figure 7 : A sample of combined astronomical and measured alignments east of Arbor Low henge.

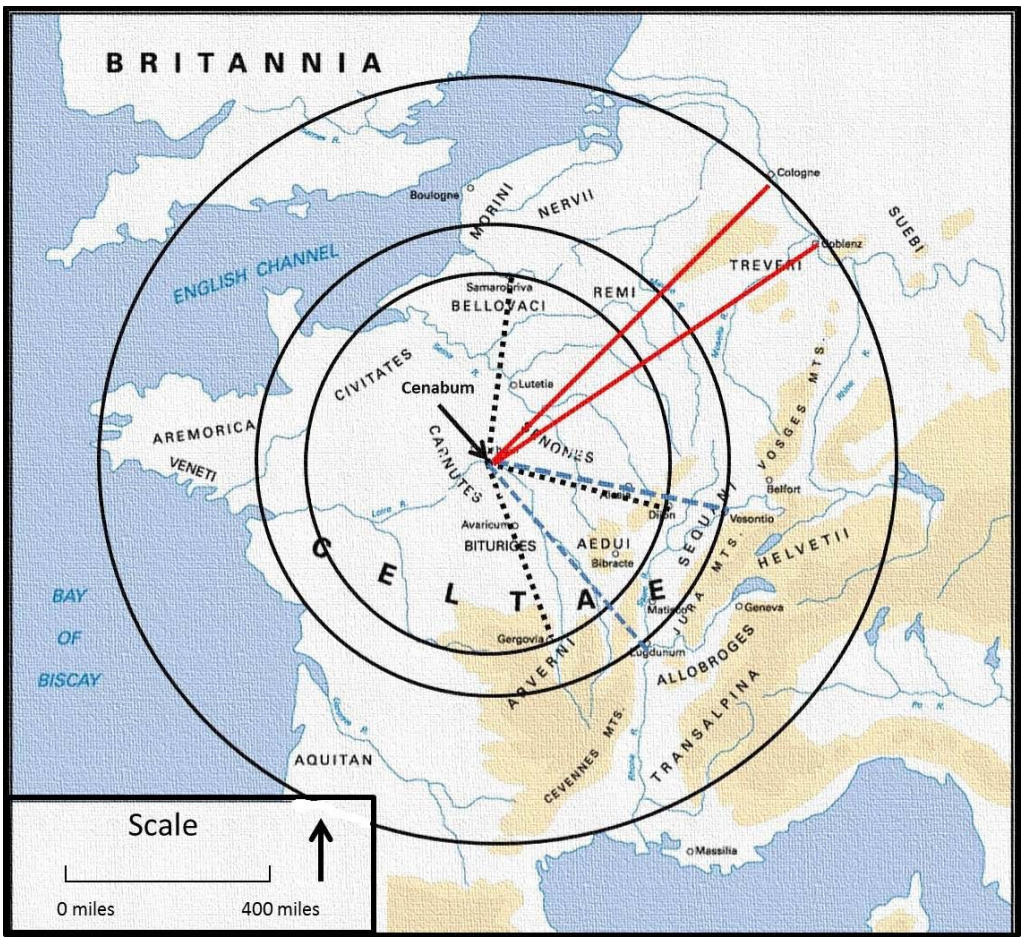

Figure 8 : Could the Druids have measured all of Ancient Gaul in order to find its geographical centre? Although Caesar never actually mentioned where this centre was, in the above arbitrary mapping exercise I used the important, Iron Age town of Cenabumas my central point – and it produced some interesting results.

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A Historical Investigation into the Growth and Development of Education in Tripura (1862-1971)

By Nilanjan De
Rabindrasadan Girls College, India

Abstract- Tripura is a small hilly state of northeastern region of India. Before it was amalgamated with India, it was a princely state. The rulers of Tripura wanted to modernize their state and hence they feel the necessity of modern education. In the year 1862, first time the step towards modern education was taken by establishing a school. From that time onwards, the journey of modern education was started and before Tripura became a full-fledged state on 1972, the growth and development of education in Tripura reached towards a satisfactory level. This writing is a historical investigation into the growth and development of education from the inception of modern education in Tripura from 1962 to 1971.

Keywords: *princely state, immigrants, modernization, education.*

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Keywords: princely state, immigrants, modernization, education.

I. Political History

Tripura though was an independent Princely State but from 18th century onwards, she began to lose her possession on her own territory. The rulers of Tripura were subdued by the Mughals in 1722 and were forced to cede the greater part of their plain territories known as 'Chakla Roshnabad' and pay tributes for the retention of the rest. Thus Tripura, so long a mighty kingdom covering a wide area, gently submerged into mere forgetfulness by turning itself into a mere province within the Mughal Empire. However, the British policy towards Tripura was to some extent different from the general feudatory policy of Mughal rule.

The English East India Company came to be in possession of Chakla Roshnabad under the grants from Nawab Mirzafar and Mirkasim, which was eventually included and confined in the Dewani, granted to the Company by the Mughal Emperor Shah Alam in 1765 A.D. Interestingly when the British came into contact with Tripura they found a peculiar form of Government as well as administration existing in Tripura. The whole territory of the state was divided into two parts – the hills and the plains. In the hill, the ruler was independent, but in the plains, which were known a 'Chakla Roshnabad', the ruler was mere a Zamindars under the Nawab of Bengal.

Therefore, during the colonial rule, Tripura remained divided into two parts – the hills –, which was commonly called by the British as 'Hill Tipperah' (after 1920 as Tripura) and the 'Chakla Roshnabad'. According to the Traverse Survey of the Survey Department, Chakla Roshnabad covers an area of 533.77 square miles (J.G. Cumming, December, 1996). The Zamindari of Chakla Roshnabad enclosed the vast areas of the districts of Tipperah (Comilla), Noakhali and Sylhet of the then Colonial Bengal (Government of Tripura, 1997).

Tripura continued to be a Princely State until it merged into the Union of India on 15th October, 1949. However, after the partition of India in 1947, the Zamindari of Chakla Roshnabad went into the hand of erstwhile East Pakistan and the land of Tripura was confined only in the hilly region. From the Independence of India and her partition (15th August, 1947) to the amalgamation of Tripura with the Indian Union (15th October, 1949) the period of two years were considered as the 'Period of Regency'.

The year 1947 is historically remarkable, not only from Indian perspective but from the viewpoint of Tripura too. India attained her independence in the year in lieu of partition, which was never enthusiastically accepted by the "nationalist" Indians. The long deserving independence never came to the Indians in a form of delight or pleasures rather it brought a nightmare for them in the form of 'partition', especially for the peoples of Punjab and Bengal. These two states of Independent India witnessed the worst effect of partition in the form of mass butchery of common people due to communal riots and refugee. However, the unfortunate event on the part of Tripura was that, though the state was an independent princely state, she had to face the adverse effect of partition of India in the form of displaced persons and refugee. Maharaja Bir Bikram Kishore Manikya Bahadur though decided to amalgamate Tripura with the Indian Union before her independence but even before her amalgamation (15th October 1949) Tripura had to face the adverse consequence of migration. These flows of immigrants increased during the 50s' and reached its zenith during the independence movement of Bangladesh in the year 1971 and which ultimately changed the demographic pattern of the state, as well as its resource use pattern.

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II. Development and Growth of Education Under Royal Administration

In 19th century when Bengal was flooded by the wave of modernization, the current of that wave also touched the shore of Tripura. The rulers of Tripura wanted to make their state a modern one and that initiative was first taken by Maharaja Birchandra Manikya. The process of transferring Tripura into a modern one was instigated by him from the year of 1862, by establishing the first school in Tripura for the common people. Hence, it become evident that the "modern educational system" was absent in Tripura before 1962.

It is evident from 'Rajmala' of Sri Kailashchandra Singha that, in 18th century almost all the rulers of Tripura were illiterate and were totally dependent on the educated Bengali officials for running the administration of their state (Singha, 1390 Bangabda). It was after Maharaja Rajdhar Manikya education entered into the Royal house. The Royal members were trained in their palaces by the Bengali private tutors. However, to run their zamindari in Chakla Roshnabad and to make official correspondence with the colonial rulers of Bengal, the rulers of Tripura were totally depended on the knowledge and capacity of those educated, especially English educated Bengali people. But there was no sign of any development in the field of education before 1962.

Hence, the literacy rate of the state was also in its infant stage. Based on the Bengal Administration Report for the year 1874-75, it has been depicted in the "Tripura District Gazetteers", that in the year 1874-75 in Tripura there are about 103 boys undergoing instruction at the two existing schools in Tripura. In the next year, two more schools were opened and in all 173 boys were on the rolls but only one-half were regular in their attendance (Menon, 1975). In the year, 1879 there were about 25 nos. of schools in Tripura and it increased to 31 at the end of 1881. However, due to infrastructural penury and administrative negligence the number of schools came down to 27 in the next year (Menon, 1975). The educational structure of the state was so vicious that, "with the exception of the schools at the sub-divisions, all the rest are mere Pathshalas" (Report on the Administration of Bengal 1885-86, 1887). Up to 1889-90 mismanagement of schools continued.

However, during the year 1890-91 some arrangements for the betterment of educational institutions were made, which ultimately increased the number of schools from 16 to 19 (Menon, 1975) whereas, in the year 1885-86 only the numbers of Primary schools in Bengal were 50,703 (Report on the Administration of Bengal 1885-86, 1887). Table No. 1, depicts subdivision wise educational structure of the state of the year 1894-95. The table depicts the deteriorating conditions of education in Tripura, in the last quarter of the 19th century. It also reveals the literacy growth of the state.

Table No. 1 : Educational account of the state Tripura (1894-95)

Sub-division	Number of Schools			Students			Race of Students								Average daily attendance of	
	For boys	For girls	Total	Boys	Girls	Total	Thakurs	Manipuris	Tripuris	Kukis	Bengali Hindus	Bengali Muslims	Christians	Others	Boys	Girls
Sadar	10	0	10	448	0	448	56	64	33	0	184	85	11	15	342.89	0
Sonamura	8	0	8	189	0	189	2	0	31	0	61	82	0	13	132.41	0
Bilonia	5	0	5	137	0	137	0	0	0	0	54	83	0	0	95.36	0
Kailashahar	12	0	12	306	0	306	0	174	0	15	65	50	0	2	234	0
Total	35	0	35	1080	0	1080	58	238	64	15	364	300	11	30	804.66	0

Source: (Government of Tripura, 2004)

Table No.1 also depicts an interesting fact regarding the women education in Tripura. There was no trace of any female students during the period. Hence it can be assume that female education was not appreciated by the rulers of Tripura.

The Census Report of 1901 reveals that the educated people in Tripura were very few in number. In the year 1901 while the total numbers of aborigines were 91,679, the total numbers of literate aborigines were 258 (Table No. 2) and while during the year total population was 1, 73, 325, the total numbers of literates were 4274 (Table No. 3) i.e. only 2.47 percent (Choudhury, Re-Print 1995). Hence, the literacy rate in Tripura at the dawn of 20th century was very poor.

Table No. 2 : Educational Statement of the census 1901

Total Population		1,73,325
Name of the Tribes	Population	Educated Tribes
Chakma	4,510	10
Tripura	75,781	107
Kuki	7,547	04
Halam	2,215	Nil
Lushai	135	Nil
Mog	1,491	137
Total	91,679	258

Source: (Choudhury, Re-Print 1995)

Table No. 3 : Educated people in Tripura (On the basis of the Census 1901)

	Total Educated	Bengali Educated	English Educated
	4274	3511	324
Educated Tribal	258		

Source: (Choudhury, Re-Print 1995)

The above tables also depict that, only 0.28% of the tribal population were educated and other than the aborigines, the people those who were educated were Bengalis. Now the question may arise who were those educated Bengalis in the tribal hilly state like Tripura? The answer is, they were invited, educated intellectuals of colonial Bengal. The progressive rulers of the state wanted to make their state modern and in this process of modernisation they invited educated intellectuals of colonial Bengal. Thus, a large numbers of educated intellectuals begin to immigrate into the State especially from Bengal. While, the total number of Bengali people living in Tripura in the year 1901 was 59,689 (Choudhury, Re-Print 1995), it was enumerated that 43,894 people migrated to Tripura (Choudhury, Re-Print 1995), though in the Imperial Gazetteers of India Vol. XIII the number of immigrants were 40,000 (The Imperial Gazetter of India Vol. XIII, 1908).

It is already mentioned that Maharaja Birchandra Manikya had instigated the process of modernisation, which was accordingly followed by the later progressive rulers of Tripura. Those progressive rulers of Tripura could realise that to run the administration and other services smoothly and also to satisfy the British requirements they had to depend on educated intelligentsia and the educated aborigines were only a few in number for the administrative machinery of the state. As those progressive rulers of Tripura had a deep attraction towards Bengal, they begin to invite those educated Bengali people into Tripura and provide them every facility.

In 1890, Rai Umakanta Das Bahadur was appointed as the Minister of Bir Chandra Manikhya. Babu Nilmani Das, one of the officers of the Government of Bengal, was appointed as the Diwan under the King. Babu Nilmani Das organized the revenue system and judicial administration of Tripura on the pattern of the system prevalent in the Bengal provinces. Rai Bahadur Mohini Mohan Bardhan compiled the Tenancy Act and laws for the protection of the properties of minors. Ishan Chandra Gupta, Dewan of Chakla Roshnabad, compiled the criminal and judicial laws. Therefore to modernize the administrative system, revenue, and judiciary etc. the ruler of Tripura was totally depended on the educated intelligentsia of British Bengal provinces. However, as the educated Bengali people from the adjoining territories immigrated into the state Tripura the educational scenario of the state began to change.

According to the Imperial Gazetteers of India, Vol. XIII, only 2.3 percent of the population could read and write and the number of pupils increased to 3125 (3008 boys and 117 girls) in the year 1903-04. The number of educational institution was 103 in Tripura (The Imperial Gazetter of India Vol. XIII, 1908). Accordingly, it became necessary for the rulers of Tripura to invite those educated immigrants to strengthen the weak educational institutions.

As the educated Bengali immigrants began to immigrate into Tripura, the number of literacy increased but the census report 1901 reveals that though the number of male literacy increased significantly, the female literacy growth rate was quite insignificant (Table No. 4). One of the reasons behind this insignificant growth rate of female literacy was that, during the period those who migrated from Bengal to Tripura were moved by the easy earning in Tripura. The officials, government employees, farmers and the working class came to Tripura for employment only, not with the intention of settling in the State permanently and therefore, they left their family members at home. The new comers do not at once entirely leave their residence in British territory, they keep their families and friends there, and make in Hill Tipperah only Khamar Baris or farmhouses in which they live for the purposes of carrying on their cultivation (Annual Report on the General Administration of the Political Agency of Hill Tippera for the year 1886, No-407, dated, 7th July, 1887, para-34).

Table No. 4 : Number of peoples (according to their religion) those who were educated in different languages in Tripura in the year 1901

Total Population			Number of peoples those who were educated in different languages.														
			English			Bengali			Hindi			Oriya			Others		
Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F
173325	92495	80030	324	316	5	3511	3378	133	111	110	1	15	15	0	313	304	9
Hindu 119192	63147	56045	291	286	5	2503	2403	100	73	72	1	15	15	0	64	62	2
Muslims 45323	24734	20589	31	31	0	990	961	29	38	38	0	0	0	0	108	108	0
Buddhist 5999	3200	2799	0	0	0	10	8	2	0	0	0	0	0	0	134	129	5
Christian 137	76	61	2	2	0	2	2	0	0	0	0	0	0	0	2	2	0
Animist 2673	1337	1336	0	0	0	6	4	2	0	0	0	0	0	0	5	3	2

Source: (Choudhury, Re-Print 1995)

For the first time one girls' school was opened within the campus of Imperial palace by the Queen Maharani Tulshibati. In 9th April, 1894 the school with the name 'Agartala Balika Vidyalaya started her journey. The school was completely aided by the Queen's personal treasury. At first, only the girls from royal families got their education from the school but later, girls from various places took admission. However, if we see table no. 4 than it depicts that initially the school was unable to increase the number of female literacy in the state, though it was an outstanding effort on the way of women education in Tripura.

Conversely, the educated people those who migrated to Tripura from British Bengal were really in search of good jobs with respect and honour. In addition, the changing political scenario of Colonial India due to British Government repressive administrative policy, political mischief, freedom struggle and communal disturbances pushed the Bengali people to immigrate into the hilly princely state Tripura. If we follow the decadal variation of population in Tripura of the various census reports, than we find that, it was very high during the period from 1901 to 1949 (Table No. 5). This high growth rate of population in Tripura was only due to the huge numbers of immigrants from various parts of colonial India and especially from Bengal. While the number of immigrants in the year 1901 was 43,894, in 1911 was 81,663, in 1921 was 96,386 and 1931 was 1,14,383 respectively, the numbers of immigrants only from Bengal were 48,042 in 1911, 46,061 in 1921 and 67,946 in 1931 (Debvarma, 1997). In addition, a large number of Bengali people from Assam immigrated into the state. Hence, the Bengali immigrants became huge factors behind the literacy growth rate of the state.

Table No. 5 : Population of Tripura according to various Censuses.

Year	Population	Decadal variation	% decadal variation
1901	1,73,325	_	_
1911	2,29,613	56,288	32.48
1921	3,04,437	78,824	32.59
1931	3,82,450	78,013	25.63
1941	5,13,010	1,30,560	34.14
1951	6,39,029	1,26,019	24.56

Source: (Paul, 1964)

In the year 1914-15, the numbers of schools increased to 154 and among them only 12 nos. of schools were made for the girls. Hence, though the number of male literacy increased in Tripura during the period the female literacy did not increase in the same proportion (Table No. 6). In addition, if we compare both the table no. 6 and 7, then we find that in 1918-19 the total literacy growth decreased though the numbers of administrative divisions in the state were increased. In both the tables, though we find that the number of schools for the girls remained same but the number of female students and their attendance were downwards in the later year.

Table No. 6 : Educational account of the state Tripura (1914-15)

Divisions	Number of Schools			No. of Students			Average daily attendance of	
	For boys	For girls	Total	Boys	Girls	Total	Boys	Girls
Sadar	50	2	52	2095	174	2269	1511.63	82.73
Kailashahar	18	4	22	901	55	956	690.97	46.20
Sonamura	20	1	21	1029	39	1068	802.3	34.99
Belonia	13	1	14	699	23	722	569.85	14.89
Khowai	8	1	9	215	12	227	160.46	8.42
Dharmanagar	16	1	17	555	48	603	419.06	32.01
Udaipur	11	2	13	241	35	276	167.42	21.11
Sabroom	6	0	6	189	11	200	157.10	7.80
Total	142	12	154	5924	397	6321	4478.62	249.15

Source: (Government of Tripura, 2004)

Table No. 7 : Educational account of the state Tripura (1918-19)

Sub-division	Number of Schools			No. of Students			Average daily attendance of	
	For boys	For girls	Total	Boys	Girls	Total	Boys	Girls
Sadar	51	2	53	1643	105	1748	1191.31	64.06
Kailashahar	11	4	15	743	100	843	504.83	63.29
Sonamura	19	1	20	689	29	718	514.43	22.18
Belonia	10	1	11	517	23	540	351.5	14.07
Khowai	5	1	6	137	14	151	104.96	8.89
Dharmanagar	14	1	15	619	26	645	403.54	14.99
Udaipur	3	2	5	181	33	214	117.48	20.39
Sabroom	8	0	8	92	8	100	69.79	5.8
Amarpur	6	0	6	53	0	53	52.68	0
Kalyanpur	1	0	1	42	0	42	18.86	0
Total	128	12	140	4716	338	5054	3329.38	213.67

Source: (Government of Tripura, 2004)

In the process of modernization, many schools including primary and secondary schools were established. In the year 1922 (1332 T.E.) the number of schools were 168 and among them 6 nos. were of Primary English schools, and 5 nos, of English High schools. In the next ten years 56 nos. of new schools were established and among those new schools, there were 6 nos. of English High schools and 2 nos. of Primary English Schools (Debvarma, 1997). A bold step had been taken by the royal administration in 1931-32 when compulsory primary education was introduced in Agartala, under the State Act 2 of 1932 and later it was decided to expand its scope upto the valley of Howrah and to the linked areas of the Sub-divisional town (Menon, 1975). However, prior to her merger with the Indian union, Tripura had no facilities within her boundary for imparting collegiate education. Table No. 8. depicts the number of primary schools from the year 1907 to 1946.

Table No. 8 : Number of Primary schools in Tripura from 1907 to 1946

Year	Number of Schools	Number of pupils
1907-08	137	4,011
1916-17	125	4,842
1926-27	139	4,215
1936-37	111	5,110
1943-46	123	5,115

Source: (Menon, 1975)

However, during that period, the numbers of primary schools increased and at the same time, the growth of literacy went upward. Therefore, as the numbers of schools were increased during the period, to run those schools it became necessary to provide sufficient number of educated teachers. However, the number of literates among the aborigines were very low. Large numbers of pupils belonged to Bengalis. It is evident from a data (Table no. 9) given by Thakur Sri Somendrachandra Debvarma that, except the Tripuris, very few numbers of tribal people went into the schooling system. Until the thirties of 20th century, the 'Thakur' families represented the educated section of the tribals (Bareh, 2007). Table No. 10 depicts a clear picture of the literacy growth rate of the Thakurs (from 1924 to 1946).

Table No. 9 : Number of pupils attended the schools in Tripura (1922 – 1931)

Year	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931
Rajkumar	-	-	-	-	5	8	7	9	7	8
Thakur	137	138	181	166	179	180	170	176	324	122
Manipuri	814	782	793	635	578	614	611	660	574	840
Tripuri	473	577	533	463	500	583	732	753	671	1219
Reang	33	21	48	29	28	30	22	42	14	11
Kuki	45	24	26	66	12	42	25	18	2	-
Lushai	-	-	-	-	27	21	-	-	5	4
Bengali Hindus	2276	2340	2587	2531	2647	2786	2947	3284	3410	3673
Muslims	1666	1598	1657	1619	1788	2005	2243	2312	2330	2873
Christians	1	3	4	1	11	3	5	3	2	3
Chakmas	-	-	-	-	9	12	2	-	-	1
Others	131	87	143	49	42	47	84	88	63	152
Total	5576	5570	5972	5559	5876	6331	6848	7345	7402	8906

Source: (Debvarma, Re-print 1997)

Table No. 10 : Literacy growth rate of the Thakurs from 1333 T.E. to 1355 T.E. (1924-1946)

Year T.E.	No. of students in the School	Students staying in the Boarding	Students studing in the colleges of other States
1333	181	35	9
1334	166	35	9
1335	179	35	8
1336	180	35	8
1337	170	35	9
1338	176	34	11
1339	324	35	12
1340	122	29	*few
1341	163	28	*few
1342	213	28	*few
1343	282	32	12
1344	290	32	9+2
1345	216	30	10
1346	203	28	*few
1347	320	30	14
1348	279	24	19
1349	370	24	13
1350	303	30	13
1351	261	20	10
1352	254	17	12
1353	254	17	12
1354	275	17	11
1355	283	18	13

**few – not specified*

Source: (Goswami, March, 2007)

It is also evident from the table no. 8 that though in 1930s' and 40's, the number of the pupils increased in Tripura but from the record given by Dwijendra Narayan Goswami (Table No.11) it can be stated that the number of literate aborigines decreased during this period.

Table No. 11 : Number of aborigines attended the schools in Tripura from 1341 T.E.-1355 T.E. (1932 – 1946)

Year T.E.	Tripuri	Reang	Kuki	Chakma	Lushai	Christian	Garo	Others
1341	1300	31	41	1	5	-	-	41
1342	1053	-	1	2	1	-	-	96
1343	977	13	1	1	1	-	-	44
1344	1007	18	-	-	1	-	-	56
1345	985	9	-	1	-	2	-	121
1346	917	9	-	1	1	5	-	112
1347	983	20	-	2	3	-	-	153
1348	845	19	1	1	6	-	-	139
1349	1023	39	1	3	6	10	-	239
1350	1104	45	17	4	12	-	-	108
1351	1102	29	25	3	2	8	10	107
1352	951	34	5	3	24	-	5	69
1353	820	17	5	3	14	2	-	80
1354	966	26	4	-	17	-	3	86
1355	973	21	4	-	19	2	-	86

Source: (Goswami, March, 2007)

Thus, it is apparent that, it was not the aborigines of the state but the people those who were migrated were much more educated and the Bengalis were in the forefront of it. However, among the Bengalis

the Hindu Bengali people were more literate than the Bengali Muslims. It was the reason that most of the Bengali Muslims those who have immigrated into the state from the adjoining territories of Tripura were not educated and they belong to a very lower stratum of the society. However, it should be mentioned here that in Tripura maximum of those Muslims were Bengali except few Manipuris. In the Census Report 1310 T.E. (1901 A.D.), it was stated that in 1901, 2,503 nos. of Hindu peoples were Bengali educated and 291 nos. of Hindu people were English educated in Tripura, while only 990 nos. of Muslim people were Bengali educated and 31 nos. of Muslim people were English educated (Choudhury, Re-print 1995). Again in the year 1931 while 3.5% of the Hindu people were literate, only 1.1% of Muslim population were literate in Tripura (Debvarma, 1997), and as the majority number of immigrants were Bengali, hence, the person those who were literate especially belong to the Bengali immigrants.

During the period the number of English educated people in Tripura were also increased (Table No. 12) and it was only due to the immigration of English educated peoples from Bengal to Tripura.

Table No. 12 : Number of English educated persons in Tripura

Year	Number of English Educated persons
1901	324
1911	1208
1921	1707
1931	3087

Source: (Debvarma, Re-print 1997)

In addition, it is evident that the Bengali Hindu people were much more English educated than the Bengali Muslim people in Tripura in the year 1931. In the state 0.8% of people were English educated and among them 0.14% of male and 0.1 % of female were English educated. Among the Muslims 0.4% of people and among the Hindus 0.9% of people were English educated. Among the male, 0.17% were Hindu and 0.7% were Muslim English educated people (Debvarma, 1997). Thus, we can affirm that the Bengali Hindu educated people migrated more than the Bengali Muslim educated people.

However, in the last half of Manikya rule in Tripura (1901-1949), the number of educated people increased in Tripura but unfortunately the female growth rate was quite insignificant (Table No. 13)

Table No. 13 : Literacy in Tripura during 1901 – 1941.

Year	Total % of literates	Male	Female
1901	2.5	4.5	0.2
1911	4.0	6.9	0.8
1921	8.2	14.3	1.1
1931	2.8	4.9	0.4
1941	7.9	12.7	2.5

Source: 1. (Choudhury, Re-Print 1995)
2. (Debvarma, Re-print 1997)
3. (Paul, 1964)

III. Development and Growth of Education After Tripura Joined the Indian Union

On 15th October, 1949 Tripura joined the Indian Union and from that time onwards Tripura made a remarkable improvement in the field of education. From the above table (table No.13) it is evident that the total literacy rate in Tripura was 7.9 percent in the year 1941. However, in 1951, the literacy was 15.5 percent and in the year 1971, it increased to 30.9 percent. The below table (Table No. 14) shows the clear picture of the literacy growth rate of Tripura (from 1949 to 1971).

Table No. 14 : Literacy in Tripura during 1951 – 1971.

Year	Total population	Total % of literates			% of literacy
		Male	Female	Total	
1951	6,45,707	76452	23632	1,00,084	15.5
1961	11,42,005	175060	56128	2,31,188	20.2
1971	15,56,342	322017	160065	4,82,082	30.9

Source: (Directorate of Statistics and evaluation, 1981)

Hence, the number of literate persons increased in Tripura in the year 1951. Male literates are one in five and females as few as 1 in 21 only. The proportion of literacy is higher in urban areas (Vaghaiwalla, 1951). However, table no. 15 depicts an interesting facts that the proportionate female figures in the age group 5-14 are much higher than the corresponding male figures. It was probably due to the proportionate improvement in the female literate displaced persons from East Pakistan.

Table No. 15 : Male and Female literacy by Age Groups per thousand (1951)

State & Natural Division		Aged					
		5-9		10-14		15 and upwards	
		1941	1951	1941	1951	1941	1951
Tripura	Male	4	21	10	48	95	139
	Female	2	6	4	10	15	31
Assam	Male	15	24	24	40	150	195
	Female	6	15	8	20	13	44
Assam Plains	Male	15	25	25	42	149	200
	Female	*	15	*	17	*	40
Assam Hills	Male	10	14	24	31	156	161
	Female	6	6	10	32	47	67
Manipur	Male	6	9	13	29	74	155
	Female	2	2	1	6	6	15

Source: (Vaghaiwalla, 1951)

It is also evident form the census report that the highest number of male literates (531) are in Class IV in the year 1951 and class VIII contains only 347 males. The report also reveals that Tripura enjoys only 20.8 percent male literacy among those aged 5 and upwards which is slighltly greater than that of Assam Hills Division of Manipur but if we consider literacy only among those aged 15 and up wards, Tripura with 13.9 percent comes off worse than even Manipur or Assam Hills (Vaghaiwalla, 1951).

However, the above table (Table No. 15) also depicts that Tripura gives a better showing in the field of male literacy between the age 5 to 14. Male literacy in the age group 5-14 is the highest in Tripura of all States. The number of literate males per 1,000 who are aged 5-14 was 69 in Tripura against 64 in Assam and 38 in Maipur. The female literacy is also better in Tripura especially between the age 5-9. But as the age increased the female literacy growth decreased in comparison to other states of north east India. It was probably due to the unwillingness and unenthusiastic attitude of the parents towards the higher education of the girls.

But it is also true that after her amalgamation until 1965, 3nos. of multipurpose Higher Secondary Schools, 7nos. of class X High Schools and 3nos. of Junior High Schools only for girl student along with a considerable numbers of co-educational schools were established. In the year, 1963-64 full-fledged Women's College was also established. Due to the growth of women literacy rate, women's participation in the Government and semi-Government institution increased.

Actually, a systemetic development of education in the territory was started after First Five Years Plan period and after that it obtained such an impetus year after year that the percentage of average of school going children increased. The below Table No. 16 depicts the clear picture of the above statement.

Table No. 16 : Number of Institutions and Students (1950-51 to 1964-65)

Year	Number of Institutions (Primary, Basic and non-Basic)	Students	Percentage coverage (6-11 Yrs)
1950-51	404	19,155	24.8
1955-56	1001	54,053	54.1
1960-61	1074	81,358	60.7
1964-65	1359	1,20,304	80.8

Source: (Menon, 1975)

According to Tripura District Gazetteers, 1975, by the end of the year 1964 there were altogether 1,333 primary schools including 600 Junior Basic Schools in this territory and of these 1,317 were under management of the administration and the rest under priate management. The total enrolment at the primary stage of all types of schools was 1, 15, 369, the number of girl students being 42,087 forming over 36 percent of the total. The total number of teachers was 3411 and of them 1072 happened to be trained (Menon, 1975).

It is evident from the table no. 14 that the number of educated person increased in the year 1961 and the total number of literates was 231,188 of which 1, 75060 were males and 56,128 females, the percertage being 20.2. According to the Census of 1951, while there are155 literates for every 1,000 of the population, in 1961 there are 202 literates for every 1,000 of the population. The sex ratio of literates were as follows: 296 out of every 1000 males and 102 out of every 1000 females were literate (Menon, 1975). The below table (No. 17) dipicts the number of persons in the territory who had passed their academic, vocational and technical examination during 1960-61.

Table No. 17 : Number of persons passed their academic, vocational and technical examination during 1960-61.

Educational Standard	Total	Males	Females
Matriculation or equivalent examination	831	657	174
Higher Secondary	267	207	60
Intrmediate Arts & Science	467	373	94
B.A. & B.Sc (including Honours)	183	155	28
B.Com. (including Honours)	38	38	-
Post-graduate & under-graduate Teachers' Training Diploma Course (Baisc & Non-Basic)	177	156	21
Diploma course in Indian Music	8(15)	4(7)	4(8)

(Figure in the brekets indicate the students of other Institutions)

Source: (Menon, 1975)

As the year, passes by the literacy growth rate in Tripura began to increase and in the year 1971, 30.9 percent people of Tripura became literate. The below table no. 18 depicts that in the year 1971 both the rural as well as the urban areas of Tripura achieved a satisfactory digit of literacy. An interesting fact also revealed from this table that the number of rural literacy also increased significantly during the period.

Table No. 18 : District wise literacy growth rates of Tripura (1971)

District		Persons	Males	Females	Growth rate of literate and educated persons 1961-71
West Tripura	Total	32.61	41.49	23.23	92.52
	Rural	26.99	35.95	17.52	
	Urban	65.56	73.72	56.84	
North Tripura	Total	32.17	41.32	22.28	110.65
	Rural	29.87	39.21	19.89	
	Urban	63.85	70.01	57.11	
South Tripura	Total	26.69	36.62	16.17	153.85
	Rural	24.60	34.41	14.22	
	Urban	57.52	69.38	45.01	

Source: (Bhattacharyya, 1974)

During the 1971 Census, rural population of the State is returned to be 1,383,982 out of which altogether 1,015,833 are found to be illiterate i.e., the rate of literacy worked out to 27.13 percent (Bhattacharyya, 1973). The Census of India 1971 also revealed that the rate of literacy among the rural male population has increased from 26.38 to 36.43 and rural female literacy rate has increased from 7.16 to 17.27 percentage (Bhattacharyya, 1973). Hence, it become the established fact that during the period (1961 – 1971) the rural literacy has improved significantly in Tripura. The below table no. 19 shows the absolute number of rural population of Tripura classified as illiterates and according to their educational level.

Table No. 19 : Number of rural population of Tripura classified as illiterates and according to their educational level in 1971.

Illiterate / Educational level	Persons	Males	Females
Illiterate	1,015,833	455,966	559,867
Literate (without educational level)	2,306	1,809	497
Primary	253,010	165,029	87,981
Middle	102,076	76,646	25,430
Matriculation or Higher Secondary	15,554	13,131	2,423
Non-technical Diploma or certificate not equal to Degree.	1,751	1,544	207
Technical Diploma or Certificate not equal to Degree	249	237	12
Graduate and above	3,203	2,865	338

Source: (Bhattacharyya, 1973)

The growth of literacy among the tribal population was inadequate. In the year 1961 while the total number of tribal population was 3,60,070, the total number of literate tribals were 36,059 (10.01%) and among them 31,996 were male literate tribals (17.37%) and 4,063 (2.31%) were female literate in Tripura (Census of India, 1961). The indirect cause behind this illiteracy among the tribals was the influx of Bengali immigrants into Tripura. The Bengali immigrants began to settle themselves in the plains as well as on the footsteps of the hills. As a result, the tribal peoples began to penetrate deep inside the hilly areas. Thus, they remain ignorant about the outside world. Only the tribes especially the Tripuris, Jamatias, Chakmas and

Halams, those who were living in the urban areas or semi-urban areas are taking the advantages of modern educational system. According to the Census of India 1971, the tribal populations in the urban areas are very negligible. Hence, due to the low literacy rate among the rural tribals of Tripura, the social mobility in the rural and hilly areas became restricted.

In higher educational sector, especially in the collegiate education, Tripura was far behind than the other states of India. Before her amalgamation with the Indian Union there was no facilities within her borders for imperting collegiate education. But, during the year 1963-64 there were three Degree Colleges in Tripura viz., the Government managed Maharaja Bir Bikram College in Tripura, the Government aided Ramkrishna Mahavidyala at Kailasahar and another aided Degree College at Belonia. A full-fledged Polytchnic Institute for matriculates started functioning in 1958 at Narsingarh. In the year 1965, the first Engineering college was established in Tripura. The below table (Table No. 20) shows a statistical account of General Education in Tripura in the year 1971.

Table No. 20 : Total Number of Institutions for General Education in Tripura as on 31-3-70

State/ District	Primary (NonBasic)	Junior Basic	Senior Basic	Junior High	High	Higher Secondary	Schools for Professional & Tech. Education	Colleges for general Education	Colleges for Prof & Tech Education
Tripura	246	1098	198	17	14	70	6	6	9
West Tripura	99	459	82	10	8	38	4	4	7
North Tripura	74	323	55	6	2	17	1	1	1
South Tripura	73	316	61	1	4	15	1	1	1

Source: (Bhattacharyya, 1973)

Along with those colleges during the period (from 1949 to 1971) numbers of Industrial Training Intitute were established. Also various colleges like Teachers' Training college Craft Teachers' Training Institute, College and school of Music and Fine Arts were established. Also, initiative were taken to give proper education on Hindi, training classes for nurses were opened. The Education Directorate under its Social Welfare Section began to provide training in crafts, home-science, agriculture and poultry (Menon, 1975).

Together with the Government aided schools and colleges, a number of private schools began to emerge in the arena of education in Tripura. The educated displaced teachers from East Pakistan opened those private schools in Tripura, which were aided by the Relief and Rehabilitation Department of the administration and by the Education Department.

IV. Conclusion

Hence, the image of modern Tripura, which was once dreamed by the rulers of the state, came into reality with the help of education and before Tripura was declared as a full-fledged state in the year 1972, there were remarkable advancement in the field of education. Now naturally a question arises that how this advancement is possible in this small hilly state like Tripura and answer is the huge number of immigrants especially the Bengali immigrants who immigrated into Tripura in the first three quarters of the 20th century.

Modern educated Bengali immigrants influenced the educational system of Tripura. It is evident that the literacy growth rates of Tripura from the year 1901 to 1941 was not very impressive in contrast to the number of the increased immigrants. It was due to the illiteracy of the local tribal people as well as the immigrant Bengali agriculturalists. Nevertheless, it is evident that in the last three consecutive census years of this study, the percentage of literacy rate in Tripura increased and ultimately crossed the growth rate of India. The reason behind this growth rate is that, after the partition of India, until the Bangladesh Liberation War, the period was full of political turmoil, hence, the influx was huge and those migrants belong from all stratum of the society.

The educated migrants increased the literacy growth rate of the state. Also due to the influx of displaced person, the population of Tripura increased, which ultimately paved the way to increase the number of educational institutions in the state. Before amalgamation, the Hindu Bengalis, those who immigrated into Tripura were engaged in the white colour jobs and business and thus concentrated in the urban areas while, the Muslim Bengali immigrants were poor, uneducated and thus concentrated themselves in the field of agriculture i.e. in the rural areas.

In the later phase of this study, also, it was observed that due to the influx of Hindu Bengali immigrants from erstwhile East Pakistan almost all the government and private jobs were occupied by them and thus the social-administrative structure of Tripura was completely dominated by the immigrant Bengalis. The rulers of Tripura for their own interests invited the educated Bengali immigrants to modernize the socio-economic and administrative structure of the State. However, this in turn became a nightmare to the tribal aborigines of the state and they began to lose their status in their own state.

Hence, the aborigines of the state Tripura suffered a lot due to the immigration. The process of modernisation, which was started by the rulers,

continued by the Government of Tripura with the help of the Central Government of India with a hope that it should provide benefits to the society. However, in Tripura, the fruits of modernisation were never tested and in fact never reached to every stratum of the society. The Bengali educated people with their advanced educational and scientific knowledge dominated the socio-economic structure of the state as a whole and on the tribal peoples of Tripura in particular. They got maximum opportunities in the Government jobs; they have their access of mobility and control the economy of the state. On the other hand, due to the lack of proper education and modern skill the aborigines of the state lost their social mobility.

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An Anthropolological Study towards the Religious Beliefs amongst the Youths in India

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Abstract- Religion is among one of the many social institutions which are intrinsic part of a society and it exist in some form or another in almost every known society. With the advancement of science and technology some of the theories of religion have been questioned and debated in the past and recent times, yet the religious belief remained a corner stone in the mindset of general folk. But the youth who feel reluctant to anything which is less descriptive or does not hold any scientific end are asked to share their views about the religious faith.

The key objectives of the research project were to understand the importance of religion in youth's life, to understand how religious practices have impact on their life and to understand the cause and degree of religious belief amongst youths. The cause and the degree of belief were recorded and the data analysed to know the psyche of the country's youth and the impact religion is making in their life.

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GJHSS-D Classification : FOR Code : 160199, 229999

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Mr. Tarun Joshi [α], Dr. Roumi Deb [σ] & Dr. Rimai Joy [ρ]

Abstract- Religion is among one of the many social institutions which are intrinsic part of a society and it exist in some form or another in almost every known society. With the advancement of science and technology some of the theories of religion have been questioned and debated in the past and recent times, yet the religious belief remained a corner stone in the mindset of general folk. But the youth who feel reluctant to anything which is less descriptive or does not hold any scientific end are asked to share their views about the religious faith.

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I. Introduction

All present contemporary societies are afflicted by the idea of "religion". Societies have possessed many beliefs that can altogether group under the term religion. The beliefs which are in focus may vary from society to society and culture to culture in a given time, but despite of these varieties we shall define religion as any set of attitudes, practices and beliefs pertaining to supernatural power. Whether that power be forces, gods, spirits, ghosts, or demons. With these entire beliefs one thing is also evident that the degree of belief is a variable aspect as not all individuals have exactly similar intensity of belief.

Societal phenomena are often divided into; natural and supernatural. The term supernatural is often related to powers that are non-human and does not follow the laws of nature. May be a belief which is considered supernatural in one society has nothing to do with supernatural powers in other and is often taken as a regular natural phenomenon. Actually the line between natural and supernatural varies in a society according to what people believe about the cause of things and events in the world they observe. May be a cause for an illness is just natural in a modern society with more complexity and with medical specialists but people of a primitive less complex society may create a mentality that the illness is due to some supernatural cause. Anything for which knowledge of people is limited they often regard it as supernatural.

Prehistoric individuals often reflect a strong belief in some sought of religion and there cave paintings and their artistic work can be somewhat related to the concept of religion. The idea that there are some specific gods of those people is still quite ambiguous. Now if we talk about historic times universality is observed in the concept of religion. This fact is enough to understand why the concept of religion is under wide research, theorizing and speculation.

People think that religion is created by humans in response to some universal needs and conditions. The explained reasons may be intellectual understanding which makes the whole society consistently together on some important views in which overall understanding and support is much needed. Natural and supernatural beliefs run parallel to each other but they are often related with one another. It has been seen in almost all societies that they tend to "anthropomorphism" of supernatural powers. That means they make the human like image of their gods, spirits and demons and at the same time make them different from humans. It generally facilitates the understanding of people about supernatural. If a society is having a common belief in some kind of supernatural then they would eventually stay together with the objects associated to supernatural activity. The hierarchy of supernatural beings also reflect the natural hierarchy. The range of social structures in human societies from egalitarian to highly stratified has its counterpart in supernatural world. The social structure of natural and supernatural often correspond to each other.

Anxiety and uncertainty is also thought to be a major explanation for the need of religion. In general it is believed that humans would turn towards religion at times of uncertainty. People in all known societies face anxieties and uncertainties. As they may have both knowledge and skill to take care of much of their needs, but knowledge is not sufficient to prevent illness, accidents and natural disasters. And the most frightening prospect of life is ultimate death as there is intense desire to be immortal. As Malinowski saw it Religion is derived from the universal need to find comfort in inevitable times of stress. Explanation for the

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need of religion is the need for the community. It is believed that religion in a society may serve social rather those psychological needs.

Mahatma Gandhi once said belief in one God is the cornerstone of all religions. But I do not foresee a time when there would be only one religion on earth in practice. In theory, since there is one God, there can be only one religion. The one religion is beyond all speech. Imperfect men put it into such language as they can command, and their words are interpreted by other men equally imperfect. Hence the necessity for tolerance, which does not mean indifference towards one's own Faith, but a more intelligent and pure love for it. Today this tolerance level in slightly lacking among few peoples of society which give rise to religious outrages be it Gujarat riots which took life of many innocent people which itself is the biggest sin in almost every religion or ethnic cleansing of Hindus in Kashmir. Hence it is only through the broad religious tolerance that it will break the barriers and lead to worldwide peace and avoid such hatred and discrimination on the grounds of religion.

Religious beliefs are again a part of social system which keeps on changing with the passage of time. The factors responsible for this change and transition can be varied. The selection of religious area of human society for research is motivated by the complexity and intimacy of the subject. It is a scientific and standardised approach to learn more about religion and how it works. The research is mainly focused on young generation as they are the ones who keep on challenging the theories and principles which may be achieved in the past. With the influx of scientific education in distant corners of earth it is now possible for these young stakeholders of society to question and debate already existing norms and give suggestions for a better change if necessary.

Many religions still condemn science very strongly and there has always been a constraint between the two. Religion is very much strict towards its writings and scriptures and all the inscriptions quoted in these religious scriptures are taken as thumb rule irrespective of the fact that they have any valid explanation or not. While on the other hand science give proper evidences and explanation to prove the point and it is very certain and very much answerable to all the questions asked in criticism of a scientific theory. Although, having so many differences they will always be associated as close companions who complement each other whether in negative or positive way. However, there were many scientists who believed in religious views and many religious leaders who kept religious inscription on stake and supported what was right according to him. Father Robert Nugent, a Roman Catholic priest, whose support of gays and lesbians in the church brought the Vatican's censure, ending his public role as an advocate for reconciling church doctrines with the realities of gay life.

Science and religion are mutually irrelevant, that they represent two non-over-lapping domains. Sometimes you hear slogans like "Science deals with facts and religion deals with faith." But this is a gross caricature of both science and religion. As science probes the universe, she encounters problems and questions which are philosophical in character and therefore cannot be resolved scientifically, but which can be illuminated by a theological perspective. By the same token, it is simply false that religion makes no factual claims about the world. The world religions make various and conflicting claims about the origin and nature of the universe and humanity, and they cannot all be true. Science and religion are thus like two circles which intersect or partially overlap. It is in an area of intersection where the dialogue takes place.

Since the research is driven by scientific approach it is necessary to highlight the relation between the religion and science for the better relativity and understanding. Science and religion are seemed to cross each other's track and this had also led to conflicts and tensions between the two. Religious beliefs are well supported unless we develop a scientific explanation and evidences in favour of the phenomenon which was previously explained by religion. There are numerous examples in the past that how society responded to the explanations of science which were defying religion. The most classic example is of Charles Darwin who was criticized for discarding the principals of genesis and introducing the theories of evolution. And since incorporation of new idea or new belief is not very easy as people of the society usually tend to hold their previous beliefs, it is a slow and long process. Therefore it can be assumed that religion is a thought designed for the satisfaction of human anxieties and never ending curiosity. Any explanation whether it is scientific or not, which may be able to explain the phenomenon better will become prevalent in the long run. The research was on 100 individuals in order to understand what belief they share when it comes to religion, and to study the possible correlation and influence of their culture and surrounding on their beliefs. The recorded views are then interpreted and studied intensively in order to reach a general conclusion and to observe the influence of science and other contradictory forces on their belief.

Study of spiritual beliefs and practices amongst youth is important for understanding multiple aspects of their life and how they respond to the word religion also describes their character, upbringing, emotional development, psychology and even morality to a great extent. It reflects the state of mind of individuals and how they react towards more logic oriented questioning in their lives. How they correspond religious beliefs with their day to day life and how it is affecting their daily routine and social interaction.

The major objectives of the research which enable proper understanding and gave a direction to the whole research process are as follows:

1. To understand the importance of religion in youth's lives.
2. To understand how religious practices is having an impact on their life.
3. To understand the cause and degree of religious belief amongst youth.

II. Materials and Methods

In reference to above mentioned objectives a research has been carried out on hundred individuals of age group around seventeen to twenty eight years in Amity University, Noida, Uttar Pradesh, pertaining to their religious beliefs. The method employed for data collection for structuring the research is a well documented questionnaire which includes both qualitative and quantitative characteristics and the questions are formulated in such a way so that the core objectives of the research can be achieved. In addition to the questionnaire observation is also applied on the participants to observe their reactions and behaviour on religious and scientific things. The questionnaire used for the research process is enclosed as annexure 1. On the basis of the information collected from questionnaires conclusions are reached. Code sheet of the collected data is enclosed as annexure 2 followed by data entry which is enclosed as annexure 3.

III. Observations

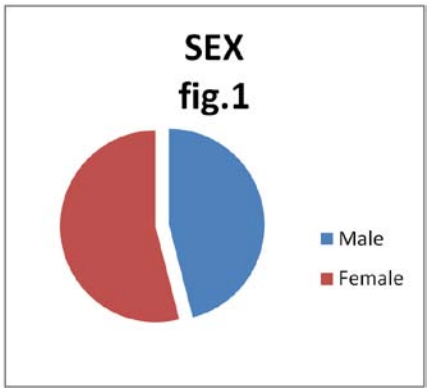

Table 1 : Frequency and percentage distribution of males and females in the studied participants

Male		Female	
Frequency	Percentage	Frequency	Percentage
46	46%	54	54%

Figure 1 and Table 1 : shows that out of the hundred individuals studied 46% were males while 54% were females.

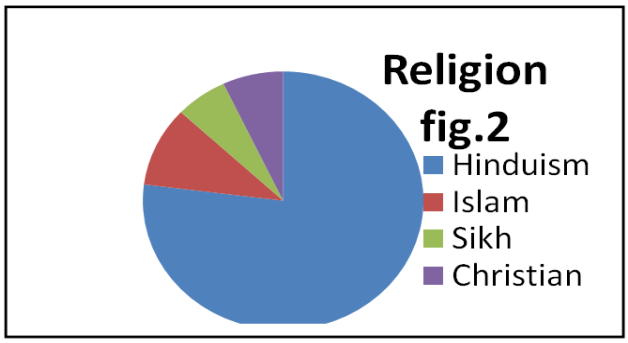

Table 2 : Frequency and percentage of distribution of religion in the studied participants

Hinduism		Islam		Sikh		Christian	
Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
77	77%	10	10%	6	6%	7	7%

Fig.2 and Table.2 shows that out of the fifty individuals studied majority belongs to Hinduism constituting around 77% followed by 10% Islam and Christianity at the third position with 7% and 6% were Sikh.

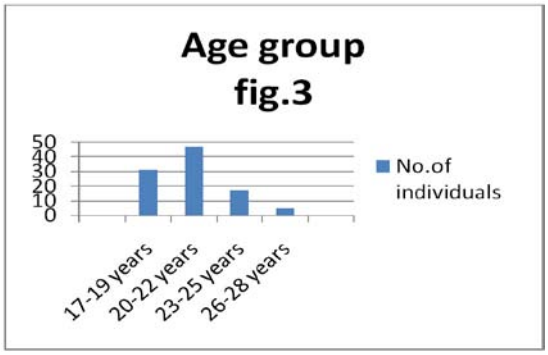

Table 3 : Frequency and percentage of different age groups in studied participants

17-19 Years		20-22 Years		23-25 Years		26-28 Years	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
31	31%	47	47%	17	17%	5	5%

Fig.3 and Table.3 shows the different age groups of individuals studied.

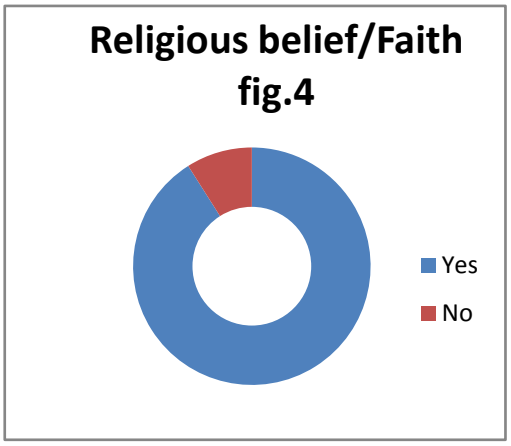

Table 4 : Frequency and percentage of religious beliefs in studied participants

Yes		No	
Frequency	Percentage	Frequency	Percentage
91	91%	9	9%

IV. Qualitative Analyses

Some of the quantified information about the participants is described above where the candidates are classified on the parameters like age, sex and religious belief and the communal or educational background possessed by them. However, the enclosed questionnaire in annexure 1 also contains questions which can attribute to qualitative analysis. These questions reveal the intensity, cause and percipience of religion and its belief among the studied participants.

When the question about the cause of belief in god/religion was asked most of the participants described god as a supreme power and their creator and a governing body. They attribute the events which happen in their life whether they are good or bad to their religious belief and their god. Some believed in life after death as a strong reason for believing in god as their belief will ensure a good life after death. Many possess a common belief that god is a kind of supreme energy who runs this entire universe and without him nothing exists. And they believe that every individual has a soul which is connected with supernatural or god, they often believe themselves as a part of god and he is a final destination.

Still others believe that religion and belief in supernatural can provide explanations and answers for previously unanswered things and events that take place around them. This view can be related to relieving of anxieties which surrounds us almost every time and this relieve can be co-related with the constant urge for mental and inner peace. Some individuals believe they can seek help from god in pressure situations and hard times and it is god who provides strength to face difficulties and he plays a part of a guide in one's life.

A large number of studied individuals were sceptic in their belief in religion or god and they find their belief as situational. Some simply does not have a concrete reason for their belief as their belief is just a societal function and a social duty which they perform as a learnt behaviour or by imitating their parents or relatives. Some believed that god is like a parent and they are his sons/daughters and like our parents take care of all are needs, he is there to fulfil our requirements and he is the provider. As parents sometimes punishes their children when they do wrong, god also have the authority to punish us when we went wrong.

Again there were some individuals although there proportion is less who does not share a religious belief at all as their approach to see life is quite scientific and they only believe what they see and observe. They are in search of valid and concrete answers and explanations which can be proved. Scientific theories are more important for them and they have a debating kind of attitude towards what they see and feel in life. They are curious to understand the reason and logic behind things whether those things are trivial ones or complex they need an answer for that. They do not believe in what society thinks about issues like sexuality, religion, caste, etc. They have their own explanation and reasons for what they see and observe. One subject thought of god as an energy which is running this universe and then he relate that with energy solar energy as it is the primary requirement for photosynthesis and is the primary source of energy at any tropic level.

However, when the believers were asked if they pray regularly and if they are not praying regularly, is it going to harm them in some way. Most individuals were not involved in constant praying and if they do it is only one or two times a day. They do not think that not praying to god will harm them but they possess a belief that praying make them happy. But in few cases where I came across a few followers of Islam, they usually pray more than four times a day and one can be harmed if he does not pray because praying is their duty and everyone should perform it in a right manner. Thus this characteristic feature of Islam can be related to its strict

prescriptions and practice and devotion towards the almighty. They can be grouped under god fearing people with a little exception and as a result they perform their religious duties regularly. They tend to account religion in important decisions of life and their intensity of belief is generally very high.

The patterns of belief can also be drawn through the educational status and stream of the participants. The individuals who were studying the biological sciences which give many contradictory explanations of events such as origin of life and evolution of man are found to be little hesitant in reciprocating religious views about these events and scientific theories. The individuals which were not related with the life science subjects were seemed to have a more firm belief. But even some biology students showed a firm belief in god and they perceived him as a creator of all life forms on earth which shows that religion is more powerful than science at times because it also works in the absence of solid evidences whereas science tries to provide a proper explanation for any event it may encounter.

The intensity of religious belief in studied individuals varied from average to high however; there were individuals who expressed low or even no intensity in religious belief but again there proportion was quite low in comparison. Hence religion is a powerful entity which plays an important role in the lives of individuals and many times even powerful than science.

V. Conclusion

The primary aim of the research was to have an idea of religious belief among the educated youth of a developing nation and how they perceive supernatural in their practical oriented approach towards life. It seems that universality of religion and supernatural belief is a correct hypothesis as majority of studied individuals shared religious views very effectively and positively. However, the degree and cause of belief was again quite different among individuals as they possessed different explanations for their belief and their religious orientation is quite different from one another. Religion is an integral part of society and human lives in society therefore, there is a huge impact of religion in the lives of individuals and the way they think and see complexes of life is clear from this research project. It is evident from the research work that intermixing of religious and scientific approaches in the lives of participants have also resulted is little vague answers which are taking either of two away from each other and from the corresponding individual since the fulfilment of one requires denial of other in most cases. Since coexistence of both science and religion is there in individual's life a little ambiguity can be expected. Further development of science and better explanations of events explained by religion can change the mindset of individuals in a long run as no belief is constant and no matter how much supported it is but it is always subjected to unforeseen change.

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(Annexure 1)

Amity Institute of Anthropology Questionnaire
Religious belief amongst youth

1. Name:
2. Age:
3. Sex:
4. Education:
5. Course:
6. Religion:
7. Caste:
8. Place of origin:
9. Community:
10. Family type: Joint□ Nuclear□
11. Do you believe in God? Yes□ No□
12. Why do you believe in God?

    ……..
13. What is the intensity of your belief/faith?

    ……..

14. How do you perceive God?
……..
15. What is your relationship with your God
……..
16. What are your comments on the statement: "*God has created humans and all other living being*"?
……..
17. Do you rely on God in making any important decisions in life?
……..
18. According to you, why should people believe in God?
……..
19. Do you pray regularly? Yes□ No□
1. If, yes then how many times a day? One□ Two□ More□
2. Why do you pray to your God?
……..
3. Do you like talking about your faith in public? Yes□ No□
4. Do you think not praying to God will harm you in any way?
……
5. Do you just pray for the sake of praying or it makes you happy?
……
6. Any instance in your life, which made you a strong believer?

(Annexure 2) Coding:

Sex:
Male-1
Female-2
Education:
Highschool-1
Intermediate-2
Graduate-3
Post graduate-4
Ph.D-5
Religion:
Hinduism-1
Christianity -2
Islam-3
Sikh-4
Others-5
Family type:
Joint-1
Nuclear-2
Religious belief/faith
Yes-1
No-2

(Annexure 3) Data Entry

Sr.No.	Age	Sex	Education	Course	Family type	Place of origin	Religion	Religious faith/belief
1	17	1	2	B-Tech	2	Patna	3	1
2	24	2	3	M.Ph	2	Punjab	4	1
3	21	2	3	M.Sc	2	Delhi	4	1
4	18	1	2	B.A,LLB	2	Kanpur	4	1
5	21	2	3	M.Sc	2	Delhi	4	1
6	23	2	3	M.ph	2	Delhi	1	1
7	17	2	2	Science	2	Meerut	1	1
8	24	2	3	M.Ph	1	Delhi	1	1
9	22	2	3	M.Ph	2	Assam	1	1
10	20	1	2	B.Sc	2	Nanakpur(U.P)	1	1

11	25	2	3	M.Ph	2	Lucknow	1	1
12	21	2	3	M.Sc	2	Punjab	1	1
13	21	1	3	M.Tech	2	Nasik	1	1
14	22	2	3	M.Sc	2	Delhi	1	1
15	20	2	3	M.Sc	2	Delhi	1	1
16	17	1	2	B.Tech	2	Jharkhand	1	1
17	17	1	2	BBA	1	Kanpur	1	2
18	20	2	3	M.Com	2	Aligarh	1	1
19	17	1	2	B.Tech	2	Uttrakhand	1	1
20	26	1	3	M.Ph	1	Bhind(M.P)	1	1
21	19	1	2	B.Sc	2	Assam	1	1
22	18	1	2	B.Tech	2	Patna	1	1
23	22	2	3	M.Sc	2	Assam	1	1
24	18	1	2	B.Sc	1	Amroha(U.P)	1	1
25	18	1	2	BBA	2	Sadabat	1	1
26	27	2	4	M.Phil	1	Haryana	1	1
27	20	2	3	M.Sc	1	Delhi	1	1
28	25	2	3	M.Sc	2	Haryana	1	1
29	24	1	3	M.Tech	1	West Bengal	1	1
30	22	1	3	M.Sc	2	Uttar Pradesh	1	2
31	21	1	2	B.Sc	2	Delhi	1	1
32	21	2	3	M.Sc	2	Assam	1	1
33	20	1	2	B.Sc	2	Rudrapur	1	1
34	21	1	3	M.Sc	1	Uttar Pradesh	1	1
35	21	2	2	B.Sc	2	Varanasi(U.P)	1	1
36	22	2	3	M.Sc	2	Delhi	1	2
37	24	2	3	M.Sc	1	Delhi	1	1
38	22	2	3	M.Sc	2	Assam	1	1
39	20	2	3	M.Sc	2	Uttar Pradesh	1	1
40	24	2	3	M.Ph	1	Allahabad	1	1
41	21	2	2	B.Sc	2	Azamgarh	2	1
42	26	2	3	M.Ph	2	Delhi	1	1
43	18	2	2	B.A	1	Agra	1	1
44	21	1	3	M.Sc	1	Agra	1	1
45	20	2	2	B.Fs	2	Gwalior	1	1
46	21	1	2	B.Fs	1	Kota	1	1
47	22	2	2	B.Sc	2	Chhattisgarh	1	1
48	21	1	2	B.Tech	1	Agra	1	1
49	19	2	2	B.Sc	2	Agra	1	1
50	19	1	2	B.A,LLB	1	Bhilai	1	1
51	17	2	2	B.Tech	1	Agra	1	1
52	18	2	2	B.Tech	1	Agra	1	1
53	27	2	4	M.A	1	Agra	1	1
54	28	2	4	M.A	1	Agra	1	1
55	19	1	2	B.Sc	2	Saharanpur	3	1
56	22	1	3	M.Tech	2	Kanpur	1	1
57	21	1	3	M.Pharma	2	Delhi	2	1
58	23	2	3	M.Sc	2	Delhi	1	2
59	19	2	2	B.B.A	2	Kanpur	1	1
60	21	1	3	M.A	1	Aligarh	3	1
61	22	2	3	M.Sc	1	Gwalior	2	2
62	20	1	2	B.Tech	1	Lucknow	1	2
63	18	2	2	B.Sc	1	Allahabad	1	1
64	19	1	2	B.Tech	2	Noida	2	2

65	24	2	3	M.B.A	1	Delhi	1	1
66	21	1	3	M.Sc	2	Agra	3	1
67	22	2	3	M.Sc	1	Delhi	4	1
68	18	1	2	B.Tech	1	Assam	1	1
69	20	2	2	B.Tech	2	Meerut	1	1
70	21	1	3	M.Sc	1	Agra	1	2
71	22	2	3	M.B.A	2	Jaipur	2	1
72	24	1	3	M.Tech	2	Hyderabad	1	2
73	23	2	3	M.Sc	1	Haldwani	1	1
74	19	1	2	B.Tech	2	Ranchi	3	1
75	18	2	2	B.Sc	1	Guwahati	2	1
76	22	1	3	M.Tech	2	Patna	1	1
77	23	1	3	M.Tech	2	Patna	3	1
78	23	1	3	M.B.A	1	Chandigarh	4	1
79	19	2	2	B.Sc	2	Delhi	1	1
80	18	1	2	B.B.A	1	Lucknow	1	1
81	25	2	3	M.Tech	2	Delhi	1	1
82	21	2	3	M.Sc	2	Bhopal	1	1
83	21	1	3	M.Sc	2	Delhi	2	1
84	19	2	2	B.B.A	2	Ghaziabad	1	1
85	18	1	2	B.Tech	2	Delhi	1	1
86	20	2	2	B.Sc	2	Delhi	1	1
87	18	1	2	B.Tech	2	Moradabad	3	1
88	21	2	3	M.Sc	1	Jammu	1	1
89	18	2	2	B.Tech	2	Ajmer	3	1
90	20	1	2	B.Sc	2	Delhi	1	1
91	21	1	3	M.Sc	2	Delhi	1	1
92	22	1	3	M.Tech	2	Delhi	1	1
93	23	1	3	M.Sc	2	Noida	2	1
94	19	2	2	B.Tech	2	Noida	1	1
95	20	2	2	B.Sc	2	Nainital	1	1
96	18	1	2	B.Tech	1	Moradabad	3	1
97	19	2	2	M.Pharma	2	Delhi	1	1
98	22	1	3	M.Tech	2	Delhi	1	1
99	23	2	3	M.Sc	2	Noida	1	1
100	21	1	3	M.Tech	1	Raipur	3	1

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Preliminary Report on the Salvage Excavation at the Kolàšeg, Guilan-E Gharb of Kermanshah, Iran

By Yaghoub Mohammadifar, Peyman Mansouri & Hassan Rezvani

Bu-Ali Sina University, Iran

Abstract- Kolàšeg is located at about 6 kilometers southeast of the modern town of Guilan-e Gharb in west of Kermanshah Province. The site lied in between Mià-khesh and Tagh-toogh mountains; the Kolàšeg River was passing through the valley during the near past, Locating in the reservoir of the Kolàšeg dam and in order to do rescue excavation, the site was excavated by the Iranian Center for Archaeological Research (ICAR) expedition for a season in 2004. The site is composed of two parts; a residential area and a cemetery on a platform locating at the foothill of the Mià-khesh Mountains. The residential part is situated downward, at the south of the graveyard close to the Kolàšeg River located in the south. We could not excavate the whole site because of large span of the site and time limitation; especially the cemetery of the site has almost remained intact. The excavation method leads to revealing the vast architectural remains. The architecture was made of stone both foundation and walls. The excavation has revealed us a large number of noticeable abject related to the Iron Age III such as Pendants, Armament, Potsherds and Glass sherds and Objects; of them, are Fibulas and a Cylindrical Seal which are very important for dating the site. The comparative study of the material has also proved that the site can definitely be related to the Iron Age II, III relying on some marks on the Assyrian appearance in the region by the given time.

Keywords: guilan-e gharb, kolàšeg, architecture, Iron age iii, new assyrian.

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Yaghoub Mohammadifar [α], Peyman Mansouri [σ] & Hassan Rezvani [ρ]

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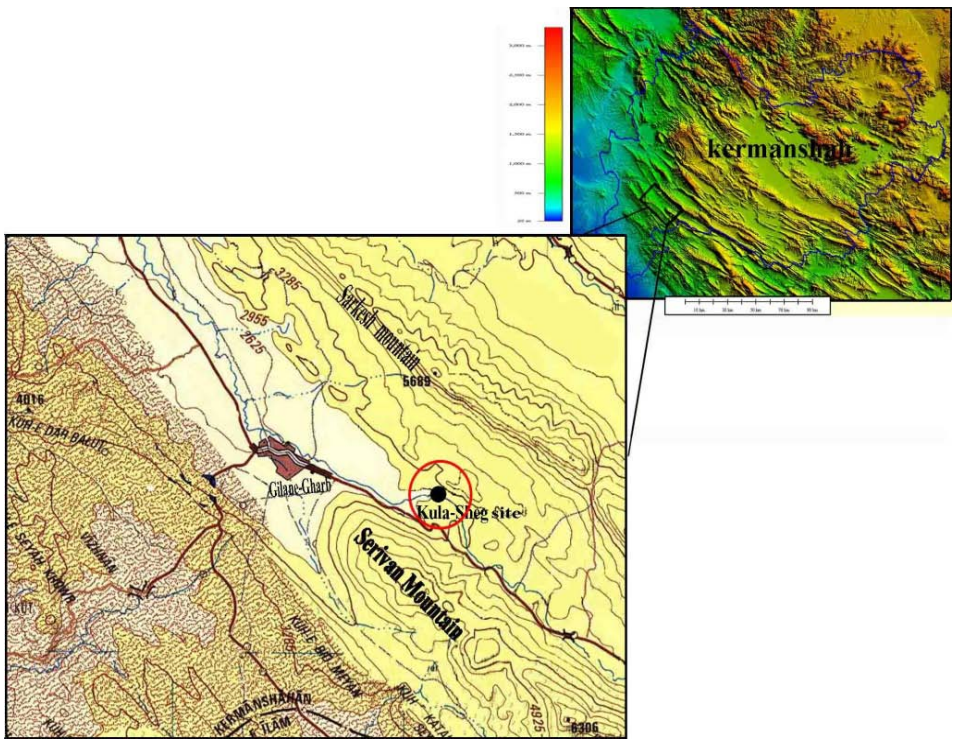
I. Introduction

Doing huge constructive projects such as Dams has always been a serious challenge for archaeological sites; another archaeological site toke risks to be submerged establishing the Kolàšeg Dam. Sadly, the site was heavily damaged before any scientific excavation as the surface was heavily evened and the soil was dumped at the corner of the site; the south and southwestern part, however, were completely destroyed (Fig.1). After all, the expedition team from the ICAR has started to excavate the site for a season in 2004.



Pl.1: Map showing the location of Kolàšeg

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II. Description and Naming of the Site

Kolàšeg is located at some 6 kilometers south of the Guilan-eGharb Town, on the most western edges of the Iranian Central Zagros in Kermanshah province (Fig.1). The site is situated in between Mià-khesh and Tagh-toogh mountains at the bank of the Kolàšeg River (Fig.2). The site has varied topography and elevation as the lowest part is 900 meters and the highest part is 1000 above sea level.

As mentioned, the site has two different components; the first part is located in the river bank to the foothill of the mountain and the other which is the most northern part, located at the foothill of the Mià-khesh Mountain. This has some artificial terraces on which some Megalithic graves have made. The excavators have named these parts as A, B and C; part A and B are residential while part C has used for graves (Pl. 2). The Mià-khesh Gorge is located at the northeast of the site in which a waterway is passing; in this part of the Gorge there are some symbols on platform-making and architectural remains. On the foothill and behind of the Tagh-toogh on the southern part of the river, there is very rare archaeological evidences, including residue of platforms and megalithic graves in part C.

a) Part A

This part is located on the down of the foothill (adjacent to the part C; Fig. 2; Pl.3) which is caused to be covered with thick layer of natural sedimentations. The starting of the project was from this part of the site. Trenches were selected in the North- South direction as the joined trenches. The dry-alignment of stones was recovered in most of the trenches.

b) Part B

This part is the most southern part of the site relating to the Part A from the North and to the River from the South (Fig. 2; Pl.2). The excavation was carried out with part A simultaneously which lead to open some new trenches after recovery of some architectural remain in the beginning. Sadly, most of these remains have removed before the excavation by the construction activities in the area.

c) Part C

Here, is the most northern part of the site (Fig. 2; Pl.2) locating on the foothill of the Mià-khesh which can be divided to 2 apart sections morphologically; one is the platform and another is the natural piedmonts of the mountain. The platform is located on the starting point of the piedmont including some artificial terraces (Fig.4). The surface of the terrace has covered by the natural sediments washed from above slopes. Some parts of the stone walls have revealed, since the sediments have washed out by down-coming water (Fig. 5). The excavation at part C aiming to know the relation among the graves and the Architecture in Parts A and B was necessary, but it was sadly refused because of the shortage of time and budget; so, overall only 2 graves which were partly appeared in the section of tow illegal pits were excavated. In addition, on the foothill of Mià-khesh there is some traces of the modern pastoral living structures such as stone alignments were found; here, some platform and stone alignments were assessed by flattening the slope surface of the area (Fig.6).

III. Architecture

The architecture of the site has continued from the very edge of the river bank to the very slope of the Mountain. The excavation was limited to the small portion of the site, Because of the shortage of time. The architectural remains were extensive as covers the area with 6 hectares in size (Pl.2) and the architecture was made by stone dry alignment. At the northern part of the site (Part A) there are huge, long and wide spaces with thick walls without any partitioning inside (Pl.3).

These buildings were probably been made with better quality and stronger because of their situation at the foothill and the risk of natural sedimentation during the wet seasons. Alongside of the walls and the space among them there are irregular dumps of angular stone architecture were made by the natural floods and sedimentation deposited over features. This can almost be seen at all over the trenches. At the northern part, there some keeping rooms made for keeping food which were angular and made of cobbles and slabs, as jars and other features were recovered alongside the walls, groceries and jars.

At the Part B, the architecture remains more complex and spanning over trenches (Pl. 4). Here, the architectural remains were less strong than those from part A. Downward to the River, at the south of the site the remains have attested daily life such as living or workshop, while, as we take north of the site, and the architectural remains are more genuine and could be public with different functions. Most of these spaces are rectangular laying in North-south direction (Fig. 7). In the foundation of walls big pieces of stone and the rest of wall smaller pieces have been used. Sometimes used stones have retouched and sometimes not. The outer surface of the wall is made by bigger and more regular pieces of stone while the inner surface made by smaller pieces, meanwhile inside the wall have filled by much smaller pieces of rubbles. The only exceptions are the doorways, here, is the only part of the architecture that retouched and regulated pieces of stone is visible (Fig. 8). The floor of these spaces has covered by compacted soil mixed with lime although some floors have covered by soil, rubble, lime and grit beneath the compacted soil. Sometimes at the different spaces of these spaces, floors have also covered by potsherds cutback by grit

and lime. Actually this simple architecture without any installation is the characteristic of this part while at the southern part there are more detailed structures inside spaces, as we can call here the sector with occupational architecture.

The architecture of Kolàšeg is fully stone made which is clearly different from what we know from the contemporary sites in western Iran such as Nushijan, Babajan and Godin Tepe, but the Iron Age III architecture have already recovered and published from Sorkhdom-e Lori (Schmidt et al, 1989), Sorkhdom-e laki (Shishegar 2005) Kamtarlan (Schmidt et al, 1989, Vol.I, 15-22. Vol.II, pls. 14-16), ChoghāSabz(Schmidt et al, 1989), Vol.II, pls.18-23), BabajanTepe (Goff 1968), Malehfoothill (Mo'tamedi 2000: 351), TepeGiyan (Contenau&Ghirshman, 1935, 5-10, 80 pl.4), Godin Tepe (Young 1969: 12; Young & Levin, 1974), Ziwyieh, Zendan-e Soleyman (Van der Ston 1994).

The given architecture from mentioned sites includes short walls with stone basements while Kolàšeg's architecture the whole architecture is of stone from the base to very top. This, is made of local material and completely adapted with environment as can be seen in the modern abounded village close to the site in the southeast direction (Fig. 9). Dating of the architecture have based on the material recovered inside on the floors.

IV. Pottery

Over 5000 sherds were found from this season of excavation at Kolàšeg; moreover, some complete vessels were also found from the graves. These sherds have been collected either form the surface or the contexts. The fabrics of the potteries are red, Brick, Buff and Gray (Fig. 10) and they are wheel-made except some rare cases. Most of the sherds are from the *Common Wares* and Jars, however, some fine sherds were also found. Most of the sherds were low-fired as 29/52 percent has enough firing and 59/22 percent are low-fired (Pl.5).

Curved and relief decorations are parallel, circular or crescent which were applied on the rims and higher part of the body. Among the recovered sherds, bodies with 82/9 percent are the most pieces. Sherds with curved and finger-impressed ropes are 32 percent and applique decoration has1/7 percent. In terms of form, 82/9 percent are body, 3/6 rim, 2/8 percent base and 0/6 percent are handles.

The Kolàšeg potteries are similar to those published from the Iron Age III and Achamenid sites of Western Iran; of them, a type of bottom-like convex base (Fig. 11). This type of base is attesting that the pottery was legged. These bases have already been presented from Babajan (Goof 1978. Fig. 12: No 6), Sorkhdom-e Laki (Shishe Gar 2005) and the Iron Age III layers of Babajan (Goof 1978. Fig. 3: No 38; Pl.7). Using of these potteries was continued to the Achamenid period as there are some metallic examples. Of the decoration of Kolàšeg potteries is applique decoration in different motives and rope decorations. There are some similar examples recovered from many sites. Crescent applique decoration has introduced from the Iron Age III layers of Babajan (Goff, 1978, fig: 12). Of the Kolàšeg potteries there is a stoup pottery vessel that with open-mouth and circular base. This kind of pottery is known as Lamp potteries which is similar to what has publishes from Assyria Palace of Khurs-Abad (Wilson, & Allen pl. 63).

Another different type of the potteries is "Micaceous Buff Ware"; among the whole assemblage of collected potteries from the foothill of Kolàšeg, only 2 percent doesn't contain Mica and the rest has some trace of it at least while in the trenches 3/62 percent contains Mica (Pl.8). This kind of Buff Ware is wheel-made plain pottery and known as "Micaceous Buff Ware". Here, this ware belong to the first phase of the Iron Age III as published from Nushijan (Stronach 1978: 13-16), Babajan (Goff 1978), Sorkhdom-e Laki (Shishe Gar 2005), JameShouran (Levine 1987), Median Castle of Bisotun (Alizadeh 2003) and some other sites of the region attribute this ware to the Iron Age III. Mica particles in the Babajan III potteries have never occurred but it's fairly common by the period II and some in the Period I of Babajan as well (Goff, 1978: 36).

There are different ideas on this pottery, some my attribute it to the Median; as Levine believes that the early and late "Micaceous Buff Ware" during the Iron Age III has transferred to the Mahidasht and Northern Luristan from Malayer and could reach Hamadan by the time probably He believes that the appearance of "Micaceous Buff Ware" in Luristan is a symbol of the Ellipies(Levine,1987:229-250).It was previously assumed that the most western site on this pottery is ChoghāMaran in Mahidasht from the Iron Age III graves. But new evidences showing that this type of pottery has spanned to the Guilan-e Gharb and eastern part of the northern Mesopotamia as well, so its geographical distribution must be reviewed.

The next group of found potteries from Kolàšeg is *Grey Ware*. This group is 1/36 percent of the whole assemblage. The distribution and effluence of this Ware in Western Iran by the Iron Age I has invoked some theories on the Iranian migration by the time. There are different ideas on the appearance of Grey Ware in Pusht-I Kuh, some are believe that there is no trace of this Ware in the Region while in the Northwest is not. But there is some Grey War evidences could be related to the Iron Age of the region (Overlaet, 2005: 7). It is to be said that the Grey Ware of the If this idea can be approved and accepted that these sherds are definitely belong to the Iron Age III. To sum up, it can be said that the Kolàšeg potteries are the local type with some similarity with contemporary type over the region. Some of these sherds can be compared with published

material from Sorkhdom-e Laki, Babajan and Median castle of Bisotun; some can be compared to Persepolis sherds although are not completely similar with the Achamenid sherds, but they can be somehow between Iron Age III and Achamenid Periods.

V. Objects

There some recovered object from this season Excavation; although they are too few, but have enough diversity. They are including ornaments, armaments, pottery, Glass, cylindrical seal and small objects. Metallic ornaments are including pendants, bracelet, anklet, finger ring, buckle and fibula. Of the ornaments, there are some red, light and dark brown and orange agate beads were found (Fig.12). Metallic objects are from Iron, Bronze, Silver and Gold of which, Iron objects are heavily rusty and eroded as it is difficult to recognize their function, while Bronze objects have better condition. Iron objects including arrowhead and bayonet, knife, dagger, macehead and ax (Fig. 13). All of armaments are made of iron which is found from different parts of the site especially from the graves of Trench B1. Of the finds, there are some small objects which are mostly made of bronze having any special shape.

VI. Cylindrical Seal

One of the most important objects found from this season of excavation is a Cylindrical Seal which has a silver axis inside. The diagonal of this axis is 2/5 millimeters which is a handle of the seal in same time; this conical handle is horizontally incised. The motif is drilled which includes a horned human with 4 wings in between to mythic animals. Nose, beard and hairs of this human are long and he has a long clothes on his upper part can be seen from the front. His left leg is a bit forward and his clothes elongated to his knee. On the both side there are two wild animal attacked him. These animals have human head as their profile has depicted. They have round tailed hat as the hair can be partly seen from below and the right animal is better preserved. On the bottom of the pattern between the winged human and the right animal, there is an abject like a glob having to horn on top while has a base. The horns are diagonal and pointed. Behind the mythic animal on top of the scene a crescent is depicted. The motives of this seal leading us to attribute it to the New Assyrian period. The most similar parallel is a seal keeping in the British Museum. This seal shows that a horned four wing god with long shirt is located in the middle of the scene. Four wings of the gods were common by the New Assyrian period while in Iran firstly known from the Achamenid period from Pasargadae. On the heads of the invade animals to the god there is a tailed round hat which is similar to the Median hat as known from Persepolis. This hat has known from nowhere else and the dating could be somehow between 800-615 B.C.

VII. Fibula

From this season of excavation at Kolàšeg 3 fibulas were found which only one was intact and the rest are without gear. These fibulas made of Bronze and completely oxidized as no detail can be recognized (Fig. 15). Fibula were found in a vast area from the Mediterranean to the Mesopotamia and Iran from sites such as Marlik (Negahban 1964), Hasanlou (Muscarella 1965), Nushijan (Stronach 1969), Babajan (Goff, 1978: 38), Ziwyieh (Muscarella 1965), Tepe Godin (Young, 1969: 31), Zagros Graveyard of Sanandaj(Amelirad, & Others, 2011:48) and Luristan Graveyards (Gerishman 1964) such as Dowreyah (Overlaet, 2005, pl. 14) as well. These fibulas can be paralleled to those recovered from Sargon Palace, New Babylonian and Luristan and TepeNushijan. Investigations have shown that the fibulas with arch rainbow are earlier than those with triangular rainbow while both have appeared by the Iron Age III. Fibula with arch rainbow is disappeared by the late 7th century or early 6th century B.C, while the fibula with triangular rainbow have continued for more 200 years (Stronach, 1959: 185). Thus, recovered fibulas from Kolàšegcan be attributed to two phases of the Iron Age III.

VIII. Burial

Part C of Kolàšeg is a graveyard which because of shortage of time and its location close to the water levels, was not excavated. Here, there are some simple pit and megalithic graves. This vast graveyard is extended to the whole foothill of the Mià-khesh Mountain. Most of the graves have plundered over time (Fig. 16) and many of them are covered by the natural sedimentations currently. During this season of excavation we could excavate only 4 graves; 2 of which are located in part C, 1 in Trench A4 and 1 in Trench B1.

A4 Burials: this grave is located at the middle of the Trench close to a wall in 50 cm depth of surface. The grave has lying in northeast-southwest direction and its type is a simple pit. The skeletal remain was intact and there were an intact vessels close to the legs (Fig, 17). These vessels were buried by the interment time. The first vessel was a buff with button-base bowl and the other is a wide mouth jar-like jug with buff color. The relation in between this grave and the architecture of the Trench A was remained unclear, but it seems that the burial is later.

The social grave of Trench B1: the social grave of this trench has contained 9 people buried squatted and each lied on other. The space of the grave is 3×2 meters (Fig. 18). Of these skeletons, one is belonging to a child. Along with these skeletons there are some armaments, pottery vessels and ornaments were found.

Armaments are including dagger, macehead, ax, arrowhead cylindrical seal, buckle and bayonet (Fig. 13). Close to the head of a skeleton there are 2 pottery vessels. The interesting point of this grave is the existence of some bayonets in the back of the skeletons (Fig. 19). Some of these objects show the Assyrian art.

Part C graves: as above mentioned in the part C there are number of pits dug by the Dam constructions caused serious damage of this part of the site (Fig.20). The section of 2 of these pits has cleared 2 graved for us (Pl.9). One of them was almost destroyed, however, some parts of the skeleton were remained although the grave had architecture as below the skeleton was paved by small slabs and surrounded by pebbles (Fig. 21). 2 meters from this grave, there was another grave discovered by artificial section (Pl.9). Parts of the skull along with a part of a pottery vessel were obvious and the rest was removed by the constructions. The skeleton was buried supine as the head was oriented to the west and the legs to the east. Right hand was below the chine and the left hand was on stomach (Fig. 22). There were 3 iron rings on the left hand and the legs were diagonal to the west. Some agate beads and a golden pendant were found around the neck (Fig. 12). There were some anklets on the legs as well. The architecture of the grave was unclear because of the serious destructions, however, trace of a wall on the northern part and a compacted floor of the grave were discovered. The recovered anklets and rings found from Kolàšeg are similar to those from the western Iran and Luristan.

The results of the Pusht-I Kuh excavations have approved that the iron ornaments (Fibula and finger rings) were appeared to use by the Iron Age I and being continued to the Iron Age II and by the Iron Age III were no longer used (Haerinck & Overlaet, 2004: 113). Using iron rings is a characteristic of the late Iron Age I / II (Ibid: 112); however, mass use of iron is backed to the Iron Age II and III. But the anklets are belonging to the Iron Age II and they do not exist by the Iron Age III (bid: 113). In Khatunban, these anklets were recovered only from the women's graves (Overlaet 2003: 198).

IX. Conclusion

Kolàšeg is one of the big sites of the western edge of the Central Zagros locating on the margin of the Khorasan High Road to the Mesopotamia. Regarding to the information vacuity of the Iron Age III of the region it is very important. Adaptive comparison is the base of the chronology of the site. These data are including architecture, pottery, ornaments and armaments. Of the helpful finds dating the site are fibulas. These are broadly discovered from many sites of (western) Iran and Mesopotamia while all attributed to the Iron Age III. Recovered objects from the site attribute it to the Iron Age II and III; objects with Iron Age II characteristic were found from the northern part of the site with low quantity. Because it was not possible to excavate some parts of the site and the lack of more architectural remains, it is unclear that the Iron Age II occupants were pastoral or sedentary. However, the majority of the objects can be attributed to the Iron Age III. Most of them are recovered from the central and southern parts. Recovered evidences showing that some very important changes were happened by the time. The existence of Assyrian pottery and objects are a symbol of the Assyrian existence in the region by the Iron Age III. Of the recovered material is a cylindrical seal on which tailed round hat is depicted similar to the Median hat depicted in Persepolis relieves. After collapse of Assyrians, Kolàšeg was remained occupied till the Achamenid period; however, there is no evidence to prove the Achamenid occupation, although there is some evidence showing the Parthian occupation after Iron Age III.

X. Acknowledgments

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Figure 1 : A view of the destroyed parts of the sit, view to the west

Figure 2 : The satellite image of KolahSheg's Site (http//:Google earth**).**

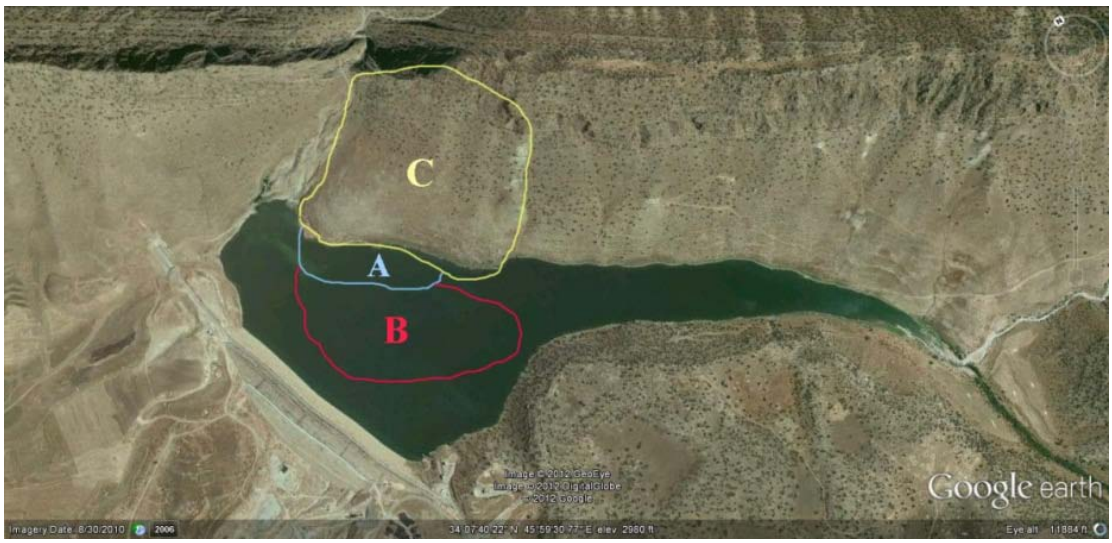
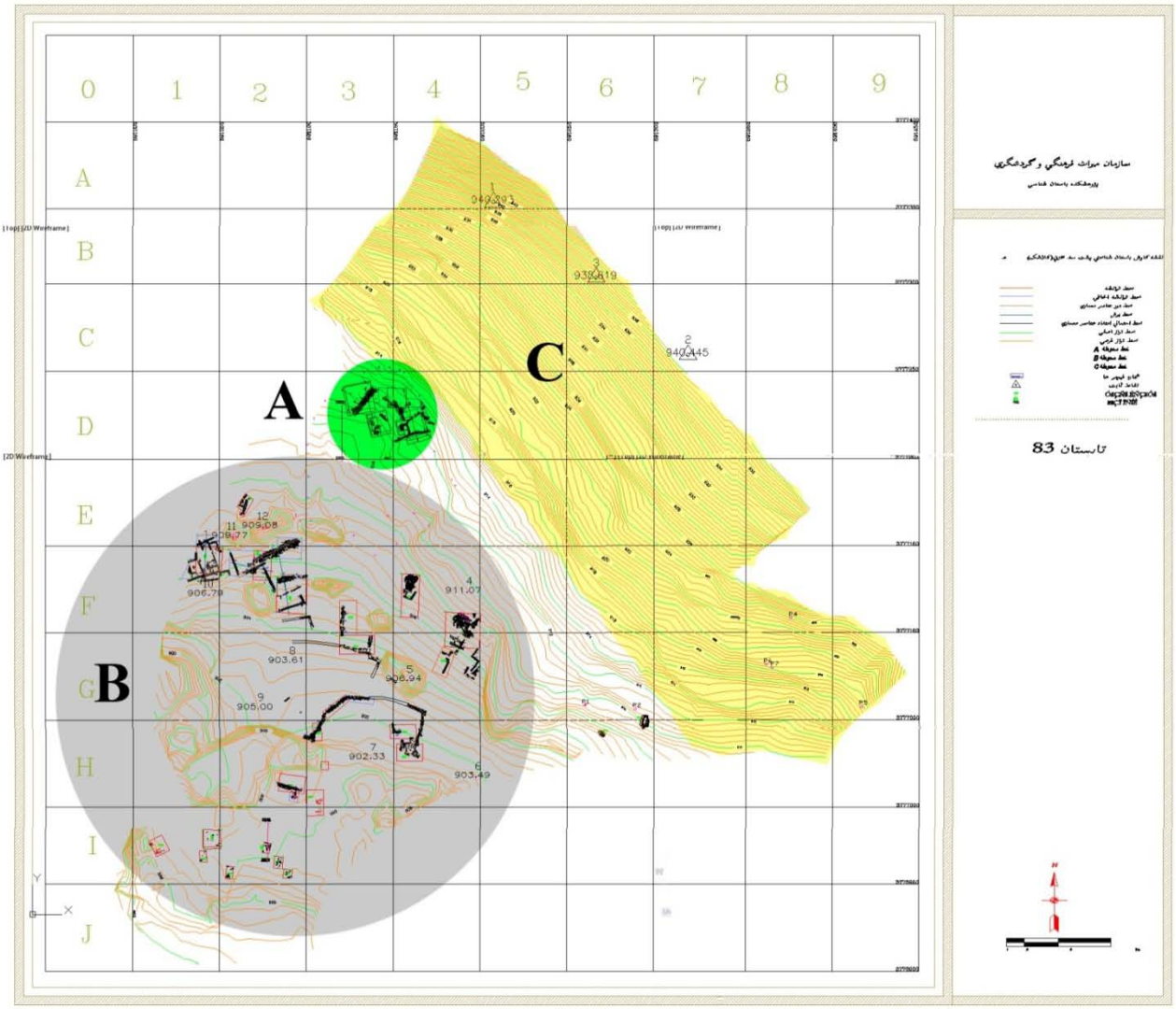


Figure 3 : The satellite image of KolahSheg site and its division to Parts A, B and C (http://Google earth.)

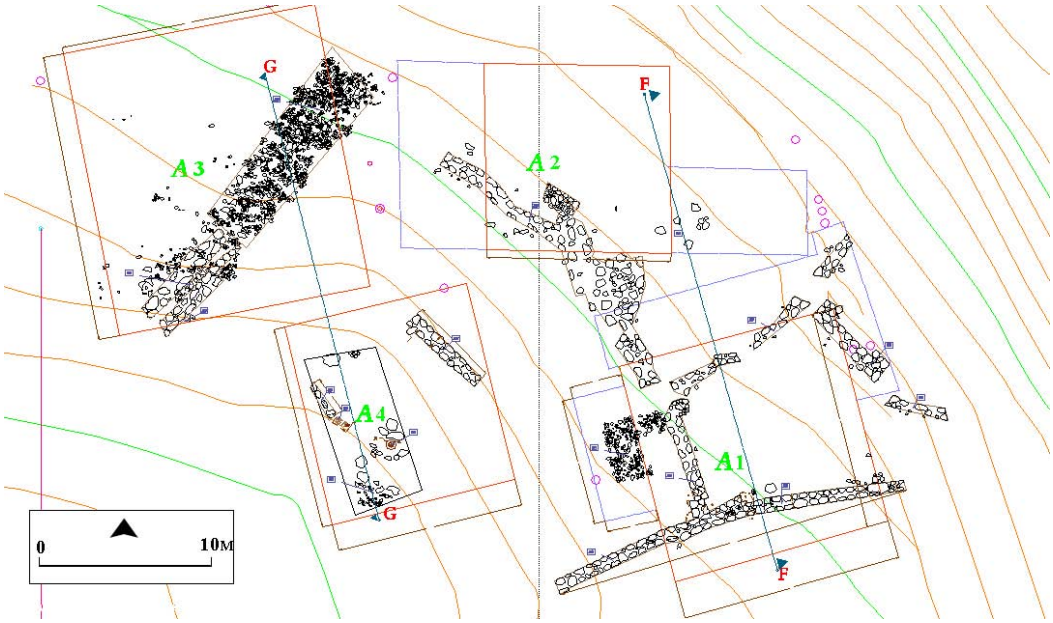


Pl.2. : The topography map of the site and Parts A, B and C

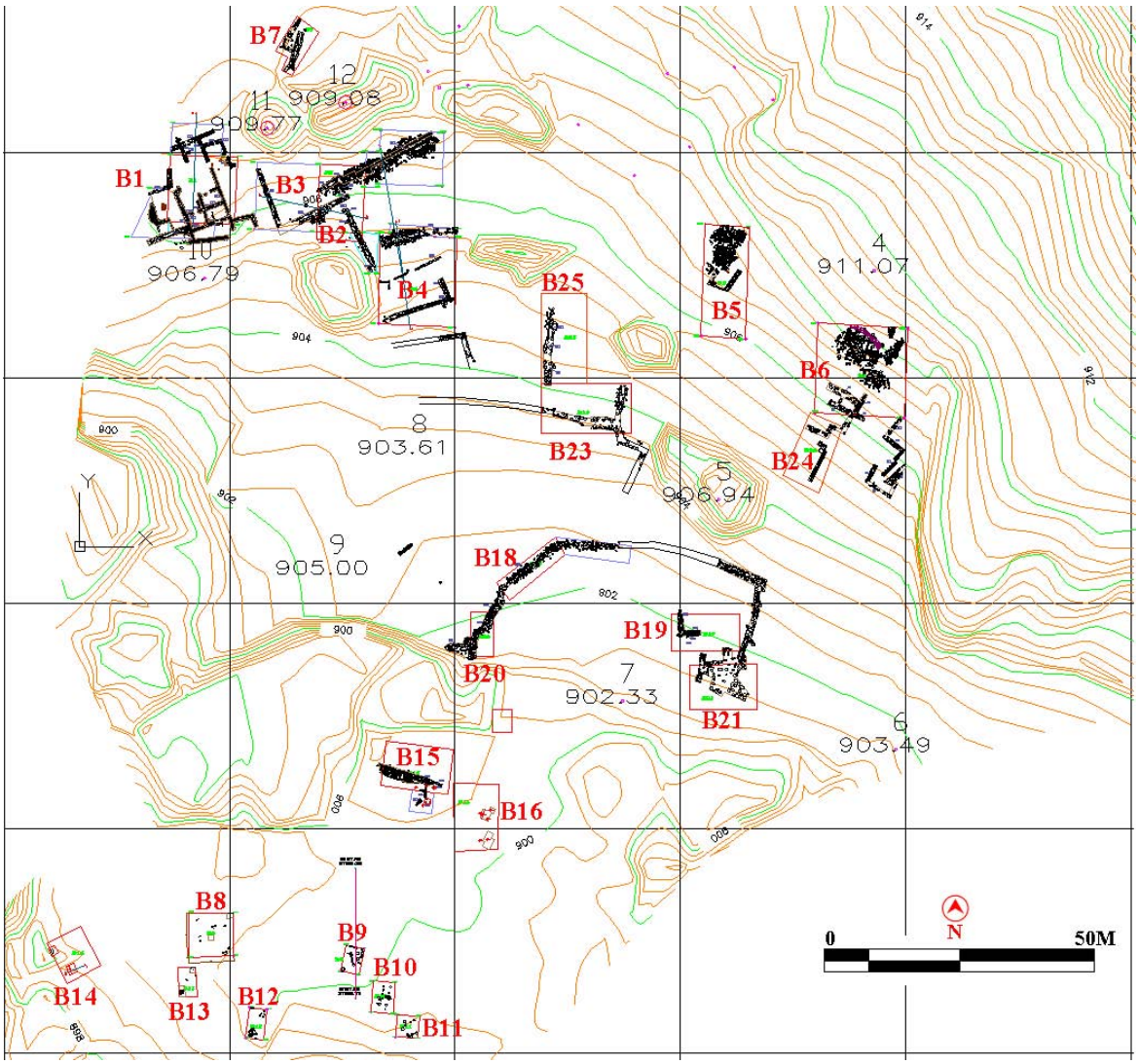
Figure 4 : Tterraces for the necropolis in Part C

Figure 5 : view of one of the Terrace's wall of Part C

Figure 6 : Remains of recent Immigrants



Pl 3 : Architectural remains' map of Part A



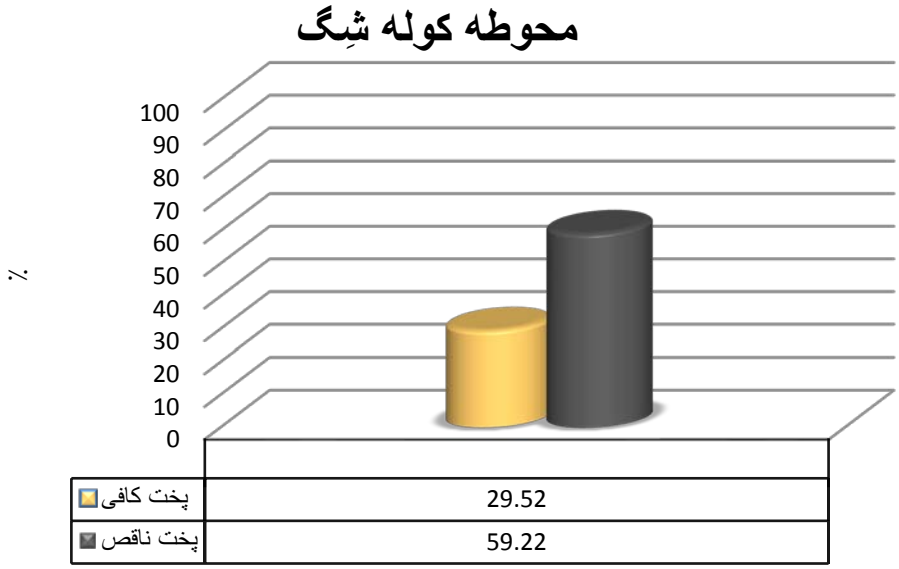
Pl 4 : The map of Excavation workshops and Architectural remains of Part B

Figure 7 : A view of Architectural spaces(part B)

Figure 8 : View of the of Trenches' western wall gate- view to the east

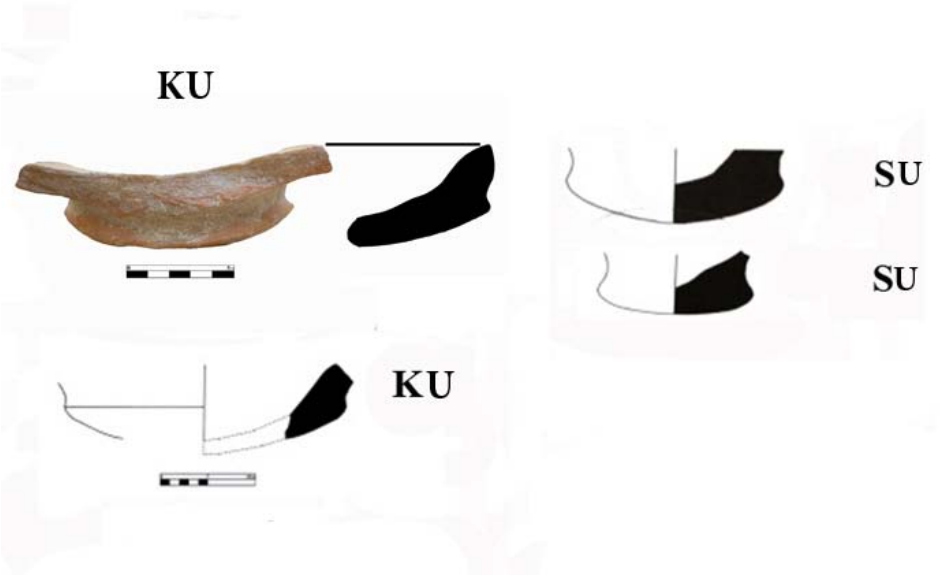
Figure 9 : a view of The ruined village of KolahSheg's Architecture- View to south-west

Figure 10 : a selection of KolahSheg's potteries

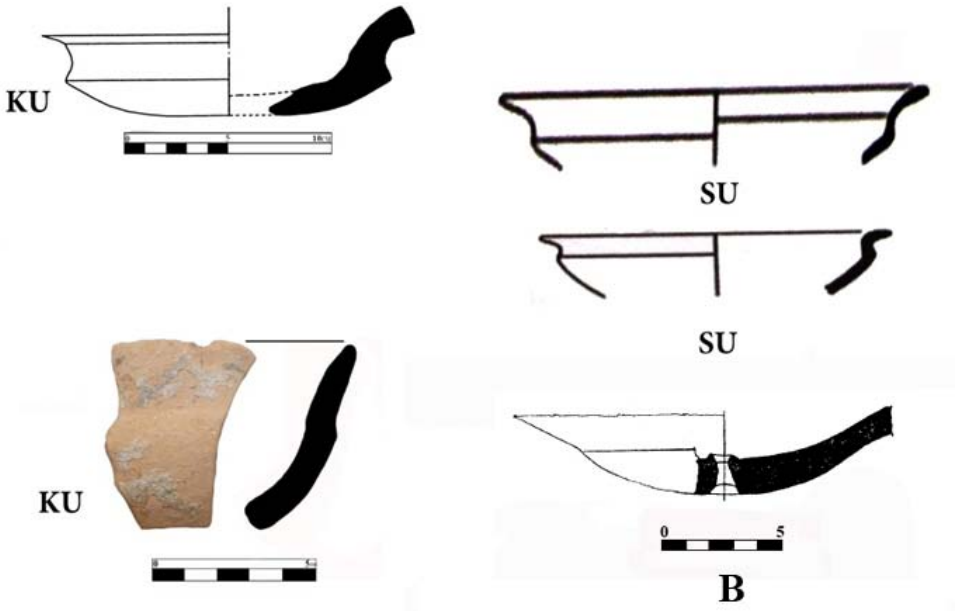


Pl 5 : The diagram of display of cooking the potteries of KolahSheg Site

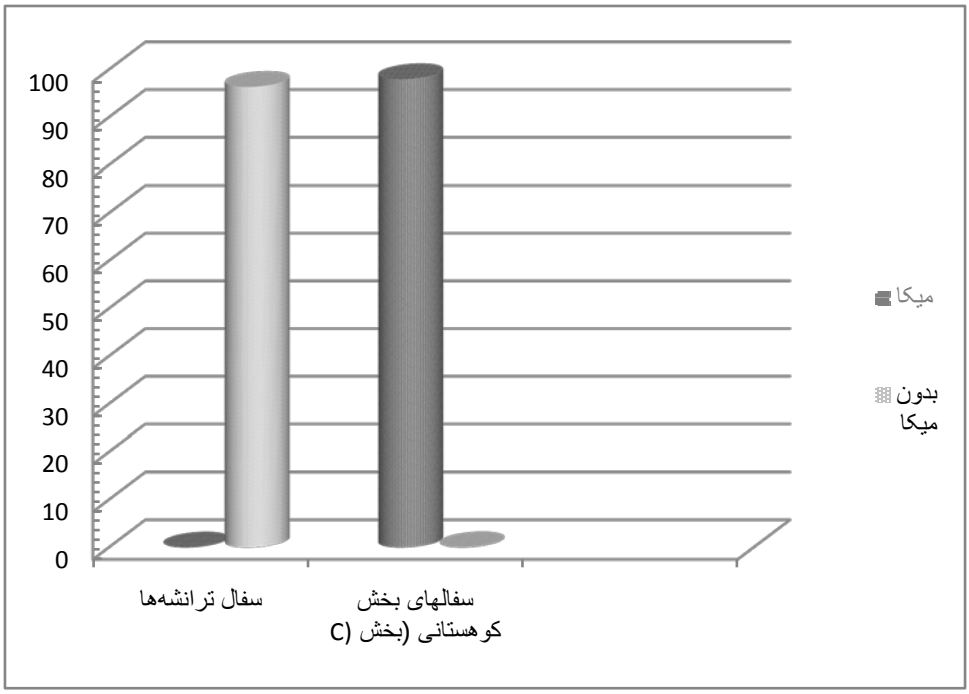
Figure 11 : a sample of knobbed floor found from KolahSheg



Pl 6 : Sample of similar found from KolahSheg and Sorkh Dome Laki(Shishegor, 1384)



Pl 7 : Sample of similar bowls found from KolahSheg(KU), Sorkh Dome Laki(SU) and Babajan(B)



Pl 8 : The frequency chart of using mica in the pottery's mettle in KolahSheg Site

Figure 12 : A selection of KolahSheg's decorating items

Figure 13 : A selection of KolahSheg's armaments

Figure 14 : Cylindrical seal (trenches B1)

Figure 15 : Fibula, KolahSheg

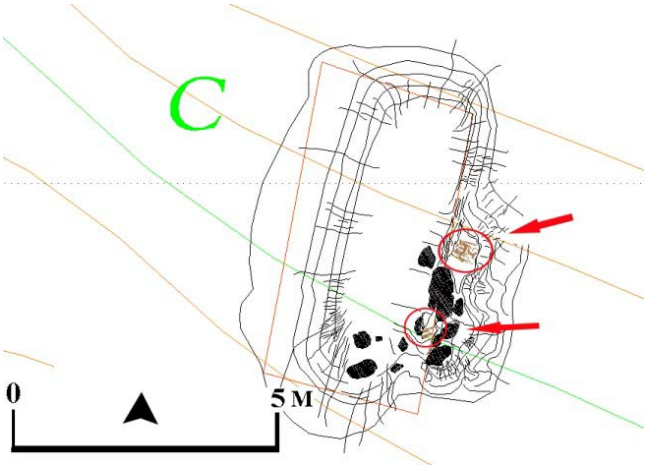
Figure 16 : A sample of a tomb, looted by unauthorized excavators

Figure 17 : The Trenches A4's tomb

Figure 18 : The mass grave of the Trenches B1

Figure 19 : The bayonets interned in the body of one of the Trenches B1's corpse

Figure 20 : View of dug pit in Part C



Pl 9 : The location of the two tombs in the pit's cutting of part C

Figure 21 : Display of the tomb C1\s number 1 state funeral

Figure 22 : Display of the tomb C1\s number 2 state funeral

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Evidence of Cheshmeh Ali Culture in Chenaran Plain (Northeastern Iran)

By Hassan Basafa & Mohammad Hossein Rezaei

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Abstract- Despite the strategic position and specific economic conditions of Khorasan Province including location in the course of the route linking East to West and distinctive mineral resources, no integrated study has been conducted to date for understanding the prehistoric cultures in this province. Therefore, archaeological excavations in Chenaran site as a major site in Mashhad Plain can elucidate the dark archeological aspects and chronological vacuum in this field. Chenaran site is located on the northern margin of the current city of Chenaran in Khorasan Razavi Province. It was excavated in the summer of 2012. The main objectives were to estimate the extent of the prehistoric site of Chenaran and present relative and absolute chronology from the lower layers to the end of settlement, and fortunately considerable results in this field were achieved. In this paper, only the relative chronology results have been pointed, and it is hoped that absolute chronology results are independently released in another article, which is currently under consideration. According to the pilot study and in a comparative approach with the settlements in southwestern Turkmenistan, Chenaran site pottery is comparable with Anu Ia to Namazgah III period.

Keywords: *chenaran site, cheshmeali culture, anu culture, namazgah culture.*

GJHSS-D Classification : *FOR Code : 200299, 210399, 219999*

Strictly as per the compliance and regulations of:

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I. Introduction

Chenaran County is located in a distance of 55 Kilometer from North West of Mashhad between Hezarmasjed mountain range in North and Binalud in south (Figure 1). Chenaran plain with an area of about 3319 square kilometers is the largest lowland of Kashafrood river basin (Majid 2011, pp. 776) . Chenaran County is limited to Dargaz County from the north, to Mashhad from east, to Ghoochan from west and to Neyshabur from south (Ghanbari 2002, p 5). The weather is hot in summer and cold in winter in Chenaran. The city has a mean annual precipitation of 250 mm (Hashemi-Attar, 2009). Agriculture and drinking water resources of this region include the rivers of Radekan, Akhlamad, Frizi, Golmakan, Ardak and Bahmnkan (Ghanbari 2002, p 44). Chenaran site is probably one of the most important prehistoric settlements in Mashhad Plain. Expansion of the current city of Chenaran is a serious threat for the limits and probably area of the site, and therefore the initial survey to determine the limits and area of the site seems to be necessary.

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II. Topography and Description of the Site

This site is located in the northern part of Chenaran with an approximate length of 300 meters, width of 150 meters and an area of about 3 hectares (Figure 2). The site is oval-shaped, and has a height of about 10 meters from the surrounding land. Unfortunately, due to the expansion of Chenaran, limits and perhaps area of the site especially in the eastern part is subject to destruction.

III. Local Stratigraphy Trench and Excavation Method

To determine the sequence of cultural periods as well as formation of natural and cultural layers and sediments in Chenaran site, a trench in the highest part of the hill with 3×3 m dimensions was explored for stratigraphy (Figure 3). The method suggested by Harris matrix was used in exploration, which is based on content and context of the layers. The site was explored in the summer of 2012. Stratigraphy results of Chenaran hill indicate that stratigraphy operations have not been conducted up to virgin soil, and according to the excavations, 16 contexts were detected, which are numbered from top to bottom(Figure 4). The orientation of the contexts is evaluated in accordance with the slope of the hill, and has West to East direction (Figure 5). In this paper, we assess the context No.6, which contains the data related to Cheshmeh Ali culture.

a) Context 6

Context 6 was observed in the leading Trench at a depth of -274 relative to the Datum point. This context was under the context 5 and over the contexts 7, 8 and 9. Context deposits included clay, silt, clay heated with large amounts of ash, two pottery fragments with a thick, red cover and black motifs characteristic of Cheshmeh Ali pottery, as well as coal (Figure 6). Context 6 ended at a depth of -296m in the eastern wall. Cultural material in this context included two pieces of Lithics, one hoe, one core, a number of bladelet and Flake.

A total of 7 stone artefacts were collected from Context 6 including a thin blade core rock, 3 Bladelets with sickle gloss, 2 Flakes of chert with pale gray color and 1 Bladelet of creamy color (Figure 7). In addition to Lithics, a Hoe was also found in this context (Figure 8).

Several Fakes or their components which have not been used indicate that some Fakes were by products of Lithics, and were generated during the isolation process of core. A hoe found in the site and a number of Bladelets with sickle gloss in the edge indicate their use in cutting plant stems and the centrality of plants for livelihood of people in this site. These Bladelets were combined using natural resins like tar in handles of bone or probably metal in later times, and were used as sickles to cut plants. Sickle gloss has been observed in Lithics from Neolithic period simultaneous with widespread use of plants by man, and parallel with the growing role of plants in human livelihood, it is increasingly observed in Lithics.

IV. Cheshmeh Ali Culture and the Extent of its sites in Khorasan

Pottery with red cover and geometric designs in black was first reported during Pumplley excavations in the lowest layers of the Anu Hill (Anu Ia) located in the South West of Turkmenistan (Pumplley, 1904). In 1912, de Morgan surveyed a hill in Rey, which was named Cheshmeh Ali due to its placement next to a fountain of the same name. Excavations were conducted by Eric Schmidt during three seasons in Cheshmeh Ali between 1934 and 1936. Schmidt divided the prehistoric traces of Cheshmeh Ali into two periods. The older was contemporary with Anu Hill and the later period, which isitself divided into two sub-periods, coincided with Hesar Ia and Ib (Esfandiari, 1999).

Geographical distribution of pottery series of Cheshmeh Ali encompasses large parts of north-central Iran, North East and South West of Turkmenistan. Cheshmeh Ali type pottery has different types: red covered with red texture and generally small bowl and pot forms in north-central Iran, buff texture and thin red coating in North East of Khorasan, and the type named Sialk II with Sialkl form by McCann identified in southwestern Turkmenistan and North of Khorasan. In general, Cheshmeh Ali pottery is a fine pottery with beautiful decorations and a red coat. The majority of pottery forms of Cheshmeh Ali are handmade, and potter's wheel has been gradually used at the end of the period. Fine sand forms the Temper of fine pottey, and clay pottery has been thoroughly massaged. The pottery surface has thick clay glaze, and simple geometric motifs and animal and plant styles have been drawn in black on them. Animal design especially birds and horned animals are prominent among the designs of Cheshmeh Ali pottery (Talayi 2011, p 181).

In addition to Sialk, Cheshmeali and Zagheh sites, Cheshmeali pottery has been found in many sites in the Central Plateau and Shahrood Sang Chaxmaq, Tureng Tepe (Ib), Yarim Tepe, Agh Tepe, Hotu and Kamarband sites in Gorgan. According to Malek, north central Iran has been the origin of Cheshmeh Ali culture, from where it has expanded to such areas as North East (Gorgan and Shahrood plains) and South West (Turkmenistan) (Shahmirzadi, 1999).

During a survey of the upper valley of Atrak River, Ricciardi has introduced four settlements of Fath Abad, Khandagh, Jafar abad and an unnamed settlement (XA6) as settlements with similar finds with Anui I (Ricciardi 1985, 1976). In 1998, Garazhyan identified Anu Ia type pottery in three sites of Yukhary Qaleh Ghare Goyonloo, Noroz Tepe and Yarim Tepe in Dargaz Plain adjoining the border with Iran and Turkmenistan (Garazhyan 1998). In 2002, Etemadi detected pottery types of Cheshmeh Ali in surface syrvey of Tepe Borj in Neyshabur Province. During the surveys in 2003 in North Khorasan Highlands, Cheshmeh Ali cultue finds were identified in a settlement named Zulfarah situated 114 kilometers south to Sabzevar on the eastern edge of the desert. In this study, Ghaleh khan settlement in Maneh and Samalghan district and Tepe Yam were detected with Cheshmeh Ali type pottery, with the former pottery being much similar to Cheshmeh Ali type pottery.

V. Conclusions

Due to the shortage of archeological studies in Khorasan and misunderstandings in this field, analysis of cultural material should rely on foothills of Turkmenistan, where the prehistoric cultures are recognized with Jeitun culture in Neolithic period as well as Anu and Namazgah cultures in chalcolithic period. These names are derived from the hill names explored. Anau includes both northern and southern hills, which are approximately located 12 km southeast of Ashkh abad (Kohl 1984: 18). Namazgah site is located about 154 kilometers southeast of Ashkh abad, 90 km West of city of Tajan. As mentioned earlier, North East of Iran, especially Khorasan is called white in archaeological studies. In this study, we have dealt with striatographic of one of the settlements named Chenaran, which is located in a plain between the mountains in North East of Iran. Based on cultural materials especialy pottery, chalcolithic period has been suggested, which coincides with Namazgah culturl period according to excavations conducted in Central Asia.

Striatographic study of cultural material reveals homogeneity and specific relationship with neighboring areas. Based on pottery data, human communities of Chenaran settlement have had trans-regional relations with Central Asia and the Iranian plateau, and this in turn has caused their reciprocal effects, which is somewhat obvious, but a newer statistical community is required for better understanding. According to striatography studies, 16 contexts have been detected in Chenaran settlement, which have been numbered from bottom to top. Relative chronology suggested for these contexts is as follows:

Anu Ia = Transition from Neolithic to Chalcolithic
Namazgah I = Early Chalcolithic
Namazgah II = Middle Chalcolithic
Namazgah III = Late Chalcolithic

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Figure 1 : Location map

Figure 2 : Location of Chenaran Site

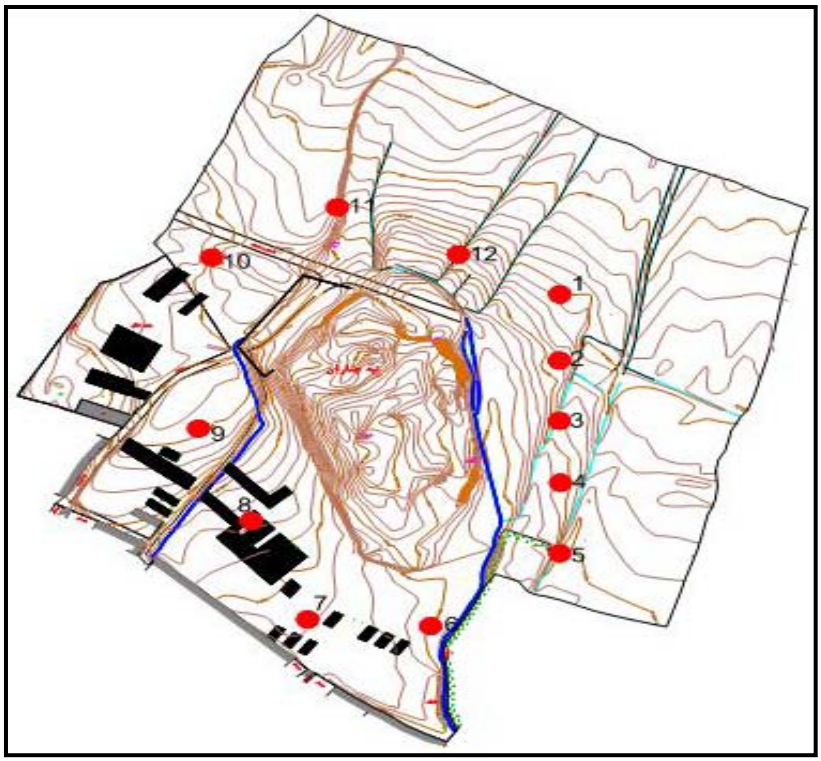

Figure 3 : Topography of Chenaran Site

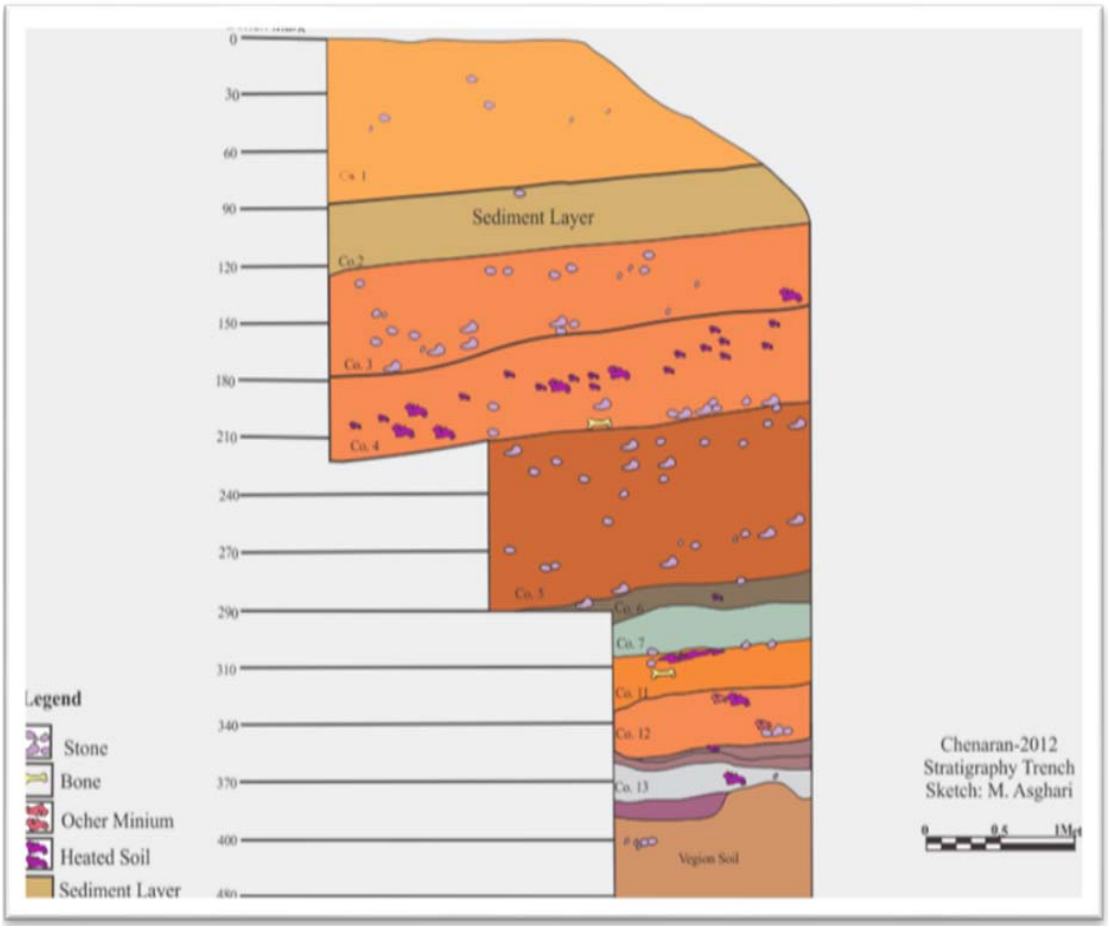

Figure 4 : Stratigraphy Section

Figure 5 : Local of Stratigraphy Trench

Figure 6 : Pottery of Context 6

Figure 7 : Lithics

Figure 8 : a hoe

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FELLOWS

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

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

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

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

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

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

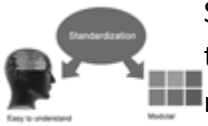
Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is mandatory to read all terms and conditions carefully.

AUXILIARY MEMBERSHIPS

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

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

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

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

The Institute will be entitled to following benefits:

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

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

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

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

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

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

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

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

The following entitlements are applicable to individual Fellows:

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

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

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

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

Other:

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

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

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

Note :

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

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Process of submission of Research Paper

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

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

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

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

(II) Choose corresponding Journal.

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

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

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

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

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

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

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

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

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

Scope

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

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

2. ETHICAL GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

Please mention proper reference and appropriate acknowledgements wherever expected.

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

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

3. SUBMISSION OF MANUSCRIPTS

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

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

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

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

4. MANUSCRIPT'S CATEGORY

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

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

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

Research articles: These are handled with small investigation and applications

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

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

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

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

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

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

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

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

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

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

(h) Brief Acknowledgements.

(i) References in the proper form.

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

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

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

Format

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

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

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

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

Structure

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

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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

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

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

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

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

Preparation of Electronic Figures for Publication

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

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

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

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

6. AFTER ACCEPTANCE

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

6.1 Proof Corrections

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

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

(Free of charge) from the following website:

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

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

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

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

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

6.3 Author Services

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

6.4 Author Material Archive Policy

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

6.5 Offprint and Extra Copies

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

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

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

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

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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

Abstract:

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

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

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

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

Approach:

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

Introduction:

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

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

Approach:

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

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

Procedures (Methods and Materials):

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

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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

Content

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

What to stay away from

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

Approach

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

Figures and tables

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

Discussion:

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

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

Approach:

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

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

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

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

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

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

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

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