

## "THE SAGESSE" **DIGITAL EDITION**

## INTERNATIONAL RESEARCH JOURNAL OF **HUMANITIES, ENGINEERING & PHARMACEUTICAL SCIENCES**

(An International Registered Research Journal) www.ijheps.org





### "THINK BEYOND TO CREATE MIRACLES"

Promoted By: Association for Innovation, INDIA



# THE SAGESSE EDITION IJHEPS/JUNE 2016

## TABLE OF CONTENT

ARTICLE	TITLE/AUTHOR
1	THE ROLE AND IMPORTANCE OF PROVERBIAL PHRASEOLOGIES IN THE SPHERE OF NATIONAL LANGUAGES PHRASEOLOGISMS
2	IN INDIA, EDUCATION IS IN HANDS OF "RESERVED NOT BY DESERVED"
3.	SOME FEATURES OF PERSIAN NEWSPAPER LANGUAGE
4.	JHAKHIYA THE UNREVEALED SPICE OF UTTARAKHAND, INDIA
5.	SIMULTANEOUS SPECTROPHTOMERIC ESTIMATION OF OLANZAPINE AND FLUOXETINE IN SOLID DOSAGE FORM
6.	SEX DIFFERENCES IN EFL LARGE-SCALE ASSESSMENT OF EGYPTIAN GRADUATES



## THE ROLE AND IMPORTANCE OF PROVERBIAL PHRASEOLOGIES IN THE SPHERE OF NATIONAL LANGUAGES PHRASEOLOGISMS

#### **Abdurakhim Nasirov**

Independent Researcher, Uzbek State University of World Languages, Uzbekistan

#### **Abstract:**

The author of the following article will describe the features of the proverbial phraseologies of the French, Uzbek and Russian languages. The subject has not been studied in detail by the Uzbek linguists yet, i.e. it hasn't been compared with the languages that belong to different families. The article will make constructive comments for the terms in three languages comparing and revealing their equivalents, which will be referred as proverbial phraseology.

With the president of the Republic of Uzbekistan I. A. Karimov's special decree entitled "Further development of the system of learning foreign languages» made on December 10, 2012 the attitude towards learning foreign languages changed significantly. One of the major objectives of this decree is to bring up the new generation of specialists who will be able to communicate freely and have access to the world information resources and achievements of the world civilization, create necessary conditions and provide opportunities for establishing international relationships.

It is essential that every specialist conducting a research in the field of foreign languages contribute to the implementation of the above-mentioned tasks. We are sure that the future generation will benefit greatly from in-depth research on the rich lexical world of foreign languages and all the features (i.e. semantic, stylistic, ethnic and cultural) of their phraseological units by comparing them with the Uzbek language.

As we know, idiomatic expressions are one of the major factors identifying either negative or positive or fair attitude of the speaker to the interlocutor.

As a matter of fact, utilizing phraseological expressions in the process of speaking make ideas clear, colorful, natural, lively and emotional. In spite of the fact that they seem normal to the speaker, the linguistic nature of these units is so complicated that it would be erroneous to make a cursory examination. Idiomatic fund of world languages is a composite phenomenon and their existence is the proof of that. Proverbial phraseologies are a complete unit which appear in the speech in ready form, used partially or completely figuratively, semantically complete, have an independent meaning in the context, and appear in the form of proverbs, sayings or closed expressions expressing sarcasm or admonishment.

It is not surprising that you may wonder how proverbs and sayings being the independent genres of folk spoken language can be defined as a type of phraseologies. If you consider the matter in detail, the point is not classifying the genres of the folk literature but looking into it as a linguistic research material which includes such descriptive characteristics as recession, metaphor, expressiveness.

The father of the poetics Aristotle defines phraseological units as a conversion of the meaning of words. He writes the following: "The conversion of meaning happens when specific to the object, from object to the type and vise versa from type to the object or from type to type the words whose meaning was conversed, based on the similarity of the objects". [1:149] So characterizing phraseological units as conversion of the word meaning refers back to Aristotle times. Socrates defines the term "proverb" as "short, brief and unforgettable word combination" [2:10]. German scientist V. Wundt interprets phraseologies (idioms) as a deliberate outcome of human mind. According to V. Wundt idioms is a type, which appeared due to the people's wish to convey the moral of myths in a covert manner.

An outstanding representative of the modern French language phraseology Alain Rey writes, "Phraseological units mainly emphasize the semantic characteristics and mostly based on the concepts of "semantic transmission" or "semantic dynamism". Phraseology being a system of expression with special characteristics is activated in connection with social life." [4:5]

Therefore, proverbial phraseologies are a specific product of folk creative mind and concisely and perfectly demonstrate people's ideological-esthetic attitude to the nature and social world. Filling the speech with emotion, attractiveness and imagery, they help both the speaker and interlocutor to save time and pains.

Since proverbial phraseologies include proverbs, sayings and closed expressions the difference of this kind of paremic expressions in the field of folklore studies and linguistics is still a matter for debate. A.G.Nazaryan categorizing proverbs and sayings into phraseological group designates them as "proverbial phraseologies" ("пословичные фразеологизмы») and classifies according to the subject matter. [5:33]. The same term is mentioned in A. I. Liss's research. [6:6].

The questions of proverbial phraseologies haven't been considered by the Uzbek linguists in detail, their theoretical features haven't been identified from the lexical point of view in Uzbek linguistics, especially they have not been compared with the languages belonging to different family groups such as French and Russian. For this reason, this scientific work is considered to be the first monographic research in this field.

One of the problems of comparing French proverbial phraseologies with Uzbek and Russian ones is the effective usage of comparison and choosing the right equivalent.

In research, the followings are taken into consideration:

Summarizing the theoretical views made in the European linguistics and making a conceptual conclusion about national proverbial phraseological units which are equivalent to the Uzbek lexicology materials; the degree of application of proverbial phraseologies in French, Russian and Uzbek and defining their function in the speech; Defining scientific views such as relations and peculiarities of proverbs, sayings and proverbial phraseologies.

<u>Based on above</u>-mentioned scientific assumptions we would like to comment briefly on terms within the subject, their equivalents and indication in French, Uzbek and Russian.

Proverbial phraseologies in French are termed proverbe, dicton, apophtègme, aphorisme, adage, précepte, sentence, maxime, citation, locution, expression, locution proverbiale; in Uzbek as мақол (proverb), матал (saying), қайроқи сўзлар, нақл (narrative), масал (fable), зарбулмасал (parable), оталар сўзи, ҳикматли сўз, афоризм (aphorism), ҳикоят (narrative), ҳикмат, бурунгилар сўзи (words by elderly people), машойихлар сўзи (words by wise men); in Russian as пословица (proverb), поговорка (saying), притча (parable), крылатые слова (winged words), выражение (expression), афоризмы (aphorism).

Each of those terms is defined according to the way of thinking in French, Uzbek or Russian and cultural characteristics of those people. Those terms are utilized in a miscellaneous way that is one in place of another. In this case, with the purpose to make things clearer we would like to explain them in brief.

1.In French linguistics the term "proverbe" derived from Latin (*proverbium*) [7] convey what conclusions wise men drew from life experiences. They are concise ideas of common application. "Proverbe"s are laconic, easy to memorize philosophical ideas, which are thoroughly considered and preferred by the majority.

English politician John Russell said, "Un proverbe est l'esprit d'un seul et la sagesse de tous" (translation: "A proverb is the mind of one and the wisdom of many") [2].

The Uzbek term "мақол" (maqol) derived from Arabic «қавлун» (kavlun) (to say, to tell) was adapted from one of the terms of the aphoristic genre and means a reasonable word, sentence or expression. [8:17-18]

There is a direct semantic connection between the term of genre and its poetic nature. They convey people's immemorial lifelong observations and worldviews. Their hematic range is wide and reflect all spheres of social life.

Russian researcher V.Dal described the Russian terms "пословица" (proverb) and "поговорка" saying as follows, "Saying, as people define, is a bud and proverb is a fruit, and this definition is correct". То provide evidence for his idea he continues, "Изъ поговорки слово не выкинешь. (You cannot take the words out of the saying.) Не всякая поговорка для нашего Егорки. На всякого Егорку есть поговорка. (There is a saying for every occasion) Соли нету –слова нету; а хлеба не стало, поговорка стала" (If there is no salt there is no word, but if there is no bread there is a saying). In Dal's opinion while proverb is a complete sentence or judgment saying is a metaphoric expression; it is half of the proverb [9:20].

After Dal theoretical interpretation of "Пословица" and "поговорка" are reflected in the works of F. I. Buslaev, A. A. Potebnya, V. P. Adrianova-Perets, Yu. M. Sokolov, M. A, Rybnikova and other researchers. And G. L. Permyakov, M. A. Cherkasskiy, A. Krikmann and V. N. Teliya made an in-depth study of these two paeremias.

According to V. P.Anikin "A proverb is not something which is not in the practice of people's experience". People's experience, accumulated over the centuries, gradually is enriched. Therefore, such a wealth of experience gave a boost for enriching the collection of proverbs. [10:10]

I.V.Voytsexovich in his doctoral dissertation "The stylistic features of the basic bits of phraseological units of modern language Text" proposes the following idea, "Analysis of the issues specific to genre and function of proverbs and sayings shows that behind their apparent simplicity stands an extremely complicated nature of folklore and language (speech) formations which uniquely combine epic, lyric and dramatic origin (with the dominance of the first), and together constitute the true encyclopedia as the most evolved life of the people, and its rejection of any" unauthorized" outside interference.

In the Russian language **poslovitsa**, that is proverb differs from an aphorism (maxim) in the anonymity of the author and it is not an individual wisdom, but collective and compatible with the esthetic laws of different people. Their difference from sayings is that they admonitory, conclusive and generalizing.

2. In the French language the word "**Dicton**" (*dictum* - a word, a spoken thing), derived from Latin, in spite of being based previously on certain rules at present is used in accordance with the current situation. As it is stated in Larus Dictionary Dicton [7:340] - has become a widespread proverb with admonitory feature. For example, "En avril on ne découvre pas d'un fil". Translation means "Don't take off your warm clothes in April" and the Uzbek alternative is "Ёзда ёпинчиғине ташлама - қишда ўзине биласан". ("Don't take off your veil in the summer - in the winter it's your own business".)

They can be divided into the following types:

Related to agriculture Année neigeuse, année fructieuse. ≈Қор ёғди, нон ёғди. (Snowing means bread).

Related to meteorology: Noël au balcon, Pâcques aux tisonx. - Noël байрамида кун иссиқ бўлса, Pâcques байрамида совуқ бўлади. (If on Noël the day is warm, on Pâcques it will be cold.)

<u>Physiognomic</u>: Homme au nez aquilain, plus rusé que malin. Бургутбурун одам шум одамдан ҳам шумроқдир. **(A man with eagle-like nose is worse than the worst man)**.

Régional : Un Picard ne se dédit pas, il se ravise. Пикард(жой номи)лик инкор қилмайди, қайта ўйлаб кўради.(A man from Pikkard (place name) will not refuse he will think again.) ... in the Uzbek language.

The Uzbek word "matal" among the Turkic people has the meaning of riddle, words of wisdom, a fairy tale, a fable or something narrated, a wise saying. In Uzbek scientific folklore terminology study it is represented as a type of paraemia and becoming differentiated. According to "Explanatory dictionary of the Uzbek language" [12:555] this term has two meanings and originated from Arabic. As the dictionary explains, the word "matal" means "incomplete figurative expression, words of wisdom". The essence of this explanation precisely reveals poetic, semantic and structural nature of folklore sayings. However, in Arabic dictionaries the meaning of the word "matal" is not the same. The authors of the collection of "Uzbek folk proverbs" assume that the term "matal" might have been assimilated through some phonetic changes from the Arabic word "masal" and have started to be referred as an incomplete figurative judgment. A saying differs from a proverb as it is not educative and it is not a complete sentence. As Dal believes saying (поговорка) is an expression with figurative meaning; it is a half of the proverb. For example, «лыку не вяжет» «пьян», «пороха не выдумал» «дурак» ўрнига, «тяну пямку», «всей одёжи две рогожи, «свинья под дубом» ("a pig under the oak tree"), «собака на сене» (a dog in manger) «(остаться) «у семи нянек»(stay with seven nurses)[13].

Many researchers tried to show the difference between a proverb and determine the boundaries with the expressions and proverbs. In particular, M. A. Rybnikova sees a saying as a piece of narrative, expression or element of judgment and a proverb as a complete judgment or a whole idea. [14:17].

F.I.Buslaev thinks that proverbs appeared because of exchange of ideas and sounds [15]. Yu. M. Sokolva says, "Proverbs are a collected formula of the results of people's observations and thoughts." [16:200]

Latvian paraemology researcher E. Ya. Kokare does not take into consideration the distinct features of proverbs and sayings but analyzes them as similar units[17:6]. The Russian word поговорка is interpreted by Sh. Shomaksudov and S. Dolimov as qayroqi so'z (public statements) [18:8].

3. The French term **Apophtègme** - apothegm, derived from Greek, mean wise words of famous people. According to the Larus Dictionary **Apophtègme** - is a memorable speech and concise idea. [7:78]. For instance, the apothegm « *Quand le peau du lion ne peut suffire, il faut y coudre la peau du renard*» (If the lion's skin does not fit, it should take the fox's skin) used by Greek general Lysandre was expressed by German emperor Charles V as «*Il faut être maître de soi, pour être maître du monde*» i.e. "To rule the world you should rule yourself first". The expression "The King is my friend, so a complaint against me can be made only to God" belongs to Earl A. Arkacheev, a friend of General Alexander I (1777 - 1825), the Head of State Council and Cabinet of Ministers in 1815 - 1825. He is one of the representatives who was conceited relying on his friendship with the king and blemished Russia's economical and military development. Those statements can be an example of an apothegm or aphorism, i.e. they have an author.

In Uzbek "aphorisms" ("Words of wisdom") (Greek aphorismos - words of wisdom) [19:118] are compact, meaningful words of wisdom that have a certain author. For example, Оз демак хикмата боис, оз емак сихата боис (Little speech is a sign of wisdom, little nourishment is a sign of soundness). A. Navoi. A. Machekhin in his book "In Search of Meaning" ("В поисках смысла") compiled and classified according to the

topic more than 1,300 aphorisms by wise men from different periods, people's ideas and narrations from the Bible, the Koran, the Torah and Buddha's advice.

4.In the French language the word **Adage** was taken from Latin (Adajium) which contains moral, instructive discourse in the core of the meaning. According to Larus dictionary **Adage** is ancient and famous maxim (7:38). For example: French **Adage** rench ancient Latin phrase **Adage** rench: **Adage** rench ancient Latin phrase **Adage** rench: **Adage** rench ancient Latin phrase **Adage** rench: **Adage** rench ancient Latin phrase rench ancient Latin phrase **Adage** rench ancien

The Russian term «Притча» is adage which means instructive, moral and educational stories which contains a short allegorical form. They held religious or moral direction and distinguished from maxims in bandwidth of their using. For example «Притчи Соломона». New testament (Новый завет) is considered as main source of formation the word «Притча» (Adage) in European literature.

- 5.The word «Precepte» appeared on the basis of Latin word «Praeceptum» which means «to read». By its name it has such meaning as: education, teaching, learning and management rules. «Cache ta vie» save your life, «Aimer vous les uns les autres»- love each other. They are considered as precepts taken from the Gospel. The words «Oʻgit, naql» in Uzbek are alternatives to the term «precepte» in French. In the explanatory dictionary of the Uzbek language the term counsel, express the meaning of sentences given as instructions. «Naql (narration wise sayings)» was taken from the Arabic language and means «to transmitte», «to pass». Created by people and has been passed on from generation to generation-in oral form as a narrated story and legend. The admonition of Abu Nasr Farabi "The thirst for knowledge and labor turn a man into a personality and creates their talents and, this is the highest good for humanity encourages people to work and to learn». Изречение (арhorism) (wise) in Russian is a shortly expressed idea. B.Dal gave the following explanation about this term. "judges"[12: 211] Rudakiy's saying "Happiness doesn't fly in the air it comes with hard work" gives figurative meaning and it is a part of the P.phs.
- 6. The French word **Sentence** (from Latin sentential, sentir, avoir une opinion-fell, have an opinion) is a short, concise speech, which arise as a result from personal observations. For example in Latin" QUOTE hominos, tot sententiae" or French "Autane d'homme, Autane d'avis" Every head has different idea. The saying belongs to J.J.Russo "Plus de corps est faibles, plus il commande, plus il est fort, plus il Obeid" It means" The weaker the man the more he likes to give orders. The stronger the man the more he becomes dependent on. \_ " Unlike the "**Proverbe**" there is no rudeness in" **Sentence**", but they have obscure shape." **Proverbe**" deal with practical life, "**Sentence**" makes us think. Based on French writer Vauvenargues's (Luc de clapiers1715 -1747) opinion "Sentence- philosophers' wise ideas», in other words more specific statement for them [7:10].

In Russian the term "Сентенция" was taken from Latin (sententia thought,reflection, opinion) means counsel which has an exemplary character. "Sentence" also take place in the row of old words. As an alternative term to it in Russian we stopped at the words "Мудрые слова" and "изречения" The Russian alphabet created in the Middle Ages contained a set of popular Sentences The term "Машойихлар сузи" (wise sayings) was selected as as an alternative to the nomenclature sentensiya. The statements, advise said by our wise ancestors on different topics are called wise sayings. An example of such sayings is "If the winter doesn't do its job, the earth as well as people won't satisfy its hunger." Look how sages could find the words to express their opinions.

7. "Maxime"is derived from the Greek "gnome "it is a great sentensiya. The mystery difficulties of life are expressed with dignity or governmental rules. According to French priest and philosopher, Kondilyak's (Condillac Etienne Bannot, 1714-1780) opinion maxim is a point of view in which the truth is based on conclusion and experience. In accordance with French moralist Jubert's opinion (Jubert joseph,1754-1824) "Maxim is an important, undoubtedly true and noble expression". To say shortly it is a scientific proverb. As a French priest Paskal said "Le coeur a voice raisons que la ne chairman connait Points" - Greek, "The heart is based on its basis, but the basis has main point."

In Greek the terms "gnome (pensee –ideology), paroemia (instruction, education) are equal to the terms proverb, sentence, maxime in French and especially used for such kind of expressions. "Les Fables de La Fontaine sont riches en maximes: La Raison du plus fort est toujours la meilleure» est une de ces maximes. "

"Maxima" in Russian was derived from Latin, [13: 298] (Maxis, Regular, sentential) and means basic rules, principles. This term is used to express the main rules of behavior and ethnic and logical principles. In Russian it can be used with the help of term "Пословицы научного характера".

In Uzbek term "масал"(fable, saying) was chosen as an alternative to "Maxime", because in Uzbek language explanatory dictionary [19:549] this term has such meanings as "fable, sample similarity, symbolic story ".For example it is an instructive short story which has an educative conclusion for people.

8.Locution, expression these both terms used as alternatives to phraseological units . The first term's name depends on their grammatical formation, the name of the second based on their meaning and style condition.

Locution taken from Latin "locution, de loqui", parler means to speak[7.] The way of saying, the formation of speech style, designing functional form, it is the method of forming free symbols the language.

That's why two terms "locution adverbial" "locution verbale" are carried out that is to say adverbial expressions and verbal expressions and embodied their grammatical aspects.

"Expression" is the way to describe something, it embodies stylistics and rhetoric features, often demonstrates images, metaphors and metonymy tools.

In Uzbek languages as an alternative to the "expression" term " μδορα" is selected and it is mainly used in public conversational speech in metaphoric meaning more than proverbs, as Shomahmudov writes. Expressions like proverbs reflect people's history, routines, different events and behavior of some people.[18.4] As expression has imaginative expression they are closer to language events than proverbs. For example" Don't add sour milk into mung bean soup" means "don't interfere in everything" One more difference of expressions from the proverbs is that they don't always have rhyme. "Hair is like broom, hands are like poker"," Eyes are covered with sweet". As it was given in "Uzbek linguistic dictionary" expression is a phraseological unit and it is the general name of expressions which has their own stylistic and dialectic features.

So to our mind phrazeologisms including proverbs and all the following term in figurative meaning are called proverbial phrazeologisms and serve to increase the expressiveness of speech.

Nº	In French	In Uzbek	In Russian
1	Proverbe	Мақол	Пословица
2	Dicton	Матал	Поговорка
3	Apophtègme	Хикматли сўзлар, афоризмлар	Афоризмы
4	Adage	Ҳикматлар	Притча
5	Précepte	Ўгит, нақл,васият	изречение (мудрое)
6	Sentence	Машойихлар сўзи	мудрые слова, изречение
7	Maxime	Масал	максим, пословица научного характера
8	Expression	Ибора	Выражение
·	All of them which	ch have figurative meaning are Prove	erbial phraseology

In conclusion proverbial phraseology which embodies all language phenomenon as well as other language units must be considered as a separate group of a special level phraseological fund.

Being components of a single rope stable word combinations, winged words, expressions proverbs, aphorisms which have unified different semantic structure formed independently ready seen in human's memory, fully or partially used in figurative meaning, possess expressive and emotional expressions are considered as proverbial phraseology

Proverbial phraseology expresses an accurate completed idea and this idea must be stable and short.

They don't have extra words, images because expressing ideas shortly demands a great essence from the esthetic point of view.

Proverbial phrazeologisms are expressed with the help of either a positive or negative assessment of the realities and figurative meanings of the symbols. Creation Proverbial phraseology' stability happens slowly. You can't find out an exact creator of them.

They have anonymous nature and also characterized not only by living orally among the people but also by spreading widely.

To educational value of Proverbial phraseology is that they provide ideological direction and opens the ways for formation and development positive ideals of the person and make him act actively to reach them. Some proverbial phraseology have several meanings that's why it is difficult to interpret and compare them in several languages.

While comparing the idioms in different languages. It is important to find suitable ones in the meaning to each other.

Enjoyment getting from the comparing of Proverbial phraseology in different languages and also being a witness of their formation under influence of historical and physiological factors makes the researcher glad.

To study P phs by comparing in different languages, to understand their semantic importance person should feel himself the owner of these languages. A specialist who knows several languages should live with them be able to notice and feels language defects. Person who speaks in one language in spite of the greatness of this language can't notice peculiarities of the second language

#### References

- 1. Aristotle. Poetics. (Art on the train) T.: Literature and Art Publishing House, 1980. p149. (M.Maxmudov and U.To'ychiev translation).
- 2. Montreynaud F. Pierre A Suzzoni F. Dictionnaire des proverbes dictons diagnosis. Le Robert -Paris. Préface 1989. It par Alain Ray, R.6-10 759.
- 3. Vundt. V Mythology and religion Translation by D.N.Ovsniko Kulikovskogo. SPB 1913. S.348.
- 4. Ray A.Chantreau S. Le Robert. Dictionnaire des expressions et locutions. Le Robert, Paris, 1997, Preface, p 5-9, 1085, p.
- 5. Nazaryan A. G Phraseology of modern French language dtd. M.: -1987, S.33-39, 42,50,64,206-208. 237s.
- 6. Liss A.I Comparative analyze of proverbial phrasiologizms in Russian, English and Kirgiz languages from the scientific-linguistic and methodological aspects . Soup. 1986. p.6.
- 7. Le Petit Larousse Illustrated. Paris. 2005. 1856 p.
- 8. Mirzaev.T Sarimsaqov. B. Uzbek proverbs The two volumes. Uzbek SSR T.: "Science" Publishing ". Volume 1. 1987. Volume 2. 1988.
- 9. Dal VI Naputnoe //Russian proverbs and sayings.- Spb.:csv-vo Litera,1997-T.1.-383 s.
- 10. Anikin A.P Russian folk proverbs, saying, riddles and children 's folclor. M.: 1957. S.10.
- 11. Voysehovich I. Stylistic peculiarities of categories of phrasiolgical units in modern languages .The text of desertation k.f.n. Текст.М.:1986, С.14.
- 12. Uzbek language explanatory dictionary -T.:Uzbek National Encyclopedia 2006. 680 p.
- 13. Ojegov S.I, Shvedova N.Yu. Russian language explanatory dictionary.: M.: 1997,944 c.
- 14. Ribnikov M.A. Russin proverbs and sayings M.:-1961 C.17.
- 15. Buslayev F.I Russian mode of life and proverbs Busla (« Historical essay», 1861).
- 16. Sokolov Yu. M. Russian folk-lore, УчпедГиз 1941. 200 с.
- 17. Kokare E. Ya. International and national in Latish proverbs and sayings. Riga -1978, C.5-7, 27,57, 123-139, 273 c.
- 18. Shomahmudov Sh. Dolimov S Қайроқи сўзлар. (folk expressions) Т.:2011, р.4-10, 223 р.
- 19. Uzbek language explanatory dictionary J.V T.: Uzbek National Encyclopedia Uz 2008. 592 б.
- 20. Hodjiyev A. -T:, "Uzbek National Encyclopedia", 2002. 168 p.

THE END



#### IN INDIA, EDUCATION IS IN HANDS OF "RESERVED NOT BY DESERVED"

#### Dr. Gargi Srivastava

Associate Professor, Vidya Jyoti Group of Institutions, Chandigarh, INDIA

#### **Abstract:**

Importance of education is already known touts; good education is the base for economic development. If we see in the world around we will find the countries who are developed, are because of educated citizens. The Literacy rate map of India, 2011. Literacy in India is a key for socio-economic progress, and the Indian literacy rate has grown to 74.04% from 12% at the end of British rule in 1947.So by this much of improvement in literacy rate. We not become developed and innovative nation. But only by opening numbers of colleges we are creating good education, is getting a degree is an education. Or by increasing the burden of education on student are creating good educators? Reservation is one of the biggest problem of India. The intelligence of the students is not properly entertained because of reservation. Why there is a need of reservation arises in the nation? Conflicts arises, as we discuss on this topic in India. But if we look into our back ground of education we never focus on root (primary education), focus on shoot (higher studies) and rest on job opportunities. In India purpose of reservation is to raise the standards of poor people. Why this option is adopted? If we really want to educate the poor people then we should focus very basics of education that is primary level, the government should create best school in the nation, so that there will be no need of reservation.

CASE STUDY: Ram a student, whose father is earning Rs 40,000 per month and another student name Rohan who belongs to SC category whose father is earning Rs 5000 per month, they both are studying in the same school and they both are weak in maths, Ram can easily go to tuition, as his family can afford it. But Rohan cannot as family cannot afford it. So obviously Rohan will get less marks in Maths and continuously, he is getting weak in this subject. Ram scored 80% marks in Class 10th and Rohan got 50% marks. At last the remedy found by Indian government is to give reservations. Why we have found going through with solution.

In my research I want to tell solution to this problem is not reservation on caste basis.

On contrary I say if the step taken by the school teacher of Rohan:

- If she teaches so well as student need not require the help of tutors.
- If Rohan is not able to understand any of concept of Maths then there should be arrangements of extra help from teacher for weak students.
- Sometimes the teachers are not much experience and qualified to teach the subject, as that teacher is also be appointed by the source of reservation.

The teachers of all the government schools and colleges have also got the appointment on the basis of reservation. Nearly more than 55% of the vacancies of government are fulfilled by reservation.

Same as discuss in above case I discussed in above case the opportunity to get admission in best university would be availed by Rohan not by Ram. The basic of Rohan is weak and in India with the help of Reservation Rohan will get good opportunities for colleges and jobs. In case if Rohan became a government teacher, then in that case think about the future of children who were taught by Rohan.

It will create a chain of bad education in India, the student taught by Rohan is much weaker in the subjects taught by him. And this will built a chain of bad education.

Although we have raised the standard of SC, ST OBC by reserving them in so important exams and position in Country. But we creating a very big problem of knowledge, which low economic development. This concept has also raise the problem of Brain drain in the country, because all the creamy layer of the nation or we can say the super talent of the country getting migrated to other countries. According to a survey of Indian government the -12% scientists and 38% doctors in US areIndians, and in NASA 36% nearly 4 out of 10 scientists are Indians.

#### Introduction

By is much of huge improvement in the literacy rate, whyare we not developed after 68 year of independence ...in the place, where we have given importance to girl child. The government has always some innovative programmes in its five year plans this education.by government in every year budget there is always something special for this education sector. Like new IITS, IIM, etc.

But only by opening numbers of colleges we are creating good education, is getting a degree is an education. Or by increasing the burden of education on student are creating good educators?

Actually we are creating bad education system ....how come. Now I am going to discuss. In all the colleges there are limited numbers of seat out of which maximum number of seats are given to reserves not to deservers.

#### **CRITERIA**

According to the rules of the government Of India There are certain categories and are –candidates belonging to OBC-NCL, SC, ST and PwD categories will be declared as qualified on the basis of a relaxed criterion.

The Person with Disability (PwD)-3% of seats in every category Scheduled Caste (SC)-15% of seats in every course Schedule tribe (ST)-7.5% of seats in every course

Other backward Classes belonging to the Non -Creamy Layer (OBC-NCL)-27% of seats in every course

The backward class should be in the Central list of OBCs (http://www.ncbc.nic.in)as of June 2014.

In India we are not doing justice to education, because in our country the education is in hands of reserves. As at the time of selection of government teachers whether it is at school level of education or higher level of education .as, more than 55% of teacher are from reserve quota and these candidates are having less than 60 % marks in their education background. So, giving this important development of part of nation in the hands of unqualified people is justify able to such important pillar of nation.

This casteism is introduced in India to bring equality in Nation, but only this is the only medium of bringing equality. As of now it has created bad quality of education. It depends we want to create quantity in education or quality. In all big institutes there is a reservation for categories ...always there is separate cut offs for SC,ST and OBC. These students get selected on behalf reservation even by not having good education background. More than 52.50% of seats are allotted for reservation. Look into this matter as of now in each good and government educational institutes more than 50 % of the students are not competent for that course but they have got admission on the basis of casteism. Is it fair for the deserving candidates?

Let us discuss this problem with some case studies

#### CASE 1:

A student who is having 75% marks in Class 12<sup>th</sup>. He is from general category. Another student is from OBCis having 50% marks in class 12<sup>th</sup>. But we can see the student with 50% marks is studying in the institutes like IIT and IIM But calibre of a child with 50% is compared with 75% .Only on the basis of Caste. Is it fair?

#### CASE 2:

A student is having 85% from general category, is not able to get admission in any of the good universities to make his bright future. As his father is auto driver and not able to afford Rs 1,00,000 around for his yearly education. He is a good student but not able to continue his education from renounced institute but student is with 50 % and his father is also an auto driver and not able to afford Rs 1,00,000 for his yearly education. But he is studying in IIT and get fees relaxation also.

By this above situation the past IIT student with the degree of engineering. Are these student with 50% of marks and again with 50 to 60 % marks in degree also is again holding senior and important designation in the important departments of the country, but because of reservation on casteism they are on such position.

#### General Observation in the present scenario

Whenever you are in a deep moral dilemma, shut out the opinions of the rest of the world, your parents', teachers' and your peers'. Think about the impact your decision that make on your future, and the future of those who are adversely affected by your decision. One has to justify only to himself. Rest of the answer addresses the SC/ST/OBC candidate in the second person.

But while doing so you must be well informed, as you are not overstepping an economically challenged General category candidate, but an economically and socially oppressed SC/ST/OBC candidate.

Also in general it is an overall loss of value when a person who can afford private education is prioritized over a poor one for state-funded education. However one thing that you should grasp is that right now you have to compete only within your respective category as the number of seats is distributed on the basis of relative

population. So if you want to opt out of the privilege a candidate of your category will get the benefit, and there are greater chances of him being an unprivileged than a general category guy. All the more moral incentive to opt out.

The Multidimensional Poverty Index (MPI) was developed by the Oxford Poverty and Human Development Initiative and the United Nations Development Program (UNDP) as a more precise and comprehensive means of estimating poverty levels

The Oxford University research has exposed high levels of poverty among India's oppressed castes and tribal peoples. The poverty level among India's so-called Scheduled Tribes is 81.4 percent. The intensity of poverty is also very high among Scheduled Tribes, who are deprived in 59.2 percent of weighted indicators on average. The MPI for Scheduled Castes was 65.8 percent and for Other Backward Castes (OBC) was 58.3 percent.

It's estimated that 70% of Below Poverty Line in India comprises of Scheduled caste people. It's very difficult for a SC/ST/OBC student to crack JEE advanced and once they crack this exam, they have to face even a bigger problem. How will they afford at least 1.20 lakh Rupees per year for this technical education? I mean come on, this comprises only of tuition and hostel fee. What about other expenses?

I think at least Rs40,000 would be enough in minimal living condition. So a total of 1.6 lakh per year, how did we include the cost of a laptop, a bicycle and food?

No, so what we conclude from all this is that it's not an easy task for reserved category students to get education in IITs. I do agree that there are some reserved category students who take advantage of all this. I found at least 30 % of reserved category students are economically well and they can afford all this on their own. This is a flaw in the system and we have to change it. There are flaws even in Indian democracy -government of the people, by the people. There are many politicians inside Indian parliament who should have been in Jail still we prefer democracy. Why? Because it is the best way to elect a public servant, though it has many flaws. I was there at IIT Kanpur while JEE counselling, and I met two SC(Reserved category) students there. One of them was a girl and another was a boy.

I was pretty amazed to know that the boy did not even bring the caste certificate with him. He said that he did not know that caste certificate was required for counselling. And that girl? She was the only one from her family who could understand English. Why am I telling all this? what I want to submit is that, even if a single reserved category student is not able to get admission in IITs due to strict admission policies- like bringing an income certificate - because no one in his/her family knew about it, It would be a slap on Indian reservation policy. I don't agree with whatever I have written earlier. Once again I want to say, there are some flaws but this is the best way of helping India's most oppressed population thought some moneyed are taking advantage of this .IITs and Indian Government have to avail money irrespective of guardians' income because there is not any other way. What I could understand from snapshot is that fee exemption is surely not a scholarship, it is a facility for reserved category students to study without any constraints.

#### **Important Facts and Figures**

Tina Dabi is the UPSC Civil Services 2015 topper. She achieved this feat at the age of 22 years. Naturally, she deserves all appreciation, and young girls throughout India are seeing to her as their role model. There is another fact which makes this success even more satisfying; her being an SC/Dalit. Many, including a BJP MP, has congratulated her and quoted Napoleon where he had said that 'ability is nothing without opportunity'. True and hence this success story of a young girl must be admired.

A 'failed' UPSC Civil Services aspirant was in frustration looking for marks of various candidates when an idea stuck to him to see the marks obtained by Tina Dabi. He was shocked to see that he has more marks than Tina Dabi in Civil Services Preliminary Examination. The topper has got 35 less marks than a candidate who couldn't even clear the Preliminary stage, which is intended to weed out non-serious candidates. Obviously, Ankit Srivastava was a serious candidate. You can also check relevant information related to marks on the official website of UPSC

Subject : Civil Services Examination, 2015

2. In the Civil Services Examination, 2015 the minimum qualifying standards (marks)/marks secured by the last recommended candidate in various categories at various stages are as under:

Exam	General	OBC	SC	ST	PH-1	PH-2	PH-3
CS(Prel.)	107.34	106.00	94.00	91.34	90.66	76.66	40.00
CS(Main)#	676	630	622	617	580	627	504
CS(Final)	877	834	810	801	802	830	697

# Subject to 10% marks in each of the seven competitive papers i.e. Essay, GS-I, GS-III, GS-III, GS-IV, Optional-I and Optional-II.

Why this difference in marking criteria ...IAS is one of the most important exam in India?

By applying this criteria of segregation of marks not according to intelligence but the basis of casteism. Is this application justifiable.

This will create a revolution in society. After some time, General Category will need reservation.

As in our Indian education system marks is the evaluation criteria of a student's knowledge, then the student who has scored more marks is more knowledgable.

Then why by applying this criteria of reservation, with this are we focusing in increase literacy rate or in economic development.

Education is the pillar of a nation and to make a base of a student in a very strong way State should put emphasis on the primary and basic education. It should be qualitative rather than quantitative. We can talk of several remedies that can help the people with the problem of reservation.

#### Remedies

- We should emphasis on the root on the shoot.
- If the create such structure of education in this there is reservations, this we can start with selection of government school teacher
- Try retain good brains in the country by giving appropriate jobs and opportunities.
- Monetary help should be given in the education instead of giving reservations in jobs and education.
- Income should be the basis of reservation not the caste.
- If reservation is given, it should be availed by once in the family.
- Reservation should be given to improve poor condition of the people, it is not made for rich people.
- The government should put emphasis on basic education, background should be so strong, and that there will be no need of reservation arises.
- The selection process of primary teacher should be the most difficult one.
- Special treatment and arrangements for weak students.
- The language of teacher should be polite, so that a student never hesitate in asking questions.

#### Conclusion

The Caste based reservation system is inconclusive debate with no clear cut lines. There is little evidence that it has made a difference to the poor over the forty years of practicing it, but the system cannot be scrapped or changed easily as the social disadvantages remain a contentious issue. There are no authoritative answers to this one. As in my research I found is better emphasising on caste of a student we should emphasise on knowledge of the student. And if the student deserves the seat the reservation should be given to those who are below poverty line and there are some genuine problems.

In India this is one of the biggest problems in education sector, the government only put emphasis on higher education. The number of graduates, post graduates, number of engineers, doctors etc are accounted for rather than taking into the full consideration of the quality education. It is the responsibility of the state to look into this matter.

We have created such an education structure which will not initiate the need of reservation. The education structure should be so strong, so that it itself creates a structure who can be himself competitive, without the help reservations. This can only be possible when we stop initiating the reserving candidates, and start entertaining the deserving candidates. This will also bring a revolution in the society.

#### References

- Retrieve Times of India Website, 26 may 2016 from website: http://timesofindia.indiatimes.com/india/36-of-scientistsat-NASA-are-Indians-Govt-survey/articleshow/2853178.cms
- 2. Literacy rate before independence,3 may 2016 from website:https://www.google.co.in/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF- 8#q=literacy%20rate%20in%20india%20before%20independence
- 3. Reservation of seats 10 may 2016 from website: http://jeeadv15.iitb.ac.in/info/reservation-of-seats
- 4. Total no. of seats 15 may 2016 from website:https://www.plancess.com/jee-mag/total-number-of-seats-and-fee-structure-of-iits-this-year/
- Case study of TINA DABIA 24 may 2016 from website: http://ipious.blogspot.in/2016/05/tina-dabi-and-reservationcontroversy.html
- 6. How would you justify an SC/ST/OBC candidate getting a seat in the case when his/her parents were financially capable of supporting his/her education, probably because of having used the reservation system themselves, instead of a general candidate whose parents weren't? 25 may 2016 from website:https://www.quora.com/Howwould-you-justify-an-SC-ST-OBC-candidate-getting-a-seat-in-the-case-when-his-her-parents-were-financially-capable-of-supporting-his-her-education-probably-because-of-having-used-the-reservation-system-themselves-instead-of-a-general-candidate-whose-parents-werent

#### **INTERVIEWS**

- 1. Mr. Nirmal Vasanth ,co-founder of VCAN
- 2. Mr. Sharad Malhotra, Assistant professor
- 3. Mr. Sagar Srivastava, Technical lead, Infosys
- 4. Mr. Naveen Bansal, senior officer in R&D department, Times of India
- 5. Mrs. Pragati Bahadur, Branch Manager, State Bank of Patiala.

THE END

ARTIGLE 3

#### SOME FEATURES OF PERSIAN NEWSPAPER LANGUAGE

#### Akhmedova Dilfuza Rafukjanovna

Senior Researcher,
Tashkent State Institute of Oriental Studies, Uzbekistan

#### Abstract:

Language - one of the most complex phenomena of human society. Certain language means and styles, which we constantly use in communication, form a system. Due to the continuous development of the language, change the objectives and tasks of the various functional styles, stylistic unimaginable separation of speech as an inalterable dogma. Therefore, in theory there are no universally accepted criteria for style stylistic differentiation. However, the division into functional speech styles represented not only legitimate but necessary if it is made in view of the dynamics of the processes occurring in the natural language and society. The subject of the research is the newspaper-publicist style of speech.

Newspaper-journalistic style has specific features and the main task of the materials of this style is to report certain information to certain positions; thereby achieving the desired effect on the reader or listener. The content of the newspaper and informational messages is different in that here we are talking about events that are available for a broad understanding of the layers of non-specialists, directly or indirectly related to their lives and interests.

#### Introduction:

Newspaper Language, as one of the functional style of speech has repeatedly drawn the attention of many scientists. In the Uzbek linguistics E.Begmatov, A.Mamatov, A.Boboev, A.Abdusaidov, D.Teshabaeva, P.Rustamov, S.A.Mukhammedov, K.Yusupov, Sh.Rahmatullaev. A.Abdusaidov, I.Toshaliev, P.Abdusattorov, D.Sagdullaev, Sh.Abduraimova, N.Kadirov in Russian I.Azimova, linguistics are such names as V.G.Kostomarov, G.Y.Solganik, B.S.Vinogradov, N.MFirsov, A.V.Sinyavsky, A,N.Kojin, M.N.Kojina, N.N.Kurchatkin, O.A.Krvlov. V.V.Odintsov, Y.S.Stepanov, K.LPopok, G.V.Gorelova, A.N. Vasilyev and others. Nowadays also In Iran has been considerable interested in the newspaper and publicistic style of speech. This aspect of the work is devoted to a series of practical and theoretical scientists methodologists. First of all, it thanks to ... Hasan Zulfikari, Tibe Mansouri Shod, Zaynab Mohammadi.

Newspaper language consists of text units. These units, in turn, are an object of study style. So before beginning lexical and grammatical analysis of newspaper texts, it was expedient to focus on clarifying the definition of "style" and "functional style".

Defining style depends on the interpretation of the language. Existing definitions of languages are various and the definition of "style" is also different. Not putting the task of completely lead and analyze the entire wide range of definitions of style, gained so far in the modern science of language, we have noted a generally accepted fact that the style - is an independent linguistic discipline and a separate section of the theory of language.

As for the functional language styles, there are different classifications of a number of scientists. The research work showed that all of them are divided into four or five groups of functional styles. Serious differences between these classifications are not observed.

Newspaper-publicistic style on the specifics of his language system is opposed to scientific and official business, which tend, in most cases, the lack of language means having emotional and expressive color, conversational, colloquial and slang elements. Newspaper- publicistic style limits terminological nature of a large part of the vocabulary and phraseology characteristic of the scientific and official-business style.

The main directions in the development of modern Iranian mass media were determined after the victory of the Islamic Revolution in 1979, when the Iranian journalism has entered in a new period of its evolution. With great changes in the field of ideology, politics and economy of the country, most of newspapers and magazines had stopped its being because of lacking the materials and political and ideological reasons. However, the most popular and main newspapers «Ettelā'āt» ("News") and "Keyhān" ("Universe") are continued its pressing.

Now press in Iran is under the control of the authorities. The largest daily newspapers of the country are under full control of the government. Major Iranian newspaper "Keyhān», «Ettelā'āt», «Abrār», «Resālat», «Jomhoriye eslāmi» are published in Tehran. About 80% of all periodicals are published in Persian, 20% - in English, Arabic and others. However, rightly noted that "having a high prestige and the most modern means of dissemination the mass media language performs in the "information society" role of the national language model. It is largely forms the literary norms, linguistic favor and preferences, influences the perception of politics, ideology, art and literature."

The subjects of Iranian newspapers include a number of sections, such as social news and local events. Iran and culture, international events, sports, etc. In general, the theme of the newspaper can be divided into 5 categories: politics, economy, culture, sports and social life. And each of these sections are different from each other using a kind of vocabulary and grammatical categories. In this article, we analyze the lexical and grammatical features of political subject.

As noted E.Gladkova "According to one of the concepts determining the policy language, political language - is, first of all, the language of power. Broadly speaking, it is the language of the government, in the narrow sense - the language of the ruling party, the president, etc., since the coming to power of the new president, a party or a coalition, new concepts and attitudes which inevitably entails a change in the rhetoric and style as well as the emergence of new terms.

Ideological installation largely determines the language of politics. Ideologems - terms that define the ideological positions, in general, are resistant, as a rule, in the event of changes in the social order. So, with the collapse of the bipolar system of political terminology has lost the ideological coloration associated with the confrontation between two political systems with different social systems. New ideological positions, including those related to the spiritual and religious values rose to the first plane. These universal concepts like "justice" adālat, "humanity" ensāniyyat, "generosity" karāmat, "divinity" robubiyyat initially not typical of political language, influenced by new ideological supplement the social and political vocabulary and terminology. "

For newspaper and publicistic style characterized by a desire to create a specific fund, inherent to a greater extent only that style of language means. Through this research, it is observed that most of the studied linguistic uniqueness of our style is manifested in the lexical level. In general, the newspaper lexicon is heterogeneous. It includes a large number of literary words (typical of the artistic style). But some categories of lexical units are particularly typical only for the language of the press.

There are considered some lexical peculiarities of publicistic style in Persian as a part of research. These are abbreviations, neologisms, metaphorical models and borrowings.

Accuracy formulation is characterized for newspaper-publicistic style. Their text is accurate, concise, and specific.

This style is characterized by the use of stereotypes which is typical for this style of speech. For example, when sending politicians applications commonly used verb word form [goft] "said", [ešāre kard] "have", [e'lâm kard] "declared", "announced", [ezhâr-e alāqe kard] "expressed interest" [ezhār-e omidvāri nemud / kard] "hoped", [afzud] "added", [ta'kid varzid / kard] "stressed", [ezhār-e tamayol kard] "took special interest", [tasrih kard] "stressed", [ezhār namud] "have", [ezhār dāsht] "expressed interest", [xāternešāni kard] "noted", [yādāvari kard] "reminded". It should be noted that the more commonly used among these verb forms [goft] "said", and [afzud] "added".

The information provided with a help of mass media differentiates with its compression feature of abbreviation. The number of abbreviations of various structures is continuously growing. Abbreviations used in all functional styles, but their publicistic role cannot be overestimated. Names in the form of abbreviations of various international, regional, national, political and public organizations, educational institutions, professional organizations and associations, commercial, industrial companies, financial institutions, transport companies, sports and tourist organizations, clubs, libraries, museums and etc. can often be found in the press. In the newspaper, it can be find many examples of the use of abbreviations:

```
(joint comprehensive plan of action) مشترك اقدام جامه برنامه - برجام (joint comprehensive plan of action) مشترك اقدام جامه برنامه - برجام (Air Force Army of the Islamic Republic of Iran) / (Cooperative Society Army officers) ارتش كاركنان تعاونى اتحاديه -اتكا (study organization and working group) تدوين و مطالعه سازمان - سمت / (study group of searchers) جوكار آموزشى گروه - گاج (Islamic State of Iraq, Libya)
```

The Iranian newspapers used mainly abbreviations of English origin, like GPS, LED, IRIB, e-mail, AQI (Air Quality Index), or the pronunciation of English abbreviations as البرنا - IRNA, اسه. آن- NASA, ASEAN -ناسا - IRNA البرنا etc.

In newspaper texts can often be met neologisms.

Under the meaning of neologisms can be understood any new vocabulary and phraseological units appearing in the language at current stage of its development and or denoting new concepts resulting from the

development of science and technology, the new conditions of life, social and political changes, or express the new words created for the purpose of emotional and stylistic, already existing concepts.

In Persian examples of neologisms can be words that appeared relatively recently: pasātahrim — "after sanctions", pasābarjām — "post sanction", majāzi — "virtual", pulšui — "money laundering", ferāremaǧzhā — "brain drain", 'eynak-e gogl — "Google window", šerkat-hā-ye estārtāp — "startups", san'at-e āyti — "IT industry".

Obviously, such words are taken as neologisms only until the meaning of these words become used, after which they are entered the vocabulary and are no longer perceived as new. It should be noticed that the neologisms tend to occur on the basis of the existing linguistic tradition, using already in the language as a means of wordformation.

Besides neologisms in Persian newspaper language, can be met European borrowings and calcs or their combinations: teknoloji "technology", sistem "system", [geoestrātezhik] "geostrategic", [geopolitik] "geopolitics", [demākrātik] "democratic", [ravābet- e diplomātik] "diplomatic relations", [tamāšā-ye diplomātik] "diplomatic contacts", [nazm-e novin-e jahâni] "new world way (procedure)", [konferāns] "conference", [markaz-e paxš- e xabar] "translational assembly", [āzhāns] "agency", [refrāndom] "referendum", [jang-e sard] "cold war", [mehvar-e šarārat] "(country) axis of evil".

In the newspaper-pulicistic style there are also metaphorical models such as [bāzu-ye siyāsi] "political arm", [bāzu-ye nezāmi] "military arm" - is generally applied to any organization, legal or illegal, but also about the army, [mārāton-e hastei] "nuclear marathon", [doping-e mošāwehha], literally "inspirational doping agents" (within the meaning of unresolved political and economic benefits and concessions, pursuing selfish goal), [raqs-e siyāsi] "political dance", [siyāsat-e yek bam-o-do havā] "policy of double standards" (literally "one roof and two air"), [hayāthalvat-e siyāsi] "political background" - the zone immediate interests and security of the state (hayātkhalvat - the letters "a lonely place"), [cherāǧ-e sabz-e siyāsidadan] "give the political wave", [cherāǧ-e sabz] "waved by light, flag, signal when overtaking or at a meeting of ships."

In the press news are not frequently used polysemantic terms, synonymous terms, abbreviated terms and names. Term "سرزمین" in political terminology can mean a country or a territory:

```
استقلالنذاشت سرزمينماتاقبلازييروزيانقلاباسلامي
```

"Before the victory of the Islamic Revolution, our country had not sovereignty"

```
.سرزمينايرانبهقسمتهايمختلفتقسيمشدهاست
```

"The territory of Iran is divided into different parts"

In the first case, term "سرزمين" is used in the meaning of "country", in the second case سرزمين is used in the meaning of "area".

نماينده term may have a wider meaning - مجلسنماينده (member of parliament) or a more specialized نماينده (representative of a company).

Newspaper-publicistic style is characterized by an abundance of Arabisms as separate tokens, set phrases and blocks. A characteristic feature of the newspaper language is considered excessive use of Arabisms. Arabisms used in newspapers, can be divided into 2 groups: Arabisms expressing social and political values and Arabisms expressing religious values.

The first group includes Arabisms such as omur Moškelāt mantaqe ravābet taqviyat ta'āmel ta'āmel manāfe'e ommat-e eslāmi tahavvolāt masāel mosavabbe tasvib taahhodāt forsat-hā va zarfiyat monāsebāt mozākerāt-e haste.

To the second group belong words such as [emām] "imam", [fatv] "fatwa" solution (on any legal, religious, economic, political issues), [faqih] – "faqih" Muslim lawyer, [sure] – "sura", the chapters of the Qur'an, [āye] – "ayat" every sentence (sentence) in the Qur'an, [erfān] - higher divine knowledge, [masjed] – "mosque", [towhid] – "recognition of God (Allah)", [nabowat] – "faith in the prophets", [ruz-e qiyāmat] – "doomsday", ['adālat-e elahi] – "Divine justice", [emāmat] – "imamate".

Articles in Iranian newspapers often given titles and vocabulary used when referring to the clergy and to reduce at the mention of the saints: āyatellāh - The highest spiritual title of Iran, xojjatol eslām - Shiite religious title, below the rank of Ayatollah, emāmat-e valiallah ulazam - religious šeyxuleslām title - the title of senior official on Islam, emām - in Islam, the spiritual person who is commits requires in charge of the mosque.

#### Methodology / Material & Methods

The subject of the research is to describe some features of the newspaper-publicistic style on a material of popular newspapers "Ettelā'āt" Iran, "Jomhori-ye eslāmi", "Siyāsat-e ruz" (for the period from October to December 2015) as well as analysis of individual linguistic means used in newspapers and publicistic texts.

The object of the work is the newspaper and publicistic style of speech, which is a one of functional eloquent styles. The variety and breadth in combination with the role of the newspaper in a modern society, made it necessary for a deep and continuous study of publicistic style. The expeditious of the work of this style also caused by the increasing importance of the periodical press, due to the ever-changing social and political conditions of life in the world and the need for information in everyday life. As fairly pointed by A.N.Vasiliev, "in the whole complex ... – the mass media – newspaper plays particularly important role. This is connected with the wide availability of daily newspapers, and with a huge range of versatile choice, and with the information strategies of the newspaper."

Actuality of the work is the need for further study of publicistic style, because lack of comprehensive studies of this style in terms of its practical application. In addition, actuality of study the publicistic style language due to the increased attention of linguists to the texts as a means of mass communication to the recipient and the need for a more complete study of the linguistic characteristics of these texts. The actuality of learning publicistic style due to the increasing importance of the periodical press, due to the ever-changing social and political conditions of life in the world and the need for information in everyday life.

The scientific novelty of the research is to try to carry out a comprehensive study of the language newspaperpublicistic style of speech, based on the penetration of elements of other functional styles of modern Persian language.

Theoretical significance of the work consists in the linguistic description of lexical and grammatical features of the Iranian press, with emphasis on pragmatics, in the study of the interaction of the functional styles in the newspaper texts of different genres, in an attempt to make a contribution to the style of genre. In particular linguistic material is carried out linguistic research of some phenomena that we come across in the practical use of our knowledge.

The materials used in the research were: articles, essays, reports, interviews, comments from the most popular newspapers of Iran: "Ettelā'āt", "Jomhori-ye eslāmi", "Siyāsat-e ruz".

Method of research is complex. Based on the objectives of the study used an analytical method text description, linguistic observation and analysis of linguistic factors, newspaper texts, as well as a pragmatic approach of linguistic research.

#### Conclusion

Based on the basic concept was carried out practical analysis of the collected factual material. In a conclusion of the work can be said that the basic features of publicistic style of speech, which is taken together, set it apart from other functional styles. It can include the following:

- 1) The economy of language means, conciseness of presentation, in conjunction with the information saturation; selection of language means on the basis of their clarity (the newspaper is the most common form of mass media);
- 2) the availability of social and political vocabulary and phraseology, vocabulary rethinking of other styles (in particular, the terminology) for the needs of journalism;
- 3) the use of speech stereotypes typical for this style;
- 4) a variety of genres and the associated use of stylistic variety of linguistic resources:
- 5) multiple meanings of words, word formation resources (author's neologisms), emotional and expressive vocabulary;
- 6) the combination of features of publicistic style with the features of other styles (scientific, official-business, literary and artistic, colloquial). This process is associated with a variety of themes and genres;
- 7) Having research the material on the subject of the work, it can be concluded that the newspaper lexicon quite specific and significantly different from the vocabulary used in fiction, scientific and publicistic articles and conversational speech. The methods of conveying the information is distinguished with the abundance of neologisms, international words, using the suffixes in a different context and abbreviations.

#### References

- 1. Vasilyeva A.N. Newspaper- publicistic style off speech. Moscow, 1982.
- 2. Babayeva A. About newspaper language. Tashkent, 1983.
- 3. Kostomarov V.G. The Russian language in newspaper strike: Some peculiarities of language in modern newspaper publicist. Moscow, 1971.
- 4. Solganik G.Y. About newspaper language and style. Moscow, 2003.
- 5. Vinogradov V.V. Russian stylistic problems. Moscow, 1981.
- 6. Firsova N.M. About implementation of grammar tools in newspaper- publicist style of speech. Moscow, 1984.
- 7. Kojina M.N. The Russian language stylistic. Moscow, 1993.
- 8. Vasilyeva A.N. Newspaper- publicistic style of speech Moscow, 1982.
- 9. Gladkova E.L. Some aspects of social and political vocabulary of modern Persian language. Moscow, 2009.
- 10. Hasan Zolfikari. The problems of newspaper language. Tahran, 1385.
- 11. Tabiye Mansuri Shod. Spesiality of newspaper language. Tehran, 1394.
- 12. Zaynab Mohammadi. Spesiality of translating from Persian language to Russian language. Tehran, 1393.

THE END



#### JHAKHIYA THE UNREVEALED SPICE OF UTTARAKHAND, INDIA

#### Ramgopal

Lecturer, Chitkara College of Hotel Management and Catering, Chitkara University, Punjab

#### Abstract:

JHAKHIYA is a locally cultivated spice in Uttarakhand, India .This origin of the name is still not cleared as the word Jhakhiya is individually related to couple of stories such as Jhakhiya is used as a surname in India Jhakhiya is a place in Madhya Pradesh(one of the state of India) and Jhakhiya is also a name of a spice in Himalayan region . Jhakhiya is not only grown in Uttarakhand but also the plains of India and all around the tropics of the world. The scientific or botanical name of Jhakhiya is Cleome Viscose .It is also known as Dog Mustered, Asian Spider flower or yellow Spider flower. This is a plant which is grown in Himalayas ranging approximately from 500 to 1500 altitude. This spice is used in different recipes in Uttarakhand cuisine .It is grown in sloppy areas as drained and rough soil is preferred for this plant. It consumes a very little amount of water to grow. The people of Uttarakhand use this spice as a tempering agent. As they are using this spice from ages, so they follow the same pattern till now. It is used in several dishes. They mostly use this spice for tempering of potato or dry vegetable preparations and some curries also. This plant is grown in rough parts of Uttarakhand. Earlier people never used to grow this plant as it was considered as a wild plant and could only be found in Jungles. But when the people of Garhwal developed more civilized societies then they observed that the increasing demand for the spice then only they started taking interest in this spice. There is no any evidence which shows the time that since when the people of Garhwal developed the habit of using this wild plant. Now people grow this plant as a crop and it is in demand as well.

#### Introduction:

Uttarakhand is a beautiful state of Himalayan region in India, abode of a rich flora and fauna. The state is full of natural beauties. Uttarakhand is the state of many spices, plants and minerals. There are also some other unexplored spices which are only known to the locals.



The cuisine of Uttarakhand is simple and delicious. Typical Garhwali people still do farming for food and to earn money but the yield of the grains is not satisfactory. People use very simple ingredients in food. They generally use ghee for tempering and sometimes they also use mustered oil which is known as Lai ka Tel in Uttarakhand. There are several spices used by Garhwali people which give a unique characteristic to their food. One of the most common is Jhakhiya. The botanical name is Cleome Ciscose. This spice looks almost like mustard seeds but the taste is entirely different.



The plant is of green color which produces pods and in those pods Jhakhiya seeds grow. There are several studies done on this spice and the plant of Jhakhiya. But the studies are done in respect of medicinal uses and the pharmaceuticals aspects of the plant. This research will disclose the food concept of this spice.

Mostly Jhakhiya is used by the local people of Garhwal for tempering purposes but it is observed that this spice could be used in many other ways also. It can easily be seen in abundance at road sides. In many places in Hardwar and Rishikesh people bring this spice from jungle or from some waste lands where it grows its own. They pluck the whole plant and then dry the pods at home and use the seeds as spice.

#### **TYPES OF JHAKHIYA**

According to local the people of this region, Jhakhiya is of two types

- 1. **Wild**: This weed grows round the year in rough areas anywhere in empty places and gives good amount of fruits. Also some of the plants grow nearby natural water resources like small waterfalls; the plants grow very big but rarely yield fruits.
- 2. **Home grown**: People grow this by farming. The seed of home grown Jhakhiya is bigger as compared to wild Jhakhiya. This plant is seasonal i.e. from April to September.

Here to keep in mind that both types are same but as the home grown plant is cultivated with care and attention it gives a good fruit on the other hand the plant grown in jungle struggles to grow its own and gives a less amount of yield.

#### **CULTIVATION**

According to the local people Jhakhiya is never cultivated in past ages and people used to take bring this only from jungles. There is a grain known as Finger Millet (Mandua in Garhwal): People observed that when they would grow this grain, some of the Jhakhiyas' plants would also grow by their own among the Finger Millet grain and they would remove the extra grown plant and keep the Jhakhiya plant or sometimes they remove the Jhakhiya plant from that particular area and plant it in another locations of the field such as in corners of the field or in the boundaries. Finger millet needs very little amount of water, drained soil and hot climate. These conditions are also apt for the growth of Jhakhiya, in this way they used to grow this plant Similar procedure is done with Saathi crop and Jhangora crop (locally grown grain also known as sanwak). After more development of societies, they started growing this plant as the main crop because of its increasing demand. We can easily see the local venders selling small packets of this spice in Chamba market or in Agrakhal market of Tehri Garhwal.

Jhakhiya is cultivated in some parts of the state like some regions of Tehri Garhwal, some parts of Pauri district and some parts of Kumaon region. As this plant needs dry place to grow that's why it is not grown everywhere in Uttarakhand as majority of the area in Uttarakhand are very cold and Jhakhiya cannot be grown in cold climatic conditions. Here are some of the names of the places where it is grown like khas patti, fegul patti, gyarah gaon hindao patti in tehri Garhwal.

#### Different regions of Uttarakhand where it is grown these are as follows

S.no	Tehri	Pauri	Kumaon	
1	New tehri	Davli	Talli kotli	
2	Agra khaal	Baago	Malli kotli	
3	Chamba	Uttand	Charbada	
4	Jamolna	Karthi	Songti	
5	Jangruali	Khamad	Jaakh	
6	Paakh	Barsundi	Khatoli	
7	Lostu	Kodiya	Baman gaon	
8	Duani	Chilla	Machor	
9	Dhung	Kudti	Bhikyasen	
10	Mundati	Masogi	Talla	
11	Khaseti		Taya	
12	Kothar		Tarred	
13	Pokhar		Bod talla	
14	Laasi		Bod malla	
15	Kandogi		Beech bood	
16	Gad		Ajoli	
17	Maultha		Kothal gaon	
18	Semea		_	
19	Munsankri			
20	Thath			
21	Nanua			
22	Sain			

#### **USES OF JHAKHIYA**

The leaves of the plant are used as vegetable preparation, mostly the tips and the small new leaf. It gives mustard like flavor. The seeds are used as a tempering agent .It is mostly used with desi ghee(clarified butter).In the past ages when poor people of Garhwal were not able to afford cumin seeds, they preferred Jhakhiya as a tempering agent .Some of the examples show the use of Jhakhiya as a tempering agent. These are as follows:-

- 1. **Taid**: It is a locally grown species of yam, tempered with Jhakhiya seeds.
- 2. **Aloo ke gutke**: Similar to zeera aloo, but tempered with Jhakhiya seeds.
- 3. **Pature**: There are two kinds of pature one made from colocasia leaf and another made with cholai leaf. Both have tempering of Jhakhiya.
- 4. **Sambhar**: Though it is a south Indian preparation but there are some people who use Jhakhiya as a substitute of mustard seeds. It really gives a great aroma and new taste to sambhar.
- 5. Aloo ka Thechwani: Potato preparation like potato curry tempered with Jhakhiya and finished with curd.
- 6. **Palak ki sabji**: It is a dry preparation of spinach leaf in which they use whole red chilli and Jhakhiya seeds for tempering.
- 7. **Mooli ki sabji**: It is a dry preparation of reddish leaf, potato and reddish itself. In this preparation Jhakhiya gives a nice crackling sensation when it is mixed with all the three ingredients.
- 8. **Mooli ka Thechwani**: Preparation of reddish, break the mooli in mortar pestle and temper it with Jhakhiya. This is the most common and a very simple preparation of Garhwal. This is also used by poor people of Garhwal because it very economic and low in cost.
- 9. Arbi: Preparation of colocasia. It is dry and as well as curry. In both the cases it is tempered with Jhakhiya.
- 10. **Idli snacks**: Make idlies, cut it into ¼ and deep fry the peaces then temper it with Jhakhiya seeds, curry leaf, a little bit of tomato sauce and seasoning.
- 11. Jholi: It is similar to kadi, but in Garhwal it is tempered with Jhakhiya seeds and curry leaf.
- 12. **Jhakhiya ke parathe**: This is the new concept of making parantha. Generally they use Jhakhiya seeds when they make the parantha of reddish (mooli in Hindi). they grate reddish, squeeze its water and then they shallow fry the Jhakhiya seeds and mix those seeds with grated reddish then add salt and other ground spices and the filling is ready for parantha. Then they fill this filling in the dough and roll it cook with a little bit of ghee or mustered oil, crisp and golden brown in color.
  - ✓ Some time when people don't want to use onion and garlic in their food, they use this spice for tempering. Similar like cumin seeds.
  - ✓ People use this spice many times in the place of mustard seeds also, so it is a very good substitute of mustard seeds.
  - ✓ It is also used as a tempering agent for potatoes in fasting days.
  - ✓ Now a day's people also use these seeds in pickles which give a unique flavor to pickle the traditional Garhwali taste.

**TASTE OF THE SPICE** - The one characteristic of this spice is when it is tempered with ghee or clarified butter the granules become very crisp so when someone bite this it, it creates a cracking sensation in mouth . This sensation is liked by most of the people. Also it gives a great aroma to food in which it is added. It is neither pungent nor spicy.

#### **MEDICINAL USE OF PLANT**

According to local people, this plant is used as a healing medicine in many ways, such as the paste of the leaf is applied on wounds and ulcers in order to pacify them. The juice of the leaf is used as the medicine for earache and the seeds are helpful to digest the food. According to old people, it also gives warmth to the body.

#### NAMES IN DIFFERENT LANGUAGES

Botanical name	Cleome viscosa
Sanskrit	Pasugandhi, Ajagandha
Hindi	Hulhul, Hurhur, Kavalia
Assam	Bhutmulla
Bengali	Shulte,hurhuria
English	Dog mustard
Gujarat	Talvani
Kannada	Naram bele soppu

Kashmiri	Gandi buti
Malayalam	Atunari vela
Oriya	Anasorisia, Hulhulia
Punjabi	Bugra
Tamil	Nal valai
Telugu	Vaminta
Marathi	Tilvan

#### **RESULT AND CONCLUSION**

After studying about various aspects of Jhakhiya, here come up with the conclusion that this plant is very useful in very many ways of cultivation, though it is not used so much in preparations by the people of Garhwal since ages. If this weed is taken care, it can bring drastic changes in the food culture and food habits. This spice is also not so much famous in the modern society though it grows in many waste lands of Garhwal and the planes of India. It needs only a little attention to come up as the main spice like mustered or cumin. If people of Garhwal pay attention to this spice and grow it as the main crop it may give far better results and become a great earning source for them.

#### References

- 1. Definition of "Asian spider flower" retrieved July 15, 2015, http://sagebud.com.
- Map of Uttarakhand retrieved June 29, 2015, http://www.cpimlnd.org/wp-content/uploads/2013/07/NewUttarakhandMap.jpg.
- 3. History of Uttarakhand Kumaon Garhwal retrieved June 29, 2015 http://www.merapahadforum.com.
- 4. Names of the flowers of India retrieved June 29, 2015, http://www.flowersofindia.net.
- 5. Spices and condiments of Garhwal retrieved June 27, 2015, http://www.bedupako.com.
- 6. http://www.pfaf.org, June 29, 2015.
- 7. http://www.downtoearth.org.in/content/taste-mountains, July 15, 2015.
- 8. http://www.sivakumarexports.com, July 15, 2015.

#### Interviews conducted

- 1. Singh, Paan, Mr., Almora, Uttarakhand, On 15 December 2015.
- 2. Dabraal, Sunil, Mr., Village Davoli, Dwari Khaal Patti, Pauri, Uttarakhand, On 20 December 2015
- 3. Lal, Sunder, Mr., Village Jamolna ,Tehri Garhwal, Uttarakhand, On 21 December 2015.
- 4. Bhatt, Mukesh Pt., Village Mandra, Patti Basar, Tehri Garhwal, Uttarakhand on 22 December 2015.

#### **Journals**

 Ramgopal (2015), A brief study of gastronomy of Brahmins in Uttarakhand, India. International Research Journal of Humanities, Engineering & Pharmaceutical Sciences, June edition vol. 2, Issue 10, 2015, ISBN: 978-81-909047-9-7, p-ISSN: 2249-2569, e-ISSN: 2320-2955.

THE END



## SIMULTANEOUS SPECTROPHTOMERIC ESTIMATION OF OLANZAPINE AND FLUOXETINE IN SOLID DOSAGE FORM

#### Trupti Lokhande & Sandip kamble

Department of Pharmacy, Rewa College of Pharmacy, Rewa Department of Physiology, S.S. Medical college Rewa

#### Abstract:

Olanzapine and Fluoxetine are used as antipsychotics which are available in tablet dosage form in the ratio of 1:4. Two simple and accurate procedures for simultaneous estimation of Olanzapine and Fluoxetine in tablet formulation have been developed. The methods employed are absorption ratio method and absorption correction method. In the absorption ratio method wavelengths selected were 235.60 nm as isobestic point and 227 nm as λmax of Fluoxetine. In absorption correction method wavelengths selected were 268.40 nm and 294 nm. Beer Lambert's law is obeyed in the concentration range 1-10 μg mL<sup>-1</sup> for Olanzapine and 4-40 μg mL<sup>-1</sup> for Fluoxetine. The result of analysis has been validated by statistical and recovery studies.

#### Introduction:

Olanzipine antipsychotic ,chemically is an Thienobenzodiazepine described as a 2-methyl -4-(4methyl-1Piperazinyl)-10H-Thieno [1,5] [2,3-b]benzodiazepine and Fluoxetine is an antidepressant selective serotonin reuptake inhibitor, chemically described as (±)-N-methyl-3-phenyl-3[4trifluoromethyl phenoxypropane -1-amine , Hydrochloride . Literature survey reveals that spectrophotometric <sup>5</sup> and RP-HPLC<sup>6</sup> Methods are available for the estimation of Fluoxetine and RP-HPLC3'4 methods for the estimation of Olanzapine in combination with other drugs. The literature survey revealed the no spectrophotometric method is reported for the simultaneous estimation of Olanzapine and Fluoxetine in

combined dosage from. This paper describes two simple, rapid, accurate, reproducible and economical method for the simultaneous estimation of Olanzapine and Fluoxetine from tablet formulation.

#### **Materials and Methods:**

**Instrument:** A Shimadzu UV/V is Spectrophotometer-240 with UVPC software and with 10 mm matched quartz cell was used for experiments.

**Materials:** All the chemicals and solvents used during project work were of analytical grade. Standard gift samples of Olanzapine and Fluoxetine were procured from Dr. Reddy's Lab Ltd., Hyderabad, India.

#### Method - I

**Absorption ratio method:** Pure drug samples of Olanzapine and Fluoxetine were dissolved separately in 10 ml methanol to get concentration of 5  $\mu$ g ml<sup>-1</sup> for Olanzapine and 20  $\mu$ g ml<sup>-1</sup> for Fluoxetine. Both the dilutions were scanned in the wavelength range of 400-200 nm. Fig. 1 represents the overlain spectra of both the drugs. Beer Lambert's law was Obeyed in concentration range 1-10  $\mu$ g ml<sup>-1</sup> for Olanzapine and 4-40  $\mu$ g ml<sup>-1</sup> for Fluoxetine. Two wavelengths selected were 235.60 nm as isobestic point and 227 nm as  $\lambda$ max of Fluoxetine.

The absorbance and absorptively values at 235.60 nm and 227nm were calculated and substituted in the following equation to obtain the concentration.

$$Cx = \frac{Qm - Qy}{Qx - Qy} \times \frac{A}{Ax_1}$$
....(1)  
 $Qm - Qx = A$   
 $Cy = \frac{Qm - Qx}{Ax_1} \times \frac{A}{Ax_1}$ 

Where,

CX = Concentration of FLX in gm/100ml.

Qy—Qx

Cy = Concentration of OLZ in gm/100ml.

Qm = Ratio of absorbance of laboratory mixture at 227 nm and 235.60 nm.

 $Ay_1$ 

Qx = Ratio of absorptivity of FLX at 227 nm and 235.60 nm.

Qy = Ratio of absorptivity of OLZ at 227 nm and 235.60 nm.

A = Absorbance of laboratory mixture at is absorptive point.

 $Ax_1 = E (1\% 1cm) \text{ of FLX at } 235.60 \text{ nm}.$ 

 $Ay_1 = E (1\% 1cm) \text{ of OLZ at } 235.60 \text{ nm}.$ 

For the estimation of drugs from the commercial formulation, 20 tablets of brand of OLANEX-F (Ranbaxy Laboratories Ltd., Gorgon, India) containing 5 gm of Olanzapine (OLZ) and 20mg of Fluoxetine (FLX) were used. The contents of 20 tablets were weighed accurately and average weight par tablets were calculated. A quantity equivalent to 20 mg of FLX (= 5 mg OLZ) was transferred to 100ml volumetric flask . The powder was dissolved in 10 ml methanol and sonicated for 15 min; finally volume was made to mark .The solution was further diluted to get final concentration of 5  $\mu$ g ml<sup>-1</sup> of OLZ and 20  $\mu$ g ml<sup>-1</sup> of FLX . The absorbance of the solution was measured at 227 nm and 235 .60 nm and concentration of the two drugs was calculated using Eqns. 1 and 2. The results of tablet formulation are shown in Table 1.

#### Method-II

**Absorption correction method:** The wavelengths selected in absorption correction method were 294 nm, where FLX has no absorbance and 268.40 nm where both the drugs exhibit absorption. The absorbance and absorptivity values at both the wavelengths were calculated and substituted in the following equation to obtain the concentration.

$$Cy = \frac{A294 \text{nm}}{A(1\%,1 \text{cm}) \ 294 \text{nm of OLZ}}$$

$$Ay = Cy \ X \ A (1\%, 1 \text{cm}) \ 268.40 \text{nm of OLZ} \qquad ...(4)$$

$$CAx \ 268.40 \text{nm} = A268.40 \text{nm} -Ay268.40 \text{nm}, ....(5)$$

$$\frac{CAx 268.40 \text{nm}}{A (1\%, 1 \text{cm}) \ 268.40 \text{nm of FLX}}$$

Where,

Cx = Concentration of FLX in gm/100ml.

Cy = Concentration of OLZ in gm/100ml.

A (1%, 1cm) 268.40nm of FLX = Absorptivity value of FLX at 268.40nm.

CAx268.40nm = Corrected absorbance of FLX.

A294nm = Absorptivity value of OLZ at 294nm.

A (1%, 1cm) 227nm of FLX=Absorptivity Value of FLX at 268.40nm.

Tablet solution was prepared as described earlier and was further diluted to obtain the solution having concentration 5  $\mu$ g ml<sup>-1</sup> of OLZ and 20  $\mu$ g ml<sup>-1</sup> of FLX. This solution was then analyzed and absorbance value at 268.40 nm and 294 nm were noted. These values were then equated in above mentioned equations and the concentration of each drug was calculated and result of tablet formulation is shown in table 1.

To study the accuracy, reproducibility and precision of the above proposed methods, recovery studies were carried out by addition of standard drug to pre-analyzed sample.

#### Results:

Results of recovery studies were found to be satisfactory and reported in Table 3. The value of standard deviation was satisfactory low and recovery was close to 100% indicating the reproducibility and accuracy of both the methods.

#### **Discussion:**

The first method employed the graphic absorbance ratio at two selected wavelength, once the absorbance is determined. The second method employing absorption correction method is a very simple method and can be employed for routine analysis of these two drugs in combine dosage form using simple instrumentation. Once

the molar absorption are determined, very little time will be required for routine analysis, as it would only require determination of absorbance of sample at the two selected wavelengths and few simple calculations.

Both the methods were successfully used to estimate the amount of Olanzapine and Fluoxetine in marketed tablet formulation containing Olanzapine 5gm and Fluoxetine 20 mg. The results obtained were comparable with the corresponding labeled amounts Table 1. By observing the validation parameters both the methods were found to be specific, accurate, precise and reproducible. Hence both methods can be employed for routine analysis.

Table No.1 - Results of Analysis of Commercial Tablet:

Method	Label Claim(mg/tab)		Percen	tage found*
	OLZ	FLX	OLZ	FLX
I A.R.M	5	20	100.59	100.14
II A.C.M	5	20	100.40	100.23

Mean of five determinations

A.R.M. -Absorption ratio method.

A.C.M. - Absorption correction method.

OLZ - Olanzapine.

FLX- Fluoxetine.

Table No. 2- Statistical Evaluation of Table formulation:

Method	Standard Devia	tandard Deviation Coefficient of variation		Relative standard deviation		
	OLZ	FLX	OLZ	FLX	OLZ	FLX
I A.R.M	0.7585	0.5461	0.7541	0.5454	0.0075	0.0054
II A.C.M	0.3994	0.0908	0.3977	0.09062	0.0039	0.0090

A.R.M - Absorption ratio method

A.C.M - Absorption correction method.

OLZ - Olanzapine.

FLX - Fluoxetine.

Table No .3 - Recovery Study Data of Tablet Formulation:

Method	% Recove	ery found*	Standard D	eviation	Coefficient of Variation		Relative standard deviation	
	OLZ	FLX	OLZ	FLX	OLZ	FLX	OLZ	FLX
I A.R.M	100.13	99.86	1.0364	0.6602	1.0351	0.6611	0.0103	0.0066
II A.C.M	99.85	100	0.3545	0.0367	0.3550	0.0367	0.0035	0.0003

\*Mean of three determinations,

A.R.M - Absorption ratio method

A.C.M - Absorption correction method.

OLZ - Olanzapine.

FLX - Fluoxetine.

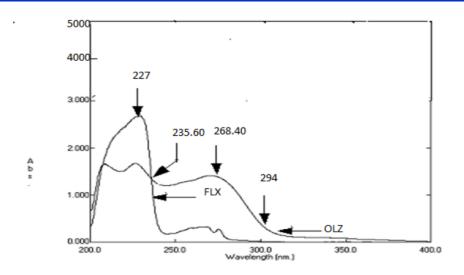


Figure 1 - Overlain Spectra of Olanzapine (OLZ) and Fluoxetine (FLX).

#### References

- 1. British pharmacopoeia, 2009, Vol. I, The British Pharmacopoeia Commission, London,pg no.2608(FLX HCL).
- 2. Indian Pharmacopoeia ,2007 Vol. III, Govt. of India, Health and Ministry of Family Welfare, Published by The Indian Pharma Commission, Ghaziabad,pg no.66(OLZ).
- 3. Dusci L,J, Hackett , L.P., Fellows L. M and Kenneth F.I. , Development and validation of RP.HPLC method for estimation of Olanzapine in Pharmaceutical Dosage forms, Indian Drugs 2008,45 (6),493-497.
- 4. Dasandi B., Shah P., Gandhi C., Bhat K. M. and Shivprakash. Development of HPLC assay method for the estimation of Olanzapine in Human plasma and its application to pharmacokinetics, Indian Drugs, 2003,40 (6),350-352.
- 5. K. Sujata, K. Chitra, P.Ashok Kumar, K. Kiranbabu and J.Vasantha., Spectrophotometric Determination of Fluoxetine HCI, Indian J. Pharma. Sciences 2004,457-459.
- 6. Shukla S., Kumar P., Moorthy N.S.H.N., Kartikeyan C., Trivedi P., RP-HPLC method development and its validation for simultaneous estimation of Alprazolam and Fluoxetine HCI in Pharmaceutical dosage form, Indian Drugs.

#### THE END



## SEX DIFFERENCES IN EFL LARGE-SCALE ASSESSMENT OF EGYPTIAN GRADUATES

#### Amani Badawy

Department of English Language and Literature, Faculty of Arts, Cairo University, Egypt

#### Abstract:

The purpose of this study was to find the extent of sex differences in the scores of 31,086 Egyptian graduate students on an EFL proficiency test administered at Cairo University in Egypt. It explored differences between males' and females' scores on listening, structure and reading and followed the gap over five years. The sample included 16,490 females and 14,587 males. The percentages of test takers' high scores were compared and the t-test was run to evaluate differences. Women outperformed men in the three skills, and the differences were highly significant in listening comprehension and structure over the five years and in reading over a three-year period. Performance on reading lagged behind listening and structure. Scores on listening and structure went in a series of highs and lows which reflected year-to-year instability while reading showed overall steadiness. Lastly, while the gap between males and females slightly widened after five years in reading, it remained almost unchanged in and listening structure showing that male underachievement persisted.

#### Introduction:

Despite not offering sufficient explanation to account for male and female differences, gender has been found to play a significant role in influencing student's academic activities, over and above other factors such as intelligence, learning styles, personality, attitude, aptitude, learner preferences, as well as socio-economic factors. Researchers have long agreed that girls have higher language abilities when compared to boys. According to Pekkarinen (2012), female educational achievement has currently surpassed that of males in a majority of countries, and there are predictions that the sex gap in educational achievement will keep on widening for women in the future. However, the issue is highly controversial since some research held up the finding that it is not always the case that women excel in language abilities.

#### Causes of sex differences

Researchers still do not see eye to eye concerning the causes of differences in academic performance between sexes. In an attempt to account for sex differences in achievement, Dee (2005) put forward the nature versus nurture argument about some biological and environmental factors. On the biological side, the differences in male and female brain makeup and exposure to sex hormones were established to have an effect on the sex-specific skill advantages (Halpern, 2000). Burman, Bitanc, and Booth (2008) showed that the two parts of the brain that are responsible for language processing are larger and work harder in females than in males during language tasks. Besides, men process language in the left hemisphere only while women process language in both hemispheres. The corpus callosum, which is the part of the brain that connects both hemispheres, is thicker in women, enabling them to use both the right and left sides of the brain in a more coherent way than men do (Howard, 2000). Gender effects were measured during the phonological and parallel letter-string-matching tasks used by Shaywitz, Shaywitz, Pugh, Constable, Skudlarski and Fulbright (1995) as well as during a lexical-semantic task that required subjects to decide if two words belonged to the same semantic category. Men showed increased activation in bilateral visual association and temporal lobe regions throughout the lexical-semantic task compared with the phonological task, whereas women activated these two areas correspondingly during the two tasks. This task was then compared with non-linguistic visual control tasks involving consonant letter string matching and line orientation matching, wherein women demonstrated activation of the frontal lobes during the phonological task while men showed left-lateralized activation (Lukatela, Carello, Savic and Turvey, 1986).

Schlaepfer, Harris, Tien, Peng, Lee and Pearlson (1998) and Harasty (2000) showed that the areas of Broca and Wernicke in the frontal and temporal lobes associated with language were significantly larger in women, thus providing a biological reason for women's superiority in language-associated thoughts. Using magnetic resonance imaging, the scientists measured the volumes of grey-matter, which is the mass of neuronal cells involved in tasks like memory, speech and muscle control, in several cortical regions. They found that women had 23% in Broca's area, and 13% in Wernicke's area more volume than men. Golestani, Molko, Dehaene, LeBihan and Pallier's study (2007) revealed that greater proportions of grey-matter may account for superior behavioral measures, proficiency in a second language, and vocal learning. Besides, women were also found to have stronger neural connectors,

involving differences in connectivity, neuronal density or synaptic efficiency in their temporal lobes compared to men, which in turn implied more sensually full memory storage, better listening skills, and better ability to discriminate among tones of voice (Moir & Jessel, 1989). Also, it was found that the cortical areas of the brain are used by women for verbal and emotive functioning while for men they are used for spatial and mechanical functioning (Moir & Jessel, 1989; Rich, 2000). Lastly, hormones were found to be associated with certain aspects of brain differentiation (e.g., Burton, Henninger & Hafetz, 2005). The androgens and ovarian hormones (estrogen and progesterone) have accounted for an increase in the density of neurotransmission receptors, and more brain vitality in females (Wu, Manoli & Fraser, 2009).

On the other hand, some researchers call attention to environmental factors holding them accountable for sex differences in achievement. "(T)he dichotomy of male and female is the ground upon which we build selves from the moment of birth" (Eckert and McConnell-Ginet, 2003, p. 8). Language reflects the reality that men and women are socially different, laying down various social roles for them and expecting diverse behavior response and patterns (Trudgill, 2000, p.79). These differences are likely to be more rigid and extensive in communities where there are significant differences in social roles between men and women. To Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci and Urbina, (1996) biological differences coexist with cultural and social convictions that become influential shortly after birth. For instance, boys are seen to be better at numbers and girls to have a lower aptitude for math and are in no need of math skills as adults. Males are socialized to view reading as an activity most suitable for females. Other researchers have pointed to the idea that teachers sometimes interact differently with boys and girls and that students may benefit academically from this (Dee, 2005). Some others found that differences could be ascribed to test-taking strategies more than to actual differences in knowledge (e.g., Gallagher and DeLisi, 1994). This happens when girls or boys approach test items in ways that do not allow them to reveal their knowledge, i.e., when they know the right answer but cannot demonstrate it. Zhang and Manon (2000), for example, found that males did better on multiple choice and females excelled on the structured response while other researchers such as DeMars (1998) have discredited such findings.

#### Statement of the problem

When countries are implementing policies and procedures to ameliorate educational attainment and outcomes, sex differences must be taken into consideration for the adverse effect they can have on their economic growth and social welfare. Results indicating any sex lagging behind in speaking, reading and writing skills or other subjects such as math or science should be all taken as a warning sign. They could only mean that the educational system is not meeting male/female needs, and thus their attainment has either slowed down or started to decline. The goal of providing opportunities for women and men that are equal and identical has been identified all over the world. Only a few countries have acknowledged explicitly the aim of reaching equality of outcomes and have implemented the gender mainstreaming strategy (Vassiliou, 2010), which involves examining equality measures and policies in the field of education and considering their possible effects on both genders.

#### **Review of literature**

Studies on sex differences in academic achievement test scores are not in accord. Some research found that differences existed between the two sexes in language performance while others did not find evidence for such a finding.

#### **Small-scale studies**

Brown (1971) examined 96 children's (3-4 years) comprehension of relativized English sentences. Subjects heard a sentence describing pictures and were asked to choose the matching one. No differences between sexes were detected. When means of subtests were compared, no significant sex differences were found in listening, structure and written expression, or vocabulary and reading. Other studies found results for males outperforming females. For instance, Brimer (1969) used 8324 children ranging in age between 5 and 11 years old to compare the performances of male to female test takers in listening comprehension. The subjects took the orally administered English Pictures Vocabulary Test. Among 6-8 years old subjects, boys scored higher than girls on one test, but no other differences were detected. At the same time, evidence also suggested that males were superior in listening vocabulary, that is, comprehension of heard vocabulary in both first and second language contexts in a study by Boyle (1987). Also, Yun (2001) investigated sex differences in verbal and mathematical skills among Chinese adolescents and found that males scored higher than females. Ardila, Rosselli, Matute and Inozemtseza (2011) found that sex differences in language ability were significant, though at a minimal level (p=.047), with a higher performance among boys than girls. Parveen, Noor-Ul-Amin, and Nazir (2013) attempted to determine whether there were significant sex differences in academic performance among 300 boys and girls enrolled in the 10th grade of different high schools. They were randomly selected from 26 institutions of District Pulwama. Results

showed that the academic achievement of boys was significantly higher than that of girls in social studies and English while this was not the case in Science and Urdu.

There was, however, broad consensus on the finding that females did better than males in verbal language skills (Denno, 1982; Cole, 1997; Maccoby & Jacklin, 1974), despite the failure to agree on which types of verbal ability showed greater sex differences. Females were found to perform better on reading tests especially at high school (Willingham & Cole, 1997). At the school level, most studies showed that usually girls did better in school than boys. Girls got higher grades and completed high school at a higher rate compared to boys (Jacobs, 2002). Vijayalaxmi and Natesan (1992) evaluated the academic achievement of the subjects among 11th class students and found that girls had a higher mean score in academic achievement compared to boys. Similarly, Agarwal (1983) revealed that females were superior in reading ability and academic achievement. Wallentin (2009) performed an extensive review of sex differences in language among children and reached the conclusion that early differences in language acquisition showed a very slight advantage for girls. Besides, numerous studies have shown that women showed faster language development (Berglund, Eriksson & Westerlund, 2005), had a larger vocabulary repertoire, exhibited more accurate speech production, and spoke with greater fluency (Kolb & Whishaw, 2001; Mildner, 2008; Pinker, 2007; Sommer, Aleman, Somers, Boks & Kahn, 2008). Besides, some studies found that females performed better compared to males in a range of verbal tests (e.g., Burton, Henninger & Hafetz, 2005; Kolb & Whishaw, 2001; Mildner, 2008; Weiss et al., 2003).

In the context of EFL graduate students, Shirzad, Musavi, Atmani, Khanchobni, and Iraji (2013) compared male and female MA students' theses regarding the common features of academic writing such as syntactic complexity, means of incorporating cited information, and organization of arguments. The material selected for the study was 10 male written theses and 15 female written theses in TEFL and linguistics. The results showed significant differences between men and women in the syntactic complexity of the texts and the ways they integrated cited information and organized their arguments. Women tended to use text structures that were more complex, used more paraphrases to integrate quoted information and presented better-organized arguments when compared to males.

#### Large-scale and meta-analysis studies

Large-scale assessments have been carried out for the purpose of cross-national comparisons to measure sex differences in learning outcomes. Hyde and Linn (1988), for example, conducted a meta-analysis of 165 language studies involving both children and adults to identify patterns of similarity and sources of disagreement among study results. They included language tests assessing vocabulary, analogies, anagrams, reading comprehension, speaking, essay writing, the Scholastic Aptitude Test (SAT) and verbal ability tests. Results showed that while 27% of the studies reported that females surpassed males, 66% found no significant sex differences, and 7% was for men. Because the differences were so tiny in reading, speaking, writing, the authors concluded that sex differences in verbal ability no longer existed.

Sax and Harper (2005) examined differences between college women and men on 42 outcomes of college and evaluated the extent to which those differences were credited to sex gaps that exist before college or different college experiences. The data were drawn from a national longitudinal sample of college students (N = 17,637) attending 204 four-year colleges and universities. They were surveyed upon admission to college in 1994 and four years later in 1998. Among the 42 outcomes, five revealed sex differences that could be accounted for by precollege variables alone, nine demonstrated sex differences attributable to pre-college and college variables, eighteen produced sex gaps that were significant regardless of all controlled variables, and ten yielded no differences between women and men. Added to this, Clark, Thompson & Vialle (2008) carried out a study that involved pre-service teachers and school counselors in colleges of education at three universities on three continents. They ran focus-group discussions with public school students and numerous interviews with educators. The study found that males were less successful in negotiating and participating in literacy activities in the classroom and showed little interest in print-based reading and writing activities.

Some regional and international student assessment organizations have developed indices as a way to investigate outcomes of student learning. At the local level, Education Testing Service (ETS) in the US conducted an extensive review to synthesize sex differences in learning outcomes. The study was carried out by Cole (1997), and it involved 400 tests drawn from more than 1,500 databases. Females superior skills were highly noticeable in writing and language use and less evident in reading and vocabulary interpretation and this language advantage for women had remained stable compared with results of the past 30 years. Louie and Ehrlich (2008) studied sex gaps in comparing Vermont's and U.S's assessment outcomes and found sex differences in reading.

In Latin America, sex differences in language achievement of 3rd and 4th graders from 12 countries were assessed in 1997 using the Latino Americano Laboratorio de Evaluacion de La Calidad de La Educacion (LAB). It was found that among the 3rd graders, 4 out of 12 countries reported sex differences, all for girls. Sex differences were barely visible in Colombia and Mexico and small in Brazil and Peru. Furthermore, the ability of students in Francophone African countries to read and write in French in the 2nd and 5th grades was tested using the student assessment index Programme d'Analyse des Systèmes Educatifs des Pays de la CONFEMEN (PASEC). Results showed that sex differences occurred in the 2nd grade in Burkina Faso and Madagascar, both for girls. In the 5th grade, sex differences were to the advantage of girls in Madagascar and boys in Mali. The two Arab participating countries (Kuwait and Morocco) both reported sex differences that were above the average sex differences. The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), a local test focusing on Southern and Eastern Africa, produced achievement data with a mean of 500 points and a standard deviation of 100 points. While sex differences for girls in Botswana, Mauritius, and South Africa were tiny, the female advantage in Seychelles was large. Furthermore, though differences for boys occurred in Tanzania, the male advantage was much weaker. Ma (2007) deduced that the prevalent male underachievement in reading literacy was alarming despite being typically small in magnitude.

At the international level, sex differences in language achievement have been assessed via an International Association for the Evaluation of Educational Achievement (PIRLS) and Program for International Student Assessment (PISA). PIRLS is one of the international comparative studies of the International Association for the Evaluation of Educational Achievement. PISA is the international comparative study of the Organization for Economic Cooperation and Development (OECD) including countries in East Asia and the Pacific, Central and Eastern Europe, West Europe and North America. PIRLS was used to measure reading literacy of students in the 4th grade. In all 35 participating countries, sex differences in reading literacy among the 4th graders were found to be for girls. The female lead was, however, small in all countries except Kuwait that indicated a modest female improvement. Similar to PIRLS, PISA 2003 showed a clear and consistent pattern of sex differences for girls at the 8th grade across all 40 participating countries. One country, Iceland, showed considerable sex differences, 27 countries were evidence for moderate sex differences and the remaining 12 states showed small sex differences. In 2013, Stoet and Gaery analyzed one decade of data collected by PISA, including mathematics and reading performance of nearly 1.5 million 15-year-olds in 75 countries. Across nations, boys scored higher in math and girls stood out in reading.

#### Tracking sex differences

All participating countries in PISA 2000 showed sex differences for girls, and they continued to show sex differences for girls in PISA 2003. Therefore, the male under-achievement continued to prevail among all participating countries during this 3-year period. Western Europe was the only participating region that had the largest sex differences in both 2000 and 2003. From 2000 to 2003, sex differences in reading literacy for girls increased in 14 developed countries. Countries with a rise over 10 points included Austria, Iceland, Spain, and Portugal. During the same period, sex differences declined in eight developed countries. Countries with a decrease in 10 points included New Zealand, Latvia, and Liechtenstein. No change in sex differences took place in Canada, Demark, Greece, Ireland, and Sweden. From 2000 to 2003, sex differences decreased in Russia; whereas sex differences increased in all three participating developing countries (having data from both 2000 and 2003) with Brazil reporting an increase over 10 points.

To conclude, sex differences in language abilities remain an area of controversy. Whereas some studies have found differences between sexes favoring females, others have failed to isolate them. There is no question that further analysis of the possible sex differences in language attainment using large samples are needed to confirm findings of previous research and help elucidate the relation between sex and language performance. The importance of this study lies in that it explored the differences between sexes in EFL receptive abilities in Egypt, a community where there are substantial differences in social roles between men and women and thus is expected to witness gender disagreements over language learning opportunities, outcomes, and performance on assessments. Besides, to the best of the researcher's knowledge, no other large-scale study has been carried out to explore sex differences on a significant number of EFL test takers in Egypt.

#### Research questions

The study had two primary goals: to examine what sex differences emerged in a local test used for assessment purposes, and to follow this gap over the period of 5 consecutive years to see how persistent it was. More specifically, it attempted to find out the extent of sex differences in the scores of Egyptian graduate students on an

English language proficiency test administered at Cairo University on the three components measured by the test: listening, structure and reading comprehension. Hence, the following research question was asked: What are the sex differences in the scores of Egyptian post graduates on an EFL proficiency test? This question was broken down into three sub-questions:

- a. What is the gap between male and female test takers' scores in listening, structure and reading?
- b. What are the similarities and differences between male and female performance?
- c. Has the performance gap, if found, narrowed or widened or stayed the same in listening, structure and reading over the period of 5 years, from 2010 to 2014?

#### Method

In this section, I will outline the research method of this study; describe the test takers, the test, and scoring and then provide an explanation of the procedures used to categorize and analyse the data.

#### The test takers

The sample included 31,086 post graduate students: 16,490 female and 14,587 male test takers. They are graduate students who are enrolled in Master and Ph.D. programs in one of the Egyptian universities and have to sit for an English language proficiency test in partial fulfillment of the requirements for the degree for which they have registered. Their language level was measured by the scores that they obtained on a proficiency test administered by the *Center for Foreign Languages and Professional Translation* at Cairo University. The test draws students within a broad range of age and previous educational background and experiences, different majors, interests, and with radically diverse levels of knowledge and skills. Table 1 presents the total number of test takers over the five years and indicating the number of men and women each year. The scores of the test takers who took the test over the period from 2010 through 2014 were recorded for subsequent analysis.

1000 1110	rable i raniber of teet takere distributed by gender ever e years						
Year	No of test takers	Women	Men				
2010	5687	2830	2848				
2011	4358	2478	1880				
2012	7835	4059	3776				
2013	6720	3586	3134				
2014	6486	3537	2949				
Total	31089	16490	14587				

Table 1 Number of test takers distributed by gender over 5 years

#### The test

The test is called the Academic Test of English as a Foreign Language (ATEFL). It is a local paper-based exam, modeled after the TOEFL. It is required by English language colleges and universities for admission, by all colleges in all the universities in Egypt for higher study registrations as well as by some institutions such as government agencies or scholarship programs. ATEFL measures how well the test takers can listen and read English as well as what they know about the grammar of the language. It includes three sections, with a total of 140 multiple-choice questions. The first is the listening section that consists of 50 questions where the examinee listens to three conversations and answers questions about the content of each. The second is the structure and written expression test that contains 40 questions and tests the applicant's knowledge of structural and grammatical elements of standard written English. The reading section consists of 50 questions, where the examinee is required to read three passages and answer comprehension questions about each. The examinee has 115 minutes to respond to the questions divided as follows: 35 minutes for listening comprehension 25 minutes for structure and written expression and 55 minutes for the reading comprehension. He/she is handed in an answer sheet that includes horizontal ovals and asked to fill in the answer that corresponds to the one he/she has chosen.

#### Scoring

The test is scored on a scale of 217 to 677 points. The examinee obtains a grade between 20 and 68 in each section. In this study, 55 and above was taken to be a high score in each section. It means that the examinee was able to answer correctly 37 questions out of 50 in the listening section, 31 out of 40 in the structure and written expression section and 39 questions out of 50 in the reading section.

#### Data analysis

The proportions of high grades were calculated and significance was computed and tabulated. For clearly conveying the information in a way showing the differences between variables, bar and line charts were used. Bar charts were used to compare differences in scores between males and females in listening, structure and reading

and line charts to track the movement of progressive data changes over the years: highs and lows, and the tendency towards stability in sets of values in different time periods. T-tests and two-tailed probability (*P* value) were computed to explore significant differences in outcomes.

#### Results

The total number of male and female test takers who scored above 55 in listening, structure and reading in ATEFL in the period from 2010 till 2015 was compared to answer the first sub-question: What are the gaps between male and female test takers' scores in listening, structure and reading? It reached the findings that, as is shown in Figure 1, females outperformed males in the three components measured.

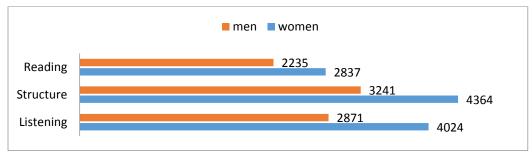


Figure 1 Overall number of men and women obtaining high scores in listening, structure and reading

Overall, the percentages of women that scored above 55 in listening, structure and reading were 24.4, 26.4 and 17.4, respectively; while in men they were 19.6, 22.2 and 15.3, respectively. Thus, proportions of females getting high scores were higher than males in listening over the five years (23, 22.8, 26.3, 25, 23.4 for females vs. 16.7, 17.7, 21.3, 21.6, and 19 for males), in structure (27, 21.3, 25.6, 30, 27 for females vs. 21.3, 15.7, 23.4, 25.4, 22.2 for males) and in reading (20, 19 15, 16, 17.4 for females vs. 18.5, 15, 14, 14.5, 15 for males). As is shown in Figure 2, the average percentage mean of males' high scores in listening was 19.3, in structure 21.6, in reading 15.4 while that of females in listening was 24, in structure 26.7, and reading 18.7.

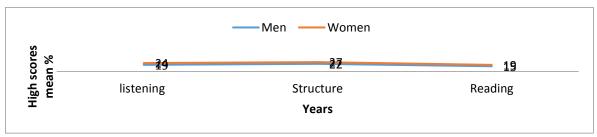


Figure 2 Differences in mean percentage of high scores by men and women

T-tests were run using the analytical tool StatCalc to assist in evaluating the differences between the sexes. Table 2 shows the t-tests and two-tailed probability (p-value) to explore differences.

Year	Listening		Structure	tructure		
	T-statistics	The value	T-statistics	The value	T-statistics	The value of p
		of p		of p		
2010	5.950	0.000	5.018	0.000	1.433	0.152
2011	4.123	0.000	4.766	0.000	3.393	0.000
2012	4.758	0.000	2.261	0.024	0.875	0.381
2013	3.283	0.001	0.000	0.000	1.704	0.088
2014	4.862	0.000	5.128	0.000	2.605	0.009

Table 2 T-test statistics and P value for high scores in listening, structure & reading

*Note.* p> 0.01 are considered insignificant & appear in black.

p<0.01are considered significant & appear in red.

p<0.001 are highly significant & appear in blue.

By and large, the differences were either highly significant or significant for females in listening and structure and were insignificant in reading on average except for the outcomes of two years: 2011 and 2014 that were highly significant.

The next research sub-question was: What similarities and differences were there between male and female scores over a five-year period, from 2010 to 2014? As is illustrated in Figure 2, men and women performed best on structure, followed by listening and then reading. Figure 3 shows that the percentage of men getting high scores over the five years was highest in structure in 2010 2012, 2013 and 2014. The percentage of females getting high scores over the five years was highest in listening and structure interchangeably.

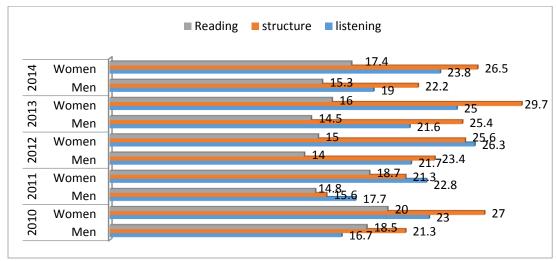


Figure 3 Percentage of Men and women scoring high in Listening, Structure and Reading in 5 years

By comparing the lines in Figures 4 and 5 depicting the changes that took place over a period of 5 years in the percentages of high scores by men and women test takers, the following similarities and differences could be discerned. Males and females were similar in the following:

- 1. having the reading line run regularly below the listening and structure lines. This meant that for both, reading lagged behind listening and structure over the five years.
- 2. having the reading line run smoother than the listening and structure lines for men and women; for males: one slight fall and then no movement through 2014 and for females two slight drops at the beginning and a small rise through 2014. Thus, their performance on reading was relatively stable over the five years.
- 3. having the listening and structure lines go through a series of highs and lows. This meant that their performance on listening and structure witnessed fluctuations across the five years.

Nevertheless, they differed in the following:

- 1. Males had the three lines intersect at the beginning in 2010. The overlapping of the graph lines reflected the similarity of values at some point in time for listening, structure and reading lines. For females, only listening and structure lines intersected, with the reading line going parallel to them and remaining at varying distances apart from both. Hence, there were no similar values for reading and listening/structure lines at any point in time.
- 2. The listening line was relatively bumpier for males: with two rises and two falls. The structure line changed direction several times: starting off high, collapsing and then peaking and finally plunging. For females, the listening line went almost flat, and the structure line went with one continued rise and two falls.

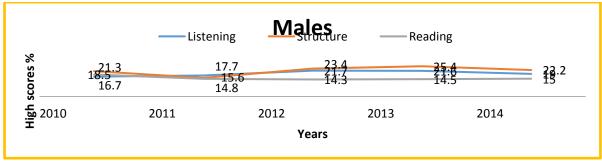


Figure 4 Percentages of Males scoring high in Listening, Structure and Reading in 5 years

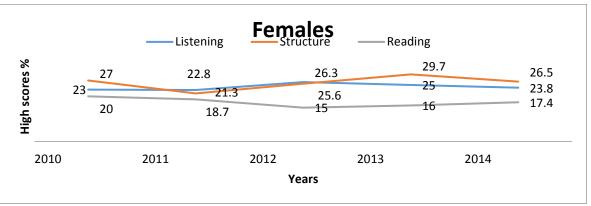


Figure 5 Percentages of women scoring high in Listening, Structure and Reading over 5 years

Furthermore, the results answered the second research question: Has the achievement gap narrowed or widened or stayed the same in the three skills over the five years? Figures 6, 7 and 8 compare males and females in listening, structure and reading scores over the five years.

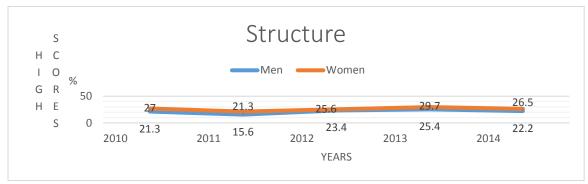


Figure 6 Performance of Males and Females in Structure over 5 years

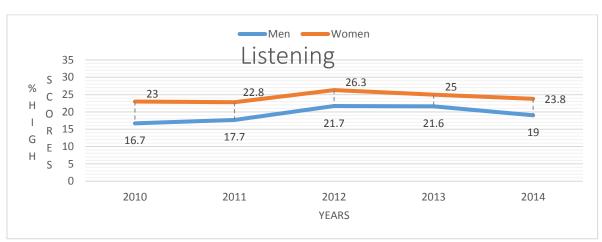


Figure 7 Performance of Males and Females in Listening over 5 years

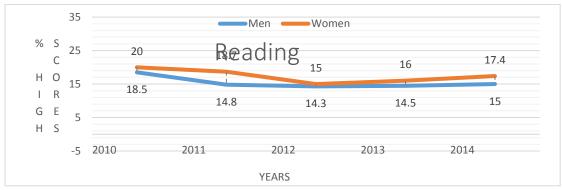


Figure 8 Performance of Males and Females in Reading over 5 years

Figures 6 and 7 reveal that the gap has slightly closed in structure and listening while Figure 8 shows it has started faintly narrower than it ended in reading as a result of an improvement on the side of females. This finding meant that the underachievement of males was persistent.

#### **Discussion**

The present study reached some significant findings. First, a consistent pattern of females surpassing males in listening, structure and reading tests over the five years was found. Differences were statistically highly significant in listening and structure across five years and three out of five years in reading outcomes. This finding is in keeping with the finding reached by Agarwal (1983), Willingham & Cole (1997) and Wallentin (2009), who detected differences in language acquisition to the advantage of girls in reading ability and general academic achievement. It also agreed with Pinker (2007) and Mildner (2008), who reached the conclusion that women had a larger vocabulary repertoire, exhibited more accurate speech production, and spoke with greater fluency (Sommer et al., 2008). Besides, it concurred with studies by Burton et al., 2005; Kolb and Whishaw, 2001; Mildner, 2008 and Weiss et al., 2003, who found that females excelled in a range of verbal tests. Besides, it lent credence to findings of studies regionally assessing sex differences in countries all over the world such as PASEC, PIRLS, and the SAT.

Cultural and social biases may be the best explanation for this finding. In Egypt, women are presumed to be more adept at languages than males. Language learning and teaching are perceived as a female domain and men are directly or indirectly discouraged from language studies. Parents teach their male offspring to steer clear of humanities and language studies and jobs that are naturally pursued by women (Krafft, 2012). Besides, language-learning settings are outnumbered by females and thus it is possible that men feel safer in environments where there are more males than girls (science or engineering settings). These negative views towards language studies are likely to be reflected in their performance on language tests as Maliki, Ngban and Ibu (2009) have confirmed that attitude predicts behavior. Hence, developing a positive approach towards a subject or a field of study will most likely be reflected in high performance and vice versa.

The results answered the second sub-question vis-à-vis similarities and differences between males' and females' achievement on tests. First, men did best on structure while women performed well on listening and structure. Listening comprehension and structure witnessed fluctuations in performance while reading stabilized at a low level across the five years for both males and females. This year-to-year instability in outcomes suggested that any high-quality performance was only a transient burst of energy which might have been caused by some internal or external factors rather than a manifestation of a well-deserved progress in status. A possible explanation for this finding could be the Egyptian educational system that places an emphasis on 'passive' learning (Krafft, 2012) and steers students, in schools through higher education, towards rote-learning (Firestone, cited in Belayneh, 2013). Besides, the learning techniques used in fact-loaded syllabuses, entailing straight memorization and cramming, disrupt long-term information retention of material and the ability to relate new information to prior knowledge. This is over and above other problems such as classroom density, lack of learning materials, library books and equipment. Private tutoring has also become mandatory to help learners carry-on with the exam-based progression system at the primary, preparatory and secondary stages and even at the final year of school when only their scores determine faculty admission (Krafft, 2012). These significant problems come at the expense of developing higher-order cognitive skills such as critical thinking, judgment, and flexibility (Loveluck, 2009).

Besides, reading comprehension lagged behind structure and listening comprehension for males and females and there were plenty of overlaps in the distribution of reading scores between men and women over the five years. Many explanations could be set forth for this finding. First, reading is a multivariate skill involving a complex combination and integration of a variety of cognitive, linguistic and non-linguistic skills that require the integration of ideas with global knowledge (Nassaji, 2003). It entails a reader, a text and interaction between both (Grabe, 2009). Students with limited English proficiency often experience difficulties with reading comprehension because of their limited vocabulary and lack of background knowledge even after mastering the basic skills needed for decoding English text. Besides, reading requires three meta-cognitive skills: the ability to recognize the contradiction in a text, understanding which strategies to use with different questions and the ability to identifying important ideas (Mist and Mealey, 1991). Wallace (2010) suggested that an individual level of automaticity and fluency is necessary for the comprehension of reading to occur, where automaticity is equated with speed and accuracy and fluency with the application of prosodic features such as rhythm, intonation, and phrasing.

The results also answered the third sub-question regarding whether the gap has lessened or widened. It is evident that the gap has slightly diminished in structure and listening while it has increased to a small extent in reading as a result of minor improvement on the side of females. This finding does not agree however with that reached by

Cole (1997) that the language advantage for women in writing and language use had remained unchanged compared with 30 years ago. From 2000 to 2003, sex differences in reading literacy for girls increased in 4 developed countries: Austria, Iceland, Spain, and Portugal. During the same period, sex differences decreased in eight developed countries: New Zealand, Latvia, and Liechtenstein. No change in sex differences took place in Canada, Demark, Greece, Ireland, and Sweden. From 2000 to 2003, sex differences decreased in Russia whereas they increased in all three participating developing countries. PISA 2003 also indicated a clear and consistent pattern of sex differences for girls at the 8th grade across all 40 participating countries. Iceland showed considerable sex differences as 27 countries demonstrated mean sex differences and the remaining 12 countries demonstrated small sex differences.

#### **Implications**

The finding that there were sex achievement gaps in an EFL regional test in Egypt for females and that these differences persisted brought to light the need to address attitudes, teaching practices and learning behaviors. The study recommends that first and foremost, as Janet Hyde (2005), whose research falls in the area of human sexuality and gender-role development, has put it, "parents and teachers need to revise their thoughts" about sex roles, talents, and capabilities. Evidence from numerous meta-analyses supports this hypothesis by indicating that sex differences are "small or close to zero in areas such as cognitive abilities, psychological well-being, and selfesteem" (Hyde, 2005, p.23). Second, the Ministry of Education in Egypt plays a significant role in shaping the educational path of Egyptian pupils by designing and controlling the curriculum and issuing specific lesson plans. Consequently, teachers have little freedom to structure the progress of their classes or to customize material to their needs (Loveluck, 2012). Thus, offering choices for teachers in reading materials for learners (Moss, 2000; Mulholland et al., 2004), and personalizing classroom and manipulating small group discussions and activities can be very useful to help the students tune in. Third, schools and universities should develop programs targeting learners' academic deficiencies in reading via implementing initiatives that promote reading such as increasing students' interest, and encourage them to get into reading by running their positive reading practices. Likewise, nominating students for awards in reading would be of great assistance since it would help provide recognition for their achievements and keep them motivated (Vassiliou, 2010).

#### Limitations and suggestions for further research

Some limitations of the current study must be noted for future research. To begin with, the sample test takers come mostly from Greater Cairo, and not randomly distributed over different governorates in Egypt. This lack of representativeness may affect the generalizability of the findings. Second, only receptive skills were compared in this study. I excluded writing and speaking skills in which females were often found to have an advantage (Cole, 1997). Future research could explore sex gaps using a more comprehensive assessment of all four English language skills. Third, the test employed included only multiple-choice questions. Some people perform best on types of questions than others, so it would be appropriate to use a variety of question types to assess critical abilities. Fourth, the study limited itself to graduate test takers. Future studies could examine the sex deficits occurring among children at schools and whether these changes reflect differences in development between boys and girls. Since it is not possible to get a broad picture of the relative performance of sex from one assessment, more evaluations of uniform designs are needed for a detailed picture to emerge.

#### Acknowledgement

I would like to express my deepest gratitude to Mr. Ahmed Hanafy, the Students' Affair Personnel at the *Center for Foreign Languages and Professional Translation* at Cairo University for his cooperation in providing information on the test takers' achievement scores required for analysis in this research.

#### References

- Agarwal, V. (1983). 'A study of reading ability in relation to certain cognitive and non-cognitive factors'. Asian Journal
  of Psychology and Education 11/3: 41-44.
- Ardila, A., Rosselli, M., Matute, E. &Inozemtseva, O. (2011). 'Sex differences in cognitive development'. Development Psychology 47/4: 984 -990.
- 3. Belayneh, M. (2013). 'Educational theory and practice. Rote vs. meaning learning'. Retrieved in January 2015 from edtheory.blogspot.com.
- 4. Berglund, E., Eriksson, M., & Westerlund, M. (2005). 'Communicative skills in relation to sex, birth order, childcare and socioeconomic status in 18-month-old children'. *Scandinavian Journal of Psychology 46*: 485–491.
- 5. Boyle, J. (1987). 'Sex differences in listening vocabulary'. Language Learning 3/2: 273-284.
- 6. Brimer, M. A. (1969). 'Sex differences in listening comprehension'. *Journal of Research and Development in Education* 9: 171-179.
- 7. Brown, H. (1971). 'Children's comprehension of relativized English sentences'. *Child development 42*: 1923-36.
- Burman, D., Bitanc, T., & Booth, J. (2008). 'Sex differences in neural processing of language among children'. Neuropsychologia 46/5: 1349-1362.

- 9. Burton, L.A., Henninger, D. & Hafetz, J. (2005). 'Sex differences in relations of mental rotation, verbal fluency, and SAT scores to finger length ratios as hormonal indexes'. *Developmental Neuropsychology 28*: 493-505.
- 10. Clark, M., Thompson, P., & Vialle, W. (2008). 'Examining the sex gap in educational outcomes in public education: involving pre-service school counselors and teachers in cross-cultural and interdisciplinary research'. *International Journal for the Advancement of Counseling* 30/1: 52-66.
- 11. Cole, N. S. (1997). The ETS sex study: how females and males perform in educational setting. Princeton, NJ: Educational Testing Service.
- 12. Dee, T.S. (2005). 'A teacher like me: Does race, ethnicity, or gender matter?' *American Economic Review 95*/2: 158-65.
- 13. DeMars, C. E. (1998). 'Sex Differences in Mathematics and Science on a High School proficiency exam: The role of response format'. *Applied Measurement in Education*, 11/3: 279-99.
- 14. Denno, D. (1982). 'Sex differences in cognition: A review and critique of the longitudinal evidence'. *Adolescence*, 17, 779-788.
- 15. Driscoll, I., Hamilton, D., Yeo, R., Brooks, W., &Sutherland, R. (2005). 'Virtual navigation in humans: the impact of age, sex, and hormones on place learning'. *Hormones and Behavior 47*: 326-35.
- 16. Eckert, P., & McConnell-Ginet, S.(2003). Language and sex. UK: Cambridge University Press.
- 17. Gallagher, A. M. &DeLisi, R. (1994). 'Gender differences in Scholastic Aptitude Test-mathematics problem solving among high-ability students'. *Journal of Educational Psychology* 86: 204-211.
- 18. Golestani, N., Molko, N., Dehaene, S., LeBihan, D., Pallier, C. (2007). 'Brain structure predicts the learning of foreign speech sounds'. *Cerebral Cortex 17*: 575–582.
- 19. Halpern D.F. (2000). Sex differences in cognitive abilities. Mahwah, NJ: Erlbaum.
- 20. Harasty, J. (2000). 'Language processing in both sexes: evidence from brain studies'. Brain 123: 404-406.
- 21. Howard, P. J., PhD. (2000). The Owner's Manual for the Brain. Second Edition. GA: Bard Press 2000
- 22. Hyde, J. S. (2005). 'The gender similarities hypothesis'. American Psychologist 60: 581–592.
- 23. Hyde, J. S., & Linn, M. C. (1988). 'Sex differences in verbal ability: A meta-analysis'. *Psychological Bulletin 104*: 53–69.
- 24. Jacobs, L.F. (1996). 'Sexual selection and the brain'. Trends in Ecology & Evolution 11/2: 82-6.
- 25. Kolb, B., &Whishaw, I. Q. (2001). An introduction to brain and behavior. New York: Worth Publishers.
- 26. Krafft, C. (2012). Challenges Facing the Egyptian Education System: Access, Quality, and Inequality. SYPE Policy Brief 2. New York, NY: Population Council.
- 27. Louie, J., and Ehrlich, S. (2008). Sex gaps in assessment outcomes in Vermont and the United States (Issues & Answers Report, REL 2008–No. 062). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved in January 2015 from http://ies.ed.gov/ncee/edlabs
- Loveluck, L. (2012). 'Education in Egypt: Key Challenges. Middle East and North Africa Program, Chatham House'. Retrieved in January 2015 from www.Chathamhouse.org
- Lukatela, G., Carello, C., Savic, M., Turvey, M. (1986). 'Hemispheric asymmetries in phonological processing'. Neuropsychologia 24: 341–50.
- 30. Ma, X. (2007). 'Gender differences in learning outcomes'. Background paper prepared for the Education for All Global Monitoring Report 2008 Education for All by 2015: Will we make it? UN: Educational, scientific and cultural organization.
- 31. Maccoby, E. E., & Jacklin, C. N. (1974). The psychology of sex differences. Stanford, CA: Stanford University Press.
- 32. Maliki, A., Ngban, A., &lbu. J. (2009). 'Analysis of students' performance in Junior Secondary School Mathematics Examination in Bayelsa State of Nigeria'. *Stud Home CommSci*, 3/2: 131-134.
- 33. Mildner, V. (2008). The cognitive neuroscience of human communication. New York: Lawrence Erlbaum Associates.
- 34. Moir, A. and Jessel, D. (1989). Brain Sex: The real difference between men and women. New York: Dell Publishing.
- 35. Moss, G. (2000). 'Raising boys' attainment in reading: some principles for intervention'. *Reading*, 34/3: 101-106.
- 36. Mulholland, J., Hansen, P., & Kaminski, E. (2004). 'Do single-sex classrooms in coeducational settings address boys' underachievement? An Australian study'. *Educational Studies 30*: 19-32.
- Nassaji, H. (2003). 'Higher-level and lower-level text processing skills in advanced EFL reading comprehension'. Modern Language Journal, 87/2: 261-276.
- 38. Neisser, U., Boodoo, G., Bouchard, T., Boykin, A., Brody, N., Ceci, S., Urbina, S., (1996). 'Intelligence: Knows and unknows'. *American Psychologist 51*: 77-101.
- 39. Nist, S. & Mealey, D.(2001). 'Teacher-directed comprehension strategies'. In R. Flippo & D. Caverly (Eds.). Teaching reading and study strategies at the college level. Newark, D.E.: International Reading Association.
- 40. Parveen, A., Noor-Ul-Amin, S., & Nazir, S. (2013). 'Comparative study of academic achievement of 10<sup>th</sup> class boys and girls studying in different high schools of district Pulwama of (J&K)'. *Journal of Education Research and Behavioral Sciences* 2/2: 020-027.
- 41. Pekkarinen, T. (2012) 'Sex differences in education. Paper prepared for the Nordic Economic Policy Review'. Conference in Oslo 24 Oct. 2011. Retrieved in March from ftp.iza.org in March 2015.
- 42. Pinker, S. (2007). The stuff of thought. London: Allen Lane.
- 43. Rich, B., (ED.) (2000). *The Dana Brain Daybook*. New York: The Charles A. Dana Foundation.
- 44. Sax, L.J. and Harper, C.F. (2005). 'Origins of the sex gap: Pre-college and college influences on differences between men and women'. Paper presented at the Annual Meeting of the Association for Institutional Research San Diego. CA.
- 45. Schlaepfer, T.E., Harris, G.J., Tien, A.Y., Peng, L., Lee, S., Pearlson, G.D. (1995). 'Structural differences in the cerebral cortex of healthy female and male subjects: a magnetic resonance imaging study'. *Psychiatry Research* 29 61/3: 129-35.
- 46. Schulz, K., Molenda-Figueira, H., & Sisk, C. (2009). 'Back to the future: The organizational-activational hypothesis adapted to puberty and adolescence'. *Hormones and Behavior 55*: 597-604.
- 47. Shaywitz, B. Shaywitz, S. Pugh, K. Constable, R., Skudlarski, P., Fulbright, R. (1995). 'Sex differences in the functional organization of the brain for language'. *Nature 373*: 607–9.

- 48. Shirzad, F., Musavi, K., Atmani, S., Khanchobni, A.&Iraji, S. (2013). 'Sex differences in EFL academic writing'. In *International Journal of Academic Research*, *5*/4: 79-87.
- 49. Sommer, I., Aleman, A., Somers, M., Boks, M. P., & Kahn, R. S. (2008). 'Sex differences in handedness, asymmetry of the Planum Temporale and functional language lateralization'. *Brain Research 1206*: 76–88.
- 50. Stoet, G. & Geary, D. (2013). Sex differences in mathematics and reading achievement are inversely related: Within and across-nation assessment of 10 years of PISA data. Retrieved in January 2015 from journals.plos.org.
- 51. Trudgill, P. (2000). Sociolinguistics: An introduction to language and society. London: Penguin Books.
- 52. Vajayalaxmi, N., & Natesan, H. (1992). 'Factors influencing academic achievement'. Research Highlights 2: 62.
- 53. Vassiliou, A., (2010). 'Sex Differences in educational outcomes: Study on the measures taken and the current situation in Europe. Education, audiovisual and culture executive agency'. Retrieved in March 2015 from http://www.eurydice.org
- 54. Wallentin, M. (2009). 'Putative sex differences in verbal abilities and language cortex: A critical review'. *Brain and Language 108*: 175-183.
- 55. Weiss, E.M., Kemmlera, G., Deisenhammerb, E.A., W. Fleischhackera, W.W., & Delazer, M. (2003). 'Sex differences in cognitive functions'. *Personality and Individual Differences 35*: 863–875.
- 56. Wu, M.V., Manoli, D.S., and Fraser, E.J. (2009). 'Estrogen masculinizes neural pathways and sex-specific behaviors'. *Cell* 139/1: 61–72.
- 57. Yun, D. (2001). 'A Comparison of Gender Differences in Academic Self-concept and Motivation between High Ability and average Chinese Adolescents'. *Journal of Advanced Academics* 13/11: 22-32.
- 58. Zhang, L.,& Manon, J. (2000). 'Sex and achievement--Understanding sex differences and similarities in Mathematics assessment'. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA). Retrieved in March 2015 from http://www.doe.state.de.us/aab/Gender%20Research.pdf

#### THE END

## Coming up Next THE AURUM EDITION

Ijheps/January 2017

ISBN: 978-81-909047-9-7

Website: www.ijheps.org

Facebook: www.facebook.com/ijheps

E-mail: editorboard@ijheps.org

**Original Price: 30\$** 

**Special Indian Price: Rs.1000**