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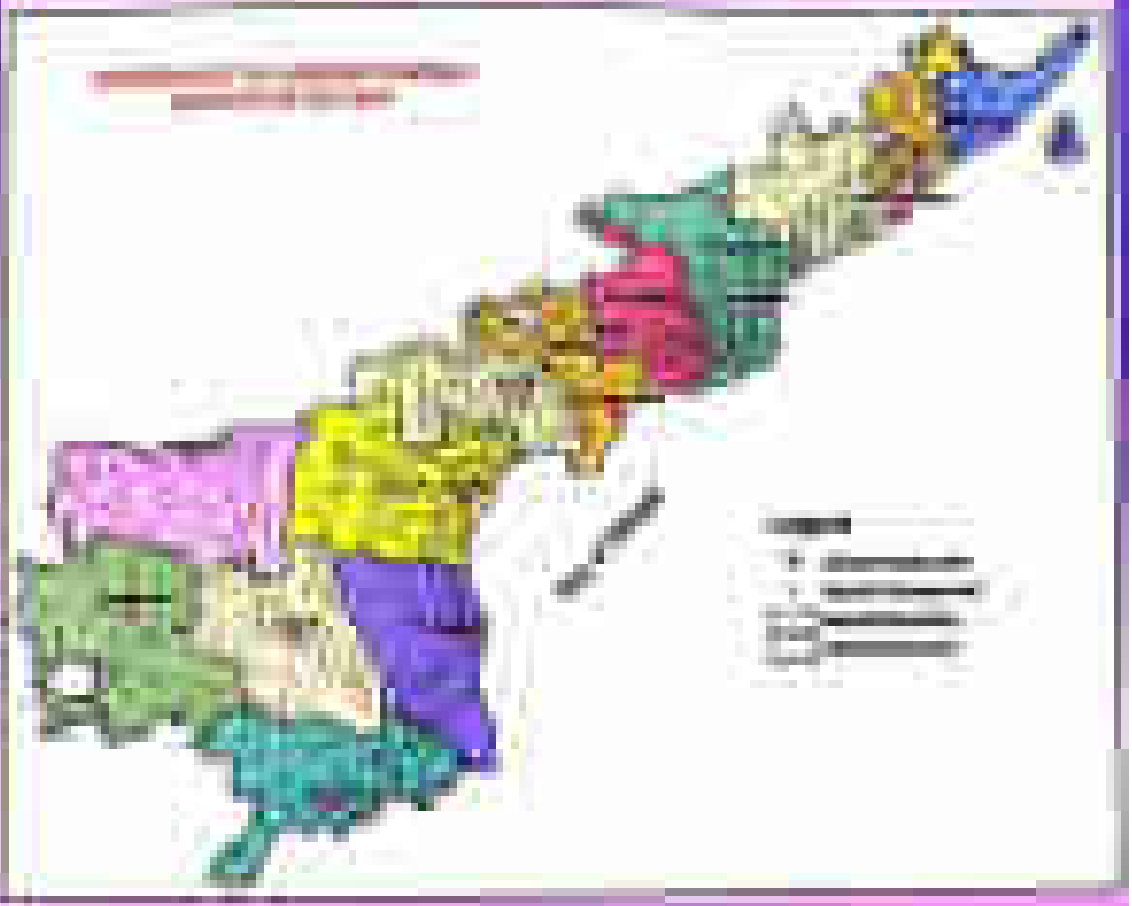

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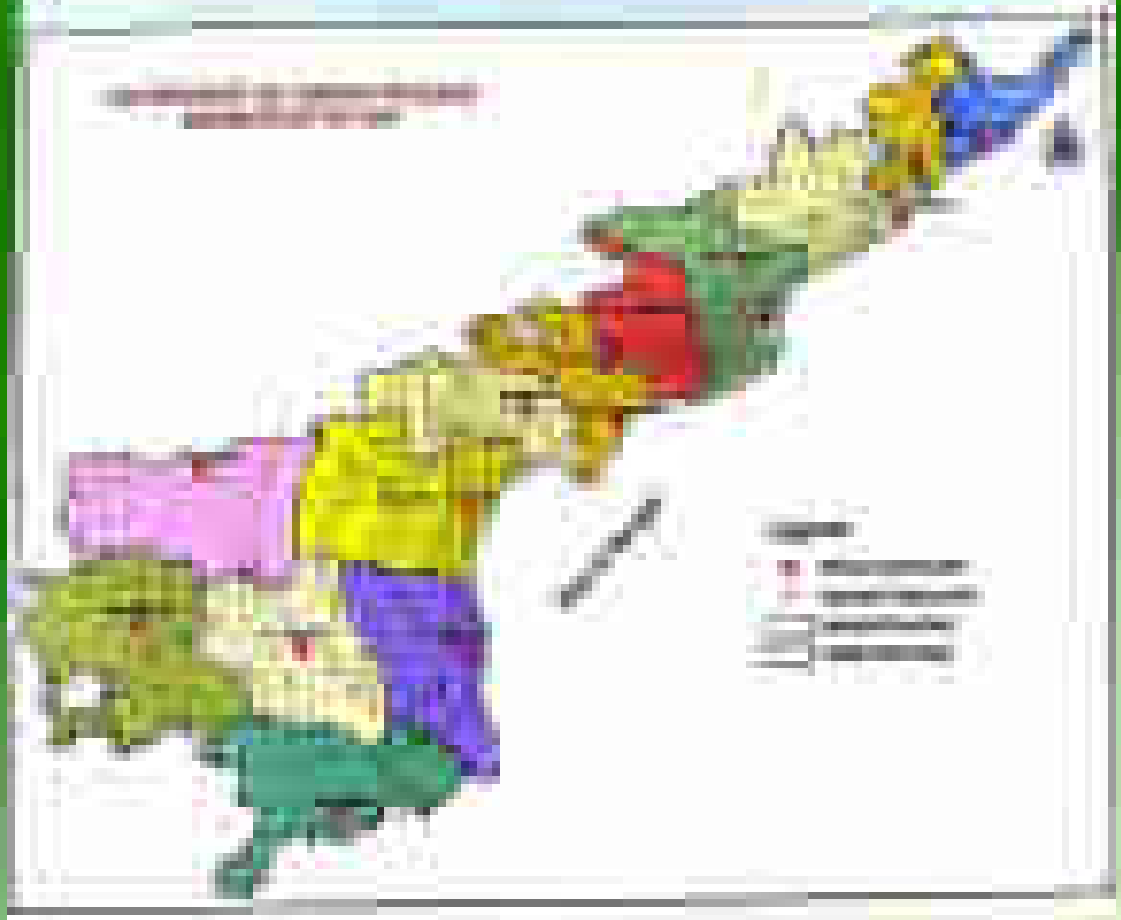

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Role of Academic Community in Digital Curation and Spread of Research in Engineering Colleges Libraries

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The Special Economic Zone (SEZ) policy in India first came into emergence on April 1, 2000. The prime objectives are to enhance foreign investment and provide an increased market for goods from manufacturers in exports. The idea has of providing export from the country and indirectly the most free trade policy basis from the world markets to the domestic manufacturers and consumers in the competitive approach.

A Supreme Court panel presenting 20% to offer tax breaks in foreign investors. Since half a decade the panel had formulated the SEZ that has caused shortfalls that is the solution of tax generation. The world faced critical issue here. This has focused India's chance of providing the benefits of the Chinese FDI model. Foreign Direct Investment (FDI) is much related to manufacturing.

The policy coming in 2005, as the successor to the foreign trade policy, was originally formulated through provisions and of the manufacturers in different form, locality promotion taken. It aims a revolutionary policy tax to give a long-term and stable trade environment. The SEZ Act, 2005, was passed. The Act provided for authority built framework, providing of business legal and regulatory aspects of SEZ development.

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Role of Electronic Media in Promoting Reading Habits among Children in Rural Areas of Andhra Pradesh – A Case Study

[illegible] Gokarakonda, Dr. N. Brahmaiah and [illegible] Lakshmanna

[illegible]

Abstract

[illegible]

Keywords: Electronic Media, Reading Habits, Technology, Children, Rural Areas.

1. Introduction

[illegible]

2. Evolution

[illegible]

3. Methodology

[illegible]

4. Area and Scope of the Study

[illegible]

[illegible]

a. Methodology

The questionnaire method is used about the reading habits of children consisting of 10 questions in a table. A pilot study was carried out in reading. No attempt is made to define a reading habit in children. They are:

1. Do you watch Television regularly? Yes/No
2. If yes, how many hours do you spend in watching Television daily on an average?
   a. 1 hour b. 2 hours c. 3 hours d. More than 3 hours
3. Do you think that watching TV is a distraction in your reading? Yes/No
4. Do you think that watching television is an impediment in your reading? Yes/No

b. Interpretation of Results

The questionnaire of this study consisted of children aged between 10 years to 17 years. [illegible] Thus, the sample consisted of 100 high school students. [illegible] Thus, the sample consisted of 100 high school students. [illegible] Table 1.

Table 1: Distribution of respondents according to their gender

Sl.No.	Gender	Frequency	Percentage
1	Boys	[illegible]	[illegible]
2	Girls	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]
Total		[illegible]	[illegible]

[illegible]

c. Influence of Television on Reading

[illegible]

[illegible]

[illegible]

5.4. [illegible]

[illegible]

5.4.1. Time spent in studying Patterns

[illegible]

Table 3: Distribution of children according to their gender, medium, area and number of hours spent in studying of Patterns

Bright	Gender		Medium		Area		Total
	Boys	Girls	English	Urdu	Rural	Urban	
Two	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Three	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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Table 3: [illegible] of [illegible] according to their gender, [illegible] and [illegible] regard to the time spent [illegible] [illegible]

Study	Gender		Residence		Area		Total
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]		[illegible]		[illegible]		
	[illegible]		[illegible]		[illegible]		
	[illegible]		[illegible]		[illegible]		
	[illegible]		[illegible]		[illegible]		

[illegible]

There is a [illegible] [illegible] and gain in the amount of time spent on learning activity. It is indicated by calculated value, which is significant at 0.05 level with three degrees of freedom. High income gain and spending more time in studying activities correlate to [illegible]. There is also a significant difference between the Digital and Things cohort in the amount of time spent in learning activities. This is indicated by calculated value, which is significant at 0.05 level with three degrees of freedom. Things medium students are spending more time in studying activities compared to Digital students (Kendall). However, there is no significant difference between the [illegible] and other students in the amount time spent in studying activities. It is indicated by calculated value, which is not significant at 0.05 level with three degrees of freedom.

5. Findings

1. Majority of the students (76.8%) spend less than one hour daily on their learning activities. Only (23.2%) spend more than one hour. Most students of this region (Nine months) of which students typically responsible for their studies.
2. Majority of the students (60.8%) spend no or average time over per day to studying activities and (39.2%) of them spend more than.
3. Majority of the students (54.7%) find their learning environment is not adequate for their studying and (45.3%) of them find their learning environment is not adequate for their studying.
4. Majority of students (70.7%) said that learning formal offline their studying, while (29.3%) of them said that learning informal offline their studying.

9. Suggestions

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1. [illegible]
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10. Conclusion

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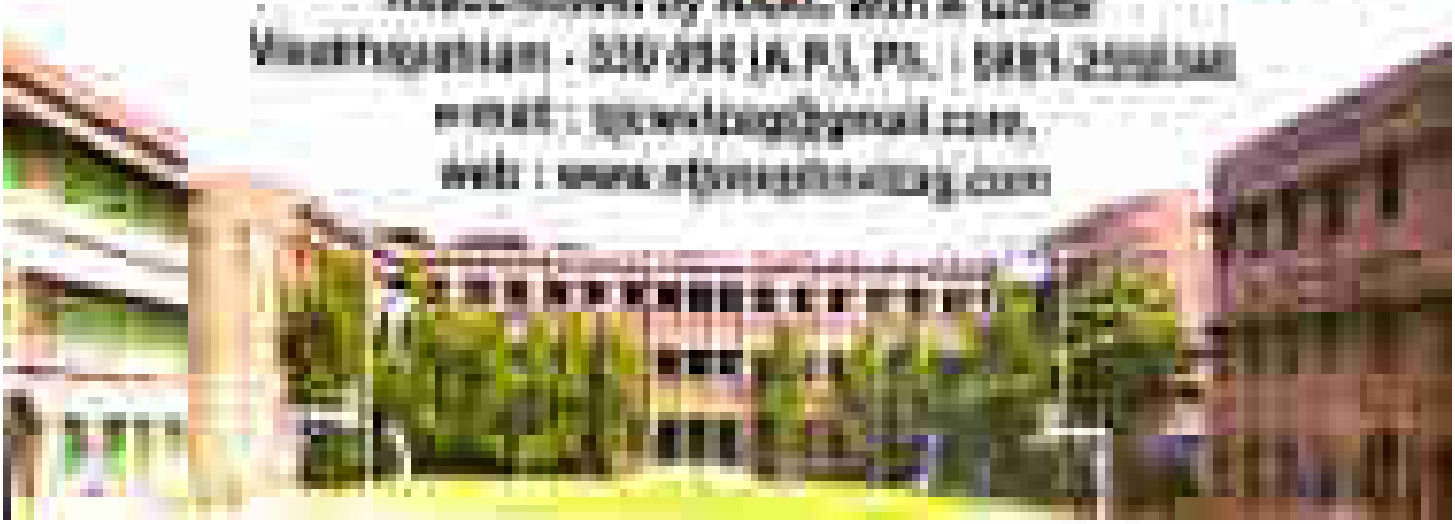

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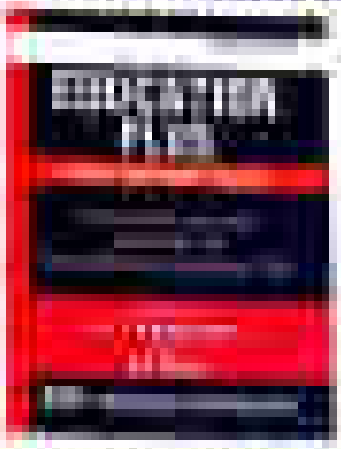

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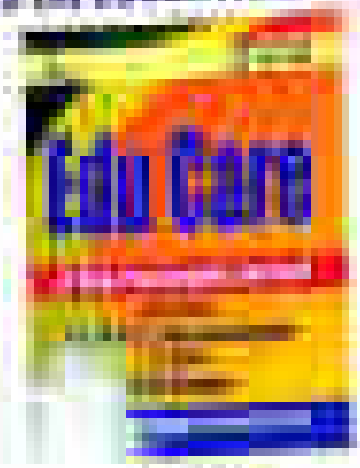

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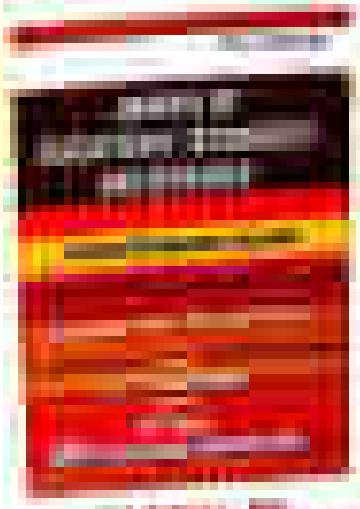

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Heat Transfer Analysis of MHD Marangoni Mixed Convection Flow of a Dust Particles Suspension

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Abstract: Heat transfer effects on hydromagnetic marangoni boundary layer flow of a dusty fluid filled with porous medium has been explored. Non-linear radiation, viscous dissipation, joule heating, heat source/sink. Effects are considered in energy and species equations. The mathematical problem is developed with the help of momentum, energy and species equations using the similarity transformations. The numerical results for the transformed highly nonlinear ordinary differential equations are presented. For numerical computations, bvp5c package is used. The roles of physical parameters are focused in momentum, heat and mass transport distributions. We examined the results under both linear and quadratic variation of the surface temperature. Numerical computations for the local Nusselt number are computed. It reveals that thermal boundary layers are enlarged and velocity boundary layers decrease for escalating values of ϕ. Impact of linear variation of surface temperature dominates nonlinear variation of surface temperature.

Keywords: Mixed convection, particles suspension, heat source/sink, porous medium

1. Introduction

The convection effected by the variations of the surface tension gradients is known as the Marangoni convection. It has important applications in the fields of aerospace, crystal growth, welding, material sciences, etc.Napolitano [1] was first introduced by boundary layer as the marangoni boundary layer.A steady two dimensional mixed convection marangoni boundary layer was investigated by Zhang et al.[2].they are solving analytically by obtaining accurate results.Heattransfer effects on a steady marangoni boundary layer flow across a flat plate was analysed by Arifin et al [3]. Golia and Viviani [4] were explored by the non isobaric marangoni boundary layer. They are solving numerically by implementing quasi-linear technique.

dusty liquid flow can be visualized in various applications, nuclear reactor cooling, paint spray, rain erosion, powder technology, cement and steel production, dust collection, acoustics, performance of solid fuel rock nozzles, sedimentation and guided missiles. Saffman [5] has formulated the stability of the laminar flow of a dusty gas in which the dust particles are uniformly distributed. Chamka [6] has introduced the unsteady hydro magnetic heat transfer through a circular pipe of two phase flow. Gireesha et al. [7] investigated a two dimensional (2D) boundary layer Magneto hydrodynamic dusty fluid flow over a heat transfer of vertical stretching sheet through a porous medium. They are solving numerically by applying Runge-Kutta Felhberg method. Mamata et al. [8] was scrutinized by study (2D) hydromagnetic flow of particle suspension in the presence of convective conditions.Heat and mass transfer effects on MHD flow across a stretching sheet was studied by Sreedevi et al [9]. In this paper they are presenting graphical representations for friction factor, Nusselt and Sherwood numbers. Unsteady two dimensional boundary layer flow of dusty fluid was studied by Nandkeolyar et al. [10] they are solving by applying Laplace transform technique. Cross diffusion effects on Boussinesq fluid across a vertical plate was deliberated by Makinde et al. [11]. Olanrewaju and Makinde [12] was studied by Soret and Dufour effects on MHD flow with heat and mass transfer over a vertical plate sheet in presence of chemical reaction.

The principal idea of this contribution is to addresses the prominent features of MHD two-phase flow of a Marangoni Mixed Convection over a stretching surface filled in the presence heat source/sink. The boundary layer governing differential equations are modelled and transformed to a system of nonlinear ODE'S with the aid of similarity transformations. The final controlled equations along boundary restrictions are resolved numerically by RKF method.

2. Model Problem

Consider a steady two dimensional magneto hydrodynamic flow of Dusty fluid over a rectangular sheet in the presence of heat source/sink. Magnetic field B_0 is invoked along the x-axis can be shown in Fig.1 The dust particles are compatible in size. The surface tension Γ is supposed to fluctuate with temperature in linear form. That is $\Gamma = \Gamma_0\left[1-\varsigma\left(t-t_0\right)\right]$

Here Γ_0 and t_0 are the surface tension and the temperature characteristics, and ς is the positive fluid property, we assume that $t_0 = t_\infty$ .The basic two dimensional boundary layer equations of

continuity, momentum, heat transfer for both clean fluid and particle phase with usual notation can be written as

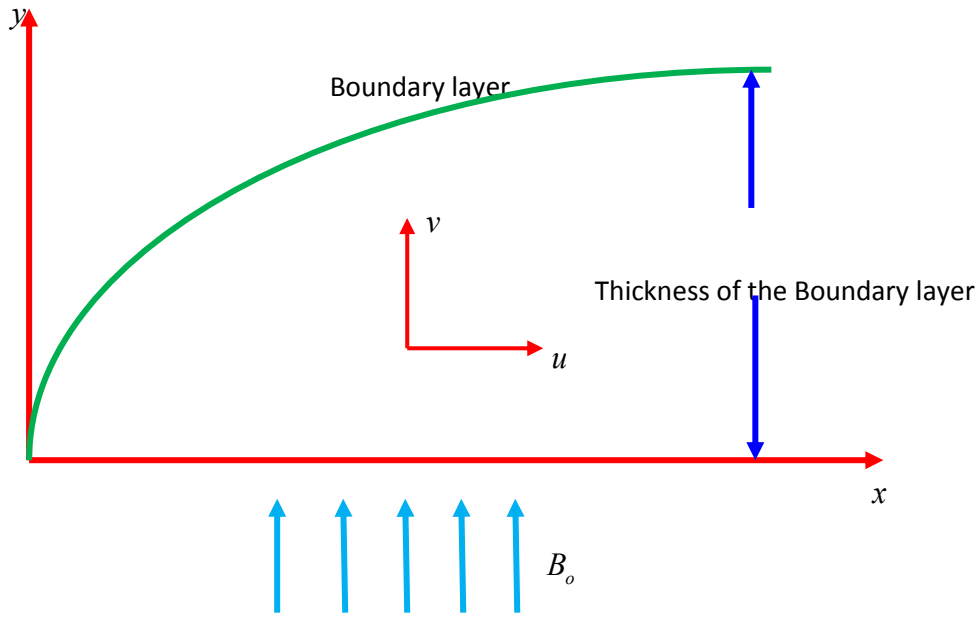


Fig. 1 Physical model

$$u_x + v_y = 0 \tag{1}$$

$$U_x + V_y = 0, \tag{2}$$

$$uu_x + vu_y = \frac{\mu_{nf}}{\rho_{nf}} u_{yy} + \frac{\rho_p}{\rho_{nf}\tau_m}(U-u) - \frac{\sigma_{nf} B_0^2}{\rho_{nf}} u - \frac{\nu}{k_f} u \tag{3}$$

$$UU_x + VU_y = -\frac{1}{\tau_m}(u-U), \tag{4}$$

$$(\rho c)_{nf}(ut_x + vt_y) = \left(k_{nf} + \frac{16\sigma^* t_\infty^3}{3k^*}\right) t_{yy} + \frac{\rho_p c_p}{\tau_t}(T-t) + q''' + \sigma_{nf} B_0^2 u^2 + \mu\left(\frac{\partial u}{\partial y}\right)^2 \tag{5}$$

$$UT_x + VT_y = -\frac{1}{\tau_t}(t-T) \tag{6}$$

The boundary conditions are

$$\mu_{nf} u_y = \frac{\partial \Gamma}{\partial t}\frac{\partial t}{\partial x}, v = 0, t = t_0 + Ax^{m+1} \text{ at } y = 0,$$

$$u \to 0, U \to 0, V \to v, t \to t_\infty, T \to t_\infty \text{ as } y \to \infty. \tag{7}$$

In which (u,v) and (U,V) denote the velocities of the nanofluid and the dust phases, m is the constant exponent of the temperature, ρ -density, ρ_p particle density, μ -dynamic viscosity, ν -kinematic viscosity, k -thermal conductivity, σ_{nf} nano fluid electrical conductivity, B_0

strength of magnetic field, $\tau_m = \tau_m^* x^{\frac{2(m-1)}{3}}$ -momentum relaxation time of dust particles $\tau_m^* = m_\rho / 6\pi\mu r_p, \tau_t = \tau_t^* x^{\frac{2(m-1)}{3}}$ - thermal relaxation time of dust particles $\tau_t^* = m_\rho c_\rho / 4\pi\mu r_p$, m_ρ and r_p are the mass and radius of the dust particles, c and c_p are the specific heat of the nanofluid and the dust particles, σ^* - Stefan-Boltzmann constant, $k*$-mean absorption coefficient, m -exponential index, D_m mass diffusivity, K_T thermal diffusion ratio, T_m mean fluid temperature, c_s concentration suseptibility, k is the porous permeability parameter,. The subscripts (x, y) denote partial derivatives and (nf, f, s) symbolize the (nanofluid, base fluid, nano particles).

The effective properties of the nanofluid are:

$$\mu nf / \mu f = (1-\phi)^{-2.5}, \ \rho_{nf} = (1-\phi)\rho_f + \phi\rho_s, \ \frac{k_{nf}}{k_f} = \frac{(k_s + 2k_f) - 2\phi(k_f - k_s)}{(k_s + 2k_f) + \phi(k_f - k_s)},$$

$$\rho c_{nf} = (1-\phi)(\rho c_f) + \phi(\rho c_s).$$

Here ϕ volume fraction of nanoparticles. We introduce the following transformation;

$$\psi = C_1 x^{\left(\frac{m+2}{3}\right)} f(\zeta), \Psi = C_1 x^{\left(\frac{m+2}{3}\right)} F(\zeta), \theta = \frac{t - t_\infty}{A x^{m+1}},$$

$$\theta_p = \frac{T - t_\infty}{A x^{m+1}}, \zeta = C_2 x^{\frac{m-1}{3}} y \tag{8}$$

where ψ and Ψ are the stream functions such that

$$u = \frac{\partial \psi}{\partial y}, \ U = \frac{\partial \Psi}{\partial y}, \ v = -\frac{\partial \psi}{\partial x}, \ V = -\frac{\partial \Psi}{\partial x}.$$

Further, m, A, C_1, C_2 are constants with $A, C_1 and\ C_2$ given by

$$A = \frac{\Delta t}{L^{m+1}}, C_1 = \sqrt[3]{\Gamma_0 \varsigma A \rho_f / \mu_f^2}, C_2 = \sqrt[3]{\rho^2{}_f / \Gamma_0 \varsigma A \mu_f}, \tag{9}$$

With L -surface length and Δt -constant characteristic temperature.

Substituting (10) into (2)-(9), we have

$$f''' + (1-\phi)^{2.5}\left(1 - \phi + \phi\frac{\rho_s}{\rho_f}\right)\left(\frac{m+2}{3} ff'' + l\beta_v (F' - f') - \frac{2m+1}{3} f'^2 - Mf'\right) - kf' = 0 \tag{10}$$

$$\frac{m+2}{3} FF'' + l\beta_v (f' - F') - \frac{2m+1}{3} F'^2 = 0 \tag{11}$$

$$\left(\begin{array}{l}\frac{1}{\Pr}\frac{\left(\frac{k_{nf}}{k_f}+\frac{4Rk_{nf}}{3k_f}\right)}{\left(1-\phi+\phi\frac{(\rho c)_s}{(\rho c)_f}\right)}\theta''+\left[\frac{m+2}{3}\theta' f-(m+1)f'\theta\right]+\\ \left[l\gamma\beta_t\left(\theta_p-\theta\right)+MEcf'^2+Ecf''^2\right]+Af'+B\theta\end{array}\right)=0 \tag{12}$$

$$\frac{m+2}{3}F\theta_p'-(m+1)F'\theta_p+\beta_t\left(\theta-\theta_p\right)=0 \tag{13}$$

With boundary conditions

$$f''(0)=-2(1-\phi)^{2.5}, f(0)=0, \theta(0)=1$$

$$f'(\infty)=0, F'(\infty)=0, F(\infty)=f(\infty), \theta(\infty)=0, \theta_p(\infty)=0 \tag{14}$$

Where prime signifies the derivative with respect to ζ, l is the dust particle mass concentration parameter, β_v momentum dust particle, M magnetic parameter, k porous permeability parameter, $\Pr$ Prandtl number, β_t thermal dust particle, Df Dufour number, A, B Heat source /sink parameters, Sr Soret number, Sc Schmidt number, β_c solutal dust particle parameter.

Dimensionless Skin friction, Nusselt number is

$$Cf_x=\frac{f''(0)}{-2(1-\phi)^{2.5}},\ Nu_x=-\frac{k_{nf}}{k_f}(1+\frac{4}{3}R)C_2x^{\frac{m+1}{3}}\theta'(0)\ ,$$

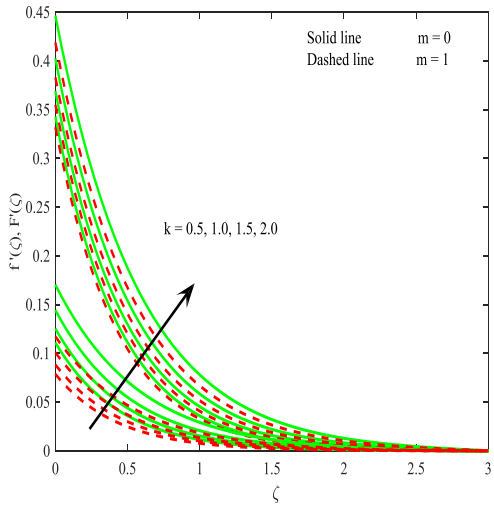
The average Nusselt number u_L, based on the average temperature surface and the ambient temperature is given by

$Nu_L=-\frac{3m+6k_{nf}}{4m+5k_f}Ma_L^{\frac{1}{3}}\Pr^{\frac{1}{3}}\theta'(0)$,Here $Ma=\varsigma c_f AL^{2+m}/v_f k_f$ is the Marangoni number.

3. Results and Discussion

The coupled ordinary differential equations (10) – (13) subject to the boundary conditions (14) are solved numerically using Runge-Kutta based shooting technique. The results obtained show the influences of the non-dimensional governing parameters. Table 1 presents the comparison of Prandtl number on $\theta'(0)$ with existing work. It is conclude that the present results are in good agreement with the previous studies. Table 2 presents the

comparision of Magnetic parameter on $f''(0)$ with existing work. It is conclude that the present results are in good agreement with previous results. Fig. 2 depicts the effects of Porous parameter on $f'(\zeta), F'(\zeta)$. It is noticed that increase in porous parameter velocity enhances. Fig. 3 and 4 shows the Influence of dust parameters for β_v and β_t on velocity profile $f'(\zeta), F'(\zeta)$ and temperature profile $\theta(\zeta), \theta_p(\zeta)$. When we enhancing the values of β_v and β_t declines $f'(\zeta)$ and $\theta(\zeta)$ magnifies the $F'(\zeta)$ and $\theta_p(\zeta)$. The variations of mass concentration of dust particles parameter l have been shown in Fig 5 the velocity for both the fluid and particle phase respectively.



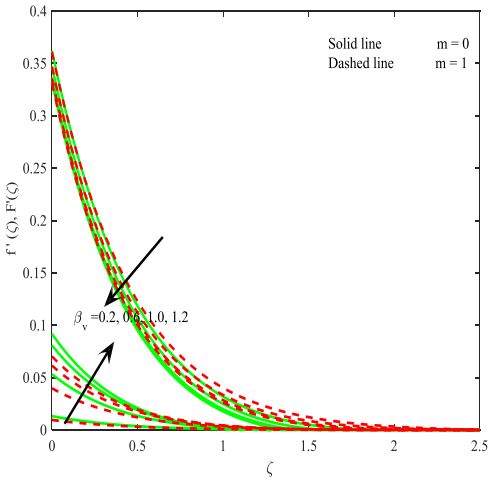
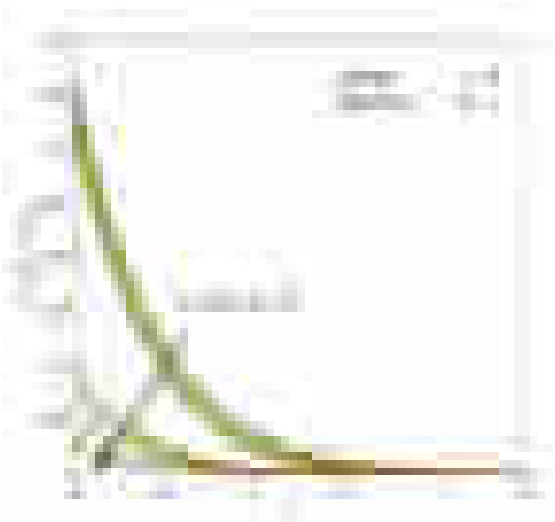


Fig.2. Influence of k on $f'(\zeta), F'(\zeta)$. **Fig.3.** Influence of β_v on $f'(\zeta), F'(\zeta)$



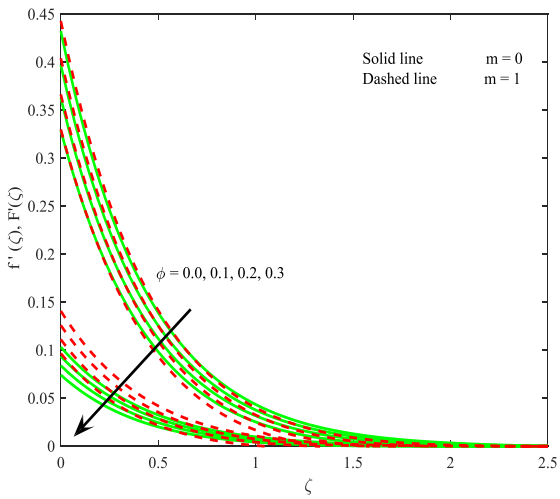


Fig.4. Influence of l on $f'(\zeta), F'(\zeta)$ **Fig.5.** Influence of ϕ on $f'(\zeta), F'(\zeta)$

The velocity distributions are found to be diminished in the boundary layer with an increase in l .Fig.6 exhibit the behaviour of angle pi on velocity and temperature distributions for both the phases. It is found that the boost up values of angle pi the velocity and boundary layer thickness increases and the opposite trend is seen in temperature profile. We can observe that linear variation of the surface temperature on velocities and temperatures dominates the quadratic variation of the surface temperature.Effect of magnetic parameter M on $f'(\zeta), F'(\zeta)$ is plotted in Fig .7. It is found that velocity profile decreases with escalating values of M. Due to the reason that the Lorentz force enhances for higher magnetic parameter. Such force acts as a resistive agent tofluid motion. Thus velocity and corresponding boundary layer are decreased. And the opposite behaviour is seen Fig.8 that is temperature profile.

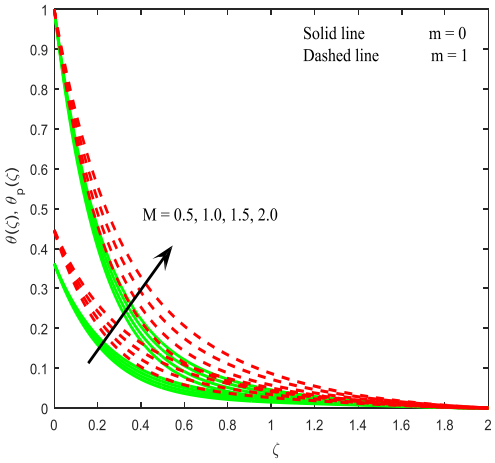


Fig.6. Influence of ϕ on $f'(\zeta), F'(\zeta)$. **Fig.7.** Influence of M on $\theta(\zeta), \theta_p(\zeta)$.

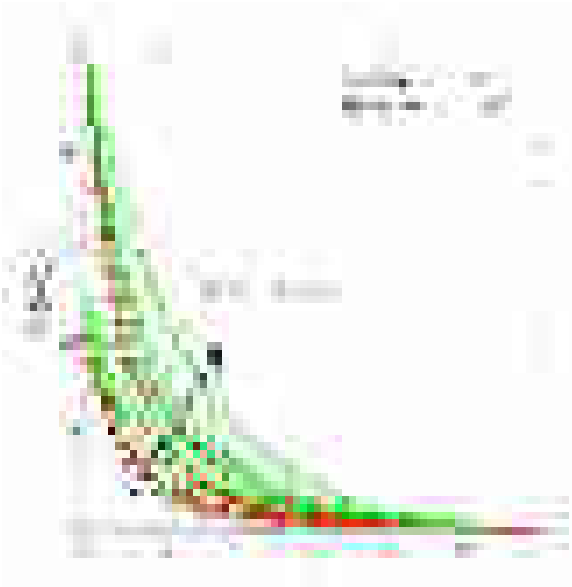


Fig.8. Influence of Ec on $\theta(\zeta),\theta_p(\zeta)$.

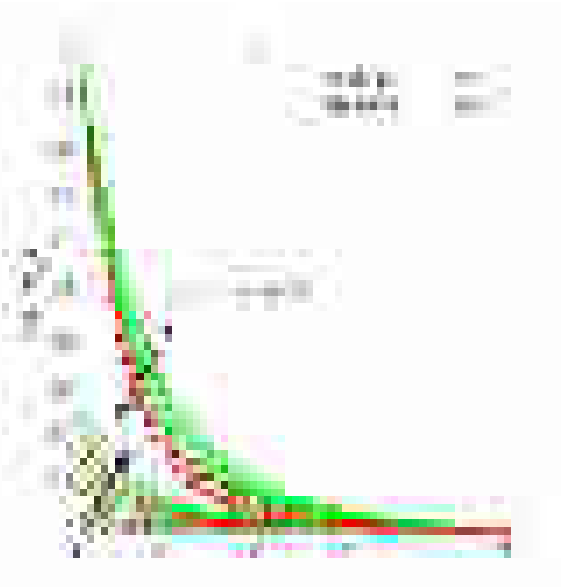


Fig.9. Influence of Ec on $\theta(\zeta),\theta_p(\zeta)$.

Fig 9 depicts the influence of Eckert number on temperature profile $\theta(\zeta),\theta_p(\zeta)$ .temperature profile and its boundary layer thickness enhances for escalating values of Ec .it is observed that an increase in viscous dissipation of the fluid tends to increase in the temperature.Figs. 10 and 11 respectively depict the impact of space and temperature dependent heat source parameter (A and B) on the temperature distribution. It is conspicuous that temperature dependent heat source B affecting significantly by increasing the fluid temperature than space dependent heat source A .Scientifically, the energy boundary layer generates energy which produces the liquid temperature to enhance with larger values of $A>0$. Due to this argument, a magnification in fluid temperature field is observed for escalating values of A .

Table 1 Comparison of values of Prandtl number on heat transfer coefficient

Pr	Grubka et al.[12]	Chen [13]	Mahanteesh et al. [14]	Present Results
0.72	1.0885	1.0885	1.0884	1.0885
1.0	1.3333	1.3333	1.3333	1.3333
3.0	2.5097	2.5097	2.5096	2.5095
10.0	4.7969	4.7968	4.7968	4.7969

Table:2 Comparison of values of Magmnetic parameter on skin friction coefficient

M	Tufail et al. [16]	Mahanthesh And Gireesha[17]	Present results
0.0	1.00000	1.00000	1.00000
0.5	1.22475	1.22475	1.22475

1.0	1.41421	1.41421	1.41421
1.5	1.58114	1.58114	1.58114

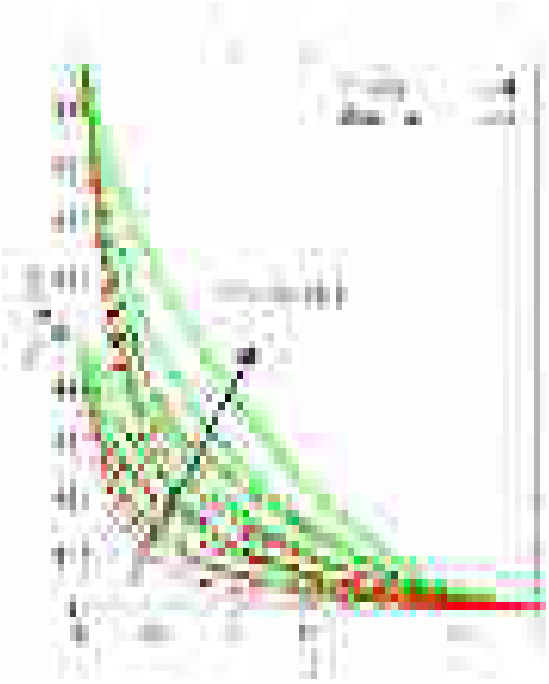


Fig.10. Influence of A on $\theta(\zeta),\theta_p(\zeta)$.

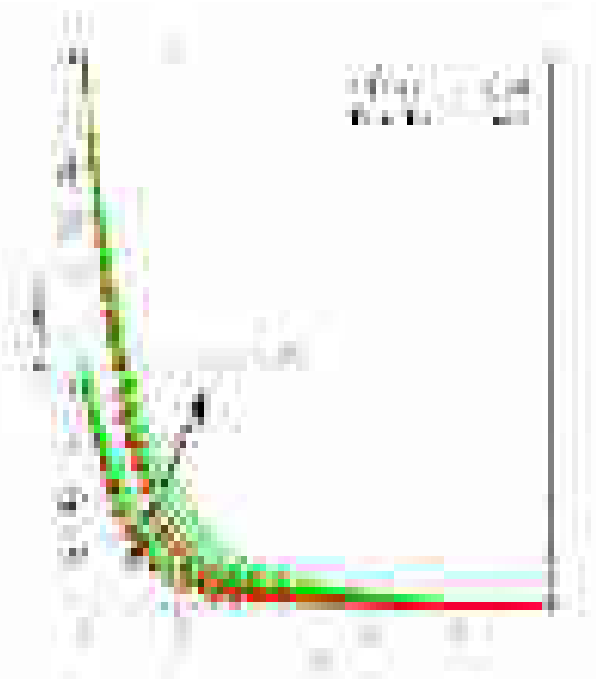


Fig.11. Influence of B on $\theta(\zeta),\theta_p(\zeta)$

Fig 9 depicts the influence of Eckert number on temperature profile $\theta(\zeta),\theta_p(\zeta)$ .temperature profile and its boundary layer thickness enhances for escalating values of Ec .it is observed that an increase in viscous dissipation of the fluid tends to increase in the temperature. Figs. 10 and 11 respectively depict the impact of space and temperature dependent heat source parameter (A and B) on the temperature distribution. It is conspicuous that temperature dependent heat source B affecting significantly by increasing the fluid temperature than space dependent heat source A .Scientifically, the energy boundary layer generates energy which produces the liquid temperature to enhance with larger values of $A>0$. Due to this argument, a magnification in fluid temperature field is observed for escalating values of A .

4. Conclusions

In this study, we presented the numerical results for analyzing the momentum, heat and mass transfer characteristics of MHD flow of a marangoni dusty fluid over a rectangular surface. The effects of non dimensional governing parameters on velocity, temperature and concentration profiles for both fluid and dust phases are discussed and presented through graphs.

1. Velocity profile decreases with escalating values of M.

2. Enhancing the values of β_v and β_t declines $f'(\zeta)$ and $\theta(\zeta)$.

3. Impact of linear variation of surface temperature dominates nonlinear variation of surface temperature.

4. Thermal boundary layers are enlarged and velocity boundary layers decrease for escalating values of ϕ.

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[illegible] POTATO AND DRINKING WATER

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ABSTRACT

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Key words

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Introduction

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Potato and its Uses

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Water Contamination

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Smoking Wines and Room Prices

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"BEST PRACTICES IN TECHNOLOGY ENHANCEMENT LEARNING PROGRAMME ON MOOC'S AND SWAYAM PRABHA"

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Social and Use of Resources in College Libraries

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- Web Sites: Bibliographies
- Electronic Journals
- Blogs, Wikis

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THE MONEYED CLASS DILEMMA IN AUGUST WILSON'S *RADIO GOLF*

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Abstract:

August Wilson, the most renowned African-American dramatist, generally explores the life and experiences of working-class Africans in America. Nine out of the ten plays in his *Pittsburgh Cycle* mirror the plight and predicaments of such poor blacks. However, the last play of the cycle, *Radio Golf* casts light on the rare rich Afro-Americans who are in a dilemma of their identity. Some of the rich blacks wanted to shed their African identity in order to become complete American whereas the others would want to sustain their rich cultural heritage for they believed that it would offer them a solace whenever they felt alienated on the white land. Wilson aptly presents this conflict of 'double consciousness' in *Radio Golf* towards the end of which he also offers convincing solution. The paper is a modest attempt to explore the dreams, realities and attitudes of the moneyed class Afro-Americans.

Index Terms: **African-Americans, aspirations, cultural heritage, Golf, Identity, Real Estate**

Introduction

August Wilson was a powerful theatrical voice of African-Americans for he echoed the troubles and trauma of his coloured community in America through his decade-by decade ten plays of 20th *Century Cycle*. The final play of the cycle and of the dramaturge himself, *Radio Golf* was written and first premiered in 2005. It throws light on the African-American experiences of 1990s, especially of the rich class. It was the decade when blacks were gradually flourishing socially, economically and politically as well. The educated blacks were getting better employment opportunities as were the business class who were allowed to mainstream trade. The coloured could find better access even in politics. So, the poor African-Americans could turn middle-class and the latter, in turn, could become rich. Thus, the time was ripe enough for the ever-struggling blacks to prove their prowess and to enjoy equal rights and status with the whites. However, they were still in a deep dilemma due to identity crisis. They could not decide on whether to remain African-Americans or to become complete Americans in terms of their belongingness, culture and heritage. This is the focal point of the play *Radio Golf* as pointed out by Hedy Weiss, a famous theatre critic.

> Radio Golf is about the emergence of a powerful black 'moneyed' class that began to flower in the 1990s, as college educated blacks began taking their place in banks and boardrooms and high political offices. But it is also a stern warning to that new bourgeoisie that it is still on shaky ground and ever-ripe for corruption, and that if those who have 'made it' deny their history – and forget their fellow blacks who have failed to rise – they will only end up fooling themselves (Weiss 42).

Blacks into golf- symbolic significance

The title of the play itself is an evidence that it deals with the upper-middle class and the rich people of the black community because the sport golf was not accessible to the poorer sections of their society. It was considered a symbol of status for the aristocratic whites. "Golf-with its lavish disregard for time and money is a symbol of the two men's bourgeois achievement and of their burden, which is to assume the attitudes and the leisure activities of the white man" (Lahr; *New Yorker*). However, the coloured rich also tried to involve themselves gradually in the sport. Their longing for the sport symbolizes their crave for equal status with the whites. Stewart aptly points out, "In the play, golf stands for newfound privilege to which some African-Americans at the end of the end of the twentieth century have access" (177).

Afro-American realtors against their own community

Having been set in 1997, the play centres around the aspirations of two best friends, Harmond Wilks and Roosevelt Hicks. Besides being thick friends and roommates since their college days the two have become business partners. They hold equal shares in Bedford Hills Redevelopment, Inc. which involves in revitalising the city of Pittsburgh by demolishing the old and dilapidated buildings and constructing new commercial complexes in their places as a part of the much controversial Urban Redevelopment project of the white government. Though the project was started with the positive intent of improving the infrastructure of the city, it proved hostile for the African-Americans. Thousands of the blacks had to lose their houses for commercial buildings that offered no place for the victims but helped the massive raise of private real estate investors. "An entire neighbourhood was destroyed (to be replaced by Civil Arena), displacing 8000 residents (most of whom were poor and black)" (Laurance 89).

There was severe criticism against the project during 1970s and 1980s. So, the white administrators tactically involved black realtors like Harmond and Roosevelt in 1990s to assuage the black protest. Despite being blacks themselves those realtors started demolishing their own African-American neighbourhood for commercial success. Furthermore, the coloured were offered little compensation unlike the whites who would get high prices for their dwellings. That was severe injustice yet the black realtors paid no attention to it. The two partners, in the play, have invested almost 200000 dollars on buying the old buildings mostly belonging to the blacks and wait badly for the declaration of blight. "If the blight doesn't come through in six months the bank will have the keys and Arleen's new Saab" (Wilson, *Radio Golf* 12). When the U.S government declares blight the two celebrate by singing and dancing but they ignore the fact that they are tearing down their own black neighbourhood in their selfish quest for money-making.

Two best friends -Two different Identities

In spite of being close friends as well as business partners Harmond and Roosevelt seek their identities in two entirely different ways. The former always associates himself with African- American identity whereas the letter wants to gain his identity through his associations with the whites. Harmond's insistence to name the local health clinic after Sarah Degree, the first Afro- American nurse evidences his loyalty to his race right at the beginning of the play. "Sarah Degree was the first black registered nurse in the city. Naming it after her fits perfectly" (R.G. 10).

Roosevelt's desire to collaborate with Bernie Smith to own the WBTZ Radio despite Harmond's warning against makes it clear that he is ready to forgo his Africanness to achieve material success. His fondness for his visiting cards to be distributed to the white golfers also reveals his dependence on the whites for his identity. Harmond, on the other hand, wants the blacks to be self-dependent. He aspires to become first Afro- American mayor of the city and to prove the capability of the underrated race. However, he does not intend to harm the whites but to create equal opportunities for both the races. "I'm going to be the mayor of everybody. It's not about being white or black, it's about being American" (R.G. 56). The blacks could never get equal rights or facilities during the mayorship of the whites. They were badly neglected and ill treated for their skin colour. However, some blacks like Roosevelt are still ready join hands with the whites against their own people. Nevertheless, Harmond wants blacks to be self-reliant.

1839 Wylie - a test for loyalty

The character of Old Joe is central for the dramatic action of the play. He is the owner of 1839 Wylie, an old and abandoned building which is set to be torn down by Bedford Hills Redevelopment company. Harmond and Roosevelt claim that they bought the house from the city in an auction and they are going construct a ten-storey commercial complex with 180 flats after knocking it down. However, the old man is unaware of the sales and so he wants to retrieve his ownership and stop its demolition. "Only thing I didn't sell it. I tried to tell them but they wasn't listening. They told me they sold it 'cause I owed back taxes" (R.G. 34). This brings forth how the Urban Redevelopment affected the poor blacks in late twentieth century.

Harmond tries to pacify Old Joe by offering him 10,000 dollars but he doesn't accept it since the house is not just an ordinary building for him. 1839 Wylie actually belonged to Aunt Ester, the spiritual mother of African-Americans. She was a soul-cleanser who would offer solace and redemption for the suffering blacks upon visiting her house. Old Joe is her heir apparent and therefore inherited the house after her death in 1985. So, the place is of spiritual significance for him to sell it out.

> 1839 Wylie Avenue is a sacred ground, the home of the now-deceased mother of the race, the most significant persona of Wilson's ten-play chronicle of the African-American experience. She is none other than the ultimate ancestor, and Ester. Aptly named after the woman who saved her people in the Old Testament (Booker 84).

The two black realtors cannot realise the cultural value of the house. They only look at the material prospects it fetches for them. So, they do not empathise with Old Joe who passively resists them. However, the intervene of Sterling Jackson, a self-employed building contractor into the matter heightens the conflict. He, being one of the ardent devotees of Aunt Ester, knows the power of the holy dwelling and so challenges the realtors against the impending destruction of it. "If you fuck with Mr. Barlow's house…if you move one goddamn pebble…You gonna have to answer me on the battlefield. We can deal with this old-fashioned way. It ain't gone out of style. It just got different levels see…" (R.G. 51).

Sterling is a staunch follower of Black Power ideals to safeguard the rights of the black folks. He strongly opposes white hegemony and believes that it is very important to sustain African cultural heritage for the blacks to live in harmony in white America. The death of Aunt Ester, according to him, is a great loss to the African-Americans. So, he wants to save at least her sacred house to prevent themselves from further doom. That is why he scorns at Harmond when he says that they are reconstructing the Hill District by tearing down 1839 Wylie and other old buildings. "How you gonna bring it back? It's dead. It take Jesus Christ to bring it back.

What you mean is gonna put something else in its place. Say that. But don't talk about bringing the Hill back. The Hill District's dead" (R.G. 15).

Harmond eventually realises that he has purchased the house unlawfully. He also comes to know of his family lineage. He is, in fact, a descendent of Aunt Ester's family and thus a close cousin of Old Joe. This realisation awakens his spirits and makes him understand his roots. So, he decides against the demolition of the holy house, this leads to a serious conflict with his partner, Roosevelt who is willing to sell even his cultural legacy to grow rich. He does not have any social responsibility towards his people and behaves like an individual. Wilson's dramatic art often stresses the need for being loyal to one's community. Through Harmond's character he emphasises it yet again. The rich realtor is quite willing to forgo his fame as trader and even his political aspirations in order to be loyal to his race. He is, thus, able to overcome his cultural dilemma unlike his business partner and life partner.

Roosevelt goes to the extent of expelling Harmond from the Bedford Hills Redevelopment by bringing in his white partner Bernie Smith but Harmond is well aware of such cunningness and he, in turn, sends Roosevelt off his office calling his disloyalty to his race an act of prostitution. "How much he pay for something like that? After he rolls over and puts his pants back on, what you got? A hundred dollars? Three hundred dollars? Or are you one of them high-class thousand-dollar whores?" Harmond's wife, Mame Wilks also tries her best to evade him from saving Aunt Ester's house but he is so committed to his Afro-American community that he won't listen even to her.

> MAME: Harmond, if you do that you're throwing everything away. All your hard work. Your career. Your reputation……
>
> HARMOND: You got to have a rule of law. Otherwise, it would be chaos. Nobody wants live in chaos (R.G. 70).

Thus, he declares his loyalty to his race than to his family or business. Personal success as a politician or a business man is so little to him when compared to the success of his race in the race-dominant white social world.

Conclusion

August Wilson, through this play, reiterates that preserving African-American cultural legacy is a solution for the black dilemma. He advocates the blacks to conserve their rich spiritual heritage to lead harmonious lives in the materialistic world of America. Sterling's act of initiating a paint party at Aunt Ester's house on the day of its impending demolition symbolises their protest against the destruction of African-American cultural legacy. Harmond goes to join the party at the end of the play painting his face like a warrior. It emphasizes the need for the blacks to turn warriors if their identity is under threat. Radio Golf, thus, presents the dilemma of the moneyed blacks besides offering them such a worthy solution.

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User Perceptions and Expectations from Academic Libraries in Digital Information Society

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USER PERCEPTIONS AND EXPECTATIONS FROM ACADEMIC LIBRARIES IN DIGITAL INFORMATION SOCIETY

Edited by Prof. K. Prabhuti, Dr Narahari Sadhanala, Dr Sk. Khaja Hussain Pasad and Dr C Mallikarjuna

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User Expectations in Academic Libraries

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Dr. N. Peddiraju
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Abstract [illegible]

Keywords: Libraries, Knowledge Dissemination, Traditional Services, Digital Services, User Expectations, User Satisfaction, Library Resources, Library Services.

Introduction

Libraries are the temples of learning. They have been entrusted with the responsibility of providing information for different purposes. For their users in Indian, manual, digital and blended approaches, personalized development, improving accessibility, multi-lingual services, enhance [illegible] and [illegible]. The information required by the users is gathered from different sources like the internet, library catalog, various books and other [illegible]. The special point of all these is to deal with the user [illegible] expectations, [illegible]

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3. Sufficient physical environment should be provided such as additional space, furniture, or utilities.
4. Both the library staff and the students should be empowered the necessary skills needed in the operation of electronic devices.
5. There are certain topics which require repeated consultations on the part of the users. Hence, there should be proper and clear representation in the library.
6. Information in library programmes may be neglected.
7. A promotional campaign will be more good a long way in making the students informed in accessing their changing and growing interests.
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Conclusion

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A COMPREHENSIVE REVIEW OF LEARNING IN EDUCATIONAL PSYCHOLOGY

P. Venkatesu, J. Subrahmanyam, & V. Raja

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Introduction:

Learning methods of education have been developed rapidly due to advances in technology. Learning is an organized, complex, and goal-directed activity. Learning is not preparation for life, it is life itself. Moreover, learning is placed as a central theme in educational psychology. Hence, in the present article, the authors review the concept and nature of learning, components of learning, and methods of learning with differences, advantages, and disadvantages of the learning methods briefly with different perspectives, keeping in mind the varied concepts of learning proposed by eminent psychologists. This article also discusses the implications of the learning methods in real classroom situations. In addition to that advances in learning methods like programmed learning are also explored. And in conclusion, some of the methods and practices to be followed for the betterment of learning in the education system are suggested.

Educational psychology is the scientific study of the application of the laws and principles of psychology to mold education effectively in which learning plays a vital role. Learning is designed based on motivated learners striving to attain a goal. Of course, the success or failure of individuals to reach a goal depends upon their readiness, opportunities, and the effectiveness of their goal-oriented activities. Learning is also one of the key psychological aspects that can modify human behaviors. And these human behaviors either directly or indirectly are affected by the learning process. Besides, change in human behavior also occurs considerably due to maturation. Though maturation and learning are closely related to each other, there is a bit different. Maturation is the process by which behavior is modified as a consequence of the physical and psychological growth of the individual. Whereas learning is a changing of behavior that occurs as a result of experience. Understanding of learning increases with maturation. Pressey, Robinson, and Horrocks (**Pressey et al., 1959**) represented the components of the learning process in the following manner- Motivated learner > process of goal attainment > goal.

Again, they said that the learning takes place under the following conditions-

- The learner must be motivated because of his unsatisfied needs, wants, and interests.
- A situation whose well off manipulation, the learner perceives, is leading to a state satisfying his motives.

- The learner's motivation should be enough stronger.

Thus learning depends on so many factors as illustrated in the school learning situation which falls into the following components:

- The learner: - The first component of the school learning situation is the learner as a unique individual.
- Learning situation: - Every learning situation is different for every learner.
- The learning process: - This is the interaction that must take place between the learner and learning situation.
- The teacher: - The teacher is the central figure in the learning process.
- The curriculum: - It is the organization of the body of knowledge, skills, and attitudes where the pupils are required to learn and develop.

Further, the amount of learning is figured out with learning curves. In general, there are three forms of learning curves identified. They are positively accelerated, negatively accelerated, and sigmoid types. In the positively accelerated curve, the change in increments of learning is small during the early trials and becomes larger as the practice continues. In a negatively accelerated curve, there is a rapid change in the beginning and as trials go on, the improvement becomes smaller and smaller. The sigmoid curve is one that is positively accelerated during the first half and negatively accelerated during the next half of the trials. Usually, we may not get the exact curves. An utmost physiological limit is noticed beyond which there is no development in learning and there are some temporary halts in the process of learning known as plateaus. And these are caused by a lack of motivation, lack of interest, boredom, fatigue, and modifications in the learning techniques. Plateaus are the challenges to the teacher. The teacher should try to avoid the plateaus right from the beginning of teaching a class by motivation through rewards and punishments, by preparing the content related to the needs of the pupils, and by considering the maturity levels of the pupils. Learning curves help the teachers in knowing where the pupils have faced difficulty. This in turn is helpful for the teacher to plan out his teaching strategies.

1. The methods of learning

There are three predominant learning methods namely associative learning, learning by trial and error, and learning by insight.

A. Associative learning or Conditioning

In this learning process, a relationship is formed between a stimulus and a response. For instance, fire (stimulus) is related to avoidance (response). Pavlov (**Pavlov, 2003**) established the conditioning in a hungry dog salivary response to the ringing of the bell. It consists in the attachment of a new response to a stimulus which did not occur earlier. Watson (**Watson, 1919**) also established the conditioning of a small child. And said that reinforcement of learning (immediate reward), introducing repetition in learning (drill and review), and removing

distracting stimuli are some of the implications to the classroom procedure. According to Skinner (**Skinner, 1938**), there are two types of conditioning, viz. Classical conditioning and operant conditioning. Skinner box is the famous one in which Skinner did experiments on animals to differentiate the two above conditions.

1) *Classical conditioning*: It is also called respondent conditioning in which the neutral stimulus (reinforcing stimulus) is paired with an unconditioned (natural) stimulus. Here the animal remains passive

2) *Operant conditioning*: In this conditioning, the response is instrumental to get reinforcement. Reinforcement is nothing but an instrument that can increase the probability of a given response. Here the animal is more active.

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Classical conditioning	**Operant conditioning**
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It is like Maze learning – hit or miss process. This method is clearly explained through an experiment by Thorndike on a cat (**Thorndike, 1905**). A hungry cat is placed in a puzzle box. The fish is placed outside the cage. The cat exhibits random behaviors to open the door with some attempts. As the trails go on unnecessary and incorrect responses become less and less and finally, the right adjustments get established.

Based on his experiments he formulated some laws of learning. They are as follows.

1) *The law of effect*: According to this law "when a modifiable connection between a stimulus and response has been made, it is strengthened if it results in satisfaction and weakened if it leads to annoyance". School experiences must be pleasant and gratifying. Classroom

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2) *The law of exercise:* According to this law "the more frequent a modifiable connection between a situation and response is made, the stronger is that connection". In the classroom situation, review and recitation may aid learning. Repetition combined with interest may lead to efficient learning. For example in the teaching of spelling, pupils must be trained to use them in sentences and composition.

3) *The law of readiness:* This law states that "when a person feels ready to act or learn, he learns more effectively and with greater satisfaction than when he is not ready". This is otherwise called the mindset. In the class, room attempts should be made to develop a readiness to learn. A good assignment that raises curiosity may develop a favorable mindset. Correlating lessons with excursions and encouraging lively discussions, pupils' participation could help to promote readiness mentally.

Learning by insight

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The educational implications of this learning by insight are- the subject matter and activities must be organized into larger units and in the teaching of subject matter, teachers must try to orient the pupils to the general organization. Insight learning can be developed in pupils by taking them to Museums, Exhibitions, and exposing them to industries and factories. The following Table. 2, shows differences between Trial and Error learning and Insight Learning

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Conclusion:

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Physical education Satisfaction enjoyment and boredom in autonomy support and academic performance

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ABSTRACT

The study is to analyze the effect of physical education satisfaction enjoyment and boredom in autonomy support and academic performance. The analysis will have questionnaire for autonomy support in physical education, sport satisfaction intrinsic in physical education and the physical education performance of the students. The validity tests were analyzed using confirmatory procedures. Descriptive, reliability, and validity analyses were carried out for each instrument, and the mediating effect was examined.

1. INTRODUCTION

Children and youth receive numerous physical health benefits from physical activity (PA), including improved fitness, cardiovascular function, metabolic function, and bone health. Despite these health benefits, many children continually fail to meet PA recommendations. The primary goal of schools is student academic achievement; the key to increasing PA in schools would be to show that PA improves academics. As administrators have increased the focus on academic achievement since then, schools increasingly have eliminated PA opportunities. In response, public health researchers have searched for the "holy grail" of PA in schools: a positive connection between PA and academic achievement. If scientific evidence verifies and supports a positive connection between PA and academics, administrators may be more likely to increase PA opportunities during the school day.

Researchers have been studying PA and academic achievement for over half a century. Now, many researchers contend that sufficient evidence exists to institute school PA policies that will improve (or at least not detract from) academic achievement. If this conclusion is promoted before definitive data are available, however, negative consequences may result. If researchers promote PA as a way to improve academics, and administrators later fail to see this association, promotion of PA in schools could fall several steps backwards.

2. ANALYSIS

Physical Activity satisfaction/enjoy may be examined according to the Theory of Subjective Well-Being. This theory is composed of two dimensions: on the one hand, a person's general satisfaction with life; and on the other hand, the affective dimension, understood as the result of immediate and continuous response to the conditions surrounding the students. In this way, satisfaction with school is interpreted as a cognitive-affective assessment of the general satisfaction experienced by the student. It has been proven recently that levels of satisfaction with physical education (PE) forecast satisfaction with school, which is linked in turn to the academic performance of secondary school students. But what strategies can the PE teacher apply to increase the levels of satisfaction with PE?

- One way for the teacher to increase levels of satisfaction with PE is by supporting the autonomy of their students. Autonomy support—together with competence and relationship—is one of the dimensions that form the Theory of Basic Psychological Needs, variables that have been studied extensively. Autonomy refers to the level of independence and control that an individual has over their own choices; competence is defined as a person's capability to perform a certain task; and relationship means the connection that an individual has with other persons.
- Autonomy, understood as a psychological disposition before a certain task, is vital in the educational environment, and especially in the field of PE, as it is linked to individual competences that are reinforced through teamwork. Instructions or orders for practical tasks from the teacher to the student encourage their autonomy and improve their concentration. Moreover, as explained in Ntoumanis' research, the fulfillment of autonomy increases academic commitment, favors motivation, and prevents task abandonment and dropout rates in general. The fulfillment of basic psychological needs, improved self-determined motivation, greater perceived control, a positive mindset and the intention to engage in physical activity.
- Autonomy brings a perception of competence, capacity, and control over an individual's own decisions, which implies accepting the consequences of their behavior. Such perceptions of freedom and competence enable the student to face more complex challenges, generating more in-depth learning.

It is critical that students enjoy and feel satisfied with the PE class due to its connection to autonomy support, academic performance, and physical activity levels, which in turn relate to better academic performance. On the contrary, when a student feels unsatisfied/boredom with PE class, their levels of physical activity

decline, and their levels of school boredom and potential school abandonment increase, among other variables.

Method:

To measure intrinsic satisfaction (enjoyment and boredom) in PE, we used the Sport Satisfaction Intrinsic in Physical Education (SSI-EF) instrument adapted to the Mexican context by Baños et al..The instrument is composed of eight items; five of them measure the level of satisfaction/enjoyment with academic activities for each subject, while the remaining three measure boredom. The scale is preceded by the phrase: "Tell us how much you agree or disagree with physical education". Answers were given using a Liker scale ranging from 1 (completely disagree) to 5 (strongly agree).

Academic performance in PE. We asked teachers to provide their latest test score records in order to analyze the students' grades. This procedure guarantees a better reliability than the one used by Baños et al., where grades were requested from the students themselves. These were recorded in a scale of polychromous items ranging from 1 to 10.

A research project called "Programme for International Student Assessment: relationship between school performance in secondary school students and psychological, family, and physical activity variables" was first presented. Then, authorization was requested from school principals, providing the parents/guardians involved with information for consent detailing the purpose and intentionality of the study. Following their approval, the data collection procedure began by informing the participants of the study's purpose, that participation was anonymous and voluntary, and that their answers were to remain confidential, reminding them that there were no right or wrong answers, and asking them to answer with complete honesty.

Initially, an analysis for multivariate normality was performed. Once normality was determined, or not, a confirmatory factorial analysis (CFA) was carried out to assess the proper adequacy of these instruments in regard to the samples used in this research. Several reliability and validity indices were calculated for each instrument, including Cronbach's alpha, composite reliability, and average variance extracted (AVE). Then, analyses were carried out to determine the correlation among the instruments used. Subsequently, several structural equation models were created in order to meet the purpose of this study.

To determine whether the correlation between autonomy support and PE grades was mediated by enjoyment and boredom during class. Confidence intervals (95%) were generated using a bootstrap of10000 samples to determine the outcomes of the model. Likewise, we calculated the indirect effects of autonomy support (X) and PE grades (Y) through enjoyment (M1) and boredom (M2).

3. CONCLUSION

It is worth mentioning that several researchers have demonstrated that students who engage in moderate and vigorous physical activity achieve better academic performance in mathematics and reading comprehension. Nonetheless, although other studies have not found any significant correlations among these variables, physical activity levels did not negatively affect academic performance. An explanation for this discrepancy in the scientific literature might lie on the scarcity of studies analyzing the mediating effect of autonomy support and satisfaction with PE between levels of physical activity and academic performance. Therefore, it would be interesting to see future researchers elaborate further on this field.

Conclusion, the results of this study have shown that autonomy support does not directly predict PE performance, but rather that it is necessary that student's feel satisfied with PE for there to be a positive forecast of the student's academic performance. In this way, satisfaction with PE has a mediating effect between autonomy support and academic performance. However, boredom with PE did not have a mediating effect between autonomy support and the student's academic performance.

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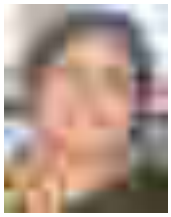

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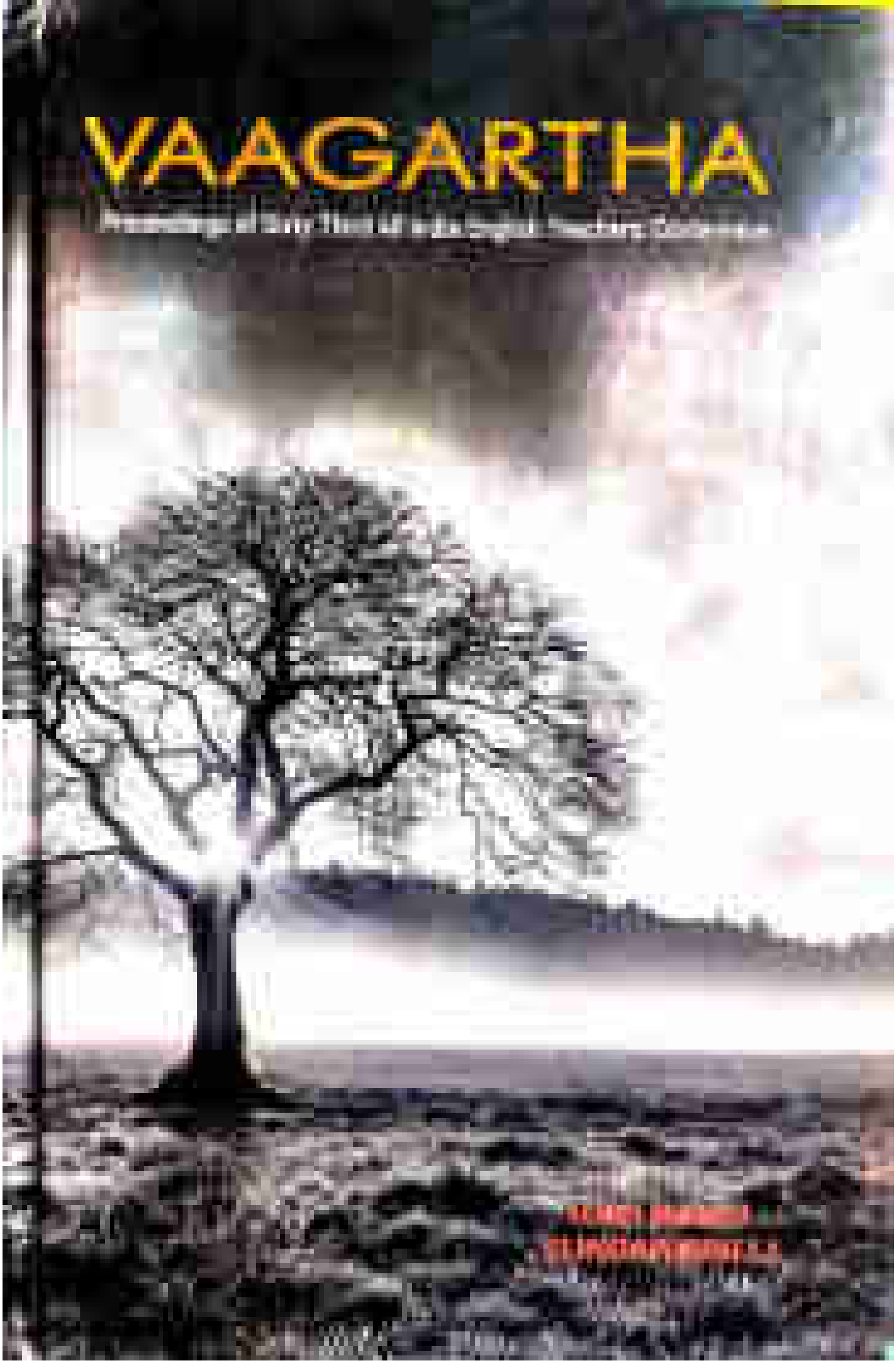

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Theme of Alienation in The Pittsburgh Cycle

* Rajesh Bhar

This paper [illegible] bringing forth the theme of Alienation in the Pittsburgh cycle of plays written by one of the most popular 20th century American dramatists, August Wilson. The [illegible] the plays each depicting a decade of the African American experience of the whole twentieth century. August Wilson, being a [illegible] the theme of Alienation or isolation of the blacks living in the Pittsburgh region.

Alienation is the common theme in American literature as it [illegible] deep roots. Alienated characters create a sense of intrigue with the personal alliance that they are confronted with. There in the plays of Wilson many plays [illegible] the black Americans or the sense of solitude or loss of self identity. Particularly the plays like *Fences* and *Ma Rainey's Black Bottom* expose this theme.

This paper mainly focuses on how the central characters suffered the sense of Alienation.

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[illegible]

August Wilson, a significant voice of the 20th century American [illegible] produced 10 plays chronicling African American life in each decade of the 20th Century, known as the Pittsburgh Cycle or Century Cycle, through the lens of Black Americans residing in the 20th Century, known by fans. Wilson explained, "I [illegible] each decade and looking at one of the most important questions that black people confronted in that decade and writing a play about it. The story of African and [illegible] history." (Interview with Bonnie Lyons, Contemporary Literature, [illegible]) Wilson's [illegible] subject matter as "a four-hundred-year history of black people in the mainstream American society." (Hartig, Mary 2001) Wilson, unknowingly, in the [illegible] the [illegible] in the cycle and it's [illegible] over to the superficial trouble. However, upon peeling deep into the [illegible], we can clearly see [illegible] distinction. Fighting [illegible] (1) Fighting poverty in everyday language (Black people are always in search for [illegible] (2) Fighting for protection [illegible] (3) Fighting [illegible] (4) Fighting [illegible] in [illegible] and [illegible].

Childhood influences:

Wilson's childhood experiences of discrimination have been influential [illegible] in his plays. He was born [illegible] Hill District, [illegible]. His father was [illegible] from the [illegible]. His mother [illegible] to Silver [illegible] Pittsburgh and [illegible] in the Hill District where she [illegible] working. He experienced serious racial hostility and [illegible] in his youth and early [illegible]. He was also [illegible] being arrested [illegible]. His high school [illegible] [illegible] Wilson decided to become a writer but [illegible] [illegible] [illegible] (Bryant, [illegible]) The [illegible]

[illegible] to [illegible] the family where he [illegible] last. This [illegible] experiences some of isolation in his own life and a [illegible] his [illegible].

Nature – Character of Troy Maxson

Published in 1985, the play is a [illegible] Troy and Cory, [illegible] Troy and Rose, his wife. Though Troy lives in the [illegible] Troy [illegible] by [illegible]. Much of Cory's [illegible] due to Troy's [illegible] and his attitude towards [illegible] Cory's [illegible] change. "His refusal to accept the fact that [illegible] conditions are changing for the black man" (Pontiac,77). His [illegible] to change affects his relationship with his son Cory, who is [illegible] Troy doesn't allow his son to pursue his [illegible] dreams, he represents the degrees of [illegible] that [illegible]. Therefore, he believes his son might stay in personal [illegible] the legacy Troy's [illegible] past carry up the new generation. He [illegible] when he says, "I decided a [illegible] ago that he wasn't getting involved in sports. [illegible] they don't pay no [illegible]" (Wilson, 14). The idea of bragging [illegible] a half [illegible] of Alexander which [illegible] Troy [illegible] [illegible] the [illegible] of the world: "By [illegible] a [illegible] [illegible] [illegible] [illegible] [illegible]" (Wilson 41).

Role Reversal: Black Woman – Lovers' Issues [illegible]

Published in 1986, the play [illegible] of black [illegible] during 1950s. Troy [illegible] [illegible] Cory [illegible] [illegible] which [illegible] [illegible] [illegible] [illegible]

[illegible]

The Piano Lesson: Boaz's Sense of Alienation

The 1990 published play [illegible] with the story [illegible] the village Boy Willie and Berniece regarding selling of the family's ancestral piano. Boy Willie wants to sell the piano in order to buy a piece of land but Berniece [illegible] (1.4.8). The [illegible] Boaz's [illegible]. Though the [illegible] and her daughter [illegible], the both [illegible] that is of the opinion that "[illegible] only part [illegible] of Wolfgang [illegible] Boaz" (Berniece 34). The [illegible] Boaz [illegible] Wolfgang Boy also affirm the [illegible] alienation. However, "Now [illegible] I don't [illegible] anywhere" (Wolfgang Boy 42), [illegible] the sense of lost identity [illegible].

Joe Turner's Come and Gone: A Quest for Identity

The play revolves around of the Blues, [illegible] for [illegible] Joe Turner's [illegible] the Reconstruction Civil War. Joe Turner is not a character in the [illegible] but he is a symbol of black [illegible] quest for identity. He's the black man who enslaved Herald Loomis, the protagonist. When Loomis is released from slavery, he has lost everything in life and [illegible] Joe Turner left and [illegible] Loomis, [illegible] of his identity. Although Loomis [illegible] the [illegible] identity [illegible] Rodey for a

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Revolutionary Psychological Adventure

The twenty-fifth play of the August Wilson Pittsburgh cycle, Two Trains Running explores the psychological and social [illegible] of the black American. The play highlights the [illegible] brought by the Civil Rights Movement of the [illegible]. Elias Sutton of Memphis Lee's restaurant [illegible] to the setting of the play, [illegible] a [illegible] [illegible] who [illegible] [illegible]. He [illegible] [illegible] [illegible]

[illegible]

[illegible]

Conclusion:

[illegible] August Wilson's work alongside poets such as Amiri Baraka and Nikki Giovanni and post-Harlem Renaissance artists [illegible] Alvin Ailey, Jacob Lawrence, and Romare Bearden. Wilson's plays [illegible] depicting the evolution and realities of black urban culture. Wilson said "my plays are ultimately about love, love of self, love of people" in an interview in 1996. The theme of alienation in which is prominent in some way or other (if) in all his plays. [illegible] may [illegible] African American experiences and the struggles of the black American. However, August Wilson presents the theme in an entirely new and fresh manner. He [illegible] the cycle [illegible] 6

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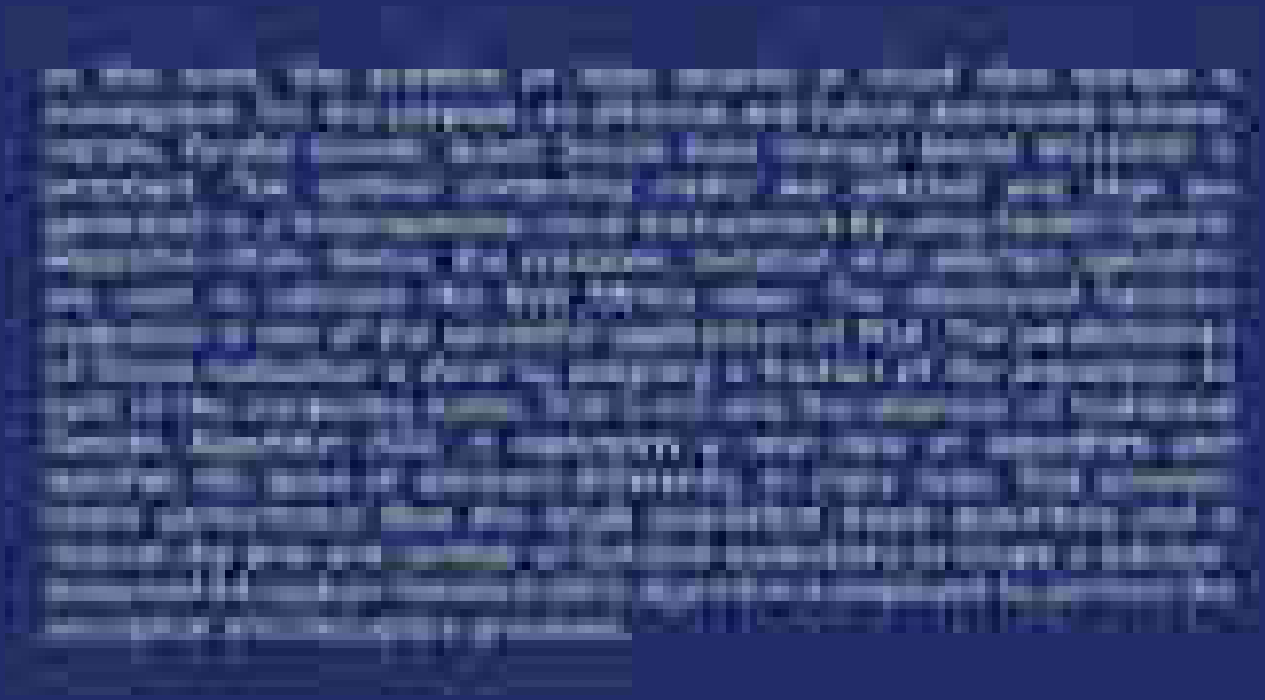

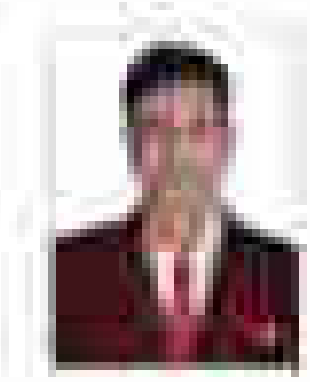

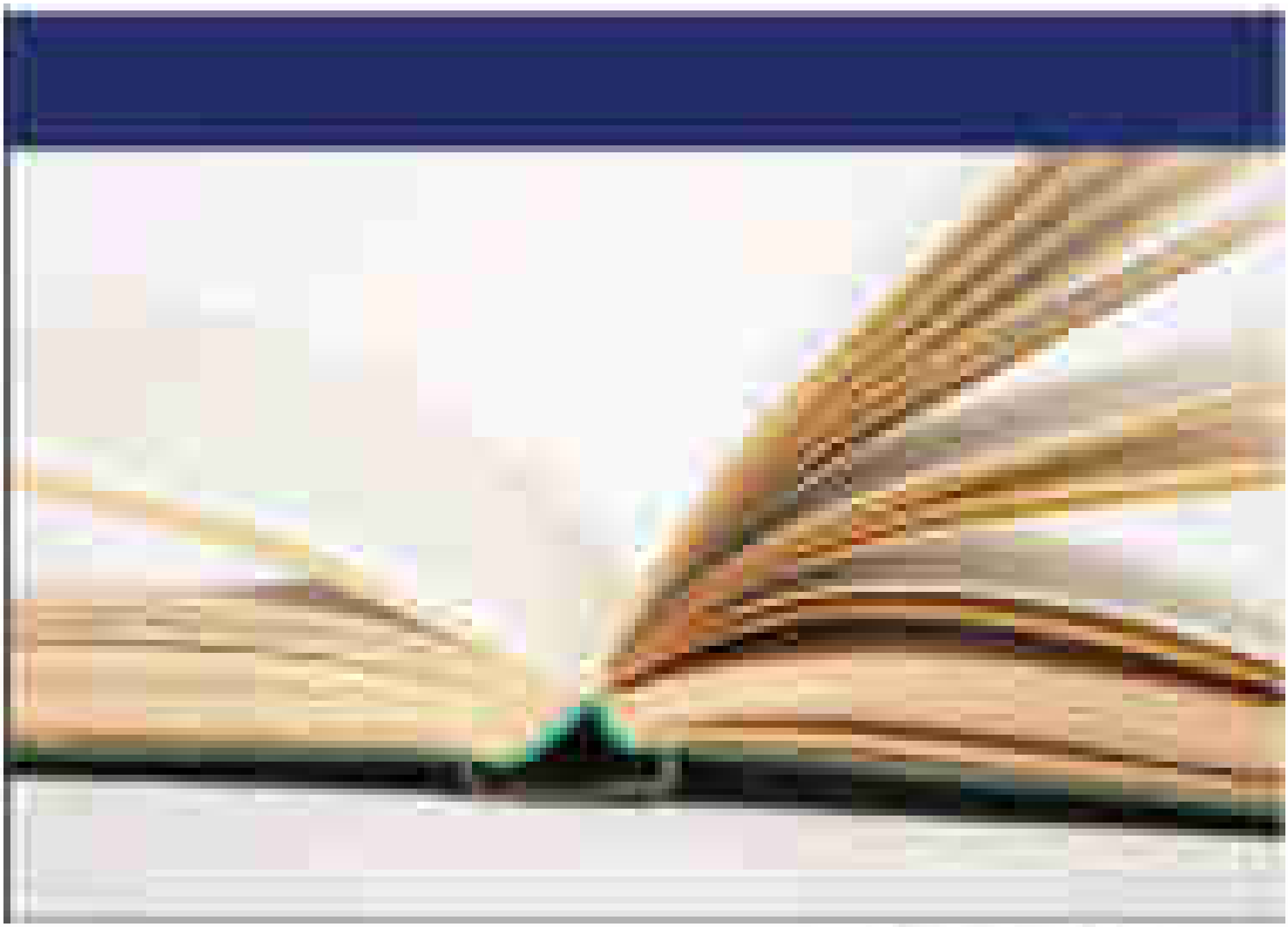

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