Online ISSN : 2249-4588
Print ISSN : 0975-5853

Global Journal

of Management and Business Research: G

Interdisciplinary



Moments Calculation

Leisure Sports Industry

Highlights

Variability of Albedo

Grameen Bank Women

Discovering Thoughts, Inventing Future

VOLUME 14 ISSUE 1 VERSION 1.0

© 2001-2014 by Global Journal of Management and Business Research , USA

Volume 14 Issue 6 was originally issued as G1

Global Journal of Management and Business Research : G
Interdisciplinary

Global Journal of Management and Business Research : G
Interdisciplinary

Volume 14 Issue 1 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Management and Business Research. 2014.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Science Frontier Research." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Science Frontier Research"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Science Frontier Research" unless otherwise noted on specific articles.

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

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

Engage with the contents herein at your own risk.

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

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

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

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

Global Journals Inc.

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

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

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

Packaging & Continental Dispatching

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

Find a correspondence nodal officer near you

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

eContacts

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

Pricing (Including by Air Parcel Charges):

For Authors:
22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
200 USD (B/W) & 250 USD (Color)

Integrated Editorial Board
(Computer Science, Engineering, Medical, Management, Natural Science, Social Science)

John A. Hamilton,"Drew" Jr.,
Ph.D., Professor, Management
Computer Science and Software Engineering
Director, Information Assurance Laboratory
Auburn University

Dr. Henry Hexmoor
IEEE senior member since 2004
Ph.D. Computer Science, University at Buffalo
Department of Computer Science
Southern Illinois University at Carbondale

Dr. Osman Balci, Professor
Department of Computer Science
Virginia Tech, Virginia University
Ph.D.and M.S.Syracuse University, Syracuse, New York
M.S. and B.S. Bogazici University, Istanbul, Turkey

Yogita Bajpai
M.Sc. (Computer Science), FICCT
U.S.A.Email:
yogita@computerresearch.org

Dr. T. David A. Forbes
Associate Professor and Range Nutritionist
Ph.D. Edinburgh University - Animal Nutrition
M.S. Aberdeen University - Animal Nutrition
B.A. University of Dublin- Zoology

Dr. Wenying Feng
Professor, Department of Computing & Information Systems
Department of Mathematics
Trent University, Peterborough,
ON Canada K9J 7B8

Dr. Thomas Wischgoll
Computer Science and Engineering,
Wright State University, Dayton, Ohio
B.S., M.S., Ph.D.
(University of Kaiserslautern)

Dr. Abdurrahman Arslanyilmaz
Computer Science & Information Systems Department
Youngstown State University
Ph.D., Texas A&M University
University of Missouri, Columbia
Gazi University, Turkey

Dr. Xiaohong He
Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, PhD,. (University of Texas-Dallas)

Burcin Becerik-Gerber
University of Southern California
Ph.D. in Civil Engineering
DDes from Harvard University
M.S. from University of California, Berkeley & Istanbul University

Dr. Bart Lambrecht
Director of Research in Accounting and FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD (Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management), Massachusetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering, Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD, FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical Biology, Mount Sinai School of Medical Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and FinanceLancaster University Management SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA Medical Center
Cardiovascular Medicine - Cardiac Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular Medicine
Davee Department of Neurology and Clinical NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic Radiology
M.D., State University of New York at Buffalo,School of Medicine and Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric SciencesPurdue University Director
National Center for Typhoon and Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences, National Central University, Chung-Li, TaiwanUniversity Chair Professor
Institute of Environmental Engineering, National Chiao Tung University, Hsin-chu, Taiwan.Ph.D., MS The University of Chicago, Geophysical Sciences
BS National Taiwan University, Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and Hypertension Division (PMC)
Penn Medicine, University of Pennsylvania
Presbyterian Medical Center, Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator , Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer Science
AUST - American University of Science & Technology
Alfred Naccash Avenue – Ashrafieh

President Editor (HON.)

Dr. George Perry, (Neuroscientist)
Dean and Professor, College of Sciences
Denham Harman Research Award (American Aging Association)
ISI Highly Cited Researcher, Iberoamerican Molecular Biology Organization
AAAS Fellow, Correspondent Member of Spanish Royal Academy of Sciences
University of Texas at San Antonio
Postdoctoral Fellow (Department of Cell Biology)
Baylor College of Medicine
Houston, Texas, United States

Chief Author (HON.)

Dr. R.K. Dixit
M.Sc., Ph.D., FICCT
Chief Author, India
Email: authorind@computerresearch.org

Dean & Editor-in-Chief (HON.)

Vivek Dubey(HON.)
MS (Industrial Engineering),
MS (Mechanical Engineering)
University of Wisconsin, FICCT
Editor-in-Chief, USA
editorusa@computerresearch.org

Sangita Dixit
M.Sc., FICCT
Dean & Chancellor (Asia Pacific)
deanind@computerresearch.org

Suyash Dixit
(B.E., Computer Science Engineering), FICCTT
President, Web Administration and
Development , CEO at IOSRD
COO at GAOR & OSS

Er. Suyog Dixit
(M. Tech), BE (HONS. in CSE), FICCT
SAP Certified Consultant
CEO at IOSRD, GAOR & OSS
Technical Dean, Global Journals Inc. (US)
Website: www.suyogdixit.com
Email:suyog@suyogdixit.com

Pritesh Rajvaidya
(MS) Computer Science Department
California State University
BE (Computer Science), FICCT
Technical Dean, USA
Email: pritesh@computerresearch.org

Luis Galárraga
J!Research Project Leader
Saarbrücken, Germany

Contents of the Volume

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Table of Contents
v. From the Chief Editor's Desk
vi. Research and Review Papers

1. The Barriers of using Education Technology for Optimizing the Educational Experience of Learners. *1-6*
2. Quadupole Moments Calculation of Deformed Even-Even$^{156\text{-}170}$ Er Isotopes. *7-8*
3. Grameen Bank Women Borrowers Non-Formal Adult Learning Transformation in Bangladesh. *9-20*
4. Swami Vivekananda: A Management Guru. *21-24*
5. Seasonal and Diurnal Variability of Albedo and Soil Moisture over Ranchi. *25-31*
6. Problems and Solutions of Leisure Sports Industry in China. *33-39*

vii. Auxiliary Memberships
viii. Process of Submission of Research Paper
ix. Preferred Author Guidelines
x. Index

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

The Barriers of using Education Technology for Optimizing the Educational Experience of Learners

By Juliet Eileen Joseph
University of Johannesburg, South Africa

Abstract- The paper will discuss the impact that education technology has on the teacher-student experience. Does learning really take place or has the educator been removed from the teaching experience and environment and does this impact on the learning environment. The study will conclude that technology can enhance the teacher-student experience; although the educator-student learning experience cannot be replaced by technology, due to human and social elements which technology lacks. Education technology does not have interpersonal interaction and an increase in technology can lead to less interest within teacher-student relations. Communication constitutes of 80% of verbal communication through language, while 20 percent is nonverbal such as writing. The various types of education technology used in the teaching process falls into the 20 percent category which is nonverbal and can be ineffective and based on research if used alone is not the most effective tool for teaching and learning.

Keywords: barriers, educational change education technology, instructional, technology, teacher learner education, teaching and learning technology integration.

GJMBR-G Classification: JEL Code: A29



Strictly as per the compliance and regulations of:

© 2014. Juliet Eileen Joseph. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Barriers of using Education Technology for Optimizing the Educational Experience of Learners

Juliet Eileen Joseph

Abstract- The paper will discuss the impact that education technology has on the teacher-student experience. Does learning really take place or has the educator been removed from the teaching experience and environment and does this impact on the learning environment. The study will conclude that technology can enhance the teacher-student experience; although the educator-student learning experience cannot be replaced by technology, due to human and social elements which technology lacks. Education technology does not have interpersonal interaction and an increase in technology can lead to less interest within teacher-student relations. Communication constitutes of 80% of verbal communication through language, while 20 percent is nonverbal such as writing. The various types of education technology used in the teaching process falls into the 20 percent category which is nonverbal and can be ineffective and based on research if used alone is not the most effective tool for teaching and learning.

Keywords: barriers, educational change education technology, instructional, technology, teacher learner education, teaching and learning technology integration.

I. Introduction

The communication and information age has progressed in ways never used before in society, work environments, institutions and people's lives through the use of mediums such as laptops, iPhones and iPods. The information age has led to an increase in the use of technology within all spheres of society, resulting in education in stitutions main streaming programmes which prepare learners to be compatible with the use of technology into their curriculum. Cradler (2003); (Schrum and Glassett, 2006) mentions that there is not sufficient evidence to show on the impact of education based technology on learners.

The purpose of the paper is to investigate the challenges that hamper the potential of education technology. The literature review will discuss the benefits and challenges that prevent for effective and efficient technology implementation. Computers were placed in schools from the early 1980s and will continue to impact on teaching and learning into the future, as Dawes (Bingimlas, 2009) notes that technology will offer more effective communication between instructor and learners. Berge and Mrozowski (1999) mention that education technology helps people become critical thinkers, independent researchers and allows for creativity and new ideas, which is aligned to new global professions. The paper will discuss the challenges to the use of education technology, in an effort to prescribe recommendation which allow for greater effectiveness of this type of education and ensure that it makes a meaningful contribution in the future and becomes used to embitter learning.

The Learning Age took off in 1998 mainly due to government's motivation for greater involvement, modernization in curriculum, inclusion of learners and greater accessibility. The global age led to a demand for new skills associated with emerging professions, distance learning was on the increase and the widespread use of technology in education. The use of technology in education was born as a result of the communication revolution which was used alongside traditional teaching and learning to bring about more effective instruction to learners (Commission on Instructional Technology, 1970) (Earle, (2002). The previous use of technology focussed on hardware such as television and assumed that integration would occur therefore pedagogy was ignored, lacking the integration of technology and content related to the curriculum.

Bretag (2011) notes that education technology has led to a reconstruction and not re-modelling, as teachers are now instructing through the use of power-point slides as opposed to chalk boards. Education institutions use technology as a means to build onto existing methods, as opposed to optimally utilising the technology in more meaningful ways this is demonstrated when learners use laptops but limit their use of functionality on the laptop. Technology when used for educational purposes hould significantly impact on the learning experience for both learners and teachers. This has not been the case due to the barriers such as time constraint, access to technology and no clear integration of technology and education that persist.

Author: Strategic Partnerships Department, University of Johannesburg, Auckland Park, Johannesburg, 2006, South Africa. e-mail: jjoseph@uj.ac.za, 011 559 2325

A well-trained and effective teacher is still preferable to the most advanced technology Gardener (1991)(Earle, 2002)

© 2014 Global Journals Inc. (US)

II. Main Problem And Research Objective

Technology will continue to dominate many aspects of human existence and if integrated optimally can only further ensure better teaching and learning takes place in the education experience of learners. There is a need to investigate whether education technology impacts on the teaching and learning experience in a positive way in comparison to traditional learning. The study focused on how education technology, through teaching and learning can ensure that the students have an optimal education experience and make a significant contribution to the existing literature. The research answered the following key research questions : Has education technology been successful in creating an optimal educational experience for learners? What is the result of education institutions using technology as a means of learning and its effects on the education experience of learners?

a) *Primary Objective*

Education technology is a study and practice which facilitates learning in order to create, manage and use technology to improve teaching and learning (AECT, 2004). Education technology and learning technology has become an important aspect in skills development globally. In such education based technology has a number of barriers for all stakeholders involved. If the barriers are overcome, it will impact positively on the curriculum focussing on clear achievable goals which allow for it to be easily accessible to student.

b) *Secondary Objectives*

The following secondary objectives were identified in order to achieve the primary objective:

- To conduct a literature review which will assist in identifying what education technology entails and its learning method?
- To review current empirical research on the topic
- To summarise, draw conclusions and provide recommendations based on the empirical results.

III. Literature Review

a) *Conceptual framework.*

Berge and Mrozowski (1999) and Bigmilas (2009) define a barrier as a restrictive feature that disturbs the application of education technology and is therefore a disabler. Information technology is defined as hardware and software used to implement education and is often associated with computers. Earle (2002) defines technology as a technical method of achieving a practical purpose, by using machines. More specifically education technology or instructional technology, used interchangeably, has common interest in human learning and teaching. Perkins (1992) defines technology as the retention of knowledge. Cassidy (1982) notes that instructional technology improves the effectiveness of learning and uses social and machine technology. Gentry (1995) define education technology as orderly and universal involving strategies and techniques from behavioural and physical science to resolve instructional problems. Hence education technology is the use of machines in the teaching and learning experience.

Su (2009) notes that technology can be used for integration and transformation purposes. The integration of technology ensures that technology enhances current learning, whereas transformation allows for technology to teach learners things which were not taught until new technology was discovered. The paper agrees with Su's notion that technology should be used to transform education alongside traditional teaching methods; this can only further enhance education instruction. The concept of learning has evolved over time and the Association of Educational Communication and Technology (AECT, 2004) notes that learning currently uses different methods of technology in order to retain knowledge and improve the performance of the learners.

Learning mediums that have been used include through virtual learning environment (web based); online learning (web based); blended learning (combined education technology and traditional teaching); ubiquitous learning (computer based) and mobile learning (pagers, laptops and Wireless Local Area Network)(Cather all, 2005). The mediums of learning identified are computer-based; video conferencing; satellite, webcast and CD-ROM (The Economist, 2008).

Traditional teaching and learning takes place when the teacher instructs learners and student ask questions based on the teachers directives, these learning methods can be interactive and engaged. The content given to students is for the group and not for an individual, this can impact of individual learner progress because the teacher has to attend to a class of students; learners are placed in classes according to their age and the content and context is age specific. The content is presented in a personal manner and students can have access to the educator immediately, there are not stumbling blocks such as the absence of access to technology or a lack of motivation by the learners which hampers the effectiveness of the knowledge transfer process.

Constructivist learning entails greater engagement and interaction for students, the teacher is only a guide and enquiry is constructed by the learner. The content and progress is based on individual needs as in the case of using a personal computer. Learners interact across age groups either via peer learning or individual learning and due to technology student have greater interactivity and engagement (Su, 2009) through chat groups and social mediums. This types of technology based learning can occur at any time and

© 2014 Global Journals Inc. (US)

place is self-paced or can be content-centric with little teacher-student interaction or learner-learner interaction andis learner- focussed where the learner navigates learning. This type of learning has replaced traditional face-to-face learning, it is not text-based learning and the instructor does not have to be present in the same room, as the learner receives technologically-based learning such as E-learning (Koller et al. 2001).

Jaffer et al (2007) said that education technology can enhance teaching and learning if the focus is on education objectives and technology can be used as a possibility. Cather all (2005) mentions that learning creates greater enquiry leading to problem solving from one's own experience. Koller et al (2001) said that technology based learning works just as well as traditional teacher learning and costs even less. The Economist (2008) however argues that technology can be costly due to upgrading costs and because of new innovative technology. In such technology can be used to enhance traditional teaching and learning, to advance the education experience. There remains a gap in learning objectives and content which are important in ensuring that greater learning goals. Traditional teaching fills the gap as the teacher oversees that learning goals are met, although the need for global competitiveness, communication, insight and thought, and research has not been filled. Even though technology use is on the increase, financial constraints due to the ever-changing needs of technology; leadership challenges, infrastructural demands and support continue to hamper the effectiveness of technology, particularly in less developed countries.

Based on the traditional and constructivist learning models it is clear that both methods have strengths, however traditional teaching is also interactive and engaged, is content-specific; entails peer learning and allows for the educator to motivate the students to work harder and challenges faced in learning can be addressed immediately, creating an added advantage..
Tell and (2001), Grimus (200), Bradford et al (2000) and Wong (2006) (Bingimlas, 2009) noted that traditional education alone does not prepare students for the globalised technologically advanced workplace. Trotter (1997) argued that there is no evidence to support that technology improves student achievement and Viadero (1999) suggests that technology alone is not enough (sited in Earle, 2002). Bronner (1997) noted that there has been an"intellectual backlash" as technology is used for stylishness and glamour, has no return on investment and the curriculum is often not integrated into its mediums. Earle (2002) noted that when technology was used appropriately student achievement progressed.This highlights the need for greater research on content integration into education technology.

b) The Barriers of Education Technology

Becta (2003) (Bigmilas) argues that the implementation of education technology varies in different environment, curriculums and it based on whether it will contribute to making education effective in a meaningful way.Catherall (2005) fragments education technology into twocategories: namely the student barriers whichinclude a reduction in contact with peers and the educator as technology replaces the educator. There thus becomes a need for more self-discipline by students as a result of this, and there is an increase in student demands such as special requirements needed by students for instance printing costs. The educator barriers associated with learning include how responsive the system is towards academic input; learning support availability; cultural implications impact on the attendance of learners; an information overload due to the internet, plagiarism and security threats are on the increase and not all subjects can be taught via learning such as Humanities and Arts.

Hendren (2005 (Bigimlas, 2009) divides the barriers into two categories, extrinsic which pertains to organisational barriers and intrinsicwhich refersto individuals such as teachers and student barriers. Blamskat et al (2006) separates the barriers intomacro (education systems) and meso (curriculum context). Koller et al (2001) question how credible education technology is in comparison to teacher-student traditional teaching and learning. This paper shares the views of Kirkup and Kirkwood (2005) and Wagner (2001) (Jaffer et al, 2007) that education should be driven by context and content objectives and not by technology. These scholars also note that technology can impact on teaching and learning positively, although it is not the only means and the successes of the instructional learning experiences must be identified and the areas where there is not significant impact must be omitted. The paper suggests that if learning goals on content are aligned to technological output, the result will be favourable for the learner.

Table I : The barriers of education technology

Cost implications; technology is disruptive; entrenched organisational culture focussing on traditional learning; technology can disrupt classes when opened in class; availability and access to information can lead to increased cheating and plagiarism (The Economist, 2008).
Dawes (Bingimlas, 2009) holds the view that change, might not be easily accepted-there will be some degree of resistance

© 2014 Global Journals Inc. (US)

Challenges around the those who have access to this technology an those who don't (digital divide) ; differing levels of computer literacy levels; less involved due to decreased teacher-learner and learner-learner interaction in the learning experience continue to persist (Koller, et al , 2001).
Barriers of technology include lack of motivation due to poor social skills, poor computer skills and a lack of availability of access; a lack of time and class time and a lack of motivation and social awareness and school culture (Catherall, 2005).
Bingimlas (2009, 1) said that the major barriers of education technology include a lack of confidence, competence and a lack of access to resources.
Misalignment between teachers and administrators creates difficulty for teachers (Park, Lee, Blackman and Belland (2005)
Contributes to learning content and increases learner modes of critical thought ensuring students' progress at their own level, such as through the use of multimedia applications, this allows for greater communication and collaboration skills, writing and research skills which are all the requirements for the fast paced global economy that exists today. Thus becomes critical factor when they become professionals in their respective fields.
The digital divide still exists ; educator challenges on training and challenges on support and infrastructure and accommodating disadvantaged individuals (The Economist, 2008)
Higher wearing a way of technology exists, high start-up costs, lack of proven results and credibility (and teacher support and infrastructure continue to prevail (Koller et al, 2001)
Catheral (2005) identifies challenges around infrastructure problems, upgrades are needed; integration and technical support problems.

Bennet (1997), Ginsberg et al (1998), and Muler and Olsen (1995) (Krysa, (1998) note that computers are not fulfilling their full potential as they substitute traditional teaching as opposed to implementation for significant change.Krysa (1998) notes that technology can make a significant contribution to eradicating illiteracy and for the handicap due to its advancements. The paper holds the view that education technology can enhance current teaching and learning if integrated into the curriculum effectively.

IV. Research Design and Methodology

Firstly, the study conducted a quantitative study on the nature of technology based learning and how this practice contributes to teaching and learning. Primary and secondary sources were used to conduct desk research; library sources; internet sources; documents reports; websites, and papers. Secondly, both teacher and learner technology integration barriers have been identified in an effort to increase the effectiveness of this practice. This aim of this study was to investigate how technology based learning contributes to teaching and learning, have education institutions that practice this been successful in their education goals?

V. Findings and Conclusion

a) Findings.

The findings revealed that when technology was used alongside traditional teaching and learning it impacted positively on the education experience of the learner. This resulted in student's positive outcomes such as developing independent workers; problem solvers; better communicators and collaborators and researchers. However there is scope for a study which focuses on curricular content and teacher motivation withtechnology and its impact on education in a meaningful way.

Table IV : The outcomes on education institutions using technology

The digital learning imperative concluded that 45 percent of student who used technology to solve problems, 42 percent used technology to for experiments or be creative 17 percent developed demonstrations and 13 percent designed and developed products.
Kozma (2003) conducted in a study for 174 case studies, of innovative pedagogical practices of technology over 28 countries. Traditional teaching when combined with technology led to the professional development for the teacher and student , participants become problem solving orientated; innovate ; managed information and developed stronger communication and collaboration skills

© 2014 Global Journals Inc. (US)

Honey (2005) (Earle, 2002) notes 15instances where technology impacted positively on: reading; language and writing skills, better learning; better learning attitude and self-esteem; achievement in subjects, interaction and engagement.
Schacter (1999) researched five big studies on education technology as well as two small scale studies which used newer technology. The findings concluded:Kulik's Meta-Analysis Study: 1st study: meta-analysis was used over 500 individual studies. *Outcomes*: higher percentile scores, faster learning and positive attitude changes. *Challenges*: Positive effects were not achieved in all field Sivin-Kachala's Review of the Research: 2nd study: reviewed studies with consistent patterns *Outcomes*: better achievement throughout school, improved attitudes *Challenges*: student population; software design access to technology and educator's role The Apple Classrooms of Tomorrow (ASCOT); 3rd study: reviewed a partnership between Apple and five schools *Outcomes*: Better problem solving and reasoning (not conclusive), better attitudes for teacher in teaching and students. *Challenges*: Apple participant scored the same as non-apple participants in reading comprehension; math's and work study West Virginia's Basic Skills/ Computer Education (BS/CE) Statewide Initiative; 4th study: Assessed West Virginia's 10 year education technology project *Outcomes:* better performance; positive attitudes by teacher and learner; departmental goals were met; cost effective , increased instructional time and tutoring was across ages Harold Wenglinsky's National Study of Technology's Impact on Mathematics Achievement; 5th study: assessed fourth and eighth grade students nationally using new advanced technology *Outcomes*: more stimulation and performance increased; professional development of teachers impacted on student performance; improvement in math's results. *Challenges:* Student who used education technology did not have immediate positive changes, only 5 weeks after inception in the program in comparison to non-users Student performed worse on drill and practice technology Scardamalia & Bereiter's Computer Supported Intentional Learning Environment (CSILE) Studies 6th and The Learning and Epistemology Group at MIT 7th study: analyzed two smaller merging studies using new advanced technology which seemed promising *Outcomes for 6th study*: measured understanding, reading and language, promotes reflection focusing on multiple perspective and greater thinking. *Outcomes for 7th study:* better math's results; better learning.

b) Conclusion

The study has examined how technology shapes the future of education. Many continue to acknowledge the potential that technology has on education. There unfortunately is no going back as we live in a technological age and technology has become acceptable and institutionalized.However the challenges facing education technology vary and will continue to affect teachers and learners. Laurillar (2001) and O'Hagan (1999) (Katsifili, 2010) illustrate that education technology can impact on certain teachings and learning objectives, if it is aligned to the aims of the education experience. It will therefore contribute to the teaching and learning needs and not merely on using technology for the sake of it (Jaffer et al, 2007).

© 2014 Global Journals Inc. (US)

VI. Recommendations and Implications or Implications and Future Research

The paper agrees with (UCLA, 2007) recommendations that there is a need to investigate student engagement, information literacy and student learning and course design in the education technology future plans as not enough research has been done.Stone- Wisker (Schacter, 1999) said that education should be placed first before technology and the education gaols should drive the process, if not technology use becomes ineffective..Cuban (1986), Earle (2002) , Wagner (Earle, 2002) and Roby (1992) noted that technology integration entails ensuring that pedagogy and technology need to be aligned for sound outputs, therefore instructional content and practice are important in overcoming the barriers. Brandsford et al (2000), Kozma (2003) and Bingimlas (2009) recommend that teachers become the driving force in ensuring technology integration for meaningfull change. Fullan (2000) (Earle, 2002) noted that teachers must become experts in pedagogical design which will ensure that the potential of technology use in education becomes recognised.Based on the above technology will remain well into the future and has positively left its mark in certain fields, surely if used in collaboration with traditional teaching can change and shape the face of teaching and learning well into the future.

References Références Referencias

1. Association for Educational Communications and Technology (AECT) 1977.The definition of educational technology. Washington.
2. Berge, Z.& Mrozowski, S.1999. Barriers to online teaching in elementary, secondary and teacher education. www.http//:Themoderatorshomepage.com
3. Bingimlas, K.The barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. Eurasia Journal of Mathematics, science and technology education 2009, 5 (3).
4. Bretag, R., 2011. Wrong focus: Teachers Centred classrooms and technology. Leader Talk. http://blogs.edweek.org/edweek/LeaderTalk/2011/10/wrong_focus_teacher-centered_c.html
5. Catherall,P., Skills exchange experience by students in the use of education technology/e-learning. Power point presentation
6. Earle, R. 2002. The integration of instructional technology into public education: promises and challenges, Vol. 42 (1).
7. EDUCAUSE. 2003. Supporting E-learning in higher education, Vol. 3
8. Jaffer, S., Ng'ambi, D., Czerviewicz, C., 2007. International Journal of Education and development using information and communication technology. Volume 3, Issue 4, pp131-142.
9. Katsifli. 2010. The impact of blackboard software on education, globally over the past 10 years. Academic Innovation, Blackboard Inc.
10. Koller, V., Harvey, S. & Magnotta, M. 2001. Technology-based teaching strategies. Social Policy Public Research Association. New York.
11. Kozma, R. (Ed.) (2003). Technology and Classroom Practices: An International Study. Journal on research on technology in education.
12. Krysa, R. 1998. Factors affecting the adoption and use of computer technology in schools, University of Sasktorewar.
13. Mudur, S. 2005. E-learning Prospects and challenges. Eleltech Journal, India.
14. Su, B., 2009. Effective technology integration: Old topic, new thoughts. Monterey Bay, USA.
15. NationalSchools Board website http://www.nsba.org
16. Park, s., Lee, M., Blackman, J., Belland, B.2005. Examining the challenge encountered when implementing problem-based learning in the middle school class room, PowerPoint presentation
17. Perkins, D. 1992. Technology meets constructivism: Do they make a marriage? in Duffy, T., & Jonassen, D., Constructivism and the technology of instruction. Lawrence Erlbaum Associates Inc., New Jersey
18. Schacter, J. 1999. The impact of education technology on student achievement. Milken Exchange on Education technology. Journal of Educating computing Research , Vol. 20
19. Schrum & Glasset. 2006. Research on Educational Technology: Challenges to Implementation and Impact of Scientifically Based Research. American Educational Research Association. San Francisco
20. The Economist. 2008. The future of higher education: How technology will shape learners. Economist Intelligence Unit, New Media Consortium
21. The Digital learning imperative. 20012. How technology and teaching meets todays education challenges. Alliance for education excellence.
22. UCLA Report. 2007. For the WAS Capacity and Preparatory Review. 2007. Essay 6: Using Education technology to enhance learning and teaching.
23. U.S Department of Education (USDE). 2008. Evaluating online learning: Challenges and strategies for success and innovation in education. Advanced Research Inc.

© 2014 Global Journals Inc. (US)

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Quadupole Moments Calculation of Deformed Even-Even Er Isotopes

156-170

By K. A. Gado

Tabuk University, Egypt

Abstract- We have developed a special computing code for calculation of nuclear quadrupole moments versus deformation parameter β. For some even-even isotopes, it has been seen that by increasing neutron number, deformation parameter also increase, which means more deformation from spherical shape.

Keywords: even-even nuclei, quadrupole moment and deformation parameter.

GJMBR-G Classification : FOR Code: 029999



Strictly as per the compliance and regulations of:



© 2014. K.A.Gado. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Quadupole Moments Calculation of Deformed Even-Even$^{156\text{-}170}$ Er Isotopes

K. A. Gado

Abstract- We have developed a special computing code for calculation of nuclear quadrupole moments versus deformation parameter β. For some even-even isotopes, it has been seen that by increasing neutron number, deformation parameter also increase, which means more deformation from spherical shape.

Keywords: even-even nuclei, quadrupole moment and deformation parameter.

I. Introduction

Nuclear moments have been studied since the very beginning of nuclear structure physics. The measurement of nuclear quadrupole moments has always been and still is more difficult and challenging than magnetic moment measurements. It is clear that to understand the nuclear structure; we need to measure as much as possible the properties of nuclei over a large range of isospin or make a detailed investigation of some specific key nuclei.

The properties of a nucleus with several nucleons outside (or holes in) a closed shell will then be described in a first approximation by an inert core (e.g. a doubly magic nucleus) plus some nucleons which can move in a certain configuration space and which interact with the core and each other via a residual interaction (particle-particle and particle-core interactions).

Depending on the chosen model space and residual interactions, one can probe via comparison to several experimental parameters (excitation energy, spin/parity, magnetic and quadrupole moment) the validity of the model and parametrization of the residual interaction. The nuclear moments are often a good check if the parametrization and model space are appropriate. Deviations from the model predictions might indicate the presence of configuration mixing into other orbits (not taken into account in the chosen model space) or the need for other or better parameterized residual interactions [1].

II. Nuclear Quadrupole Moments

Some nuclei have permanent quadrupole moments that can be measured experimentally. It is expected that these nuclei have elliptical shape with a symmetrical axis. With this assumption, we define the intrinsic quadrupole moment Q_0 classically as [2]:

$$Q_0 = \int (3z^2 - r^2)\rho dz \dots\dots (1)$$

The spectroscopic quadrupole moment Q_s of a nuclear state with spin I is a measure of the deviation of the nuclear charge distribution from sphericity for K=0 bands, gives [3].

$$Q_s = \frac{3K^2 - I(I+1)}{(2I+3)(I+1)} Q_0 \dots\dots (2)$$

The intrinsic quadrupole moment Q_0 and the deformation parameter β have been obtained using the following relations [3]:

$$B(E2; I \to I-2) = \frac{15}{32\pi} \frac{I\ I-1}{(2I-1)(2I+1)} {Q_0}^2 (\to I-2) \dots (\text{illegible})$$

Where B(E2) are the transition probability, and the intrinsic quadrupole moment Q_0.

$$Q_0 = \frac{3}{\sqrt{5\pi}} Z {R_0}^2 \beta \dots\dots (4)$$

Where Z is the atomic number and $R_0 = 1.2\, A^{\frac{1}{3}}$. cm, and A is the mass number.

III. Discussion

The quadrupole moment is an excellent tool to study the deformation of nuclei. For well deformed axially symmetric nuclei, the measured (=spectroscopic) quadrupole moment Q_s can be related to the intrinsic quadrupole moment Q_0 through the relation (2). This is valid in the strong coupling limit, with K the projection of the total spin I onto the symmetry-axis of the deformed nucleus. In the hydrodynamical model of the nucleus (where the nucleus is considered to be a liquid drop), the intrinsic quadruple moment is related to the nuclear deformation parameter β as follows the relation (3). This expression $R_0 = 1.2\, A^{\frac{1}{3}}$ cm. A review of the different definitions of deformation parameters can be found in the relation (4).

In this paper, we will therefore evaluated the intrinsic quadrupole moment Q_0 using equation (3) for the same 7 nuclei, covering the rotation region, as considered in reference [4]. The parameter Q_0 for each nucleus considered, were determined by a least-squares fitting procedure involving the transition probability of three the known spin states.

Author: Physics Department, Tabuk University, Tabuk, KSA Physics Department, Higher Institute of Engineering, Belbeis, Egypt.
e-mail: jado76@yahoo.com

© 2014 Global Journals Inc. (US)

Table 1 : Calculation of the intrinsic quadrupole moment Q_0 of Er isotopes

Nucleus	Old Quadrupole	New Quadrupole	$R_4 = \frac{E_4}{E_2}$
^{156}Er	4.100	4.924	3.317
^{158}Er	5.920	5.717	2.745
^{160}Er	6.550	6.471	3.095
^{162}Er	7.580	6.114	3.235
^{164}Er	7.500	6.459	3.286
^{166}Er	7.600	6.683	3.272
^{168}Er	7.630	5.746	3.300
^{170}Er	----	5.770	3.304

In table 1, the first column gives our chosen nuclei. The second column gives the old intrinsic quadrupole moment Q_0 which were taken from reference [5], and the third column gives the intrinsic quadrupole moment Q_0 as calculated using the equation (3). The R_4 value $R_4 = \frac{E_4}{E_2}$ for each nucleus is also included. As can be seen, the results are excellent for all nuclei, being, in the vast majority of cases, no better than those predicted by the reference [5]. This is due primarily to the improved fitting of the high spin states.

Table 2 : Calculation of the spectroscopic quadrupole moment Q_s of Er isotopes.

Nucleus	Experimental Quadrupole	Theoretical Quadrupole
^{156}Er		-1.407
^{158}Er		-1.633
^{160}Er		-1.849
^{162}Er	< 0	-1.747
^{164}Er	< 0	-1.846
^{166}Er	-1.9	-1.910
^{168}Er	-2.2	-1.642
^{170}Er	-1.9	-1.649

Table 2 where the second column gives our spectroscopic quadrupole moment Q_s value for each nucleus and the third column gives the experimental spectroscopic quadrupole moment Q_s values for from reference [6, 7]. For almost all cases our Q_s values are at least an order of magnitude smaller than those obtained on the basis of the reference [6, 7].

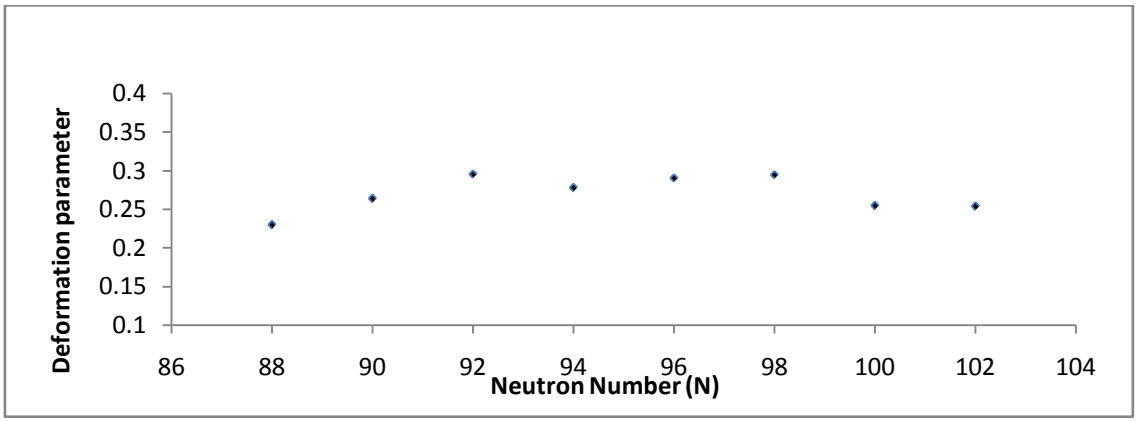


Figure 1 : Deformation parameter changes in terms of Neutron number.

In figure 1, we plot nuclear deformation parameter β as function of the neutron number. As it can be seen from this figure, by increasing neutron numbers, the deformation parameter also increase for some heavier nuclei which means deformation from spherical shape.

IV. Conclusions

In this paper, we have given an overview on a specific topic which attracts much attention in contemporary nuclear structure research, namely the study of the deformation parameter. In particular the paper deals with how one can investigate this property by measuring the electric quadrupole moments of their ground states. The report aims at giving some insight into the nuclear structure properties to which nuclear moments can be sensitive (or not) and to give an overview of the wide variety of nuclear structure properties of Er radioactive nuclei.

References Références Referencias

1. G. Neyens, Rep. Prog. Phys. 66, 633, 2003.
2. S. Mohammadi, Journal of Phys. Conference Series 381, 012129, 2012.
3. P. Ring and P. Schuck, the Nuclear Many- Body Problem, Springer, 2005.
4. D. Bonatsos, Phys. Rev. C 31, No. 5, 1985.
5. M. H. Al-Mallki, Nuclear structure properties of some deformed Nuclei in the Region of Mass Number A≈150, M. Sc. thesis, K. Saud University, 2005.
6. S. Raman, C. W. Nestor, and P. Tikkanen, Atomic Data and Nuclear Data Tables 78, 1, 2001.
7. N. J. Stone, Atomic Data and Nuclear Data Tables 90, 75, 2005.

© 2014 Global Journals Inc. (US)

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Grameen Bank Women Borrowers Non-Formal Adult Learning Transformation in Bangladesh

By Dr. Kazi Abdur Rouf
University of Toronto, USA

Abstract- Grameen Bank (GB), a micro credit organization in Bangladesh, targets adult women who were illiterate, using non-formal adult learning techniques. GB's adult learning information has 'Sixteen Decisions' which inculcate the socio-economic expectations aimed at improving the social-economic well-being of GB borrowers. It is important to know the efficacy of adult learning strategies that has used by GB to create this paradigm shift and transformation in local communities. How does the GB adult learning process enables GB's women borrowers to mobilize group solidarity, leadership development and apply the sixteen decisions in their daily life? How can other NGOs and other countries benefit from GB's women adult learning procedures? These question are answered in this paper which uses the available literature on adult learning, literature on GB as well as the author`s personal working experiences with GB to interrogate the application of non-formal adult learning which creates transformation shift in socio-economic well- being on women borrowers life.

Keywords: grameen bank sixteen decisions; grameen bank seven-day workshops; non-formal adult learning; and women empowerment.

GJMBR-G Classification : JEL Code: E59



Strictly as per the compliance and regulations of:

© 2014. Dr. Kazi Abdur Rouf. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Grameen Bank Women Borrowers Non-Formal Adult Learning Transformation in Bangladesh

Dr. Kazi Abdur Rouf

Abstract- Grameen Bank (GB), a micro credit organization in Bangladesh, targets adult women who were illiterate, using non-formal adult learning techniques. GB's adult learning information has 'Sixteen Decisions' which inculcate the socio-economic expectations aimed at improving the social-economic well-being of GB borrowers. It is important to know the efficacy of adult learning strategies that has used by GB to create this paradigm shift and transformation in local communities. How does the GB adult learning process enables GB's women borrowers to mobilize group solidarity, leadership development and apply the sixteen decisions in their daily life? How can other NGOs and other countries benefit from GB's women adult learning procedures? These question are answered in this paper which uses the available literature on adult learning, literature on GB as well as the author`s personal working experiences with GB to interrogate the application of non-formal adult learning which creates transformation shift in socio-economic well- being on women borrowers life. The objective of this study is to present the impact of GB non-formal adult learning on the socio-economic development in local communities. The study finds GB non-formal adult learning programs impacted upon GB women borrowers' socio-economic development in Bangladesh. Exponential improvements in literacy is happening, (100%) of GB borrowers are able to sign their names on the documents which show signs of achievements in adult learning. However, if GB non-formal adult learning strategies could streamline, this would generate more non-formal adult learning social justice reforms among the borrowers of GB in Bangladesh.

Keywords: grameen bank sixteen decisions; grameen bank seven-day workshops; non-formal adult learning; and women empowerment.

I. Introduction

The Grameen Bank has run its group-based collateral free micro-credit and savings schemes, and campaigning sixteen discussions–through forming groups, centers, chairmen, center chiefs and issuing loans to its women borrowers (Ahamed & Hakim, 2004). All these activities are done by oral face to face non-formal adult trainings and communications by GB twenty five thousand field staff to GB 1.9 million borrowers across Bangladesh. GB borrowers' adult learning is similar with Brigham, and Gouthro (2006) concept andragogy-learn in more individualized contexts (p. 84). Adult learning is about useful knowledge that helps create a more equitable world at individual, family, community and societal levels (Ahamed, 1999; 2002a; 2002b). It is about to build a more stable, safe and just society for the disadvantaged (Nesbit, 2006). It also assists people development of their personality (Jung, 1954). GB credit transactions trainings, signatures learning and GB "Sixteen Decisions" campaigning among GB women borrowers through face-to-face group training, weekly center meetings, seven days workshops, exchange visits, annual gathering festivals and other action programs enhances socio-economic development to its borrowers in order to empower them in their family and in their community (Rouf, 2011). GB disseminates information that solicits women borrowers to become social actors and economic actors in Bangladesh. GB non-formal oral face-to- face adult trainings, communications and campaigns are effective for empowering marginalized people in Bangladesh.

A key part of GB's strategy is bringing adult women together on weekly basis not only to pay their loans, but also to share experiences, support one another's business, inform sixteen decisions and their applications, and to hear from bank staff about how to keep their family healthy, keep the environment safe and prepare for natural disasters (Rouf, 2011). GB informs and provides these services through face-to-face dialogues between GB borrowers and GB staff. This adult learning process helps GB borrowers to be involved in familial activities, the family decision making process and community engagement, acquire literacy skills, and engage in family as well as community leadership skills so that they may represent themselves in the family and in the community and to be critical to their challenges. This non-formal adult education builds women borrowers' human capabilities and opens opportunities for them. It stimulates and empowers people to participate meaningfully in their own development. The GB Sixteen Decisions consciousness raising campaign and adult learning socio-economic leadership development process occurs through knowing and implementing the Sixteen Decisions; attending the group and center weekly meetings bridges the gap between the public and the private realms (Bouchard, 2006; Burton & Point, 2006; Todd, 1996; Welton, 1995).

Author: Visiting Scholar, CIDEC, University of Toronto Associate Professor, Noble International University, USA.
e-mail: rouf.kazi@utoronto.ca

© 2014 Global Journals Inc. (US)

II. Statement of the Problem

GB deals with illiterate, semi-literate adult clients. Hence it is important to know GB adult learning tools, procedures and strategies that has been practicing; what outcomes have happened at the grassroots levels because there has not been enough study on GB's adult learning and its influence to women's borrowers' private space and public space issues in Bangladesh. Therefore, author research focuses upon GB adult learning strengths and weaknesses for transforming GB non-formal training impact to empowering women's socio-economic development, and family space and public space improvement in Bangladesh.

III. Objectives

1. To study the operational practices of GB adult trainings and learning, communications and campaigns tools and processes for educating its borrowers on Grameen Bank "Sixteen Decisions" and its loan transactions in Bangladesh;
2. To explore the role of GB adult learning practices in exposing socio-economic and environmental messages to GB borrowers;
3. To examine the implications of Grameen Bank adult learning in GB borrowers daily life, family decision making practices and civic engagement in their community?; and
4. To explore and identify limitations of GB adult learning strategies and critical thinking ability among GB borrowers.

Through these questions, the study identifies factors that deter women borrowers' ability to participate fully in family spaces and community development spaces within Bangladesh society.

IV. Research Questions

The study seeks to address the following two research questions (1) Does the Grameen Bank trainings/communications/adult learning process able for GB's borrowers in transforming group solidarity, center leadership development and apply sixteen decisions in their daily life. (2) Are they are able to challenge and critical thinkers in Bangladesh? These questions are important in Bangladesh context because Grameen Bank's goals are not simply about financial credit, but it has a broader view of changing the role of women in Bangladesh. Its objective is not only to make marginalized women become economic actors, but also to empower women to participate as equals in the family decision making process and engage in public settings (Henry, 2006; Joan, et al., 2006; Yunus, 2008).

V. Significant of the Study

The Adult literacy rate (15 years and above) is 41.6 percent (Bangladesh Bureau of Statistics, 2001; Chowdhury et. al 2002; Government of Bangladesh, 1990). However, three years the literacy rate for the rural adult population 15 years and over is 38.8% (Education Watch 2005).

Table 1 : Literacy rate by age and sex

Age	Sex			Difference (Female-Male)
	Females	Males	Both	
11-14	56.9	55.5	56.2	1.4
15-19	60.8	67.6	63.8	-6.8
20-24	44.0	62.1	51.6	-18.1
25-29	31.4	46.8	38.2	-15.4
30-34	31.1	42.3	36.3	-11.2
35-39	27.6	35.7	31.6	-8.1
40-44	21.0	38.8	30.3	-17.8
45-49	15.9	41-7	28.4	-25.8
50-54	10.3	40.9	17.9	-30.6
55-59	7.3	33.0	20.7	-25.7
60-64	6.7	39.4	23.4	-32.7
65-69	2.5	32.0	19.4	-29.5
70-74	4.6	21.2	14.2	-16.6
75 and above	2.0	25.6	16.1	-23.6

Source: Education Watch National Survey (2002)

Literate rate was highest for the age group 15-19 years, at 63.8 percent, with decreasing rates for the older age-groups. The low level literacy is a barrier to better productivity and earning. This situation suggests the need for an emphasis on the functionality of adult literacy skills development and linking literacy activities with specific efforts to improve socio-economic life, and productivity and earning of people.

The non-governmental development organizations (NGOs) have been running literacy

© 2014 Global Journals Inc. (US)

centres since 1960`. The state also has spent substantial resources in literacy activities in the last two decades. The most prominent public sector literacy program is known as the Total Literacy Movement (TLM) carried out on a large scale in the second half of the last decade (Ahmed, 1999; Hussain, 2000; The Daily Star, 2002). However, non-literate by different levels of literacy skills in gender gap also exists in Bangladesh. Females lagged 12 percentage points behind their male counterparts (35.6 percent vs 47.6 percent (Education Watch 2005; UNIECF, 1992). In the rural areas non-literate rate is 53% females 56.5% and males 48.5%. Urban non-literate females are 34.8% and male's 25.2%. (NABBEIS, 2000) The below Table-2 data reflects different levels of non-literate in terms of reading, writing and numeracy varies.

Table 2 : Literacy rates in rural and urban areas in Bangladesh

Assessment areas	Rural Bangladesh		Urban Bangladesh	
	Females	Males	Females	Males
Reading	41.4	48.3	63.4	72.9
Writing	25.7	34.3	50.6	62.9
Numeracy	24.0	39.8	48.2	66.6
Applications of all	21.2	37.6	45.5	65.0

Source: Education Watch 2002

The Education Watch (2005) findings on literacy do indicate a major national failure-failure in seriousness of effort, in setting priorities right, in applying professionalism to management and decision-making in education, and in lacking a vision and understandings of how literacy and non-formal education programs work (Ahmed, 2002a, 2002b; Nath , 2002). The reason is the very poor quality of mainstream primary education is serious obstacles to better literacy outcomes, since one-third of those who complete primary education still remain illiterate (Education Watch, 2002). Moreover, the formal teaching learning process and non-formal teaching and learning strategies needed to be transformed in order to get better effective knowledge and life skills, and to get better results in Bangladesh (Haq & Haq, 1998).

VI. Literature Review

Adult literacy is a process of developing skills and knowledge and adult people applying these in their life rather than an event that ends with awarding a certificate (Selman & Dampier, 1991). It is an effective literacy involves the integration of speaking, listening and critical thinking with reading and writing (Fenwick, 2006). Adult literacy is part of the process by which illiterate people become aware of their personal situation- and learn to do something about improving it. People who learn to read and to write can play a role in making their world a better place to live. It creates critical thinking among adult learners about their situation and develops consciousness about power, privileges and to challenge them. Moreover the critical adult education can lead to change in the way power is distributed in society (Parlo Freire, cited in UNESCO, 2000; 1997).

According to Draper (1998), Illeris (2002), and Nesbit (2006) adult education context allows organizationally encompassing the three main and enduring traditions of adult education. (1) A set of unyielding social purpose, informed by passion and outrage and rooted in a concern for the less-privileged; (2) A systematic and sustained philosophical and critical analysis that develops the abilities to connect immediately individual experiences with underlying societal structures; and (3) A keen attention to the specific sites, locations, and practices where such purposes and analysis are made real in the lives of people (Freire, 1973, 1972, 1970; Nesbit, 2006). English & Gillen (2000) and Leona English (2006) finds adult learning helps to know issues like power, identity, the subject and discourse and how these issues relate to and plays out in adult education. Scott, S. M. (2006) and Scott et al. (1998) takes adult learning–the concept of transformation and explores its relevance to change at both personal and social levels.

Sawchuk , P. (2006), Becker, G., (1993), and Bouchard, P. (2006) link human capital theory with adult education where he finds the application of human capital theory in adult education could result adult learners to economic and social responsibilities; learners could be able to relate between issues, and work and employment. Moses Coady (1939), pioneer of adult education, in his Book "Master of their own destiny" finds that adult learners enlightened and gained power and act to change their life situations through adult education. For example, the United Farmers of Alberta, Canada and the Saskatchewan Grain Growers Association (SGGA) build an educative democracy (Henson, 1946). Farmers learned democracy by actively participating in meetings where they learn to speak and act confidently. The farm local was a key educative form through lectures, study clubs, speakers, networks, farm newspapers, and the annual convocation. Through these social learning processes, individuals combined their intelligence (Tomkins, 1921). They used the dialogical methods in their just learning

© 2014 Global Journals Inc. (US)

society. Hence adult education is the holistic learning society frame, whose purpose is to foster a more just and self-conscious learning process (Grace, 2006; Selman, 1998; Welton, 2003a).

Burton, W. & Point, G. (2006) narrative about Indigenous education methodology is look, listen and learn. It is context specific and avoids imposing ones will on another. Storytelling is an essential feature of the lifelong learning of adult members of Aboriginal communities. Ceremonies play an essential role in imparting lessons and the further education of specialists (Poonwassie, 2001). Burton, W. & Point, G. (2006) mention that the grassroots activism of the 1960s resulted in community development such as leadership training, and consciousness raising which led to the development of Indian rights organizations-the National Indian Brotherhood.

Lange, E. A. (2006) believes that adult educators should be aware and critical as part of reflective thinking and reasoned inquiry. Through the process of adult learning, marginalized peoples can collectively uncover the power relations and hegemonic ideologies that disguise the true nature of social relations that prevent them from fulfilling their aspirations. GB sixteen decisions campaigns enlightened GB borrowers towards wellbeing life. This enlightened education attempts to resists the deepest levels of oppression and enhances ethical thinking of people (Foucault (1984).

English. L. M. (2006) studies Canadian Association for the Study of Adult Education (CASAE) from 1990 to 2004 and finds that adult education affects adults thinking, views of practice and perspective transformation. It embraces creative responses. Grace, A. P. (2006) believes that critical adult education has predominantly concerned itself with advancing social and cultural forms of education focused on life, learning and work for adults. Moreover, Scott, S. (2006) believes that adult education includes engaging and analyzing adult change in progressive, positive ways. It helps adults to learn critical thinking and develop consciousness skills that can facilitate understanding of what is happening. Lifelong learning was advocated-particularly by UNESCO –as a model that would promote a better society and quality of life and allow people to adapt to and control change (OECD, 1996; UNDP, 1999; UNESCO, 2000; WCEFA, 1990). Hence it can be concluded in general, education and training are still based on raising an individual's competitiveness and human capital, and his/ her capacity for innovation and entrepreneurship. According to Kjell Rubenson and Judith Walker (2006) lifelong learning and new economy made connection between learning and earning.

Adult learning also includes environmental non-formal education. Public environmental education (EAE) is about individual small change, expert knowledge, being with a deficit model-full of challenges (Clover, 2003; Darlene, 2006). Hence UNESCO environmental education includes awareness raising, information sharing, and individual behaviour and attitude change. Here the key is to promote individual actions. GB 4th slogan is campaigning for planting plants and grow vegetables throughout the year that GB borrowers do. GB borrowers are careful about environmental degradation.

VII. Adult Education Programs in Different Countries

After Second World War, many newly independent nations launched mass literacy programmes/campaigns or eradication of illiteracy. One of the most widely publicized mass literacy campaigns was launched in Cuba in January 1961. Fidel Castro declared Cuba to be a:"Territory free from literacy" on December 1961 (Jennings, 1990). The Nicaraguan Literacy Crusade also receives world attention. A total of 80,000 literacy teachers were trained for the campaign (Deneer, 1981). After the Communist takeover of power in China in 1949, a campaign was started to achieve universal literacy. Thus the five countries including the Soviet Union reportedly made drastic reductions in the national illiteracy rate. The most well-known mass adult literacy programmes in the developing world was initiated by Dr. Frank `Laubach, an American missionary working in the Philippines called: Each One Each One," Whereby volunteer tutors each taught an illiterate, who in turn would teach someone else.

The Experiential World Literacy Programme (EWLP), UNESCO launched in 1967 that included adult education, which earlier called fundamental education. EWLP basic idea was to combine literacy and numeracy with a program of education in basic vocational skills directly linked to the occupational needs of participants. This life-oriented literacy program not only concerns with economic, but also on health, nutrition, family planning, and other concerns related to daily living. The Total Literacy Campaign (TLC) in India was launched in 1988, has been undertaken in over 550 districts with a target of making 100 million people literate in a decades in the age group of 15-35 years. Freirean concretization influences can be seen in the Action Aid education projects (Action Aid, 2000) in Bangladesh and other South Asian and African countries named Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT).

VIII. Methodology and Data used

The paper used author`s own personal working experiences with GB and uses GB secondary data and reviews GB literatures. Author's past experience working with different micro-financing Institutions (MFI) programs and the application of the Sixteen Decisions has

© 2014 Global Journals Inc. (US)

influenced writing this paper. This paper enlarges readers about Grameen Bank adult learning strategies, campaigns and knowledge. The study also contains literature review and short history of the adult education programs in different countries.

IX. Discussion of Findings

a) *Grameen Bank Micro-Credit Program and Sixteen Decision Campaign*

Grameen Bank "Sixteen Decisions" is a socio-civic consciousness raising program and GB's group and center formation by-laws have leadership practices built-in. Grameen Bank group based micro credit operation meetings, campaigns, and trainings directly address their poverty issue (Rouf, 2011). Now in GB 97% are women borrowers. Majority women borrowers (75%) are below the poverty line (Yunus, 2008). However, women's economic growth cannot ensure women's free voice, choice and liberation from their male dominated families and communities. Hence GB designed Sixteen Decisions for borrowers for informing them for their wellbeing.

b) *Gameen Bank Sixteen Decisions*

GB's field employees voluntarily discuss different issues and Sixteen Decisions, which are related to GB women borrowers social, economic, cultural, environmental and civic public space exploitation with clients in different venues, including the client's mini meetings, orientation meetings, open house meetings, weekly center meetings and especially in face-to-face informal group training sessions before clients receive their loans. GB has developed women's civic consciousness-raising program through following the Sixteen Decisions by its clients. Although all sixteen decisions are designed and stated in a simple way, few of them have direct tangible messages to create awareness among borrowers about socio-civic and economic issues. For example, among GB's sixteen decisions the 4th, 5th, 7th, 8th, 9th 11th, 12th, 14th, 15th and 16th decisions are directly related to women's private and public space development in the community. Some sixteen decisions principles have intangible social messages that contribute to creating positive spaces for women in their family and public space. For example, the 11th slogan is to initiate dowry-free marriages among borrowers and their children, the 12th slogan is that borrowers shall not inflict any injustice on anyone, neither shall they allow anyone to do so. Among GB's sixteen decisions, the 12th, 14th, 15th and 16th decisions are directly related to women civic rights consciousness-raising and promote a rights-based approach. Although all GB programs are targeted to women's socio-economic development, but its "Sixteen Decisions" campaigns, workshops, and trainings are aimed for their familial and community development. A study conducted by Rouf (2011) shows that 87% GB borrowers able to take decisions by all family members together. Although GB sixteen decisions don't have direct campaign for taking family decisions jointly; however, it is the transformation of GB adult learning outcomes that has resulted family violence reduces among GB families. However, still in some questions exist are all GB borrowers able to be self-critical, challenge status quo, and achieved their full potentials and self-empowerment in the community?

c) *Different Strategies for the Gb Sixteen Decisions Campaign*

In 1984-1999, GB distributed the Sixteen Decisions' flyers to each center and asked borrowers to discuss them in groups in the weekly center meetings and other leisure time. GB field officials participated in the dowry-less marriages if borrowers invited them. Moreover, borrowers showed their center schools, vegetable plots, orchards, sanitary latrines and improved stoves to the GB field staff that they had grown and constructed. Borrowers also made separate savings for their children's education and children's wellbeing. This demonstrated that the different GB workshops, training programs, meetings, discussions and development programs have influenced the socio-economic life of the women borrowers of Grameen Bank.

d) *GB Borrowers Seven-days Workshop*

GB women once attended seven-day workshops and one-day workshops where women borrowers exchanged information, and follow-ups to the different workshops were conducted in 1979-1999. These workshops were conducted at the branches. Here, every participant had the chance to speak their life stories and build confidence, creating an atmosphere of warmth. These discussions were about the realities of women borrowers' lives such as discussions around their past suffering from poverty with children. The Grameen Bank women borrowers seven days workshops gave GB women borrowers new energy, brought out their own creativity, added new life skills knowledge and drove them to improve the male domination status quo (Bashin, 1991).

Usually one female borrower per center participated in the seven-day workshops and one-day workshops. In each workshop, thirty-five GB women borrowers from thirty-five centers would participate. Breakfast and launch were served in the workshop from the Bank. In addition, the bank distributed fruits/timber samplings, vegetable seeds, ORS packets, Alum packets and ideodized salt packets to the participants. Two women program assistants facilitated each workshop. Different posters on women's liberation, women's health, children's health, balanced diets, vegetable production, homestead gardening, backyard poultry, community forestry, and adult literacy were

© 2014 Global Journals Inc. (US)

displayed in the workshop room. In the workshop, GB also demonstrated how to prepare oral saline at their home for diarrhoea prevention, sanitary latrines, safe child delivery, cooking, soil improvement, stoves, solar energy, and biogas plants etc.

Moreover, in the workshops different subject specialists' resource persons came from outside; like medical doctors from public hospitals, educationalists, nutritionists, nursery planners, agriculturalists, livestock officers, fisheries officers, cottage industry officers. They talked about primary health care, women's health, children's heath, child nutrition, child education, livestock vaccination, crop production, and integrated pest management (IPM) in the workshops and deliver lecturers. Moreover, GB high officials like zonal managers, area managers, program officers and branch managers of Grameen Bank also talked in the workshops. Workshop facilitators, GB officials discussed in detail the "themes and benefits of the Sixteen Decisions" to the participants. GB officials explained the effects of dowry, teenage marriage, the benefits of using sanitary latrines, women's unity etc. Workshop participants arranged dowry-less marriages in the workshop and GB praised those who arranged dowry less marriages and discouraged teenage marriage. GB field employees discussed those initiatives in the weekly center meetings too. It is important to note that workshops lectures avoid one way delivering lectures in workshops sessions, rather enhance interactive dialogues that are more effective to workshops' participants.

Illeris, K. (2002) and Welton, M (2003b) find adult learning is the building blocks of human development in the areas of cognition, emotion, and social interaction. In these perspective, although the GB Sixteen Decisions campaigns do not exactly follow the strategies and themes of the western type of consciousness-raising discussions like women experiencing violence from their male partners, sexism, mothering, women housewification, discrimination of gender division of labour, women's subordination, women's abuse and domestic violence, personal is political; however, GB officials discussed the process of women's marginalization, women's exploitation, injustice and oppression process by the elites, money lenders and landlords. GB always gave advice to its borrowers to see their daughters and sons as equals, not to iscriminate on children based on sex, rather to give them all an education. GB advises its clients to instead of spending money on a dowry for their daughter's wedding rather to spend money on her education so that she could become exposed and aware of her different rights, and issues in the family and in the community.

e) GB Follow-up Workshops

Grameen Bank also organized follow-ups to the seven-day workshops where participants share their ideas, skills and knowledge with their center members immediately after the workshops. Moreover, GB women clients conducted one-day picnic gatherings within their neighbourhoods after three months of the workshops where they cook together, eat together, play together, discuss together about their groups, center and identified problems and issues for solving collectively. In this gathering, GB employees also joined and discussed and reviewed the center performances.

f) GB Exchange Visit Program

Paulo Freire in his book Pedagogy of the Oppressed (1970) and Education for Critical Consciousness (1973) uses the term consciousness, understand what one reads and to write, creates and recreates an attitude-a self-transformation producing a stance of intervention in one's context (Freire, 1973, cited in Jennings 1990). The critical consciousness transformation applications can also see through exchange-visit programs of Gramen Bank where center chiefs stayed in other branch centers clients' houses for three days. Then hosted center chiefs stayed in guest center chiefs' houses of the other branch for three days. At the 7th day both women borrowers' and branch mangers sit together and reviewed borrowers' observations and experiences in the review session. Borrowers discussed what they observed and learnt from the exchange visits to other branch centers: women borrowers' loan utilizations and their businesses status, children's education, housing, whether the Sixteen Decisions were followed by the borrowers individually, and collectively in centers, balanced diet preparation, harmonious relationships with the family members, used sanitary latrines, drank pure drinking water, grew and ate vegetables, mentioned center discipline, integrity among center members etc. Through this exchange visit program, GB women borrowers identified each one's positive and negative features of the Sixteen Decisions, their loan performance portfolios and the respective centers' discipline. Women borrowers this physical movements to other centers in other branches, attending different center meetings as guests drove them to develop their psychological development and social mobility in their life by networking among neighbouring branches' women borrowers; it helped them to share, exchange and learn ideas from homogeneous likeminded women borrowers. However, now these excellent programs are closed in GB because of funding and GB field staff overloaded with loans transactions.

g) GB Borrowers Annual Gatherings

Scott, S. M. (2006) identifies individuals intend to learn from events and messages. This theory implication can be found in GB annual gatherings. GB women borrowers' gathered annually (Barsha Purti) and celebrated their business fairs in every branch every year until 1995. In this annual gathering, 1500-3000

© 2014 Global Journals Inc. (US)

borrowers gather together in their locality; chat and interactions each other and sell their products in these gatherings. Children jointly showed their parades, gymnastics, dance, songs and theatre in these occasions. Sometimes, Muhammed Yunus participated and celebrated these annual festivals fairs and children's games along with borrowers. These annual gatherings had an impact on borrowers' lives, and their family members. For example, they feel they are not alone or isolated, rather they assumed they are important people and are united in the community. Moreover, the rural elites saw these events and saw that these people had awakened and were participating in the social-economic life of the community. These annual gathering festivals have multiple impacts in borrowers' leadership development in their private and public life; however, now this program has closed because bank branches need a long time and a large budget to organize such events every year. The field employees find it is now difficult for them to manage time to organize such huge events in addition to their huge loan disbursement and loan collection jobs. A bank worker now deals with 600 borrowers' different types of loan proposals-flexible loans, education loans, and micro-enterprise loans, collect pension schemes money, selection of children for scholarships etc., loan disbursement, loan collection, savings collection, and group training.

h) Grameen Bank Women Borrowers Leadership Skills Development

Moreover, GB's group, center leadership practices built in Grameen Bank peer lending credit program has been trying to develop their leadership development and to empower them to develop their decision making abilities within their families as well as in the public space. Borrowers' understanding of GB's by-law and 16 slogans can help them remove barriers in empowering women against male domination in family spaces and public spaces in the villages. When these barriers are understood by women, it is easier for them to address the issues of women's empowerment and leadership development in private and public spaces. For example, GB borrowers stand against and protest against GB dismantled government policy in Bangladesh in 2013. Now Government of Bangladesh withheld GB dismantle policy.

Through center meetings discussions and interactions among them, GB borrowers become exposed to various issues and are informed about different developmental information, interact with their centre members resulting in the development of a harmonious relationship among centre members and develop social solidarity, integrity, and promote cohesion and women's awareness about their various human rights issues. GB borrowers' weekly meetings have implications to women intra-household power relations, "family partnerships," their cognitive development and adult learning dialogue engagement sensitized them about their deprivation. These adult learning dialogues develop their confidence, reinforce and nurture them to achieve gender equality; however, still patriarchy hurts them, confuses them, and makes them inferior, invisible, disempowered and oppressed women in the family and in the community context. Bangladeshi many scholars realize that patriarchal oppressions are unacceptable and uncomfortable for them (Abdullah, & Zeidenstein, 1982; Jahan, 1995; Mahmud, 2004; Rathgeber, 1990) because husbands, fathers and brothers are controlling their wives, daughters and sisters respectively; women are not free from patriarchal dominance in their society. Although GB borrowers are not challenging patriarchal values and norms where they are living; however, GB sixteen decisions adult learning campaign has created aware them about this issue. As a result, the patriarchal values and norms are melting down as their logical arguments cautions to their mates and community elites.

i) GB Adult Learning is Working for GB Women Borrowers' Financial and Non-Financial Development

GB has initiated several projects for marginalized women's income generation and environmental projects for increasing their self-employment and paid-employment and to raise awareness about various issues that are related to marginalized women in the villages in Bangladesh. GB orients these programs to its borrowers through non-formal adult learning training, discussions and dialogues that mentions earlier in the paper. GB different literatures mention that GB is successful to implement is different schemes like micro-credit, savings mobilization, education loans, housing loans, latrine loans, handloom loans, crop production loans, agricultural projects for irrigation, seed production, seed preservation, distributing vegetable seeds, oral saline (ORS), alum distribution for pure drinking water, crop processing machines, community forestation, fortified yogurt plants for eradication of child malnutrition, eye hospitals, rural pathological clinics, paramedic clinics, livestock development, poultry development, rural children's education center, cell phones, nursing training, rural garments, mini bio-gas plants, home solar system, and improved stove distribution (Todd, 1996). All these tangible material development projects and intangible projects (civic development, leadership development, critical thinking and challenge status quo), ideas disseminate and organized and conducted by face to face workshops, trainings and meetings. GB provides information on public health, nutrition, adult education, women's rights, immunization, vaccination for livestock, integrated pest management (IPM), and homestead gardening for GB borrowers in the centers (Ibid, 1996).

Several NGOs and many international organizations are attempting to address the feminization

© 2014 Global Journals Inc. (US)

of poverty, the dowry issue and to empower women in Bangladesh, but they are working piecemeal and often cancel out each other's efforts. Therefore, NGOs alliance with an inclusive women's collective action awareness empowerment project and campaign needs to be included, which should be an integrated development program that includes income-generation, education, health, agricultural and legal services for poor women at the village level. This is urgently needed because for poor women, their poverty is not just an issue of increasing income, and fulfilling basic needs, but fulfilling their fundamental human rights (Collins, 2006), abolishing dowry, teenage marriage, gender division of labour, sex discrimination, the devaluation of women's domestic chores, and the abuse of women in the family spheres and public spheres still are concern too.

j) Revision of The Sixteen Decisions and Revitalizing The Sixteen Decisions Adult Learning Awareness Campaign

Currently, GB is not organizing Sixteen Decisions awareness campaign workshops to explain the significance of the Sixteen Decisions to women. Now, GB has begun printing the Sixteen Decisions on the backside of the borrowers' loan pass book and borrowers themselves can read these sixteen decisions and possibly reflect on how they might impact the socio-civic-environmental issues they face. The campaign through printed material supply strategy is not enough to raise awareness among the borrowers of the challenges and opportunities they face for socio-economic development for marginalised people (Bhola, 1984). However, GB women borrowers fell free and comfortable to visit GB offices, and to work with GB employees. For example, Majeda, a GB borrower says, "My husband is alive. To do public functions, it requires interactions with males, but religious leaders' are against it and claim that women are breaking Purdah. Society may treat me badly unveiled and I might be unaccepted in my society. However, in GB, we women can retain our purdah because there is a separate restroom for women in grameen bank offices. Moreover GB officials respect us. I don't care village whispering."

GB Sixteen Decisions campaign and its implementation by GB women borrowers follows the Sustainable Development Approach too because GB women borrowers not only encompasses income-generation, and bring money in their family but the "Sixteen Decisions" campaign is also a process that incorporates people-centered development (Joan, 2006; Korten, 2006; and Sen 1995) where massive women have participated in this "Sixteen Decisions" campaign for their socio-economic and cultural development. Moreover, GB adult learning different principles and slogans are socially, environmentally and economically sound, follow sustainable business practices and promote stewardship of the local social economy.

GB borrowers are gradually moving to make their space in all local councils, regional councils, and national councils; and participate in the public decision making processes. Elites people now counts them, sit them in elites meeting, or any other public occasions and events. Previously these disadvantaged people were used to work as labors in elite' lands, houses now they become their colleagues in the councils. For example, in 2008, there were 79 Grameen Bank women borrowers running for Upzilla vice-chairmen for the first time in Bangladesh. In each of the constituencies of the Upzilla vice-chairmen, there are 250-300 Grameen Bank centres. These GB borrower candidates visit the centres and campaign and borrowers also campaign for them. This networking process helped these 79 women vice-chairmen win the elections (25% of the total seats) and they are now representing marginalized women. This statistics indicate that gender changes are happening as women are becoming successful in representing their family and holding public offices in patriarchal Bangladesh. Although many borrowers are not yet formal councillors, they are nevertheless invited by their respective formal elites or informal village elites to attend the hearing committee meetings. Now, if village elites make an unjust decision against marginalized women, the Grameen Bank borrowers who participate in the meeting protest against the injustice or suggest an alternative solution. For example, Sophina says:

> " If I am not present in my community hearing committee, the Union Parishad member (Councillors) shall wait until I arrive before making the decision."

k) GB Women Borrowers' Opinion of Their Engagement in Community Activities

In this regards a research report (Rouf, 2011) finds that two-thirds of participants' say that they like to participate in community activities. Borrowers' regular visit to Grameen Bank office, center schools, attending workshops enhances their public space development. For example, Halima, borrower of GB says:

> "By joining in GB, my mind has opened, my intelligence, experience and ability to speak to different people has also increased. I distribute relief and senior's allowances to my neighbours. Moreover, I have developed my family decision-making skills."

GB borrowers have also determined for their second generation education. They do not want their daughters to suffer from illiteracy Hence GB women borrowers encourage their daughters and sons to pursue higher education. For example, one GB borrower Shajeda says:

> "I sent my first son to Cyprus and I shall send my second son abroad for studying higher education".

This is implication of 5th slogan of the sixteen decisions.

© 2014 Global Journals Inc. (US)

X. Implication of The Paper

The end product of this paper encourages Grameen Bank women to be able to use the knowledge for the improvement of personal life and citizenry development in their communities. This paper discovers GB non-declared adult learning and its implication to borrowers' social life.

XI. Limitations of The Study

The study measures GB women borrowers' family space and public space development through knowing and following the Sixteen Decisions, but do not measure their economic development and micro-enterprise development that is also significant. Without verification, the researcher recorded participants' self-reported statements during the interview. The paper does not have primary survey data on the impact of GB borrowers in their life. The study only reviews GB sixteen decisions adult learning campaigns and adult women center meetings outcomes.

XII. Validity

This paper has intrinsic validity because it defines and reviews non-formal learning skills from adult educators and adult learners' perspectives and contexts. The paper has external validity too through careful review and analysis of GB adult learning strategies and implementations. The GB sixteen decisions adult education campaign lenses from Freirean literacy through empowering GB borrowers' by GB adult learning different techniques and events (seven days workshops, exchange visits and group training etc.).

XIII. Study Findings and Conclusion

The GB "Sixteen Decisions Awareness Creation and non-formal learning Campaign" through workshops, mini group sessions, and training has been reduced since 1999. Restarting the "Sixteen Decisions Awareness Campaign" with a new approach is important. GB could focus on formalizing and streamlining its non-formal adult learning, which could give way to more sustained adult learning that more effectively responds to the needs of GB borrowers' context and to their family members and also other disadvantaged groups in Bangladesh. GB could provide adult training to its field staff following non-formal learning principles, which could be use more effective ways for adult learning. The GB efforts to adult learning could be looked at by other MFIs/ NGOs and receive lesions from it and apply in their programs whatever applicable in Bangladesh.

The author agrees with Education Watch (2005) flexible way with contextual mass adult literacy education program through involvement of adult learners in development activities, including income generations activities, numeracy and financial literacy, public health education, mother and child health education and other specific skills learning programs are important(Becker, 1993; Bouchard, 2006); Ontario Public Health Association & Frontier College, 1989). GB could develop non-formal learning reading materials and written materials with attractive audio video films, cartons, pictures (visual arts) and technical support tailor to the local conditions and with local cultural expressions could make available to GB borrowers' families and other adult learners in Bangladesh.

As GB borrowers graduate and achieve some of their basic socio-economic and civic issues, Grameen Bank organizes non-formal learning workshops and seminars against male chauvinism and gender discrimination in the family and in the community. This non-formal adult learning strategies exposed GB borrowers to social, economic and ecological issues around them. However, also, it is very important that GB advocate for law enforcement for dowry violence, teen age marriage at both the macro level and grass roots level. The GB credit and non-credit programs can have a more positive impact on Bangladesh, if the Grameen Bank adult learning facilitates and works more on following two-way dialogue style communication adult learning strategies. These actions would develop women's critical thinking development and leadership development so that they may cope with the existing social norms and values in their communities.

References Références Referencias

1. Abdullah, T. A., & Zeidenstein S. A. (1982). Village women of Bangladesh: Prospects for
2. change. Oxford: Pergamon Press.
3. Action Aid (2000). REFLECT Condition Unit Annual Report 2000. London: Action Aid.
4. Ahmed, M. (1999). Literacy and National Education: Overlap and Divergence. In D. Wagner et al (Eds.), Literacy: An International Handbook, Colorado: Westview Press.
5. Ahmed, M. (2002a). Confusion about Literacy: Can it Help Fight poverty? Dhaka; The Daily Star, 28, April 2002.
6. Ahmed M. (2002b). Lifelong learning and the Learning Society. In M. Singh (Ed.), Institutionalizing Lifelong Learning. Hamburg: UNESCO Institute for Education.
7. Ahmed, S. and Hakim, M. A. (2004). Attacking poverty with micro credit. Dhaka: The University Press Ltd.
8. Bangladesh Bureau of Statistics (2001). Population Census 2001. Preliminary Report, Dhaka: Bangladesh Bureau of Statistics.

© 2014 Global Journals Inc. (US)

9. Bashin, K. (1991). Participatory development demands participatory training. Convergence, 24 (4), 5-15.
10. Becker, G. (1993). Human Capital, Chicago: The University of Chicago press.
11. Bhola, H.S. (1984). Campaigning for Literacy. Paris: UNESCO.
12. Bouchard, P. (2006). Human Capital and the knowledge economy. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
13. Brigham, S. M., & Gouthro, P. A. (2006). Cross-cultural Teaching and Research in Adult Education. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
14. Burton, W. & Point, G. (2006). Histories of Aboriginal Adult Education in Canada. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
15. Chowdhury, A., R., Nath, S. R., & Chowdhury, R. K. (2002). Enrolment at Primary Level; Gender Differences Disappears in Bangladesh. International Journal of Educational Development, 22: 191-203.
16. Clover, D. E. (2003). Environmental adult education: Critique and creativity in a globalizing world. In H. L. Hill and D.E. Clover (Eds.), Environmental adult education: Ecological learning., theory, and practice for socioenvironmental Change (pp. 5-16). San Francisco: Jossey-Bass.
17. Coady, M. (1939). Masters of their own destiny. New York: Harper and Row.
18. Collins, M. (2006). the critical Legacy: Adult education against the claims of capital. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
19. Darlene, E. C. (2006). Environmental Adult Education in Canada. In Contexts of adult education: Canadian Perspectives. Eds. Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
20. Deneer J. T. (1981). The Nicaraguan Literacy Crusade. Journal of Reading. 25: 118-25.
21. Draper, J. (1998). Introduction to the Canadian Chronology. Canadian Journal for Studies in Adult Education/RCEEA, 12(2), 33-43.
22. Education Watch (2005). Literacy in Bangladesh-Need for a New Vision. Dhaka: Campaign for Popular Education.
23. Education Watch (2002). Literacy in Bangladesh-Need for a New Vision. Dhaka: Campaign for Popular Education.
24. English, L. M., & Gillen, M. A. (2000). A postmodern approach to adult religious education. In A. I. Wilson and E. Hayes (Eds.), Handbook of adult and continuing education (pp. 523-538). San Francisco: Jessey-Bass.
25. English, L. M. (2006). Postfoundationalism. In Contexts of adult education: Canadian Perspectives (Eds). Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
26. Fenwick, T. J. (2006). Work, learning and adult education in Canada. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
27. Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury Press.
28. Freire, P. (1972). Pedagogy of Oppressed. Harmondsworth: Penguin.
29. Freire, P. (1973). Education for Critical Consciousness. London: Sheed and Ward.
30. Foucault, M. (1984). "What is enlightenment" In P. Rabinow (Ed.), The Foucault reader (C. Porter, Trans.; pp.32-50). New York: Pantheon Books.
31. Government of Bangladesh (1990). The Education (compulsory) Act, 1990. Bangladesh Gazette. Vol. 5, Additional Issue, 13 February 1990. Dhaka: Government of Bangladesh 9in Bangla).
32. Grace, A. P. (2006). Critical Adult Education: Engaging the social in theory and practice. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer, (2006). Toronto: Thompson Educational Publishing, Inc.
33. Haq, M. & Haq, K. (1998). Human Development in South Asia 1998. Karachi: Oxford University Press.
34. Hussain, S. (2000). Total Literacy Movement (TLM): Learning through Experience. : Proshikhyan 8(2): 1-10.
35. Henry, S. (2006). How MFI's and their clients can have a positive impact on the environment. Good practices in business development services: how do we enhance entrepreneurial skills in MFIs clients? Paper presented at the Micro Credit Summit Halifax held in November 2006. Toronto: Alterna Savings.
36. Henson, G. (1946). Provincial support of adult education in Nova Scotia: A report by Guy Henson. Halifax, NS: King's Printer.
37. Illeris, K. (2002). The three dimensions of learning: Contemporary learning theory in the tension field between the cognitive, the emotional, and the social. Frederiksberg, Denmark: Roskilde University Press.
38. Jahan,R.(1995). The elusive agenda: Mainstreaming women in development. Dhaka: The University Press Ltd.

© 2014 Global Journals Inc. (US)

39. Jennings, J. (1990). Adult Literacy: Master or Servant? Dhaka: University Press Limited.
40. Joan, H et al. (2006). How MFI's and their clients can have a positive impact on the environment. Paper presented in the Micro-credit Summit Campaign. Halifax
41. Jung, C. (1954). The development of personality (R. F.C.Hull, Trans.), Princeton, NJ: Princeton University Press.
42. Korten, D. (2006). The great turning from empire to earth community. Connecticut: Kumarian Press Inc.
43. Lange, E. ,A. (2006). Challenging Social Philosophobia. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
44. Mahmud, S. (2004). Microcredit and women's empowerment in Bangladesh. In S. Ahmed & S. Hakim (Eds.), Attacking poverty with microcredit (pp. 148-153). Dhaka: The University Press Limited.
45. NABBEIS. (2000). Bangladesh Education Statistics (at a glance) 2000. Dhaka: Bangladesh Bureau of Educational Information and Statistics (BANBEIS).
46. Nath, S. R. (2002). Education Watch 2002; Literacy Situation in Bangladesh; Instruction Manual for Interviewers (in Bangla). Dhaka: BRAC Research and valuation Division.
47. Nath, S. R. & Chouwdhury, A. R (Eds.) 2001). A Question of Quality-State of Primary Education in Bangladesh. Volume 11 Achievement of Competencies. Dhaka: Campaign for Popular Education and University Press Limited.
48. Nesbit, T. (2006). Introduction. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (20060. Toronto: Thompson Educational Publishing, Inc. Pp. 13-22.
49. Ontario Public Health Association & Frontier College (1989). Literacy and Health Project,Phase one: Making the world healthier and safer for people who can't read. Toronto: Ontario Public Health Association, Frontier College.
50. OECD. (1996). Lifelong Learning for All. Meeting of the education committee at ministerial level, 16-17 January 1996. Paris: Organization for Economic Cooperation and Development.
51. Poonwassie, D. (2001). Parental involvements as adult education: A microstrategy for change. In K. Binda and S. Calliou (Eds.) Aboriginal education in Canada: A study in decolonization (pp. 155-165). Mississauga, ON. Canadian Educators' Press.
52. Rathgeber, E. (1990). WID, WAD, GAD: Trends in research and practice. Journal of Developing Areas, 24(4), 489-502.
53. Rouf, K. A. (2011). Grameen Bank women borrowers familial and community relationships development in patriarchal Bangladesh. International Journal of Research Studies in Psychology. Vol.1 (1), 17-26.
54. Rubenson, K., & Walker, J. (2006). The political economy of Adult Learning in Canada. In Contexts of adult education: Canadian Perspectives (Eds). Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc. Pp. 173-186.
55. Scott, S. M., Spencer, B. and Thomas A. M. (Eds.). (1998). Learning for life: Canadian readings in adult education. Toronto, ON: Thompson Educational.
56. Scott, S. M. (2006). A way of Seeing: Transformation for a New Century. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
57. Sawchuk, P. (2006). Frameworks for Synthesis of the field of adult learning theory. In Contexts of adult education: Canadian Perspectives (Eds.), Tara Fenwick, Tom Nesbit, Bruce Spencer. (2006). Toronto: Thompson Educational Publishing, Inc.
58. Selman, G. (1998). The foundation of adult education in Canada. (2nd ed.). Toronto, ON: Thompson Educational Publishing, Inc.
59. Selman, G. and Dampier, P. (1991). The foundations of adult education in Canada. Toronto, ON: Thompson Educational Publishing, Inc.
60. Sen, A. et al. (1995). India: Economic Development and Social Opportunity, Delhi, Oxford University Press.
61. The Daily Star. (2002). Special Supplement Education for All Week. The Daily Star, Dhaka, April 22, 2002.
62. Todd, H. (1996). Women at the centre: Grameen Bank borrowers after one decades. Dhaka The University Press limited.
63. Tomkins, J. (1921). Knowledge for the people. Antigonish, NS: St. Francis Xavier University.
64. UNDP. (1999). Human Development Report. New York: Oxford University Press.
65. UNESCO. (2000). The Dakar Framework of Action. Paris UNESCO.
66. UNESCO. (1997). Final Report of Fifth International Conference on Adult Education. Paris: UNESCO.
67. UNICEF. (1992).Assessment of Basic Competencies of Children in Bangladesh: A status Report. Dhaka: UNICEF.
68. WCEFA. (1990). World Conference on Education for All Meeting Learning Needs. Jomtien, Paris: UNESCO.
69. Welton, M. (2003a). De-coding Coady: Masters of their own destiny under critical scrutiny. Studies in Continuing Education, 25 (1), 75-93.
70. Welton, M. (Ed.) (2003b). In defence of the life world: Critical perspectives on adult learning. Albany:State University of New York.

© 2014 Global Journals Inc. (US)

71. Welton, M. R. (1995). The critical turn in adult education theory. In defence of the life world: Critical perspectives on adult learning (Ed.), Welton, M. R. (pp.11-38). New York: State University of New York.
72. Yunus, M. (2008). Creating a World without Poverty. Dhaka: Subarna Publications Ltd.

© 2014 Global Journals Inc. (US)

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Swami Vivekananda: A Management Guru

By Dr. Sribas Goswami
Serampore College, West Bengal, India

Abstract- The Indian tradition provides a very rich of concepts and ideas in the domain of personality development. These ideas have been presented elaborately in the Vedas and Upanishads which are the richest sources of understanding personality development in ancient Indian thought. The issues of self, soul, human nature, human existence, and human experience in terms of what they are, what they mean, how they are determined, their manifestation in the human being and their role in mediating personality development from the core themes around which personality development can understand according to the ancient philosophical tradition. Swami Vivekananda's concept of development of personality is very much influenced by this philosophical notion. Vivekananda believes that evolution in human personality during recorded time has been social rather than biological; it has proceeded not by heritable variations in the species, but mostly by social, intellectual and moral innovation transmitted to individuals and generations by imitation, custom or education. This paper focuses on the Swami Vivekananda's orientation towards the concept building of modern management.

Keywords: *management, personality, value, strength, leadership.*
GJMBR-G Classification : *FOR Code: 220399, 229999*



Strictly as per the compliance and regulations of:

© 2014. Dr. Sribas Goswami. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Swami Vivekananda: A Management Guru

Dr. Sribas Goswami

> "Take up one idea. Make that one idea your life - think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success." —Swami Vivekananda

Abstract- **The Indian tradition provides a very rich of concepts and ideas in the domain of personality development. These ideas have been presented elaborately in the Vedas and Upanishads which are the richest sources of understanding personality development in ancient Indian thought. The issues of self, soul, human nature, human existence, and human experience in terms of what they are, what they mean, how they are determined, their manifestation in the human being and their role in mediating personality development from the core themes around which personality development can understand according to the ancient philosophical tradition. Swami Vivekananda's concept of development of personality is very much influenced by this philosophical notion. Vivekananda believes that evolution in human personality during recorded time has been social rather than biological; it has proceeded not by heritable variations in the species, but mostly by social, intellectual and moral innovation transmitted to individuals and generations by imitation, custom or education. This paper focuses on the Swami Vivekananda's orientation towards the concept building of modern management.**

Keywords: management, personality, value, strength, leadership.

I. Introduction

Think of some great leaders in the history. What is common in them? It is their charismatic personality which is influencing generations. What is personality? It is not physical appearance or strength. It is not brain power or intellectual capacity. According to Swamiji, personality is deeper than that. Personality is related to will power, soul or atma of human being. There are lots of personality development courses today. Behavioral science is an important area of discussion in modern times. We read lot of books on this subject written by western management gurus. Can you believe that Swami Vivekananda wrote on personality development 100 years ago? Management gurus and researchers should understand the approach of Vivekananda. Today, I would like to share some of my learning from Vivekananda on personality development and his management capacity.

Supreme value of youth period is incalculable and indescribable. Youth life is the most precious life. Youth is the best time. The way in which you utilize this period will decide the nature of coming years that lie ahead of you. Your happiness, your success, your honor and your good name all depend upon the way in which you live now, in this present period. This wonderful period of the first state of your life is related to you as the soft wet clay in the hands of the potter. Skillfully the potter gives it the right and correct shapes and forms, which he intends to give. Even so, you can wisely mould your life, your character, your physical health and strength, in short your entire nature in any way in which you make up your mind to do. And you must do this now.

Swami ji tells us that it is easy to understand body and brain. But the soul or atma is deeper one and also finer one.This is the root of everything in human being. Controlling this root is important to control everything. He who knows and controls his own mind knows the secret of every mind. Vivekananda says that the body and brain are temporary. Souls are immortal. Swamiji says that everybody is searching for God and divinity outside. But divinity resides in every soul.If we understand this spirit there will be harmony around us.

While speaking about personality Swami Vivekananda has emphasized on physical, mental and spiritual personality. He said, "Be strong my friends, you will be nearer to heaven through football than through the study of the Bhagavad Gita." This should not be miss-understood that he was against the studying of any religious scripture.

To develop our personality, we need to learn from both happiness and pain. Sometimes we learn more from pain. Man's character is the collective expression of past experiences. These experiences result in habits. Swami ji says that we need to have vairagya to change our habits to develop a better character. Swami ji also teaches us how to control our negative emotions.

But he was against the nature of so-called religious practitioners. He was against the nature of people, who sleeping in lethargy under the name of satvik (pious and balanced) nature and wearing the garb of religion proclaim themselves as the sole defenders of dharma. In another place he said, "Strength is life and weakness is death. Strength is felicity and immortal; weakness is constant strain and misery." The strength which Swamiji was expecting is physical, mental and spiritual.

Speaking about mental personality Swami Vivekananda strongly emphasized on mental freedom.

Author: Assistant Professor in Sociology, Serampore College, Dist-Hooghly, West Bengal, India. e-mail: sribasgoswami@gmail.com

© 2014 Global Journals Inc. (US)

This simply means everybody has to strive hard to gain mastery over mind and better the power of concentration. Further he added that difference between animal and man is the difference in their power of concentration of mind. Along with concentration of mind, will power is another important facet of mental personality. The remedy to destroy weakness of anything is not by brooding over it but by thinking of strength and through positive and constructive activities. The effort for creating our personality has to continue for a long time without any lethargy or frustration. It is like avoiding any stain on a brass vessel otherwise one has to clean it every day. Or if we want to dig a well and get water, then we have to dig at one place constantly and deeply and not by shallow digging at several places.

Each soul is potentially divine. The goal is to manifest this divinity within by controlling nature, external and internal. Do this either by work or workshop or psychic control or philosophy - by one or more or all of these - and be free. This is the whole of religion. Doctrines and dogmas, rituals, books, temples or forms are but secondary details. It is not confined to any form of god or different styles of prayer and it is not the rules and regulations written in religious holy books. But these are means to unfold our spiritual personality and not the goal in itself. The spirituality means manifestation of the potential divinity within us by work (karma yoga) or worship (bhaktiyoga) or philosophy (gyana yoga) or psychic control (raja yoga). The characteristic of this manifestation is the mastery over the inner and external personality and the result of it is total freedom.

This is what Swami Vivekananda, the patriotic and revolutionary monk of India envisaged in the human personality. He inspired and motivated hundreds and thousands of young minds in India before independence and still his thoughts are not reduced in their intensity even by an ounce to attract people from all over India and from rest of the world.

II. Swami Vivekananda: Leadership And Organization Building

This incident took place in 1895. The place was London. Swami Vivekananda was to give a public lecture and he had come to London with Swami Saradananda. When it was time to stand up and speak, Swami Vivekananda suddenly announced that Swami Saradananda would deliver the speech instead of him. Though taken by surprise, Saradananda did an excellent job that day, and thereafter too. Swami Vivekananda had realized that all Saradananda needed was a little push to bolster his self-confidence. This incident in isolation may not say much, but we need to see it from the perspective of the leadership and management style of Swami Vivekananda.

Swami ji was not only an inspirational leader, but was also a very pragmatic one. He not only believed in'Servant-based Leadership' but constantly endeavored to empower all those around him. In dealing with his brother-disciples and followers, he evoked what is today popularly known in the management world as the 'Pygmalion Effect'. Management expert J. Sterling Livingston describes it as the effect of enabling subordinates to excel in response to the leader's expectation of them. Swami Vivekananda had a high expectation of his followers and he communicated that to them clearly, thus eliciting a high level of performance. Leaders empower their followers by believing in them, and they rise to greatness as a result. The leaders make themselves larger by enlarging others. The leader constantly aims at moving people around him from dependence to independence to the state of inter-dependence. Swami Vivekananda had chosen 'empower and facilitate' philosophy over 'command and control' long before modern management realized its potential. Trust plays an important part in the process. If the leader does not trust his followers, he will use control instead of empowerment. Swami Vivekananda while exhorting his disciples to the highest levels of work had the fullest trust in them and their abilities. His urge to motivate people around him to aspire for higher levels of performance can be seen from this letter of his to his direct disciple Swami Shuddhananda in 1897. He writes, "…Lastly, you must remember I expect more from my children than from my brethren (his brother disciples). I want each one of my children to be a hundred times greater than i could ever be. Every one of you must be a giant – must, this is my word. Obedience, readiness, and love for the cause – if you have these three, nothing can hold you back."

This also shows Swamiji's interpersonal skills and the ability to motivate and develop people. One can even say that Swamiji's call, "Arise, Awake and stop not till the goal is reached" was nothing but an attempt to empower people en-masse. J Carla Nortcutt had once said, "The goal of many leaders is to get people to think more highly of the leader. The goal of a great leader is to help people to think more highly of themselves." This is perhaps the best description of Swami Vivekananda, the greatest leader of our times.

Swami Vivekananda as a leader also needs to be measured and assessed from the point of view of these criteria. He not only created an extraordinary institution for growth of spirituality but also made sure that the welfare of the people would be the centerpiece of the organization's work. This is clearly evident in the motto that he gave the Ramakrishna Mission and Ramakrishna Math – 'Athmano Mokshartham, Jagath Hithayacha' - where the realization of the personal self had to go hand in hand with the betterment of humanity.

Swami Vivekananda as the founder of the organization had to create the larger vision and constantly work towards building not just the

© 2014 Global Journals Inc. (US)

organizational processes but also the people to man these organizations. He had to lay down the rules, set value systems and ensure that it was well communicated to his colleagues and team mates. He had to inspire people to not just take on the vows of poverty and chastity but also engage themselves in meaningful social work. He was the trainer, visionary, organizational behavior expert and the charismatic inspirer of men – all rolled in one. One also needs to understand that a leader's work cannot be measured merely from his immediate contributions. Much of the good work that he has done will be evident years later. The Institution that Swamiji has left behind is proof of the extraordinary leadership that he gave it during the years of its inception and infancy. John Maxwell, a Christian pastor and leadership expert writes, "If you develop yourself, you can experience personal success. If you develop a team, your organization can experience growth. If you develop leaders, your organization can achieve explosive growth." The fact that the Ramakrishna Math & Mission achieved explosive growth long after Swamiji's death is testimony to the fact that Swami Vivekananda helped create great leaders too.

Swami ji was conscious of not making the organization too dependent on him or becoming 'Vivekananda Centric'. He never lost sight of the 'work at the center' which was of far greater importance than either himself of his image. He never assumed any formal office for himself and made sure that from the inception, there were others to take on the mantle and lead the organization. His primary role was to mentor, guide and train these leaders. The Ramakrishna Mission is respected for the work that it does not just in India, but all over the world. They spend close to Rs 2 billion in various welfare activities and communities, governments and donors have immense trust and faith in their transparency and fiscal responsibility. Swami Vivekananda undoubtedly has left behind an enormously positive legacy – not just an organization that any nation can be proud of, but also successive generations of positively charged up young people who share and believe in his vision and message. His loudest and greatest legacy is the millions of inspired people who dream of building a better nation and a better world.

III. Learning from Adversity :Lesson For Modern Management

Swami Vivekananda often related the experiences of his time and Swami Sharadananda recalls him saying once, "Even before the period of mourning was over; I had to go about in search of a job. Starving and barefooted, I wandered from office to office under the scorching midday sun with an application in hand, one or two intimate friends who sympathized with me in misfortunes accompanying me sometimes. But everywhere the door was slammed on my face. This first contact with the reality of life convinced me that unselfish sympathy was a rarity in the world – there was no place in it for the weak, the poor and the destitute." Swamiji's legendary concern for the poor and the downtrodden was born out of these experiences and possibly shaped his thinking and future actions. Studies in modern management have many lessons to learn from him. Many complexities arising out of diverse institutional mechanism can be solved through his approach to the practical life. Only 'get done the job tactfully' is not going to ameliorate our quality of daily management practices in institutions but we need to think vastly through non- material approach with philanthropic ideas as narrated by Swamiji.

IV. Vivekananda's View on Globalization

It is commonly understood that globalization is related to a process of doing certain things according to universal standards. This process can be expanded into various areas, provided each of them is exposed at the global level, and can be considered as an open-border relationship of accepting the so-called universal standard of modernity which, sometimes, contradicts elements of indigenous cultures. In another respect, globalization is connected with the interdependence of nations in the fields of commerce, investment, communications, and ideas. Looking at the above definition, such things in fact already emerged hundreds of years ago. It is likely that the word globalization has been introduced with the aim of promoting global culture so as to replace the local, now regarded as obsolete. Whatever it is, it seems that globalization has been a subject of the utmost effort at conceptual redefinition by intellectuals and scholars. Previously, the words that had connoted globalization were more likely to be related with ideas of internationalization or universalism, depending on what it was that people wanted to disseminate across cultural and sociological frontiers. The views of the Indian philosophers, for instance, were widely circulated long before the emergence of scientific progress as we know it today. Without the use of modern communications, their philosophical ideas reached every single mind in the domain of intellectualism. It is quite interesting to note that the roots of globalization, as it took place in the past, were not simply related to commercial exchanges between people from different regions but also expanded into inter-cultural connections. In India it is no exception. The process of acculturation is fast increasing and caused a rapid social change in Indian traditional culture with hidden possibility of a fresh culture in international standard.

However, not all human beings have an equal capacity to come up with great ideas that are demonstrated on a global scale, and it is a part of the

© 2014 Global Journals Inc. (US)

rule of nature that they have been granted different intellectual capacities. Whatever the outcome of intellectualism, it will be of no avail unless it is disseminated to others. In view of this, globalization touches on the fundamental issue of promoted ideas, the results of advancing knowledge. Sociological experts maintain that human beings cannot perpetuate their lives if they isolate themselves. In this sense, intellectual interaction in socio-political, economic, military, medical, mathematic/geometric, artistic, and aesthetic fields, even in the metaphysical, could be seen as a process of globalization. Hence, the subject under discussion is related generally to the interaction between people of the Earth across vast distances.

Modernization in Indian tradition through globalization is a very vast process. The recent trends show that with the help of IT sector Indian culture is getting mixed with the global culture. Specifically our country is identified with our culture, philosophical thought, and spiritualism. These are the characteristics of India. But a common discourse says that in this country globalization process has crept slowly in Indian social system weakening the essence of our culture which may also hurt our ethnocentric sentiment.

Globalization is a process which trend to pervade every strata of the society. It will as if engulf the Indian society having its cultural base on deep rooted spiritualism where morality rather than legality seems to play an important role.

Indian society with its traditional values doesn't want to permit their young children to dance in the night club or drink in a bar. Society does not permit in living to gather system of west instead of marriage in our society. The process of globalization seems to threat the basic value of our society. Boys and girls of metropolis are developing habit of western societies. On the other hand caste system is as if on the verge of collapse. Now the people are recognized in terms of their profession. Inter caste marriage has dangerously shaken the root of caste system – the social fabric of Indian society. Out of such process of globalization a new pattern of society is gradually emerging. The process is very slow but steady. Young people of our country are coming in contact with western society having its base on materialism with sophisticated technology in which people enjoy the society more vigorously. Indian society needs that. The society is awakening from the deepest slumber. The wave of globalization appears to destroy the social inertia of Indian society. The fruit gets decomposed and out of this rotten substance there will grow a tiny plant. And this tiny plant with tremendous vigor will grow a huge plant. In the same way all the rubbish elements of Indian society will go at the impact of globalization and a new social force will emerge whose root will be on moral values and the branches will have spirit of materialism. There will be constant social interaction between the east and west. East society will get the benefit of technological development where as western society already rich with material culture, crying need of which is peace of society and mind will get such qualities from India. This way the omnivorous process of globalization through acculturation will bring about balance state in the global society.

Therefore the process of globalization should not be considered as a process of conflict or contradiction but it should be thought of as a process mutual acceptance- a process which will enrich the best attributes of all societies. Swami Vivekananda wanted to see the globe through vigor of industrialization, urbanization and material development of west and spiritualism and humanity of east so that a complete human civilization can be grown up across the world.

References Références Referencias

1. Avinasha lingam, T.S. 1974. "Educational philosophy of Swami Vivekananda". 3rd ed. Coimbatore, Sri Ramakrishna Mission Vidyalaya.
2. Burke, M.L. 1984. "Swami Vivekananda in the West: new discoveries", 6 vols. Calcutta: Advaita Ashrama.
3. Dhar,S.1975. "A comprehensive biography of Swami Vivekananda". 2 vols. Madras: Vivekananda Prakashan Kendra.
4. Dutta, B.N. Vivekananda: 1954. "Patriot-Prophet". Calcutta: Nababharat Publishers p. 335.
5. Ganguly, Manmohan. 1907. "Swami Vivekananda: A Study. Calcutta": Contemporary Publishers.. p.27
6. Ganbhirananda, Swami. 1960. "The Life of Swami Vivekananda". Calcutta: Advaita Ashram, vol. II, p. 790.
7. Gnatuk-Danil'chuk, A.P. 1986. "Tolstoy and Vivekananda. Calcutta" .The Ramakrishna Mission Institute of Culture.
8. His Eastern and Western Admirers. 1983. "Reminiscences of Swami Vivekananda". 3rd ed. Calcutta: Advaita Ashrama.
9. His Eastern and Western Disciples. 1989. "The life of Swami Vivekananda". 2 vols. 6th ed. Calcutta: Advaita Ashrama.
10. Shankar, Tarini. 1963. "Patriot-Saint Vivekananda". Allahabad: R.K. Mission.
11. Vivekananda. 1970. Caste, Culture and Socialism. Calcutta: Advaita Ashrama, p-4.
12. Vivekananda. 1970. Caste, Culture and Socialism. Calcutta: Advaita Ashrama, p. 10.
13. Vivekananda. The Complete Works. Vol. III.
14. Vivekananda. The Complete Works. Vol. II.

© 2014 Global Journals Inc. (US)

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Seasonal and Diurnal Variability of Albedo and Soil Moisture over Ranchi

By Roshan Kumar & Smita Dey
Ranchi University, India

Abstract- Land surface shortwave albedo plays a central role in global and regional climate modeling. Remote sensing of surface properties and estimation of clear sky and surface albedo generally assumes that the albedo depends only on the solar zenith angle, which is verified as surface albedo decreases with increase of solar elevation angle (SAE), when SAE is greater than (value of angle=45deg.) it becomes constant. Fluctuations of soil moisture result in large variation in outgoing energy fluxes, and thus significant variation in near surface relative humidity and temperature. In this study analysis of radiation and other weather data collected from January 2009 to December 2009 at Ranchi in Jharkhand (85˚30'E, 23˚45'N,elev 652.272) are used to examines the diurnal and seasonal soil moisture variations with surface albedo and their relationship with soil moisture. The diurnal and seasonal soil moisture's effect from rainfall is also discussed. From the analysis of monthly data indicate that surface albedo has inverse relation with soil moisture content.

Keywords: *surface albedo, solar elevation angle, soil moisture.*

GJMBR-G Classification : *FOR Code: 961499, JEL Code: Q54*



Strictly as per the compliance and regulations of:

© 2014. Roshan Kumar & Smita Dey. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Seasonal and Diurnal Variability of Albedo and Soil Moisture over Ranchi

Roshan Kumar [α] & Smita Dey [σ]

Abstract- Land surface shortwave albedo plays a central role in global and regional climate modeling. Remote sensing of surface properties and estimation of clear sky and surface albedo generally assumes that the albedo depends only on the solar zenith angle, which is verified as surface albedo decreases with increase of solar elevation angle (SAE), when SAE is greater than (value of angle=45deg.) it becomes constant. Fluctuations of soil moisture result in large variation in outgoing energy fluxes, and thus significant variation in near surface relative humidity and temperature. In this study analysis of radiation and other weather data collected from January 2009 to December 2009 at Ranchi in Jharkhand (85˚30'E, 23˚45'N,elev 652.272) are used to examines the diurnal and seasonal soil moisture variations with surface albedo and their relationship with soil moisture. The diurnal and seasonal soil moisture's effect from rainfall is also discussed. From the analysis of monthly data indicate that surface albedo has inverse relation with soil moisture content.

Keywords: surface albedo, solar elevation angle, soil moisture.

I. Introduction

Over recent years an increase amount of attention has been paid by the atmospheric climate research community to the role of land-atmospheric interactions in influencing, and being influenced by, the atmospheric structure on large scale. On these issues there are a number of national and international programs devoted. One topic which has been incorporated into these activities is the desire to come to a more comprehensive understanding of the role of surface albedo ,soil moisture ,soil thermal parameters, and there relationship in climate. It is an aspect of this general question to which this paper has been directed for Ranchi, Jharkhand, which lies at the extreme eastern end along the monsoon trough. The influence of anomalous soil moisture conditions on the atmosphere has been the subject of research for some time. Namias (1958, 1963) was among the first to address the issue, noting that the seasonal anomalies of soil wetness could have impact on seasonal cycle of the atmosphere. Recently, a number of modeling studies have explicitly examined the influence of anomalies of soil moisture on the atmosphere. Shukla and Mintz(1982) examined the impact on the atmosphere of prescribed constant anomalies of soil wetness. They demonstrated that negative anomalies of soil moisture decreases evaporation rates and increase the surface temperature. In order to regional climatic variation, soil moisture plays an very important role (Elfatih 1998; Douville and Chauvin 2000; Timbal et al 2002; Koster et al 2004; Lakshmi et al 2004; Shi 2009). The soil moisture can greatly affect albedo and evaporation phenomenon. Rao et al.,[2008] found new algorithm, which gives a realistic estimation of soil temperature,which is helpful as the tools for interpretation of the role of heterogeneity in observed diurnal temperature variation. Soil moisture formulate the partition the available energy near land surface into sensible and latent heat exchanges with atmosphere(Wei,1995). low pass-filter soil moisture has long memory (Pielke et al 1999; Wu et al 2002),which result in persistence of climatic anomalies. surface albedo is the fraction of incoming solar radiation reflacted back to the atmosphere and space. It's a basic property of land surface and is a required component of climate and weather forecasting model [e.g,Knorr et al.,2001; Viterbo and Betts, 1999]. By influencing the absorption of solar energy, albedo helps to determine the soil heat fluxes, latent, sensible and consequently thermal and moisture stratification of the atmospheric boundary layer. So it is imperative that the observed spatial and temporal variability in surface albedo be adequately represented in land-atmosphere models. Climate models commonly specify separate albedos for soil. Earlier research, conducted over a limited geographic area, suggested that observed spatial variability in surface albedo can be related to soil types [Tsvetsinskaya et al., 2002a; Zhou et al., 2003a]. The climate response to change in surface albedo has also been a topic of considerable study (e.g., Charney et al. 1977; Dickinson and Henderson-Sellers 1988; Xue and Shukla 1993), McCumber and pielke(1981) performed sesitivity tests(24-h simulations) in which soil albedo was free to vary as a function of surface moisture according to Idso's formation.The numerical experiments of Clark and Arritt [1995], who found that the albedo effect is lower the effect of soil moisture availibility for the simulation of an atmospheric convection event. Idso et al. [1975] showed in a pioneering field that bare soil is a linear function of the water content in top layer (0.2-cm to 10-cm). Such a linear relationship has been implemented in land surface model (LSMs) [Pitman et al., 1991; Arc and Hantel, 1998; Nai et al., 2001; Lawrence and Slingo, 2004; Matsui et al., 2009]. But Idso's work has been challenged by more recent

Authors α σ : Department of Mathematics, Ranchi University, Ranchi. e-mail: smitadey2000@yahoo.com

© 2014 Global Journals Inc. (US)

studied which indicated that, for many soil types, a non-linear exponential relationship is more appropriate to depict the dependence of bare soil albedo on water content [Duke and Guerif, 1998; Liu et al., 2002; Lobell and Asner ,2002;wang et al.,2005; Gascoin et al., 2009a]. Guan et al (2009) studied the seasonal variability in land surface albedo and soil thermal conductivity, diffusivity, soil heat capacity and their relationship with soil moisture. The result shows a typical exponential relationship as surface albedo decreases with increase of soil moisture. In dry season the thermal diffusivity is increases as the power function of soil moisture.Charney (1975) discussed the effect of surface albedo's variation on the Sahara desert by the use of general circulation model. According to him change of albedo is an important factor for the formation of deserts and may be pertinent to drought conditions in Sahel. He postulates biogeophhysical feedback mechanism in which lack of rainfall leading to a lack of vegetation results in a higher surface albedo. The atmosphere due to high surface albedo and positive feedback between land result in the negative effect of moisture flux convergence and rainfall, and desertification(generally in droughts). From Charney's hypothesis for the maintenance of desert,the use of more realistic albedos tends to regions of lower albedo(Cunnington and Rowntree 1986).

In the present study, A time series of continuous measurements (from Jan 2009 to Dec 2009) from the data on soil moisture, soil temperature at different depths, soil heat fluxes (at 2.56 & 5cm), air temperatures, wind speed & directions (at 1,2,4,8,16 & 32 m heights), albedo at 32 m height and all four components of radiations at 2 m height were taken from the Land Surface Atmosphere and Micrometeorological Observational System (LATAMOS) established in the Institute at Ranchi (India), which lies along extreme eastern end of monsoon trough line is used to investigate the diurnal, monthly and seasonal variations of changes in surface albedo , solar elevation angle and soil thermal parameters, and their relationship with soil moisture.

II. Study Site and Available Data

Our study site is Ranchi, Jharkhand (85° 30'E, 23° 45'N,elev 652.272 AMSL), which falls under Chhotanagpur plateau region of eastern (figure1a and 1b). This plateau is not only important for the evolution of monsoon trough extending from Jharkhand region along its extreme eastern end to the Rajasthan region at the western end, but also vulnerable for the thunderstorm activity during pre-monsoon summer season associated with lightning and also influence rainfall associated with lightning and cyclone during the SW monsoon period.

In Ranchi annual soil temperature varies from minimum 1.0°C at surface in winter to maximum 45.0°C during summer season and soil colour varies from grey in summer to radish grey during winter with small green grass cover during monsoon period.

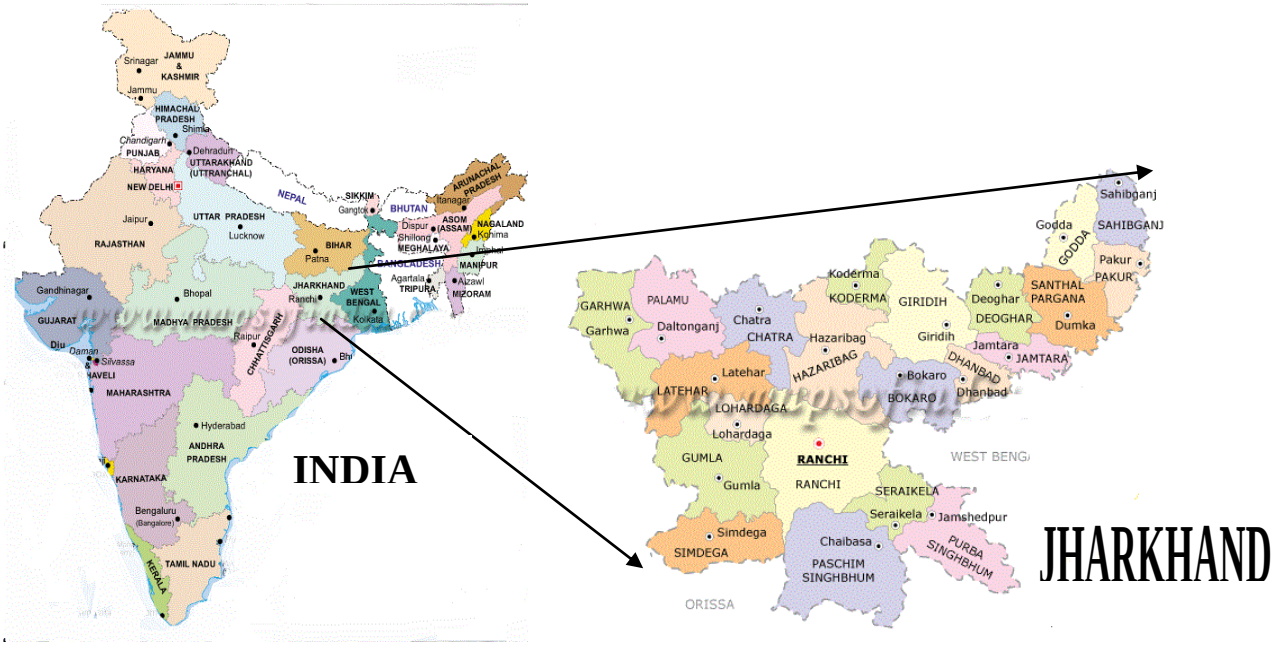


Figure 1 : An overall view of location of the experimental site (85° 30'E, 23° 45'N, elev 652.272m)

© 2014 Global Journals Inc. (US)

a) Relationship of soil moisture and albedo

Land surface albedo (α) can be calculated from the measurements of the shortwave radiation components as follows:

$$\alpha = \frac{\Sigma(S_{out})}{\Sigma(S_{in})} \quad (1)$$

Where the summation of incoming radiation or outgoing radiation was carried out over a specified time period. The parameters which influence surface albedo are based on the soil moisture, soil colour, solar elevation angle, roughness and so on. Solar altitude angle and soil moisture are the two main factors which influence the albedo (Li, 2009). In order to study the influence of soil moisture on the albedo, it is necessary to first examine the influence of Solar elevation angle on the surface albedo. For this, the surface albedo is calculated with Eq. (1) .The Solar elevation angle can be calculated from the longitude and latitude of the site, Julian day, and mean measurement time. In addition sharp peaks in surface albedo are removed. We have taken the soil moisture data corresponding to the albedo data. For a 12 hour observation figure(2), shows that during summer Solar elevation angle is maximum and minimum for winter.

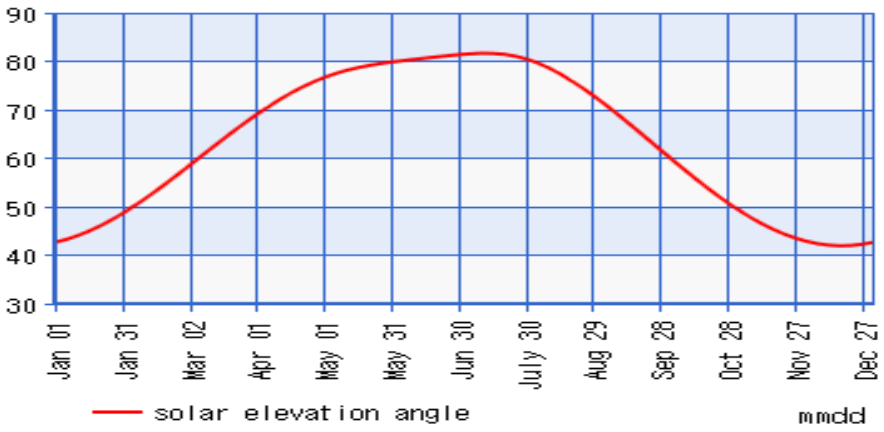


Figure 2 : Variation solar elevation angle with month's (for 12 hour observation)

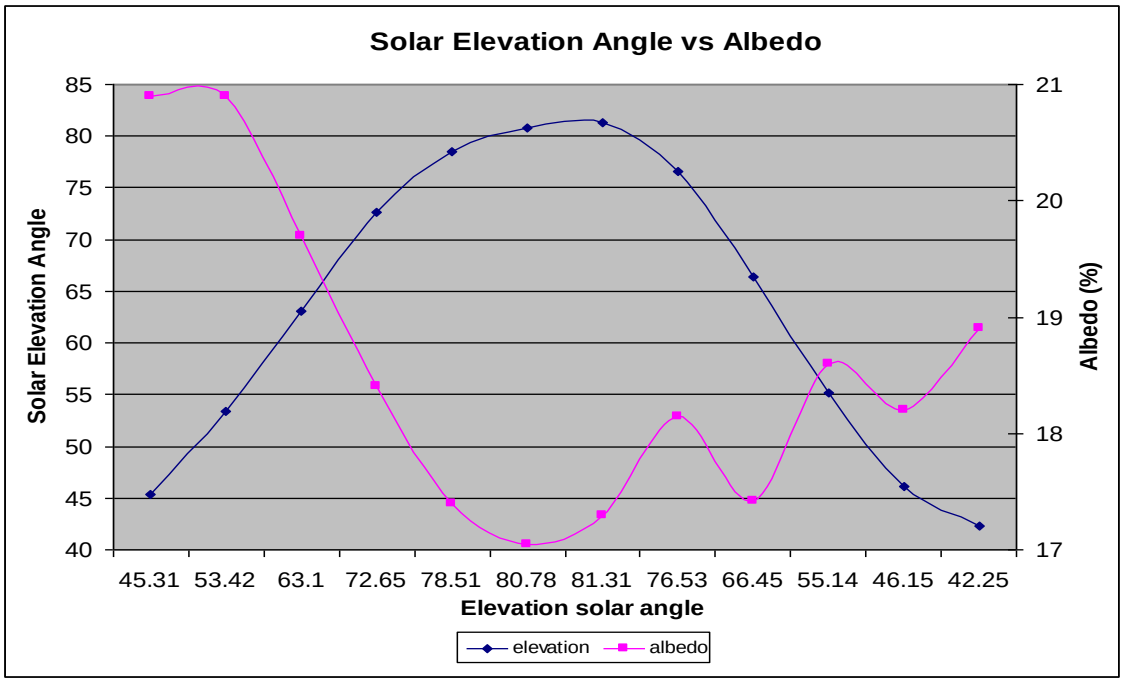


Figure 3 : Influence of Solar elevation angle (12 hour observation) on surface albedo.

From figure (3) We can see that in solar elevation influence of Solar elevation angle on surface albedo is small enough to be omitted when the solar elevation varies from 400 to 810. When solar elevation angle greater than 450, then surface albedo tends to be a constant.. In this experiment daily surface albedo

© 2014 Global Journals Inc. (US)

calculated from solar elevation angle greater than 450 can be used to study its variation with soil moisture. The soil moisture data can also be used to calculated the surface albedo. Daily average surface albedo (α) is given by the Eq (2)

$$\alpha = 0.2106 + 0.1762\, e^{\left(\frac{-ASM_d}{9.321}\right)} \quad (2)$$

Where is the daily average soil moisture at 15 cm. from Eq(2)decreases with increase of

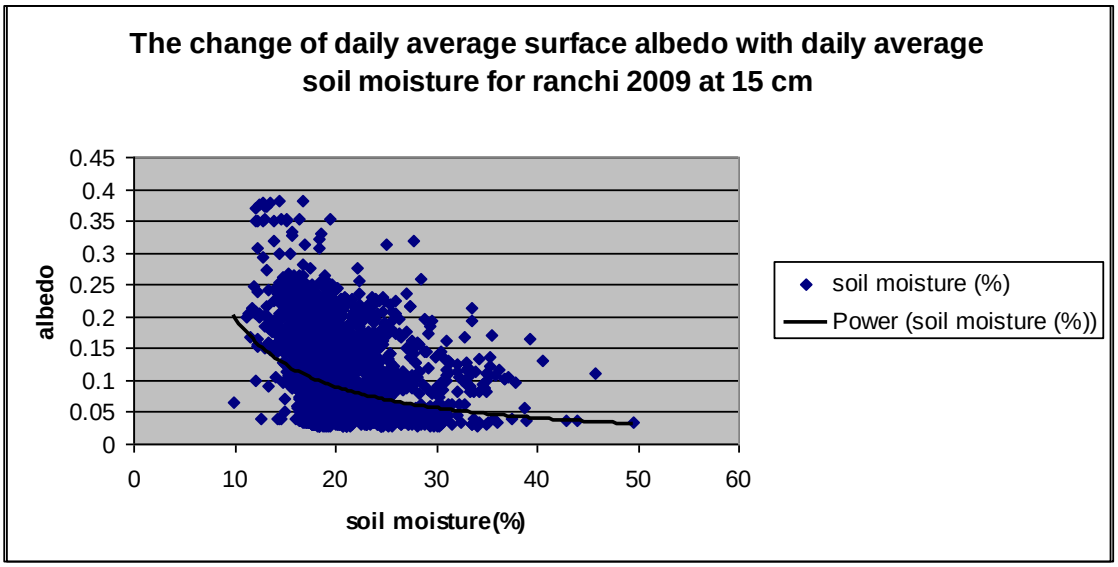


Figure 4 : The change of daily average surface albedo with daily average soil moisture at 15 cm depths

The value is 0.3213 for the regression. Similar exponential relation have also been derived by Guan et al.,(2009), Liu et al., (2008), Wang et al., (2005), Liu et al., (2002), Lobell and Asner (2002), Hoffer and Johannsen (1969). Figure 8 shows the time series of the daily average albedo and daily average soil moisture content at depth of 5 cm from january 2009 to December 2009.From figure 5 ,it is clear that surface albedo decreases (increases) with increase (decrease) in soil moisture.

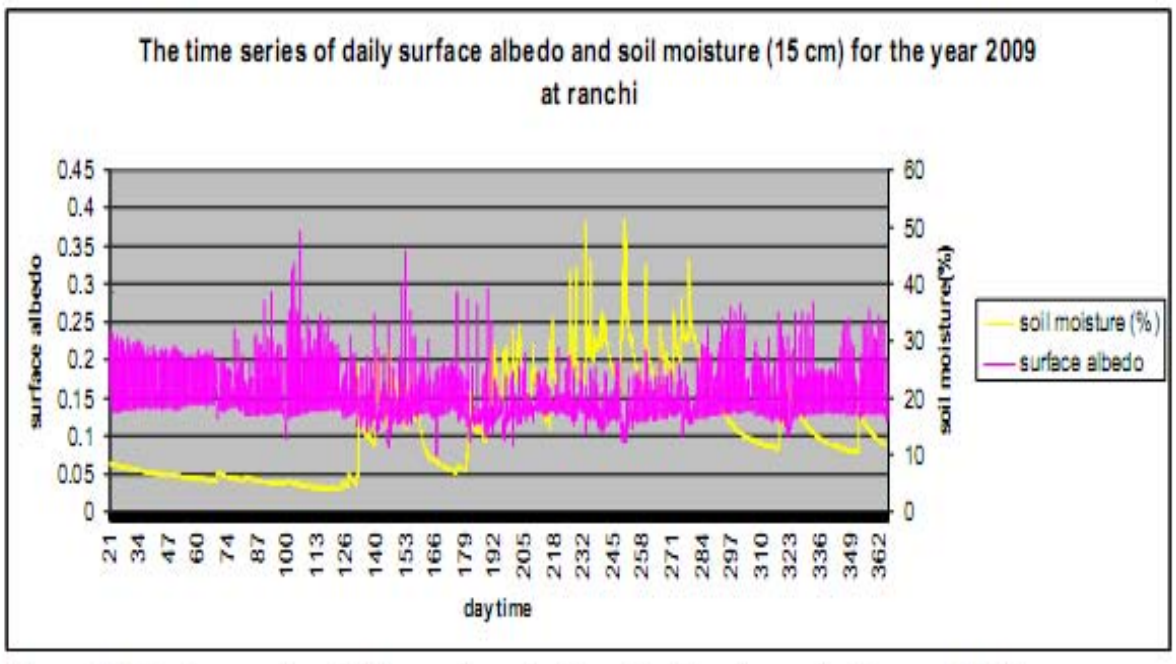


Figure 5 : The time series of daily surface albedo and soil moisture for the year 2009

© 2014 Global Journals Inc. (US)

Remote sensing of surface properties and estimation of clear-sky and surface albedo generally assumed that the albedo variation is symmetrical about local noon, which is shown in figure 6. As the typical diurnal variation of the surface albedo on clear-day looks like U-shaped curve, in this study, the seasonal and diurnal cycle of soil moisture is observed at Ranchi, which is shown in figure(7a-d).We can see the variation of soil moisture for the four seasons.

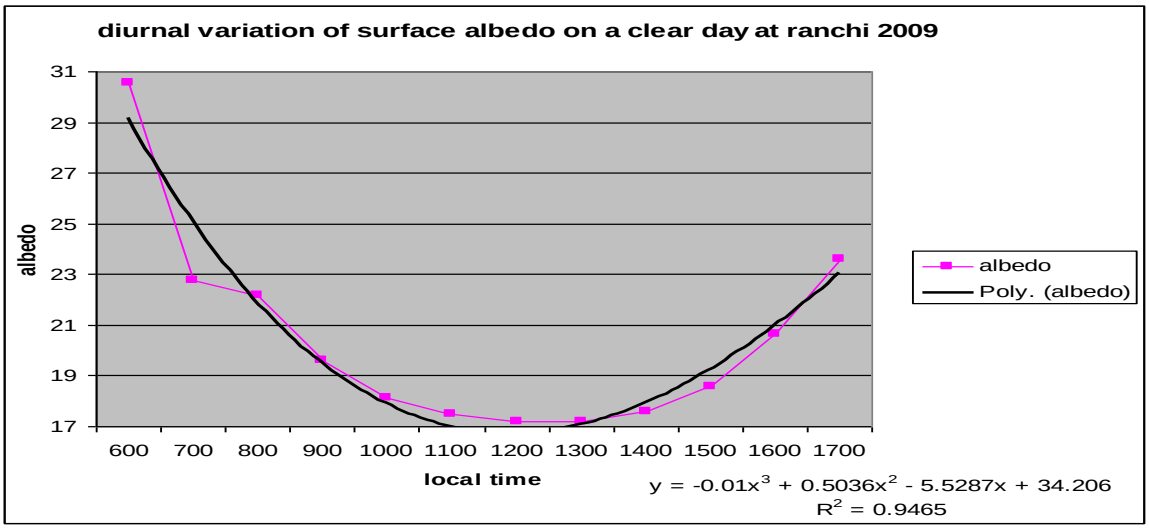


Figure 6 : Diurnal variation of surface albedo on a clear day seasonal and diurnal cycle of soil moisture

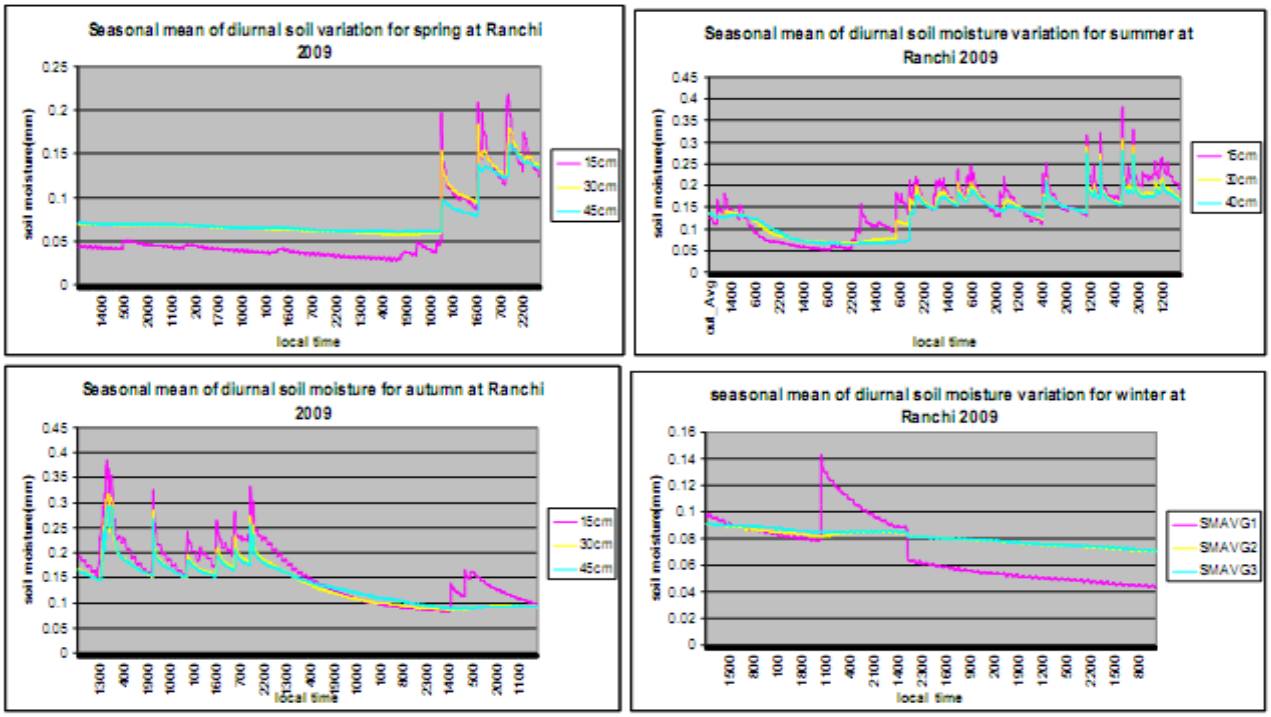


Figure 7: Seasonal mean of diurnal soil moisture variation for different seasons

At the depth of 15 cm,30 cm, and 45 cm Soil moisture content value is observed to be more during monsoon period when the surface is completely wet due to SW monsoon rainfall and soil sub-surface is at saturation level. The soil water content in rainy season is predominant as compare to dry season. The soil moisture at the depth of 15 cm in not maximum of all the depths. The similar variation in soil is also observed by Guan et al., (2009).the diurnal variation reaches its minimum around 0800 LST and maximum around 1600 LST. The climatic variations of different months affect the soil moisture content. Figure (8) shows the seasonal variation of soil moisture at the depth of 5 cm, 10 cm, 20 cm, 30 cm and 50 cm for the period from January 2009 to December 2009.

© 2014 Global Journals Inc. (US)

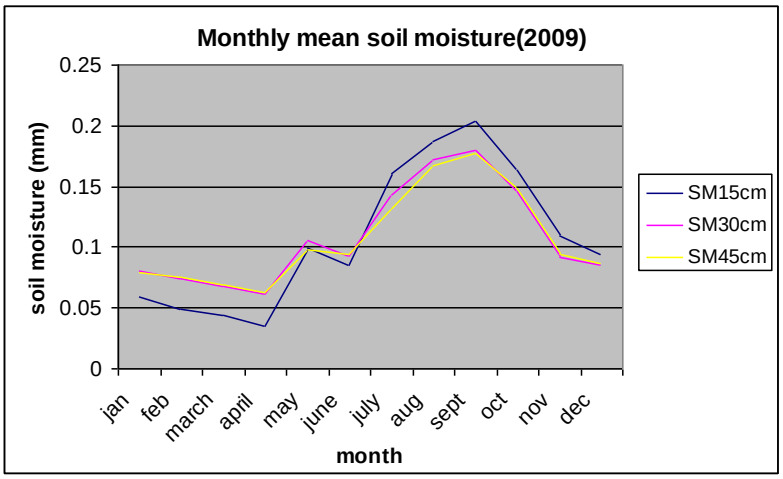


Figure 8 : Monthly mean soil moisture

The moisture content is low during the dry season and it increases as the rainy season begins. The monthly average soil moisture is higher for deeper layer than the surface layer. This is may be due to the rapid evaporation of soil moisture from the surface layer.

III. Conclusions

- The seasonal and diurnal variation of soil moisture is analyzed for the year 2009.
- It is found that the soil moisture is low during the dry season and high during the rainy season.
- The diurnal variation of surface albedo is not symmetrical about mid day.
- During sunny day, the diurnal variation of surface albedo appears as a U-shaped curve.
- The surface albedo decreases with increase of moisture content.
- When the solar elevation angle is greater than 45° then it tends to be a constant.

Acknowledgements

Authors are thankful to the Dept. of Science & Technology, Govt. of India for providing support to conduct CTCZ field campaign at BIT Mesra, Ranchi.

References Références Referencias

1. Clark, C.A., and P.W. Arritt (1995), Numerical Simulations of the Effect of Soil Moisture and Vegetation cover on the Development of Deep Convection., J. Appl. Meteorol., 34, 2029-2045, doi:10.1175/1520 0450 (1995) 034 i2029 : NSO TEO¿2.0.CO;2.
2. Charney J G 1975 Dynamics of deserts and drought in the Sahel; Quart. J. Roy . Meteor. Soc. 101(428) 193-202.
3. Cunnington W M and Rowntree P R 1986 Simulations of Saharan atmosphere – dependence of moisture and albedo; Quart.J. Roy. Meteor. Soc. 112 971-999.
4. Duke, C., and M. Guérif (1998), Crop reflectance estimate errors from the sail model due to spatial and temporal variability of canopy and soil characteristics, Remote Sens. Environ., 66(3) , 286-297, doi:10.1016 / S0034-4257(98)0 0062- 5.
5. Douville H and Chauvin F 2000 Relevance of soil moisture for seasonal climate predication: A preliminary study; Clim. Dyn. 16 719-736.
6. Dickinson,R.E., and A. Henderson-Sellers, 1988: Modeling tropical deforestation: A study of GCM land-surface parameterizations. Quart. J. Roy. Meteor. Soc., 114,439-462.
7. Elfatih A B Elthahir 1998: A soil moisture-rainfall feedback mechanism 1. Theory and Observations; Water Resour. Res. 34(4) 765-776.
8. Gascoin, S., A. Ducharne, P.Ribstein, E. Perroy, and P. Wang (2009a), Sensitivity of bare soil albedo to soil moisture on the Zongo glacier (Bolivia), Geophys. Res. Lett.,36 ,L02405, doi: 10. 1029 / 2008 GL036377
9. Guan X D, Huang J P, Guo N, Bi J R and Wang G 2009 Variability of soil moisture and its relationship with surface albedo and soil thermal parameters over the Loess Plateau; Adv. Atoms. Sci. 26(4) 692-700
10. Gao, Z. Q., D. H. Lenschow, R. Horton, M. Y. Zhon, L.L.Wang, and J.Wen, 2008: Comparison of two soil temperature algorithms for a bare ground site on the Loess Plateau in China. J. Geophys. Res., 113,D18105.
11. Hoffer, R. M, and C. J. Johannsen,1969: Ecological potential in spectral signatures analysis. Remote Sensing in Ecology, University of Georgia, Athens (GA), 1-16.
12. Idso, S., R. Jackson, R. Reginato, B. Kimball, and F. Nakayama (1975), The dependence of bare soils albedo on soil water content, J. Appl. Meteorol., 14, 109-113,doi:10.1175/1520-0450(1975)014i0109: TDOBSA¿2.0.CO;2.

© 2014 Global Journals Inc. (US)

13. Knorr, W., K.-G Schnitzler, and Y. Govaerts (2001), The role of bright desert regions in shaping North African climate, Geophys. Res. Lett., 28(18), 3489-3492.
14. Koster R D et al 2004 Regions of strong coupling between soil moisture and precipitation; Science 305 1138-1141.
15. Lakshmi V, Piechota T, Narayan U and Tang C 2004 Soil moisture as an indicator of weather extremes; Geophys. Res Lett. 31 L11401.
16. Lawrence, D. M., and J. M. Slingo (2004), An annual cycle of vegetation in a GCM. Part 1: implementation and impact on evaporation, Clim. Dyn., 22, 87-105, doi:10.1007/s00382-003-0366-9
17. Li, Y., and Z .Y.Hu, 2009: A study on parameterization of surface albedo over grassland surface in the northern Tibetan Plateaus. Adv. Atoms. Sci., 26(1),161-168,doi: 10.1007/s00376-009-0161-6.
18. Liu, H.Z., B.M. Wang, and C.B.Fu, 2008: Relationships between surface albedo, soil thermal parameters and soil moisture in the semi-arid area of Tongyu, north-esterns China. Adv. Atoms. Sci., 25(5),757-764,doi:10.1007/s00376-008-0757-2.
19. Liu, W. D., F . Baret,X.F. Gu, Q.X.Tong, L.F. Zheng, and B. Zhang (2002), Rwlating soil surface moisture to reflectance, Remote Sens. Environ., 81,238-246,doi:10.1016/S0034-4257(01)00347-9
20. Lobell, D.B., and G.P. Asner, 2002: Moisture Effects on Soil Reflectance. Soil science society American journal,66,722-727
21. Mc Cumber, M. C., and R.A. Pielke (1981), Simulation of the effect of surface fluxes of heat and moisture in a mesoscale numerical model 1. Soil layer, J. Geophys. Res., 86, 9929-9938
22. Matsui, T., A. Beltrán-Przekurat, R. A. Pielke, D. Niyogi, and M. B. Coughenour (2009), Continental-scale multiobservation calibration and assessment of Colorado state University Unified Land Model by application of Moderate resolution Imaging sectroradio meter (MODIS) surface albedo,J. Geophys.Res.112, G 02028, doi: 10. 1029/ 2006J G000229.
23. Nai,Y.X.Zeng,and R.E.Dickinson(2001)common land model (CLM) TEchnicals Documentation and User's Guide.
24. Namias, j.1958: Persistence of mid-tropospheric circulation between adjacent months and seasons. The Atmospheric and Sea in Motion (Rossby Memorial Volume), P.Polin, Ed., Rockefeller Institute Press and Oxford University Press, 240-248.
25. Pitman, A. J., Z.L. Yang, J. G. Cogley, and A. Henderson-Sellers (1991), Description of the bare essentials of surface transefer for the bureau of Meteorol.Res.Centre AGCM,BMRC Res. Report,(32)
26. Pielke R A, Liston G E, Eastman J E and Lu X 1999 Seasonal weather predication as an initial value problem; J. Geophys. Res. 104 19,463-19,479.
27. Shukla,J., and Y.Mintz, 1982: The influence of land surface evoparation on Earth's climate. Science. 215, 1498-1501.
28. Shi X 2009 Initial soil moisture effects on the climate in China (Oceanic and Coastal Sea Research) 8 111-120.
29. Tsvetsinskaya, E.A., B.I. Vainberg, and E. V. Glushko (2002b),An integrated assessment of landscape evolution, long-term climate variability, and use in the Amudarya Prisarykamysh delta, J. Arid Environ.,51(3), 363-381.
30. Timbal B, Power S , Columan R, Viviand J and Lirola S 2002 Does soil moisture influence climate variability and predictability over Australia?J.Climate 15 1230-1238.
31. Viterbo, P., and A. K. Betts (1999), Impact on ECMWF forcasts of change to the albedo of the boreal forest in presence of snow, J. Geophys. Res., 104(D22), 27,803-27,810.
32. Vharney, J. G., W. J. Quirk, S.H. Chow, and J. Kornfield, 1977 : A comparative study of the effect of albedo change on drought in semi-arid regions. J. Atoms. Sci., 34, 1366-1385.
33. Wang, K.C, P.C. Wang, J.M. Liu, M. Sparrow , S. Haginoya, and X.J.Zhon (2005),Variation of surface albedo and soil thermal parameters with soil moisture content at a semi-desert site on the western Tibetan plateau, Bound-Lay. Meteorol., 116,117-129,doi:10.1007/s10546-004-7403-z.
34. Wei, M.Y., 1995: Soil moisture. Report of a workshop held in Tiburon, California, NASA Conference Publication 3319, 80pp.
35. Wu W R, Geller M A and Dickinson R E 2002: The response of soil moisture to long-term variability of precipitation;J. Hydrometeor. 3 604-613.
36. Xue, Y., and j.Shukla, 1993: the influence of land surface properties on Sahel climate. Part 1: Desertification. J. Climate, 6, 2232-2246.
37. Zhou,L.et al. (2003a), comparison of seasonal and spatial variations of albedos from Moderate-Resolution Imaging Spectroradiometer (MODIS) and Common Land model. J. Geophys. Res., 108(D15), 4488, doi:10.1029 /2002 JD003326.

© 2014 Global Journals Inc. (US)

This page is intentionally left blank

-

© 2014 Global Journals Inc. (US)

Global Journal of Management and Business Research: G Interdisciplinary
Volume 14 Issue 1 Version 1.0 Year 2014
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Problems and Solutions of Leisure Sports Industry in China

By Juanjuan Jiang & Chanyan Lin
Guangdong University of Technology,China

Abstract- With the improvement of material life, more and more people care about physical and mental health, and engage in leisure sports consumption. Leisure sports gradually walk up to industrialization with good development trend. Compared with developed countries, leisure sports industry in China is still in infancy. Firstly, this paper described the existing problems in the development ofleisure sports industry in China. Secondly, according to these problems, it proposed the corresponding solutions to accelerate the promotion and population of leisure sports industry in China.

Keywords: *leisure, leisure sportsindustry; development policies.*

GJMBR-G Classification : *JEL Code: L69, L70*



Strictly as per the compliance and regulations of:

© 2014. Juanjuan Jiang & Chanyan Lin. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Problems and Solutions of Leisure Sports Industry in China

Juanjuan Jiang [α] & Chanyan Lin [σ]

Abstract- **With the improvement of material life, more and more people care about physical and mental health, and engage in leisure sports consumption. Leisure sports gradually walk up to industrialization with good development trend. Compared with developed countries, leisure sports industry in China is still in infancy. Firstly, this paper described the existing problems in the development ofleisure sports industry in China. Secondly, according to these problems, it proposed the corresponding solutions to accelerate the promotion and population of leisure sports industry in China.**

Keywords: leisure, leisure sportsindustry; development policies.

I. Introduction

Though leisure sports industry develops rapidly in china, related researches are very few. Moreover, the researches mainly stated status and come up with development strategy partly, few stated existing problems in the development of leisure sports industry systematically, and proposed comprehensive strategies. So, to address this problem, in this paper, we systematically analyze its problems, and try our best to propose practical strategies from enterprises, government, and society according to actual situation of china.

II. Problems Existing in the Development of China's Leisure Sports Industry

China's leisure sports as an emerging industry is facing many difficulties, and various kinds of problems have exposed in its development process. In this paper, we mainly analyze and conclude these problems from itself, enterprises, government and society.

a) Internal problems of leisure Sports Industry

i. *Small-Scale, Low Level of Development*

In the 1990s, leisure sports industry rose in china, in spite of its rapid development for three decades, leisure sports industry is still underdeveloped, and in its infancy. The investment in sports industry is always small, especially, the Sports-based investments only account for 0.1 percent of the country's total investment. Sports industry output just has a small percent in GDP because of the low investment. All of these show that the sports industry in china still falls behind. According to statistics, China's sports industry output accounted for only 0.3% of GDP in 1999, while over the same period the proportion of Switzerland were 3.37% , Germany 1.25%, Spain 1.68%, UK 1.56%, Finland 1.70%,[1]these were much higher than that in our country. Besides, the proportion of the population of sports in china is far below that in developed countries, which only accounts for 31.2 percent of total population. There is no doubt that per capita stadium area is very limited due to the population. As a developing country, China's leisure sports development is equivalent to the level of most developed countries in the early 20th century. Moreover, the Chinese government gave the priority to the development of competitive sports, so they took more attention to the development of competitive sports, the less investment on the leisure sports industry, leading leisure sports industry in a very awkward position in its development process. While leisure sports industry gradually rose and became an important subject, the Chinese government gave less support, lagging its development.

Obviously, the development of leisure sports industry is very small-scale, low level. Compared with developed countries, it just belongs to a sun-rising industry, requiring further excavations of economic effects on economic development.

ii. *Irrational Structure*

In terms of contents, leisure sports industry covers multiple aspects, yet, the development of each subdividing leisure sports industry was uneven.

Firstly, sports within the entertainment market should be a dominant market of the leisure sports industry. In growth process, it has formed a market pattern that various subjects of investment coexist, and high-middle and low sports service products co-compete. Its service items, prices, and service contents were gradually accepted by the public, appearing universal, diversification trend. However, the development of Sports Fitness Market is still small-scale, low level of service, and low consumer enthusiasm. Generally speaking, it's not mature, just in the early growth.

Secondly, sporting goods market was relatively mature in spite of its early development. Until 2008, companies running sporting goods have been over 4 million, including 25000 companies with certain scale. Over 50 percent of china's sports industry output value

Author α: School of Management, Guangdong University of Technology.
Author σ: School of Management, Jiangnan University.
e-mail : 983534367@Qq.Com

© 2014 Global Journals Inc. (US)

relied on the rapid development of sport goods industry, now, more than 65 percent of sports good were made in china, [2]indicating that the development of china's sport goods market had made certain achievements to some extent. However, some problems had been exposed, such as low-technology products, more low-end products, the relative lack of high-end products, less own brand, poor capability to update products, less producing of new sports goods and more supply of traditional OEM products.

Competitive show and spectator sport performance had made great progress. Comprehensive competition and various sports competitions market had been gradually developed. Market development tools of level sponsors, delegation sponsorship, Exclusive rights and TV Broadcast rights have been widely applied to these industries. However, slow growth of market players, not full development and utilization of events resources and non-standard event market administration were exposed in china's competitive performance, making it hard to form the professional race brand like NBA.

Apparently ,leisure sports industry structure is irrational, mainly appears as the core industry lagging behind and the absence of intermediary industry. Reviewing countrywide, competitive performance industry is of relatively rapid development, while the core industry such as sports within the entertainment, leisure service, tourism and media industry develop slowly. Moreover, there is absence of intermediary industry market, such as leisure sports labor and technology market. Besides, insufficient integration between the various sectors making it hard to form a significant scale, even a complete industrial system.

iii. *Uneven Region Development*

At present, the problem that the development of regional leisure sports industry in China is not balanced is very prominent. As a result of a big difference in regional economic development, the eastern, southern and northern coastal regions over the Midwest and other inland areas have certain advantages in the development of leisure sports industry in terms of hardware and software environment. Leisure sports industry obviously exist gradient development in East, center and West. Beijing and Tianjin as the center of Bohai Bay economic circle, Jiangsu, Zhejiang and Shanghai as the center of the Yangtze River Delta economic circle, and Guangzhou and Shenzhen as the center of the Pearl River Delta economic circle are particularly impressive in its development. Consumers' demand for leisure sports in these areas were greater, leisure sports industry in these areas started relatively early, besides, there are more casual institutions, service level and service quality is also higher, which showed a rapid development momentum, while the Midwest is still in its infancy in spite of its positive development. Leisure sports industry exist an imbalance between region and region , the same, there is an imbalance between the city and the city , the level of industrial development of leisure sports in first-tier cities are higher than that in second-tier cities and other ordinary cities; Furthermore, between urban and rural areas there is an imbalance , the level of development of the city 's leisure sports industry are much higher than that in rural areas, urban residents have become the main force in leisure sports industry consumption. The problem that leisure sports industry faced a serious imbalance in regional development is closely related to the development of China's regional economic imbalances.

b) Leisure Sports Enterprises Defects

i. *Backward Business Philosophy, Lack of Operating Professional, Poor Operating Efficiency*

As the impact of the planned economy China's sports undertakings have been given to public welfare nature, government action emphasized became the weather vanes for making the development policies of sports. China's current system is still running around sports to set up, configure resources, lack of attention to consumer demand for leisure sports, to a certain extent, separates the interoperability in the sports and the sports industry in the development process. Government behavior makes enterprises lack sufficient autonomy in the course of business. Consequently, the resulting business philosophy lagged behind and can't be accurate market positioning and service innovation. Leisure Sports industrial enterprises used outdated mode of operation, operated the contents of a single, besides, marketing tools fell behind and innovation was weak, which made it is difficult to meet the aspirations and needs of consumers when participating in recreational sports.

At the same time, the lack of operating professionals has been of great importance to restrict leisure sport industry further development. The operating professionals of leisure sports industry in china are difficult to achieve the required level of leisure sports industry whether in terms of quality or quantity. Currently, most of the sports managers are from athletes and coaches, though with a certain level of physical skills, they lack the knowledge of management theory and marketing skills, do not understand the laws of market functioning and economic means, making it difficult to push sports products and services effectively towards consumers. On the other hand, though, some investors and operators are familiar with operating skills, lack the understanding of market features and market rules related to leisure sports and its products, unable to combine leisure sports with market-oriented management. Faced with the current competitive market environment, the lack of operating professionals in leisure sports industry are particularly prominent, has

© 2014 Global Journals Inc. (US)

been one of bottlenecks to restrict the development of leisure sports industry in china.

ii. *Disordered Industrial Development, Poor Service Idea and Marketing Strategies*

As leisure sports industry is still in its infancy, it has not formed a reasonable standard to develop, and market operating condition is relatively in chaos, mainly in the following respects:Firstly, Many investors jump to judgment, invest blindly prior to doing adequate market research, the results of the herd is the market oversupply, leading to intensifying competition in the industry, corporate economic decline, operating difficulties. Secondly, Investors who blindly follow the trend to gather, are keen to operate in all the city's commercial downtown areas, however, the operating point of the surrounding community is relatively scarce, Which led to excessive concentration, increased competition situation of leisure sports industry establishments in the space layout. Thirdly, though there are a lot of leisure sports industry operating divisions, as a whole, it has given public a false impression that leisure sports consumption are luxurious as its high price, making against popularizing its products and services.

At the same time, most fitness clubs did not implement price tag in its operating course. The operators did not take its products features and service quantity as selling points to attract customers. However, they launched the competition by price wars. The products and services they offered have a certain degree of flexibility, in order to compete among peers as a bargaining chip. Therefore, operating companies would put less energy to develop unique new products, promote service levels and improve the quality of services, easily lead to a lack of service awareness, the neglect of the service concept in service.

Besides, the current marketing strategies launched by leisure sports companies are ineffective. As we all know, Successful marketing mix is the key method to open markets, expand market share and develop stably. But, most leisure sport operating companies in china rarely integrated into green marketing, modern human and other advanced marketing concepts as the weakness of marketing awareness, poor marketing and lack of professionals, making the marketing strategies ineffective.

iii. *Low Entry Barriers, Weak Products Innovation*

The entry barriers for a company are decided by basic feature of the market. If it is large scale industry market, achieving obvious scale economics, and large advertising intensity, the barriers will be high, otherwise, low. Leisure sports industries are Emerging industries, have not achieved scale economics. Besides, the various products and natural barriers make leisure sports industry relatively isolation in space.[3] Therefore, the barriers are relatively low, easy for investors to enter. However, these cut both ways for its developing, the advantages are that it can attract lots of investors, while there are too many investors, accordingly, intense competition and chaos will appear.

Currently, various forms of leisure sports industry business unions like small fitness centers and resorts in china have emerged such as bamboo shoots after a spring rain, especially in Beijing, shanghai and other large cities. Whereas, these business unions are generally isomorphic, of low quality and operating contents are of a single repeat for its major causes that leisure sports industry started late, and few related date to consult. Moreover, R&D and innovation capability are weak, still in imitation and learning stage. As the blind investment and copy mode, leisure sports industry is extremely unbalanced. At present, 90% percent of the leisure sports industry markets are without technology advantages, modem ideology and up-to-date management. Lack of innovation, inevitably, our leisure sports industry is still in its infancy, but in many cities, the markets have reached saturation point. Most of leisure sports are fitness, swimming, billiards, bowling and badminton. In all, industry difference is small and products differentiation is not high.

c) The Problems in Government and Society Support

i. *The Misallocation of Leisure Sports Resource by Government*

Though, many leisure sports venues are established in most cities, sports fitness facilities are equipped in our country, they still can't meet public demands. According to relevant statistics, fully open stadiums is only 44.1%, half open 21.3%, not-open 34.6%.[4] Moreover, leisure sports resource demands exploitation. China is multinational, vast in territory, and abounding in natural resources, each nation has its own geographical features and cultural charm. If these resources can be rationally exploit and utilize. Leisure sports industry will be very abundant, avoiding signal market, lack of innovation and individuality.

ii. *Lack Synergistic Push Mechanism*

Leisure sports industry is a system engineering that supports each other and works side by side with other industries rather than a self-existent industry, involving lots of upstream and downstream industries and sectors, such as education, tourism, commercial, medical, security and culture. Therefore, to achieve the rapid development of leisure sports industry, in addition to focusing on its own development, coordinative development with other departments is necessary.

In recent years, while our country is depending on hot consumption of holiday economy to stimulate domestic demands, development disharmony in industries has exposed. Catering mess, traffic jams, and poor service can't be solved well; education and researches related to leisure sports industry is relatively less though much efforts has spent in education, leading to

© 2014 Global Journals Inc. (US)

misunderstanding in leisure sports industry; the leisure and entertainment projects lack innovation and characteristic with nonstandard operation and management. In addition, because of the low healthcare supervision in our country, we are not able to do regular examinations, and health assessment to participants, so that we lack scientific data on participants after their body-building exercises. In all, we still be lacking of a mechanism considering the overall and strategic planning to promote the development of leisure sports industry.[5]

iii. *Low Market Standard and Imperfect Market Systems*

As leisure sports industry in our country is still in infancy, the market is in chaos and standard degree in not high. At present, leisure sports industry of low barriers to entry, more and more investors flooded in this market, leading to market saturation in many cities and aggravating competition. However, in the competition, taking price as the selling point is preventing standardization and fair development in the market; some business man using unfair competition means to keep its own advantageous position is undermining market order seriously. This happened mainly because of establish of supervision mechanism, lacking supervision and systems management on business unions. In addition, laws about leisure sports industry is not perfect, such as low legislative level, not formed legal framework and lack of systematicness and comprehensiveness, can't catch up the development pace of leisure sports industry. Therefore, the effective establishment ofrestriction mechanism becomes an important and efficient impetus for the development of leisure sports industry.

III. Relevant Policies Analysis on Leisure Sports Industry in China

Though, leisure sports industry has show rapid development trend and good developing prospect in our country, many problems have exposed, seriously impeding its development. After analysis its existing problems, the paper will focus on the policy that will push its development.

a) Policies on Government Respect

i. *Setting Down Leisure Sports Industry Financing Policies*

To achieve the healthy and sustained development of leisure sports industry, improving and perfecting the investment and financing policies is of great importance in achieving this goal. Indeed, at present, setting down sound leisure sports industry investment and financing policies is of great significance to the development in of leisure sports industry in our country. In pushing its development, with the parallel principle that government investment and society investment go side by side, we should broaden the access to investment and financing, make a number of preferential policies to attract society investment, thus form a good situation with pluralistic investment and financing policies. Specifically, in the following aspects, first, encourage society investment on leisure sports industry, make sports management centers and the association on the investment of non-public economy component and non-sports system free from limitation. Second, encourage the establishment of sports investment companies and sports industry fund, transform investment bodies from single government to enterprise, non-profit organization, social groups and the public. Expand Investment mode from single government fund to various financing means such as sports lottery, sports bonds and fund, thus form pluralistic investment bodies and modes. Third, implement low-interest loans or interest subsidies on sports industry projects with innovation, encourage and foster leisure sports industry by arranging some policy loans.

ii. *Optimization of Industry Structure and Promoting Linkage Development Among Industries*

Optimizing industry structure, making rational adjustments to industrial layout simultaneously, and promoting linkage development among industries are of great significance in boosting the whole development of leisure sports industry. Firstly, in terms of optimizing industry structure, core industry like fitness and entertainment industry and event industry should be taken as the leading, thus through key cultivation, expanding and improving these core industries to achieve the adjustment and optimization of the whole industries. Secondly, in addition to focusing on its core industries, we should strongly support its intermediary market. Leisure sports industry is in promoting stage in our country, Sports operator demand for sports intermediary services will subsequently continue to rise, showing a dynamic situation.

Additionally, our country is vast in land, every region has its own culture and resources. Therefore, every area should develop leisure sports industry with regional features according to relative advantages themselves, reflecting its unique regional customs. At the same time, local government should find internal economical connection and combination between leisure sports industry and its related industries in the development course, mobilize the positive development of related industries together, and combine leisure sports industry with regional economy in development, merge leisure sports industry and other related industries like commerce, real estate and transportation together organically by relying, mining, integration and connection, cultivate leisure sports industry chain from Horizontality and Verticality, and optimize the structure, to achieve the overall progress and collaborative

© 2014 Global Journals Inc. (US)

development by these ways, thus improve the regional competitiveness.

iii. *Popularizing Leisure Education, and Strengthening the Cultivation of Leisure Sports Industry Management Personnel*

To develop stably and orderly in its operation, leisure sports industry must rely on professional managers. Therefore, our government should strongly popularize leisure education and cultivate management personnel, and ensure the supply of management talents.

Solving the problem that leisure sports industry lack professionals radically, the state and government need make a series of education policies. Specifics are as follows: first, open profession and courses about leisure sports industry in the major comprehensive universities or sports colleges, set up a high-level sports economy degree, educate students with solid management theory, offer training opportunities to students to combine theory with practice, achieve all-round development mode. Second, establish relevant research institutions, strengthen its research, enhance and deep theory, form professional research guidance system, and offer guidance on its practice in time. Third, encourage staffs to carry on professional job training and further study in leisure sports companies, enhance service, and train more industry professionals in line with its development.

iv. *Regulating the Market Environment, and Achieving the Legalization Development on Leisure Sports Industry*

At present, the market of leisure sports in our country is not stable, relatively in chaos, and with no normative environment, which seriously preclude its development. In market economy, some problems can be solved by Spontaneous market forces, others must depend on relevant regulation to solve. Therefore, government must formulate corresponding policies, improve relevant legal documents, take some supervision and restraint mechanisms to ensure the normative leisure sports market environment, and achieve legalization of recreational sports industry.

The legalization on leisure sports industry is the fundamental guarantee to develop healthily, orderly and normatively. Currently, regulations on sports industry promulgated by the state are mostly comprehensive management approaches, not specific and considerate on each link and sport, lacking maneuverability in implementation process, for example, some sports projects still apply to the management approaches of culture and entertainment. Moreover, Leisure sports industry belongs to emerging industry in our country, the development on sports industries are still in immature exploration stage, relevant regulatory mechanism has not form. Therefore, the government should formulate laws and regulations of market management in leisure sports industry configured with sports law, which clearly defined the right, responsibilities and obligations of investors, sponsors, managers, associations, social agencies in sports industry, depend on laws and regulations to protect leisure sports industry, take full advantages of laws to beat and crack down on infringement acts. Thus truly follow laws and regulations to manage leisure sports market, ensure its healthy development.

b) The Policies on Enterprises.

i. *Industrial Expansion and Broadening the Field of Leisure Sports Industry*

There are close connection between leisure sports industry and other industries, such as tourism, media, manufacturing and insurance. Therefore, enterprises can merge relevant industries according to characteristic of relevance of leisure sports industry, jointly develop, and expand business. For example, promote the development on the products of leisure sports tourism. Sports tourism is not only a kind of tourism, but also a emerging field with the combination in sports and tourism. Sport tourism can be developed by the establishment of leisure clubs and resort, attract tourists to experience leisure sports while in tourism. Some travel agencies have discovered the business brought by the mutual penetration of tourism and sports industries, positively exploit various kinds of sport tourism products around major sport events at home and abroad, sports study, sports communication and sports watch, to meet demands of customers, and promote the development of sports media. Sports media industry belongs to emerging industry, with rapid development and high profits. Enterprises can cooperate with major TV networks, deep and expand sports media business.

Though, Sports industry is in the rising period, it's still in lower stage, with great space to growth. As long as we can effectively integrate and exploit sports and other related industries, and broaden leisure sports industry business, it will develop rapidly with no doubts.

ii. *Updating Business Philosophy, Exploiting Marketing Mix, and Improving Economic Benefits*

Currently, the philosophy of leisure sports industry falls behind. With fuzzy market positioning, old operation modes, single contents, backward market means, and weak innovation, enterprise is hard to meet most consumers' desires and demands when they participate in the leisure sports projects. Therefore, enterprises urgently need to renew its philosophy, create the market with various and unique products. Some worth references of international leisure industry are as follows: firstly, clear its market positioning, exploit, shape and strengthen products features, such as ski resorts and rafting resorts; secondly, introduce the concept of franchising, like camping、diving and golf;

© 2014 Global Journals Inc. (US)

Thirdly, intensify products associating and chain sales, like opening the chain fitness clubs.

At the same time, enterprises need to analyze the factors that influence its operation, study and adopt appropriate marketing mix and means. With intense competition, the traditional 4P, namely product, price, place and promotion, has not work efficiently, to meet consumers' psychological needs, enterprises must integrate into modern humanities, green marketing with certain features and other advanced ideas.

Additionally, enterprises also need to intensify its innovation, develop new products line and projects, and increase the product technology, especially products of manufacturing companies whose products are mostly low-tech and low-cost, though, with large output and lack of technology supports, they are not able to occupy the high-end market. Therefore, enhancing the R&D capabilities and technology not only improve benefits, but also help to promote its competition.

iii. *Intensifying Marketing and Building Brands with Its Own Characteristics*

Compared with advanced leisure sports enterprises abroad, the capabilities in product promotion, marketing and brand planning are extremely weak because of lacking professionals. So, enterprises need to establish its own brand with characteristic, intensify marketing and enhance brand awareness, in addition to focusing on improving products and service. Leisure sports activities bring people not only pleasurable experience, but also the process of culture experience and communication. Then, enterprises should take emphasis on the inheritance and development of leisure sports culture, and establish its own brand features and positioning by combined leisure sports traditional culture with fashion.

To create a own well-known brand, enterprises need to make comprehensive marketing strategies, popularize its brands by various media advertising, press conferences, and sponsoring popular sports events or establishing good image by participating in large-scale public welfare to promote the brand, thus establish a good brand effect. For example, the success of Olympic Games in 2008 and Asian Games in 2010 is rather than an opportunity to propagate and move towards the world stage.

c) Policies in Social Aspect

i. *Development policies of sports association*

Currently, there are many sports association in china involving in sports development. While in charge of varieties of professional events, sports association should take more efforts on popularizing each sport of the association, organizing various leisure sports activities by scientific popularization and management methods, not only improve the ability of leisure sports activities, but also deep its multi- understanding, then speed its popularization, moreover, increase experience and competence in organization and management. most sports association in our country are guided by the government, consequently, sports association can take measures actively to enhance its management and operation, for example, communicate and cooperate with advanced association with rich experience in abroad by culture communication among countries. The enhancement of sports association is benefit to the popularization of leisure sports activities, thus promote the development of leisure sports industry from the side.

ii. *Transformation from Community Sports Management System to Public Oriented System*

Community sports are the basic carrier for national sports development, and basic unit to carry out leisure sports activities. Community sports management system in our country is still government-oriented, the current sports mechanism still takes competitive sports as the centre to set up institution and deploy resources, lacking attention on the consumption demand of leisure sports, to some extent, this separates the sports from the sports industry, and is easy to hinder the development pace of leisure sports industry. Therefore, community sports should change government-oriented management system into public-oriented system, and make more people involve in grassroots sports, carrying on leisure sports activities according to their own habits and interests. These surly mobilize people' enthusiasms, as well as offer benefits to stimulate demand for leisure sports industry. To change into public-oriented management system we can implement from two aspects, first, launch leisure sports activities, namely setting up vertical organizational system from streets to neighborhood, and to family, regularly organize residents to participate in these activities for neighborhood harmony by mobilizing public participation. Then, establish civil society organizations, which forms the network that community sports association is in charge of the general jurisdiction, yet each organization is mutual independence. Each organization carries on activities independently, and offer moderate help when necessary. Consequently, this is benefit to popularize leisure sports activities as well as push its further development.

IV. Conclusions

Though, China's leisure sports industry is still in primary stage, facing many difficulties and pressures, through the analyzing existing problems and putting up corresponding policies in this paper, it has huge development space. With the development of society and economy and the improvement of life, we believe it will become a pillar industry to push china's economy in the near future, an inevitable consumption trend.

© 2014 Global Journals Inc. (US)

References Références Referencias

1. Li chuntian China'Leisure Sports Industry Development Status and Strategy [J].JOURNAL OF SOCIAL SCIENCE OF JIAMUSI UNIVERSITY, 2011 29(3):44-46.
2. Lingping, Zhouliangjun, Liuzehua.Developing Features on the Leisure Sports Products Market in China[J]Journal of TUS, 2010, 25(6) : 465- 468.
3. RenhuiYangxiaochen, Wangxiaomei. The SCP Model Research of China'S Leisure Sports Industry in Cities [J]Commercial Times, 2009(31):110-111.
4. Wangjian. Our Country Leisure Sports Industry Present Situation and Developmental Stragtegy Research[J]. Logistics and Procurement Research 2009(36):86-90.
5. Lichuntian.Problems and Strategy of China'SLeisurs Sports Industry in Its Development [J].Heihe Journal, 2011(05):10-11.

© 2014 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2014

www.GlobalJournals.org

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN BUSINESS (FARSB)

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



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

FARSB accrediting is an honor. It authenticates your research activities. After recognition as FARSB, you can add 'FARSB' 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:

FARSB 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 FARSB title is accorded, the Fellow is authorized to organize a 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 FARSB 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 FARSB, 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 FARSB 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 FARSB member can apply for 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 FARSB, 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 FARSB 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 FARSB member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

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



The FARSB is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSB 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 FARSC member can decide its price and we can help in making the right decision.

The FARSB 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 BUSINESS (MARSB)

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



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

MARSB accrediting is an honor. It authenticates your research activities. After becoming MARSB, you can add 'MARSB' 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.



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



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



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



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

It is mandatory to read all terms and conditions carefully.

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

AUXILIARY MEMBERSHIPS

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

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



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

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

The Institute will be entitled to following benefits:

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

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

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





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

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



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

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

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



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

The following entitlements are applicable to individual Fellows:



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

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



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

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

Other:

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

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

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

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

Note :

"

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

"

Process of submission of Research Paper

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

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

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

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

(II) Choose corresponding Journal.

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

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

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

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



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

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

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

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

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

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

Scope

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

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

2. ETHICAL GUIDELINES

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

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

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

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

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

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

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

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

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

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

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

Please mention proper reference and appropriate acknowledgements wherever expected.

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

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

3. SUBMISSION OF MANUSCRIPTS

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

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

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

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

4. MANUSCRIPT'S CATEGORY

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

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

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

Research articles: These are handled with small investigation and applications

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

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

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

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

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

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

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

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

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

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

(h) Brief Acknowledgements.

(i) References in the proper form.

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

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

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

Format

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

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

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

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

Structure

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

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

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

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

Key Words

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

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

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

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

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

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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

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

Tables, Figures and Figure Legends

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

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

Preparation of Electronic Figures for Publication

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

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

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

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

6. AFTER ACCEPTANCE

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

6.1 Proof Corrections

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

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

(Free of charge) from the following website:

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

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

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

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

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

6.3 Author Services

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

6.4 Author Material Archive Policy

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

6.5 Offprint and Extra Copies

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

You must strictly follow above Author Guidelines before submitting your paper or else we will not at all be responsible for any corrections in future in any of the way.



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

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final Points:

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

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

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

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

In every sections of your document

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

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

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

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

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

Title Page:

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



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

Abstract:

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

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

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

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

Approach:

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

Introduction:

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

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

Approach:

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

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

Procedures (Methods and Materials):

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

Materials:

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

Methods:

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

Approach:

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

What to keep away from

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

Results:

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

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

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.

Administration Rules Listed Before Submitting Your Research Paper to Global Journals Inc. (US)

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

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

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

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

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



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

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

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

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

INDEX

A

Albedo · 29, 31, 33, 34, 35, 37, 38, 39
Andragogy · 12

C

Campaigning · 12, 16
Cassidy · 3
Ceremonies · 16
Chauvinism · 21
Collaborators · 5

E

Embraces · 16

F

Freirean · 16, 17, 21

I

Intrinsic · 8, 9, 10, 21

O

Obstacles · 15

P

Parametrization · 8
Pedagogy · 2, 7
Philanthropic · 27

Q

Quadrupole · 8, 9, 10

S

Sphericity · 8
Spiritualism · 28
Stimulates · 12
Stumbling · 3

U

Ubiquitous · 3
Urbanization · 28





Global Journal of Management and Business Research

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



ISSN 9755853

© Global Journals