INTERNATIONAL SCIENTIFIC RESEARCH CONGRESS-XII
AUGUST 13-15, 2022, DELHĪ, INDĪA

PROCEEDINGS BOOK

Editors:
Prof. Dr. Harpreet Kaur
Assist. Prof. Dr. Uzma Nadeem
Rakhat Manekeyeva

CONGRESS’S IDENTIFICATION

CONGRESS NAME
INTERNATIONAL SCIENTIFIC RESEARCH CONGRESS-XII

DATE AND PLACE
August 13-15, 2022,
Delhi, India

ORGANIZERS
IKSAD Institute
Mata Sundri College for Women, University Of Delhi

COORDINATOR
Rakhat MANEKE

NUMBER OF ACCEPTED PAPERS
162

NUMBER OF REJECTED PAPERS
31

INTERNATIONAL PARTICIPANTS
Turkey - 42
India, Turkiye, Pakistan, Azerbaijan, Ukraine, Lebanon, Philippines,
Bulgaria, Croatia, Romania

EVALUATION PROCESS
All applications have undergone a double-blind peer review process

CONGRESS LANGUAGES
Turkish and all dialects, English, Russian

PRESENTATION
Oral presentation
SCIENTIFIC COMMITTEE

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President of the IKSAD Institute, Ankara, Turkey
PHOTO GALLERY
UMTEB-International Scientific Research Congress-XII
August 14-15, 2022 Delhi, India

Keynote Lecture
"Strengthening Environmental Governance for Sustainable Development"

Prof. Harpreet Kaur
Head of the Congress,
Principal Maheer Suwan College for Women,
University of Delhi, Delhi, India

PROCEEDINGS BOOK
AUGUST 13-15, 2022, DELHI, INDIA
Indian-Turkish relations: The remarkable points

When the eyes came to the themes, they also corresponded to the other economic and social themes. They created many successful strategies in the market.

The monument of Indo-Turkic architecture.

International Scientific Research Congress-XII
13-15, 2022, Delhi, India
College for Women, City Of Delhi

Proceedings book  
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# Congress Program

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International Participants:
India, Turkiye, Pakistan, Azerbaijan, Ukraine, Lebanon, Philippines, Bulgaria, Croatia, Romania
Önemli, Dikkatle Okuyunuz Lütfen

▪ Kongremizde Yazım Kurallarına uygun gönderilmiş ve bilim kurulundan geçen bildiriler için online (video konferans sistemi üzerinden) sunum imkanı sağlanmıştır.
▪ Online sunum yapabilme için https://zoom.us/join sitesi üzerinden girip “Meeting ID or Personal Link Name” yerine ID numarasını girerek oturuma katılabilirsiniz.
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▪ Zoom uygulaması kaydolmadan kullanılabilir.
▪ Uygulama tablet, telefon ve PC’lerde çalışır.
▪ Her oturumda sunucular, sunum saatinden 5 dakikadan önce oturuma bağlanmaları gerekmektedir.
▪ Tüm kongre katılımcıları canlı bağlanarak tüm oturumları dinleyebilir.
▪ Moderatör – oturumda sunum ve bilimsel tartışma (soru-cevap) kısımdan sorumludur.

Dikkat Edilmesi Gerekenler - TEKNİK BİLGİLER

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▪ Zoom’da ekran paylaşma özelliğini kullanabilmesiniz.
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▪ Katılım belgeleri kongre sonunda taraflarıniza pdf olarak gönderilir.
▪ Kongre programında yer ve saat değişikliği gibi talepler dikkate alınmayacaktır.

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▪ The participant must be connected to the session 5 minutes before the presentation time.
▪ All congress participants can connect live and listen to all sessions.
▪ Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.

Points to Take into Consideration - TECHNICAL INFORMATION

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▪ Attendance certificates will be sent to you as pdf at the end of the congress.
▪ Requests such as change of place and time will not be taken into consideration in the congress program.

***

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Before you login to Zoom please indicate your hall number, name and surname

exp. H-1, Roman Abashidze
-Opening Ceremony-

Date- 13.08.2022
Delhi Time- 11:30:12:30
Ankara Time- 09:00:10:00

--/
Dr. Mustafa Latif EMEK  
President of IKSAD Institute
--/
Prof. (Dr.) Harpreet Kaur  
Head of the Congress & Principal - Mata Sundri College for Women  
“Strengthening Environmental Governance for Sustainable Development”
--/
Dr. Cemil KUTLUTÜRĶ  
Keynote Speaker  
“Indian-Turkish Relations: The Remarkable Points”
--/
Dr. Lokesh K. Gupta  
Head of the Scientific Committee
--/
Dr. Uzma Nadeem  
Head of the Organizing Committee

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EXPLORING LEARNER'S REASONING ABOUT SOCIO-SCIENTIFIC ISSUES ASSOCIATED WITH SOME CONCEPTS OF CHEMISTRY AT SECONDARY LEVEL

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Abstract

As the literature on science education, over a period of almost five decades has indicated that there is a growing awareness that, science learning needs to be more constructive and worthy, and for that it must take note of the cultural, health or environmental impacts, it has on society, that provides its conception and whose demands and needs it is required to serve. Moreover, there is an emerging trend of disinterest in science among students, which is further making educators to introspect and realize the context and cultural beliefs related to space that learners and teachers brought into their discussion in class because, for science learning to be effective, it must find its space in the cognitive process and social constructs of students, that is science should be woven with daily life phenomena. Using a framework emerging from NCF 2005, and other education policy documents of India, the purpose of study was to explore the conception and information which student are having about a scientific concept related to Chemistry at secondary level of school and how are they relating with socio-scientific issues. This study employed a mixed method, cross-sectional design which includes both quantitative and qualitative aspects in the design, data collection and analysis. The data collection has been done through, an open ended questionnaire having four science concepts related to Chemistry were chosen from the NCERT science text books of Class IX and X, that is recommended at secondary level. The data was analysed to explore student’s ideas on Chemistry concepts in relation to socio-scientific issues at secondary level and conclusion was drawn regarding whether there is a need to evoke appropriate socio-scientific issues and conceptions in textbooks and addressing them as well in pedagogical processes.

Keywords: Socio-scientific issues, Science textbooks, Chemistry, NCF 2005, Secondary level

INTRODUCTION

Educators have perceived science as a culture in its own way but the emerging idea about science learning that could be fruitful and effective only if it connects the socio-cultural context, which gives its setting and whose requirements it is likely to serve started reflecting in the literature related to science education from late 1970s. In light of several education policy documents of India and especially focusing on National Curriculum framework (NCF) 2005, it could be seen that there has been constant emphasis on framing a curriculum that will take care of overall development of child as “Good science education is true to the child, true to life and true to science”(NCF 2005). The “Environmental validity” aspect (NCF 2005), wants the science to be positioned in the context of the learner's environment, enabling them to understand the issues at the boundary of science, technology and society, and preparing the
learner to move into the working world being well informed, skilled and responsible. Moreover it could be seen in the document on Education policy of 1979 that wished for an educational system that will help in building “awareness of morals and ethics among students” (Draft National Policy on Education – 1979), so that they can have holistic development of personality and become well-intentioned citizens. Similar statements is observed in NPE 1986, where it emphasized on the necessity to build awareness of issues and concerns related to environment by incorporating them with educational processes at all stages of education involving all the stake holders of the society. “Living in harmony within oneself and with one’s natural and social environment is a basic human need” (NPE 1986).

As we know that textbooks does play a important role in the transaction of the curriculum but the curriculum should not be designed with a the mind set of compartmentalizing science education to be just assimilation of concepts of science with no connection with the society and from the learner’s milieu, as can be seen in the subject of chemistry as part of science curriculum of secondary school. Textbook is as a pedagogical tool in the classroom and it also provides a framework for lesson planning required for classroom teaching. Moreover, the teacher is expected to be aware and well versed with the contents presented in the textbooks. While the teaching–learning methodology using textbooks by teachers as well as the classroom interactions play a significant role- but the content involving the concepts, activities, learning tasks, illustrations, represented in the textbooks can be an vital indicator of the possibilities of amalgamation of socio-scientific issues with core concepts of chemistry depicted in science books of secondary level. Hence it is important to understand whether the textbooks and the teaching learning processes are fulfilling the idea of amalgamating concepts given in recommended science books with socio-scientific issues with respect to the vision proposed in NCF 2005 and subtly mentioned in other education policy documents.

**Socio-scientific issues (SSIs)**

Socio-scientific issues are introduced into science education as an aid to encourage scientific literacy, which would in due course of time will enhance their ability to apply scientific reasoning added with moral, ethical thoughts to the real world situations. A few examples of SSIs in science includes climate change, waste disposal, genetic engineering, petroleum extraction etc. The linking SSI with concepts of science in teaching-learning processes, might bring better understanding of science in various context and making child informed with what decision to make. SSI can nurture people having scientific literacy that will allow them to relate scientific content knowledge to real-world socio–scientific settings and instil mutual social conscience by which learners will be able to reflect on the conception and consequences of their own reasoning. In addressing SSI in school science, the textbook should be including SSI in relation to concepts of science and questions related to SSIs and teachers must encourage discussion of SSIs to nurture the understanding of content of science with the implications involved in everyday life issues.
Purpose of Study
This paper attempts to present an analysis of learner’s reasoning to explore their understanding about socio-scientific issues related to concepts of Chemistry, which are selected from NCERT science textbooks of secondary classes IX and X to assess how the vision of curricular document, NCF 2005 and other education policy documents related to science education has been translated into practice in the science textbooks and in the teaching-learning processes. In particular, it focuses on finding whether socio-scientific issues associated with the concepts of chemistry has been addressed in the science textbooks and transacted through pedagogical processes at secondary level in school.

MATERIALS AND METHODS
Research Design
This study employed a mixed method, cross-sectional design which includes both quantitative and qualitative aspects in the design, data collection and analysis. The data collection has been done through a tool, an open ended questionnaire having four science concepts related to Chemistry were chosen from the NCERT science text books of Class IX and X, that is recommended at secondary level. The data was analysed to explore student’s ideas on Chemistry concepts in relation to socio-scientific issues at secondary level and the conclusion was drawn regarding whether there is a need to evoke appropriate socio-scientific issues and conceptions in textbooks and addressing them as well in pedagogical processes.

Data Collection
(a) Research Tool
Questionnaire has been used as a tool. Open-ended questions on each concepts were framed. The questionnaire was constructed by selecting four concepts of Chemistry from science textbook of NCERT of Grade IX and X. Four concepts that are selected includes Combustion Reaction (Chapter-5, carbon and its compound, NCERT, class X and the example of combustion reaction in form of combination reaction is given in chapter 1, Chemical reactions of the same book), Colloids: (Chapter-2, Is matter around us Pure, NCERT, class IX, Science textbook), Acids and Bases (Chapter 2, Acid, Bases & Salts, NCERT, class X, Science textbook), Electrolysis (Chapter 3, Metals & Non-metals, NCERT, class X, Science textbook. Chemical effects of current, class VIII, NCERT, Science textbook where electrolysis and electroplating has been discussed). The scientific understanding was given in form of paragraph for each of the concepts as given in the text books and the open-ended questions were framed in such a way that it consisted of the related social issues linked with the science concept. The tool was prepared in accordance with the value based question that was being asked in examination following CBSE guidelines.

(b) Sample
Students of different sections of class X were selected and the insights on their conceptualization were explored using appropriate research tools. Students of X class were chosen, giving the scope to students to reflect on the concepts learnt in previous class IX. The data was collected from students of an unaided private English medium school, located in North Delhi. The school caters to the needs of children coming mostly from middle and upper middle
class family background. In the present study, used non-probability purposive sampling, which allows the researcher to select participants who will provide the richest information and those who manifest the characteristics of utmost interest to the researcher. Sample size is 60 students of class X.

Analysis

The analysis was done by organising and taking the number of responses of the students on a particular question related to a particular concept in a tabulated form. The scientific understanding of each of the concepts were taken followed by students understanding of those concepts in relation to the socio-scientific issues to analyse how students are linking the socio-scientific issues with concept of science.

The responses were reviewed, explored and interpreted in terms of relation of socio-scientific issues with scientific concepts. The analysis design constitutes three approaches that is to present the scientific understanding of the concepts, to explore Students understanding of the concept in relation to socio-scientific issues & researcher’s reflection on the extent of student’s capacity to interrelate scientific knowledge and social issues. The learner’s responses are recorded in Table 1, Table 2, Table 3, Table 4, Table 5 and Table 6 for the questions asked on the four selected concepts of Combustion, Colloids, Acid & Bases and Electrolysis ware as follows:

Table 1: Responses related to question ‘How the process of combustion could be related to global warming?’

<table>
<thead>
<tr>
<th>Student’s Response</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release of carbon dioxide</td>
<td>18</td>
</tr>
<tr>
<td>Release of heat and light:</td>
<td>17</td>
</tr>
<tr>
<td>Global warming leads to ozone depletion,</td>
<td>9</td>
</tr>
<tr>
<td>Evolution of carbon dioxide prevent escape of heat</td>
<td>6</td>
</tr>
<tr>
<td>Greenhouse gas like carbon dioxide trapped by Sun. Excessive heating due to depletion of ozone layer.</td>
<td>3</td>
</tr>
<tr>
<td>Leads to air pollution</td>
<td>2</td>
</tr>
<tr>
<td>Combustion directly proportional to global warming</td>
<td>1</td>
</tr>
<tr>
<td>Humidity leads to increase in carbon dioxide.</td>
<td>1</td>
</tr>
<tr>
<td>Carbon dioxide not good for natural environment and leads to natural damage.</td>
<td>1</td>
</tr>
<tr>
<td>Two or more than two combine to get compounds.</td>
<td>1</td>
</tr>
<tr>
<td>Melting of glaciers.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2: Responses related to question ‘What can be the alternate solutions to combustion of hydrocarbon as fuel?’

<table>
<thead>
<tr>
<th>Student’s Response</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar energy, wind energy, and hydro energy</td>
<td>18</td>
</tr>
<tr>
<td>CNG as alternate source of energy</td>
<td>15</td>
</tr>
<tr>
<td>Less use of AC and switch off the car at red light and conservation of fossil fuel</td>
<td>5</td>
</tr>
<tr>
<td>Petrol, diesel and CNG</td>
<td>4</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
</tr>
<tr>
<td>Solar energy, wind energy, and hydro energy instead of fuel</td>
<td>3</td>
</tr>
<tr>
<td>Carbon dioxide and water cannot be used as a fuel. Fuel is an exothermic reaction</td>
<td>2</td>
</tr>
<tr>
<td>Heat and light energy</td>
<td>2</td>
</tr>
<tr>
<td>Using filtering chimneys</td>
<td>2</td>
</tr>
<tr>
<td>Use of ethanol</td>
<td>2</td>
</tr>
</tbody>
</table>
Energy from waste products
Not burning plastic and dumping waste in dustbin
Using e-rickshaws

<table>
<thead>
<tr>
<th>Student’s Response</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smog is mixture of fog and smog</td>
<td>15</td>
</tr>
<tr>
<td>Inhaling leads to breathing problem and other lung problems</td>
<td>13</td>
</tr>
<tr>
<td>Colloids causes smog and smog causes poor visibility.</td>
<td>8</td>
</tr>
<tr>
<td>No answer</td>
<td>8</td>
</tr>
<tr>
<td>Smog and colloids are heterogeneous. Heterogeneous mixtures are harmful</td>
<td>7</td>
</tr>
<tr>
<td>Smog is a colloid and are finest particles of colloid</td>
<td>6</td>
</tr>
<tr>
<td>Size of colloid is greater than true solution</td>
<td>3</td>
</tr>
<tr>
<td>Smog are dispersed in gaseous medium</td>
<td>2</td>
</tr>
<tr>
<td>Smog is dust and smoke</td>
<td>2</td>
</tr>
<tr>
<td>Smog is mixture of harmful gases</td>
<td>1</td>
</tr>
<tr>
<td>Pollution cools down to smog</td>
<td>1</td>
</tr>
<tr>
<td>It is present in atmosphere in form of gel and aerosols.</td>
<td>1</td>
</tr>
<tr>
<td>Smog can cause TB</td>
<td>1</td>
</tr>
<tr>
<td>Colloid is chemical reaction</td>
<td>1</td>
</tr>
<tr>
<td>Colloid particles size are bigger than that of solid smog.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4: Responses related to question “Relate ozone depletion with colloids.”

<table>
<thead>
<tr>
<th>Student’s response</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer</td>
<td>16</td>
</tr>
<tr>
<td>Colloids like smog responsible for ozone depletion</td>
<td>7</td>
</tr>
<tr>
<td>Ozone depletion is because of increasing level of CO$_2$</td>
<td>7</td>
</tr>
<tr>
<td>Colloids are responsible for ozone depletion example is. CFC in AC and refrigerator.</td>
<td>6</td>
</tr>
<tr>
<td>Global warming is common ozone depletion with colloid</td>
<td>6</td>
</tr>
<tr>
<td>The particulate matter combined with air to form polluted atmosphere.</td>
<td>4</td>
</tr>
<tr>
<td>Colloids causes scattering of light and sunlight causes ozone depletion</td>
<td>3</td>
</tr>
<tr>
<td>Caused by CO$_2$ which has larger particle size than solution</td>
<td>2</td>
</tr>
<tr>
<td>Colloid particles size is greater than that of true solution and colloids are heterogeneous.</td>
<td>5</td>
</tr>
<tr>
<td>Ozone depletion is due to maximum use of poisonous gases in atmosphere like SO$_2$, NO$_2$, and CFC. Depletion of ozone cause UV ray to enter in atmosphere and cause skin problems.</td>
<td>2</td>
</tr>
<tr>
<td>Hydrogen gains oxygen and is oxidized leading to ozone depletion</td>
<td>1</td>
</tr>
<tr>
<td>Ozone depletion is due to smoke containing carbon dioxide leading to global warming.</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5: Responses related to question “Fertilizers and pesticides are changing the soil quality and also changing the salt concentration of aquatic bodies”. Explain the statement using concept of acids and bases.”

<table>
<thead>
<tr>
<th>Student’s Response</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes or increase concentration in aquatic bodies</td>
<td>15</td>
</tr>
<tr>
<td>Excessive use fertilizers and pesticides can be harmful for microbes of soil decreases fertility and changes soil quality</td>
<td>13</td>
</tr>
</tbody>
</table>
Spoil quality of soil as acids and base react to form salts in fertilizer and pesticides, affects concentration of water bodies if pH is less than 7, soil is acidic damage the soil 10
Fertilizers and pesticides have harmful chemicals which subsequently decrease amount of nutrients from soil 7
No answer 6
Through irrigation they approach water bodies and pollute them and harm aquatic life 5
Kills pests, earthworm and microbes which makes soil fertile and Humus is damaged makes soil infertile 4

| Table 6: Responses related to question “How can you relate the process of electroplating to larger issue of pollution affecting living organism in terms of waste disposal problem?” |
|---------------------------------|-----------------|
| Student’s Response | Number of Students |
| No answer | 24 |
| Waste disposal issue | 7 |
| Definition of electroplating | 7 |
| It is a chemical reaction leads to large issue of pollution affecting living organism | 4 |
| It produces acids harmful for environment and cause pollution lead to global warming and harmful for living organism | 4 |
| Electroplating done using chemicals and later chemicals released in water affects organism and when taken by human affects them | 3 |
| Waste in water bodies blocks oxygen pose danger to aquatic life | 3 |
| May be basic, acidic or salt | 2 |
| Acids, Bases and ions formed by this technique is dumped in river and cause pollution | 2 |
| The coating is by ionic product. coating is made by chemicals and decomposed in water cause pollution | 2 |
| Done to prevent corrosion but generates wastes | 1 |
| We dump waste into water bodies is similar to electroplating is similar to coating the surface of metal by another metal | 1 |

RESULTS
From Table 1, it could be seen that almost one third of the students were associating the release of carbon dioxide in combustion reaction and another one-third students with release of heat and light and in turn with global warming. The process between the combustion and global warming has been naively understood whereas only 6 students are giving reasons that why it is responsible for global warming which shows that either children are developing an alternate framework where they are associating heat with global warming or missing the other products obtained from combustion. The process of learning of linking the scientific understanding with social issue has not been internalised. Another, interesting fact that can be seen from the response is that some of them were directly equating ozone depletion with global warming which again appeared to be the development of alternate framework. As could be seen in Table 2, only one-third of students have responded with alternate source of energy like hydro, solar, and wind energy whereas 15 of them understood CNG being cleaner than petrol and diesel making them an alternate source of energy, even though CNG itself is an hydrocarbon and has major component named methane and burning of methane giving carbon...
dioxide as a greenhouse gas. A few of the answers were skewed in terms that all together a different perspective like steps to conserve fossil fuels etc. Around one-fourth responses in Table 3 are related to definition of smog rather than it associating it with health problems. A few have not responded but 13 have associated smog with respiratory problems. A few have given skewed responses in terms of different views like all heterogeneous mixtures are harmful that presents a gap in learning process of heterogeneous mixture and colloids. The responses related to ozone depletion in Table 4, is showing signs of development of alternative framework among students as almost one fourth of students are relating ozone depletion with global warming and increasing level of carbon dioxide. Another one fourth have not given any response, which could be due to the lack of availability of content on socio-scientific issues related with concept of colloid in class IX science textbook. A few are relating the light scattering property of colloids as the reason which is one of the distorted answers. From the responses given in Table 5, it could be interpreted that role and characteristics of fertilizers and pesticides has been discussed by students in various ways but how it is affecting the soil quality is not answered. Also, 20 percent responses have taken outputs from the given in the questionnaire. It could assumed that there is missing link in process of learning which is not allowing student to reason out. There is however, an exception where role of pH has been discussed. From Table 6, it is seen that more than one third of the total students have not responded and some of them who responded have rewritten what is asked to them. A few have related it with the chemical it generates as wastes in form of acids etc, which is appreciated, although some individuals answers were beyond the purview of the question asked like the decomposition is carried out in with the help of electricity

DISCUSSION

After analysing the responses given by the students, it is evident that the secondary level textbooks need to incorporate appropriate socio-scientific issues and conceptions. Moreover, the pedagogical processes should address the issues of alternate framework development as it is obvious from the responses that child has alternative framework which is reflected from the response that carbon dioxide and global warming is responsible for ozone depletion & heat generated from combustion reaction is responsible for global warming. Although, students are aware of the most of the social issues but the process of learning of linking the scientific understanding of a concept with social issue has not been internalised.

CONCLUSION

Science textbook content at secondary level should incorporate more of socio-scientific issues specially at class IX, where the social context in which science as subject is learnt has not been given enough of space. Looking from the perspective of constructivism and NCF 2005, more opportunity should be provided to both secondary and senior secondary level students to establish relationship between concepts and socio-scientific issues and apply them in different context.
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ENCOURAGING YOUNG MINDS TO ADOPT SCIENCE AS A WAY OF LIFE: SCIENCE TEACHING IN INDIAN CLASSROOMS

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Assistant Professor  
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College of Teacher Education, Asansol

Abstract
Science is a way of life, aids in human advancement, and serves as the backbone of contemporary society. One of the main goals served by scientific discoveries and innovations is the betterment of civilisation. It is not incorrect to say that scientific discoveries and advances have made life easier for humans. The practical applications of science or technology are simplifying and improving the quality of human life. Just think, if all the presuppositions of science became practical, then how beautiful and prosperous human societies would be? It is our responsibility as science educators to inspire and motivate the next generation to pursue careers in the field. They should be viewed as inventors, discoverers, and critical thinkers rather than just consumers of science products in the future. The primary goals of science education are to help students think, understand, accept, and incorporate scientific prospects and values into their lives rationally. In this direction, science educators and teachers continuously practise the possible effective ways to transact the goals of science into their students’ lives. In the present piece of research, the authors attempted to investigate various innovative practises being used by school science teachers to teach science and encourage young minds to pique interest in the subject.

Key words: Science education, Science learning, Youngminds, Science teaching practices.

1. INTRODUCTION
Science is the systematic and organised body of knowledge. The aims of science are the upliftment of human societies. In today’s world, science is used in every aspect of life, from travel to food and medicine to household chores. Our lives are dependent on scientific inventions and discoveries from birth to death. “Scientific outlook become part of our way of life and culture” (Kothari commission, 1964-66). Everyone is a consumer of scientific applications. Consequently, science becomes the domain of the common man. “An understanding and appreciation of the fundamental principles of the natural and physical sciences is essential to effective living in the world of today” (Sec.Edu.comm.,1952-53). In the western developed world, science is a “cultural icon coupled with the progress, power and prestige” (Cobern & Aikenhead ,1998). The First Science Policy Resolution (1958) advocates the inculcation and utilisation of scientific knowledge, scientific methods and scientific approaches in making a welfare state.

Inventions and discoveries in science are the bedrock upon which nations grow and prosper. Thus, it becomes the responsibility of every netizen to foster a scientific attitude and scientific culture. Every mind should be driven by a desire to become producers and inventors.
rather than simply consumers of scientific products. Everyone should strive for scientific knowledge. Everyone should have an innate desire to learn science. One should think about how one can make discoveries in science? And how can science be used to benefit society?

“As the world becomes increasingly scientific and technological, our future grows more dependent on how wisely humans use science and technology. And that, in turn, depends on the effectiveness of the education we receive” (Nelson, 1999). This goal can only be realised if young people develop a scientific mindset, attitude, and culture through science education; however, this process takes time. It is not too easy to instil an interest in and respect for science among users. As Andersson and Gulberg (2014) revealed that even many “earlier students (who are now primary teachers) have had negative science schooling experiences and consequently have avoided science in higher education”. The perception that scientific knowledge is inaccessible and unapproachable is a significant obstacle. There is a common perception that people who are interested in studying or engaging with science need a special set of skills and that science is difficult and time-consuming. It is implied that not everyone can participate in science, and that men and women from underrepresented groups are disproportionately affected by this exclusivity. Competencies and skills that may be associated with masculinity are appreciated. Therefore, feminist scientific instructors contend that “the character” of the subjects is to blame for students' dwindling interest (Scantlebury, 2012). In a famous film produced at Harvard University, new graduates, and teachers (22 out of 25) incorrectly respond to the question, “Why is it warm in the summer and chilly in the winter” (Nelson, 1999). The traditional response was that since the earth is closer to the sun in the summer, it is warmer. When we run into these kinds of circumstances, many questions about policies, curriculum, pedagogical methods, and instructors, etc., come to mind.

To deal with situations like these, all stakeholders, including governments, policymakers, citizens, educators, and students, must be committed to the cause. In this direction, the American Association for the Advancement of Science (AAAS) (1985) started working on changing science, technology, engineering, and math education (Nelson, 1999). In the Indian context, the Innovation in Science Pursuit for Inspired Research (INSPIRE) programme was established as a flagship programme of the Department of Science & Technology (DST), Ministry of Science & Technology, by the Government of India to encourage talented students in the age range of 10–32 to study science and pursue careers in research. As well as from the perspective of teachers, a great deal of its success rests on the strategies that teachers use to incorporate science into their students' everyday lives. The Kothari commission (1964–66) recommended that quality science teaching be done in such a way to promote a deeper understanding of basic principles of science and encourage learners to develop problem-solving and analytical skills. As a result, they are better equipped to solve problems related to the material environment and social living as well as develop the spirit of inquiry and experimentation among students for a better knowledge of science.

Additionally, the National Curriculum framework also recommends that science should be taught in such a way “to nurture the curiosity of the child about the world (natural environment, artefacts, and people)”. The goal of science education should be to transform the study of science from an academic discipline into a way of life. Young people should be encouraged to study science and pursue careers in the field. In this study, the authors sought to determine how science teachers address students' difficulties with scientific learning as well as
how they pique students' interests in science education and motivate them to learn the subject and pursue a career in science.

2. METHODOLOGY

The research paper is based on a study that was exploratory in nature. The sample of the study comprised about 30 science teachers from government and private schools in Delhi, Uttar Pradesh, Uttarakhand, Rajasthan, and West Bengal. The participants included elementary, middle, and high school science teachers. The information was gathered through an informal interview. The participants were interviewed to learn how they inspire students to study science and instil a lifelong passion for the scientific method. What methods do they employ to pique the interest of younger generations in science? The interviews were conducted via phone conversations, audio, and video (face-to-face) WhatsApp calls. The researchers took notes on the recordings (verbatim and gestures) after each interview. Open and focused coding were used for coding of available data. With the help of coding, the emerging ideas were identified and organised into broader themes. Finally, themes were grouped and marked with accompanying interpretive notes.

3. MAJOR FINDINGS OF THE STUDY

The creativity, enthusiasm, and dedication of teachers are essential for fostering a love of science in the next generation. Science teachers who participated in the current study shared a variety of methods they had found to be effective in inspiring pupils to develop an interest in the subject. The major findings of the study were as follows.

3.1 Science teachers’ views on science

A summary of science teachers’ views on science is shared below.

“... Science is not a difficult subject as most people perceived it to be. It is logical subject that involves using observation and problem solving skills to learn how the world works”. (With a light positive smile on face, teachers responded)

“It provides a dynamic work environment and a vast area to learn and explore. Science is a multidiscipline field that always has a significant scope of advancement....”

“I really do believe that science is a fantastic practical subject. It is one of the subjects which cannot be confined within the books. It revolves around real life.” (The teacher responds enthusiastically.)

“Science is not only the subject actually now it’s like oxygen without the scientific inventions and discoveries we are incomplete.”

“As a learner or science facilitator, I can say that every day and every minute we are living with science, without science life seems impossible.”

It can be inferred that science teachers believe that science is not a difficult subject as most people perceive it to be. It is a logical subject that involves using observation and problem-solving skills to learn how the world works. Science is a way of knowing and has a significant scope of advancement. As a learner or science facilitator, they said that every day and every minute we are all living with science. Without science, life seems impossible. Their points of view show that science teachers see science as both a body of knowledge and a way of knowing, which is a dynamic part of science.
3.2 Pedagogical practices in science classrooms

After conducting an analysis of the responses given by teachers, approximately thirteen pedagogical practises came to light.

Table 1: Pedagogical practices in science classroom

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Pedagogical practices</th>
<th>Frequency of responses (in percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relating science with surroundings</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>Using Innovative methods and techniques of teaching science</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Introduce students with career opportunities in science</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Encourage them to feel like scientists and develop science process skills</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Experiential learning</td>
<td>89</td>
</tr>
<tr>
<td>6</td>
<td>Introduce with inventions of science</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>Life stories of eminent scientists (Real heroes)</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Interdisciplinary approach</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>ICT Integration in teaching of science</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Let them tailor their learning</td>
<td>42</td>
</tr>
<tr>
<td>11</td>
<td>Story telling</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>Organization of Seminar, conferences etc</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>Use of Teaching learning Aids</td>
<td>90</td>
</tr>
</tbody>
</table>

A summary of teachers’ experiences in different aspects as well as the following passages highlight the ways adopted by teachers for facilitating the interest of learners towards science.

Practice 1: Relating science with surroundings

Integration of school science concepts and practises into everyday life was widely regarded as one of the most beneficial teaching strategies, and practically all science teachers used this strategy into practise. Here are some examples of these practises reported by the teachers:

“I teach my students science not as a subject to my students even as their life. From the time they wake up in the morning to the time they sleep, even after sleep science carry on its working to make us alive.”

“Early morning to till night without science we cannot think a single minute. Early morning when we see the clock, it is working because of cell or battery. Then ask from the students have you ever thought how battery form and works? .... So, think and practice to make yourself.”

“In the process of respiration, we are inhaling and exhaling the oxygen. At the time what is happening in our body so let’s learn through the experiencing it. Students got excited with practical aspects.”

“We are using soaps, detergent, toothpaste... do you ever think about its manufacturing and benefits so let’s learn”

“In classrooms we are using black board not red or yellow...just think about it. students got interested when they focus science around him.”

Integrating concepts in science with real-world things was found to be one of the best science teaching practices. It was reported by almost all teachers that they constantly pushed the students to be aware of the scientific advancements that were occurring around them. They demonstrated several concepts using real-world things such as fans, computers, mobile phones, mixer grinders, washing machines, refrigerators, air conditioners, televisions, rain, clouds, the
sun, the moon, vegetables, and fruits. They encouraged students to pay attention to these and asked them to come to class with a lot of questions about their surroundings.

**Practice 2: Using Innovative methods and techniques of teaching science:**

Instead of relying solely on chalk-and-talk lectures, science teachers used a wide variety of additional instructional strategies. Here is a list of some of the strategies that science teachers talked about and suggested.

*"Demonstrations are always conventional to teach science, and for making it more interesting and encouragement of students we use different innovative approaches."

In teaching, some of the science teachers also occasionally employed other teaching methods and techniques, such as brainstorming, concept mapping, mind mapping, project etc. They engaged their students in analytical and inquisitive thought by posing questions that provoked deep thought and facilitating group brainstorming sessions with the entire class. The use of concept maps by teachers to connect seemingly unrelated subject areas in a way that aided students in developing their ability to make connections helped students become more well-rounded thinkers. Teachers used projects as a method for teaching science because they held the belief that projects not only improve students’ ability to assimilate scientific information but also foster a scientific mindset in students. This belief led teachers to utilise projects as a method for teaching science. Teachers indicated that they occasionally place their students in a challenging position and encourage them to address it in a scientific manner. The teachers believed that this technique of problem-solving helped students acquire a more scientific attitude. Teachers stated that when children are given the opportunity to tackle problems using a scientific perspective, it contributes to the development of a more scientific worldview in those children.

**Practice 3: Introduce students with career opportunities in science**

In the majority of cases, science teachers made an effort to educate students about the various job prospects available in the field of science. They informed students about a variety of employment opportunities in a variety of scientific fields, including the medical sciences, engineering, paramedical sciences, life sciences, biotechnology, nanotechnology, machine learning engineering, geology, physics, and chemistry, amongst other scientific fields. Teachers motivated their students by citing pandemics in which science and technology played a more successful role.

*"In whole pandemic all sectors got down, but the sectors based on science grown up, for example medicine industry", a teacher responded.*

Another teacher stated; *"After learning science, you may become environmental scientists, forensic scientist, hydrologist, data scientist, archaeologist, epidemiologists, atmospheric and space scientist, engineer, doctors etc.... there are a number brightening career options in science."

In this context, some teachers also held career counselling sessions, during which they discussed the various career paths that can be taken in the scientific field.

**Practice 4: Encourage them to feel like scientists and develop science process skills**

Teachers encouraged students to feel like scientists. Teachers believe that role play helps students develop self-esteem, scientific knowledge, and social and emotional skills, all of which are important for children's overall development. They provided them with opportunities in science labs and classrooms. Teachers reported that by making connections between science
and everyday life, students become more interested in the subject and notice things around them before asking questions. The first step in learning science is to observe something and ask questions about it. Their curiosity about things leads them to the second step of science, which is discovery. Encourage and foster conversation among students. When students argue, they begin to analyse their arguments. This is the third stage of the process that makes them feel like scientists. Many of the teachers endeavoured to cultivate scientific process skills and a "scientist mindset" in their students.

**Practice 5: Experiential learning**

Teachers reported that in their classes, they placed an emphasis on providing students with opportunities to engage in hands-on activities. In schools, they developed group and individual exercises for this purpose. Teachers involved students in laboratory activities and provided experiential learning by providing real experiences. They provided them with an opportunity to invent some science gadgets and equipment inside and outside the laboratories. A teacher said: "Science activities creates interest in science."

**Practice 6: Introduce with inventions of science**

Teachers believed that for children to have an interest in science, they needed to be aware of the discoveries and innovations made by scientists in other fields. They gave them examples of aerospace inventions, inventions in medical fields, inventions in technology etc. They revealed these discoveries encourage students for discoveries by themselves. Teachers facilitated this by giving their students brief opportunities in the form of project- to create something new on their own.

**Practice 7: Life stories of eminent scientists (Real heroes)**

Teachers have claimed that they introduce students to the lives of numerous scientific pioneers in the hopes that their students will emulate them. As the teachers stated:

"95% businessman is having science background; 60-70% IAS/PCS officers are having science background."

".... For effective science learning it’s also necessary for students to know the life stories of eminent scientists, few of these in brief are also given in science textbooks. Knowledge of these intrinsically motivates the students."

**Practice 8: Interdisciplinary approach**

Most teachers, in order to make science more interesting and to encourage students, interconnected science with other subjects, such as giving examples of how science is related to history. They taught them the evolution of science from different historical perspectives and historical phases. Most of the teachers connected science with geography. One of the teachers said:

"I gave them examples of societies of developed and developmental countries and let them explain that differences in western and eastern culture are due to the scientific innovation and discoveries."

They also demonstrated relation of science with philosophy by giving them examples of spiritual stories, facts etc. Teachers related science to languages as well.

"There are anumber of developments in languages due to science from vocal to print."

According to the views of science teachers, interlinking science with other disciplines was useful in inspiring students and fostering passion among them.

**Practice 9: ICT Integration in teaching of science**
Science teachers reported that they showed videos, virtual realities and augmented realities related to the different topics of science in classrooms for encouraging and making science interesting. Teachers integrated ICT in science classroom by using power points presentations and virtual lab experiments. As a teacher responded:

“Many science experiments are not possible in school laboratories, in this situation ICT emerges as a boon and provides students real experiences.”

The use of information and communications technology (ICT) was cited by teachers as a key factor in facilitating students’ acquisition of knowledge regarding scientific discoveries, breakthroughs, and inventions. As well, it helped students to understand the developmental process of various science-based products. Virtual laboratories made it possible to conduct any experiment in a classroom, even in the absence of a physical laboratory setup. Teachers stated that science is a subject of fun, and many topics become interesting through the integration of ICT. Teachers even share links to videos and animations for learning science topics more thoroughly. A few of the responses were as follows:

“ICT is also an innovation of science, which is encouraging the learners for knowing science.”

“...and in classroom we use smart boards to play animations, videos, virtual realities of science topics.”

**Practice 10: Let them tailor their learning**

Sometimes teachers let students choose how they want to learn, and allowing them to tailor their learning to their personal interests, allowing authentic learning to occur. They gave students the freedom to select the projects and assignments that they wanted to work on. A teacher stated with a smile; “......Let students have choice with research and assignment and see the result.”

**Practice 11: Story telling**

Many teachers used the story-telling method to engage students in science. They perceived that it creates motivation among students, and they become curious to know more about the subject. One of the teachers said; “Usually, I started my lesson with stories to make science interesting and students get attentive.”

**Practice 12: Organization of Seminar, conferences etc**

Teachers encouraged students to participate in science by hosting science seminars, conferences, exhibitions, fairs, and Olympiads in their classrooms or schools. Students were required to attend field trips. Schools often organised visits to science museums, fairs, and exhibitions. As one of the teachers stated,

“In holiday homework I gave an assignment, visit a science museum or exhibition or fair and write a report, it creates interest of students in science”

Teachers made sure that their students were more engaged and enthusiastic about learning science owing to the use of these methods.

**Practice 13: Use of Teaching learning Aids**

Teachers reported that they used a variety of teaching-learning aids to make science learning more interesting, such as models, charts, real devices, audio, and videos. A few of the responses were as follows:

“I use my house gadget to teach them science, like my hair dryer, thermos flask, good knight machine, packet foods etc......”
“...sometimes we use audio bites on tape recorders (when something about science), give example of films even collect movie, video clips for students to show the scientific innovations and discoveries. Even I insist my students to watch Jurassic world, Avenger etc. and analyse the advancement of science.”

These are some of the strategies used by science teachers to enhance students’ interest in science learning, encourage their participation in scientific activities, and instil in them a passion for science education.

3.3 Issues & Challenges in teaching-learning of science

The issues and challenges related to the teaching and learning of science in schools were discussed at length by the participating science teachers. The following is a brief overview of these.

**Issues**
- Inadequate resources
- Improper functioning of available resources
- Infrastructure deficit
- Insufficient foundational knowledge among students
- A dearth of technology

**Challenges**
- Change in behaviour and attitude towards science.
- Creation of Science Funds
- Fee hikes in private schools
- Arousal of curiosity among students
- Making science accessible to everyone
- Myths about science

4. DISCUSSION

The findings revealed that science teachers in schools employed a wide range of teaching methods and techniques in the teaching and learning of science. It was discovered that relating school science to students’ environments was the most effective teaching strategy used by almost all teachers. They gave this technique due weightage because it not only makes science interesting to students but also dispels various misconceptions and myths about science. Reading and writing science texts, according to Yanyan Li and Mengmeng Guo, stimulate scientific thinking (scientific inquiry), and being good at it makes it easier to use science in everyday life, which is a requirement for a science-based civil society in which everyone can participate (Podgornik et al., 2017).

According to the study, the second most commonly used teaching practises in science were demonstration and the use of innovative techniques such as brainstorming, concept mapping, mind mapping, project management, and so on. Teachers engaged their students in analytical and inquisitive thought by offering questions that stimulated deep thought and encouraging group brainstorming sessions with the entire class. This allowed the students to think critically and inquisitively.
Additionally, teachers used projects to teach science because they believed that projects not only improved students’ ability to assimilate scientific information but also fostered in students a scientific mindset and developed competency in science process skills. This belief inspired teachers to use projects to teach science. Teachers sometimes challenge students and push them to approach things scientifically. Teachers believed this problem-solving technique helped students become more scientific.

Science teachers also used charts, models, practical aids, gadgets, and other teaching aids nowadays. However, modelling is only a part of effective science education. Model creation by students should be encouraged. Nelson (1999) says that teachers should have students work in small groups to make models that show how the sun and the earth are connected before showing and talking about the physical processes that cause seasons.

The findings revealed that science teachers gave their students the chance to employ scientific method skills like observation, experimentation, analysis, etc. in the classroom and supported their desire to feel like scientists. The teachers get the students interested in the subject. Things that are physical and immediately available to their senses are the ones that young people or concrete learners learn about the easiest (Haider, 2016). Their capacity to comprehend abstract ideas, work with symbols, reason logically, and generalise increases with time and experience (Nelson, 1999).

Experiential learning and taking an interdisciplinary approach to the subject of science were two other methods that were frequently used by science teachers in schools. According to the results of the study, teachers made science more interesting to students by relating it to other disciplines, such as history, geography, and language.

Modern educators make effective use of ICT in the classroom, tapping into its potential for a variety of applications including virtual laboratories, virtual reality, and the development of students’ soft skills. Altaf (2014) claims that science teachers put a lot of effort into their lessons by incorporating practical exercises, demonstrations that are followed by lectures, smart boards, and other methods. Many successful learning outcomes are the result of teachers allowing students considerable autonomy in constructing their own learning. A variety of extracurricular activities, including conferences, science fairs, field excursions, and seminars, are planned by teachers in an effort to inspire their students.

Teachers also employed a variety of strategies to increase students’ interest in science and foster a positive attitude toward the subject. Research shows that teachers that inspire and motivate their students are universally praised by them (Haider & Jalal, 2018). Science teachers generally encouraged students by highlighting science-related job options. They advised students about employment opportunities in a variety of scientific sectors, including the medical sciences, engineering, paramedical sciences, life sciences, biotechnology, nanotechnology, machine learning engineering, geology, physics, and chemistry, to mention a few. Teachers also used storytelling to teach science to pique students’ interests. It has been known for a long time that using instructional aids helps students learn more.

The participating science teachers had a lengthy discussion about the issues and challenges associated with science teaching and learning in schools. Some of the issues in science teaching and learning include insufficient resources; inefficient use of available resources, a lack of infrastructure, insufficient student background knowledge, and a scarcity of technology. Also, challenges included setting up science funds, raising fees in private
schools, getting students interested in science, making science available to everyone, and getting rid of myths about science.

5. CONCLUSION

In light of the findings of the study, it can be concluded that the traditional approaches to teaching science in Indian classrooms have been replaced by newer, more contemporary approaches. Rather than adhering to methods that have been demonstrated in the past, teachers are increasingly turning to methods that are on the cutting edge of their fields. There is hope that these changes in pedagogy will help students learn more effectively. More than that, these methods of instruction are consistent with student-centered methods of education. By giving students real-world examples to illustrate scientific topics, teachers can better engage their interest and help them retain knowledge. Putting students in problem-solving situations, integrating ICT technologies, using multidisciplinary approaches, and employing novel techniques such as brainstorming, concept mapping, etc., indicate a positive sign and shift in science education in Indian schools.

The science teachers had a preference for using inquiry-based learning in their science classes. It is with this mindset and the methods they employ in the classroom that students will acquire a love of science. In addition, they will learn how to apply the scientific method to real-world issues. Many studies have found such approaches to be useful. Qablan and Debaz (2015), for instance, advocated for the growth of inquiry-based scientific education. The inquiry training approaches would support students in developing their logical thinking ability, competency in science process skills, etc. Students need time to construct and calibrate instruments, to gather and catalogue objects, and to develop physical and mathematical models in order to put hypotheses to the test. They also need more training in science, technology, and mathematics to be able to solve the problems at hand. At the end of the day, they need to have some downtime to think things over, read, and dispute them. In the end, they need time to think about new information and different points of view (Nelson, 1999).

Science teachers applied various strategies to pique their students’ curiosity in the subject. They provided students with science job choices to help them choose a major. They discussed how science and technology have impacted their daily lives. Students adore motivational strategies and teachers who employ them (Haider & Jalal, 2018). This interest would aid in the development of a positive attitude toward science.

The current study has several limitations. It did not take gender, school type, or other demographics into account. The findings of this exploratory study, on the other hand, would be useful for science teachers and students, as well as other science stakeholders. They could use the techniques to motivate and engage children in scientific lessons. These methods will benefit both current and aspiring teachers and educators. It will help to change the attitudes of children, teachers, and even parents toward science. Many myths about science and scientists would be debunked. Because the study covered a lot of ground, more research can be done on this subject using a large sample size.

References:


Abstract
Pedagogy plays a crucial role in the teaching-learning process. Since its inception teachers have modified teaching and the ways of teaching through the advancement of technology. The traditional methodology of teaching has been replaced by advanced technology and keeps on developing day by day. We can see the rapid changes in classroom teaching over the last decades. Smart classrooms, online classes, blended learning, and experiential learning have replaced the traditional education teaching system. The pandemic had shaken the whole world badly but brought new opportunities for every sector. Educationists and researchers to take advantage of modern technologies and make learning assessable. Teachers used various apps for teaching. Various new era apps like Nearpod, Renderforest video, Jam Board, and Google Drawing make learning more interactive and enthusiastic. All these apps help to create and disseminate information. Artificial intelligence, Blockchain, 3D Printing, computer vision, the internet of things, the internet of behavior, etc. have introduced smart services in teaching learning curriculum design, learning design, user experience, instructional delivery, and evaluation and assessment systems. In this paper, we discuss how such technologies have brought digital transformation to new-age classrooms. We also examine the Meta-immersive smart future of education.

Keywords: Learning, Metaverse, Technologies-Augmented Reality, Virtual Reality

INTRODUCTION
The era of 21st century is dedicated to technology. We can see the transformation in our society because of technology. These days technology has become a central part of every field specially education. It has a major impact on learning and students experience that means to increase behavioural, affective and cognitive aspects of students. Trends of online teaching and learning start with the emergence of COVID-19 in our country. Students fear for online learning was not because of COVID-19 but also unawareness of new online learning platform. During pandemic, online teaching and learning has been carried out in different countries with different types of online teaching and learning tools and now it has become an important approach of learning. There was a sudden change in teaching and learning. On that time teachers as well as students faced various challenges like having no access to internet and to find the proper tool, unawareness regarding different online teaching and learning platform and overcome the boundaries of online teaching and learning. The pandemic provided the opportunities to use modern technologies and made the learning assessable.

METAVERSE
Metaverse is the combination of two words Meta+Verse. Meta means beyond and verse means universe which means the whole universe beyond possibilities- Technology
is currently capable of producing everything. We use Metaverse as 3D, interconnected, immersive, and real-time online space. We need to connect the physical world to augmented and virtual reality. Both real and virtual life becomes more interactive due to the presence of the metaverse. The uses of metaverse platforms are different; mostly it was used for gaming now it's focused on education also. Metaverse is a fictional iteration of the internet as a single, universal and immersive virtual world, facilitated by virtual reality and augmented reality. Metaverse is a network of 3D virtual worlds and it is the advancement of technology that brings new immersive and imaginary worlds.

In this figure Virtual Reality and Augmented Reality are working together via different gateways so that a user can feel the actual environment and we can get a better value as a result.

**METAVERSE-THE NEXT BIG THING IN EDUCATION**

Metaverse is a virtual learning environment in which interaction as fully immersed avatars, can replace web pages on desktop computers and mobile devices. With the use of Augmented Reality (AR), Virtual Reality (VR) and 3D technologies, the metaverse can connect the real and virtual worlds. Pandemic exposed the trend of online classes, but the experience of taking them was lonely and monotonous for students. Humans are social by nature. Group learning methods give us better chance to develop our critical thinking abilities.
Students can success in community based learning so metaverse comes in to this. It makes E-
learning more interactive and exciting.

Metaverse is a graphical and hypothetical iteration of that rich virtual space, with claims
of reliability where people can work, play, shop and socialise. All of this can be done without
actually doing it in person. You won’t just be on the internet but , ‘in’ the internet.

For eg.: A classroom full of students where the history teacher is taking a lecture on the
Harappa civilisation, instead of reading a chapter from book, teacher takes the students to
Harappa in Punjab, then to Mohenjo-Daro near the Indus river in the Sindh region through
virtual or augmented reality.

A chronological sequence of events is presented to students and students go around the
sites, exploring, asking questions and learning. This is the future of education will look like in
the Metaverse, a virtual recreation of the real world. With the help of metaverse technologiese
(AR, VR, 3D) students will be able to learn concepts virtually in real world situations. Learning
virtual situation and animation instead of reading a chapters from books, definitely it will
improve the grades.

COMPONENTS OF METAVERSE

- **Metaverse itself**: We need an environment in which augmented reality and virtual
  reality coordinating with each other so that we can get a best result. Our objective is to provide
  a better environment for learning and teaching.

- **Avatar**: Avatar represents those objects which will actually implement the activities to
  feel the environment.

  For ex: At the time of teaching the solar system.
Teacher needs to create a galaxy and students will become avatar to understand the working of solar system.

- **Technology**: Technology plays a very important role in implementing the metaverse. We need people with good technical skills to work digitally.
- **Behaviour**: Whatever efforts we are putting in and they are going in right direction is our implementation is correct this is defined under the metaverse behaviour because if we get wrong signals that we might need to change our implementation.
- **Outcome**: The coordinator of Augmented Reality and Virtual Reality gives us a value. Which we consider as our output. Metaverse is created so that we can get a desired output.

## TECHNOLOGIES OF METAVERSE

1. **Virtual Reality**: Virtual reality is a pure digital environment where everything is present virtually and desire in such a manner to coordinate with Augmented Reality. When we define or try to understand the term virtual reality. It gives us description about an environment which is computer generated but all the objects included here are seems to be real and user can feel them properly. We need a device known as virtual reality headset which helps in understanding the virtual environment. Virtual reality puts the user in a 3D Environment where the user not only view a screen but also get interacted with 3D world. The basic objective of virtual reality to put users in a virtual world where user interacts with a computer like a human interacts with other human in real world.

   **Advantages:**
   - Virtual reality provides safer and productive workplace.
2. **Augmented Reality**: Augmented Reality gives us a view of the real world, physical world with some association of digital elements. Augmented reality helps user experiencing a real world environment with some implemented perceptual information. We can define augmented reality as a combination of digital information with the user environment in real time. Augmented reality provides us that visions where we can represent virtual object and see them working. For eg. A Google map application also shows nearby place.

**Advantages:**
- It creates best of digital experience which is unique and best associated with physical world.
- It is not very difficult to implement augmented reality. Smartphone apps provide us that view.
- Augmented reality makes sure that virtual objects in a combined manner give user a real time environment.

3. **Mixed Reality**: Mixed Reality gives us a view where physical world can interact with digital elements in association with real world. It represents the environment which gets created when real and virtual world get merged with each other. It can also be defined as existence of world when digital and physical object interact in real time. Virtual makeup is the best example of mixed reality where a virtual object gets makeup by some virtual objects to get represented in real time.

**Advantages:**
- It represents secure digital objects to be used in real world.
- It takes best out of augmented reality and virtual reality.
- It is not costly.
- To provide demos of product we use this technique in a better manner.

4. **Extended Reality**: Extended Reality gives us some concept by adding digital elements to the real world environment to any extant. Extended reality includes augmented reality, mixed reality and virtual reality with any technology. This term is associated with real and virtual environment in combined format and represents all human-machine interactions generated or implemented by computer technology. Extended reality contains term like augmented reality, mixed reality and virtual reality and how they get interacted with each other.

**Extended reality includes terms like:**
- Artificial Intelligence
- Internet of Things
- 5G Network

**BENEFITS OF METAVERSE**
- Users can engage virtually through advanced technology such as virtual reality, augmented reality, social media and online gaming platform.
- Metaverse immersive 3D classrooms allow students to interact with their teachers and friends virtually.
  - It provides opportunities students to participate in various co-curricular activities such as arts, quiz, games and music in a virtual setup.
  - Measure the performance of students in real-time.
  - Enhance the effectiveness of learning materials.
  - Students can interact with teachers and communicate with others through their avatar.

**How we can make Indian classroom ready for Metaverse:**
- We need highly digitally skilled people who can not only teach students but also teachers from different field the concept of Metaverse.
- We require classrooms with high speed internet connection and highly integrated device required for Metaverse.
  - We require special awareness programme for students to understand these concept in a simple manner.
  - Online teaching is the future of education even it has some constraints with it but we should look for positive side only.
  - We need various people of different fields who can provide the beneficial information on the metaverse.
  - There should be a small film which shows the benefits and working of Metaverse and it must be show to all the students at every level across the country.
- Multiple schools and colleges should get collaborated for the use of Metaverse like K-12 school.
- Metaverse will be very helpful for understanding of STEM classes Science, Technology, Engineering, and Mathematics.

**CONCLUSION:**
This whole study indicates that metaverse is going to be very important for education system in coming years. It will help students to learn in an integrated and developed manner. Metaverse will provide students privacy, security and a consistent platform to learn where they can feel the environment and take decisions appropriate. Students will merge with new technologies and they can communicate with other students not only at national level but also international, so metaverse is the future of education to make the education more approachable, stronger and efficient. The world slowly but surely moving toward the Metaverse. In the coming years Metaverse will be a big name in the world of Education. Developed countries are using this approach significantly for higher education and suddenly other countries will also their footmarks. A best education system is the one who always provides a practical approach for the students to learn and grow. Metaverse has all those capabilities.

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ENSURING COMMITMENT TO EDUCATION AMIDST COVID-19 PANDEMIC

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Abstract
Worldwide the children have faced some of the most severe and unforeseen impacts of the Covid-19 pandemic. It all occurred in such an unprecedented manner that schools really did not have time to prepare for what was coming. As per the government directions and for safety reasons, schools hurriedly transitioned to online or at-home learning. Some wealthier schools immediately transitioned to online platforms that their students had already been using on a daily basis however it posed challenges for the children from a low socioeconomic background. The limitation or no resources affected the online education for these children. This gap is one factor that amplified the learning gaps and other requirements during the COVID-19 pandemic.

This is where nongovernmental organizations (NGOs) play a key role. NGOs are powerful facilitators for providing, reaching out and resonating in the communities they serve.

A case study was conducted to understand how the NGO worked towards providing education during the pandemic. Students across various classes were assessed for their minimal level of learning and they were provided with a devise and online classes. Almost 350 children residing in various slums of Delhi were benefitted. They were able to be at par with their grade level children during the pandemic.

Keywords: Pandemic, Education, NGO

Introduction
When Covid-19 hit the world, no one had imagined what the effect of it is going to be, how long it would stay, who all will be impacted by it. In couple of days, the world changed drastically, changing world order which had not only wedged the economy but also attuned us to confine to our home, work in the limited space and adjust to our daily lives. In such a situation, the children were impacted the most. The schools were shut and overnight teaching shifted to online mode. The privileged ones had devices to understand the process and working in online mode. There were many who lived in a one room house and had one device or probably just a smart phone. The only phone was also taken by the parent with them, the child had an access to it only during the morning hours or late evening hours. There were many children who didn’t have a single device to access their classes. The children living in urban slums were confined to the area inside or outside their house, they had nothing to do the whole day. Soon they started fighting, arguing with their siblings, parents and sometimes with the children in the neighbourhood. There was no learning taking place for many children during the time when schools were shut down.

The solutions to impart education to these children was unlikely to come if everybody worked in silos. The fight against COVID-19 needed as many hands as were available.
Key role of NGOs during the pandemic

Whenever there is an imbalance, NGOs maintain the seesaw balance. For decades, NGOs have been actively involved in contending challenges related to many areas.

Some key areas have been-
- Environment
- Education
- Health
- Sexual and gender-based violence (SGBV)
- Poverty
- Women empowerment
- Child protection
- Social justice
- Human rights etc.

In 2020, when the Covid 19 started spreading in India, NGOs came to the forefront, as they had deep connected in combating various socio-economic issues, so they became a natural partner in this endeavour. Initially the challenge seemed to provide basic amenities but later it grew to creating awareness and also reaching the vulnerable sections of the society. The government also reached out to the NGOs, knowing that there is nobody better placed than them to understand the pulse at the grassroots and engage closely with people/communities. In no days, thousands of NGOs engaged with local administrations across the country to battle the situation. Since then, NGOs have been working persistently on the ground and providing critical services to vulnerable groups of people. They have been instrumental in supporting the government and identifying the coronavirus hotspots -related to food, shelter, hospitalization or providing oxygen cylinders.

Realizing the gravity of the situation, they were the first to realign themselves and looked into the new initiatives to provide medical facilities across the country. They initiated to create national emergency funds from people across the globe, partnered with other NGOs to channel donations, provided help for distribution of medicines, organising oxygen cylinders, assistance in cremating the bodies of the Covid patients who had no one to do the last rites or family was scared to go near the ones who had died because of Covid.

Various NGOs have been the only point of locus during the pandemic. They worked with the elderly and children, persons with special needs, transgenders, the homeless, daily wage workers, migrant workers, sex workers and urban poor families.

The COVID-19 brought lockdowns which created an economic crisis on top of a public health emergency. It disrupted the livelihoods of many and put them in dire needs unable to afford food or essential items such as soaps, masks, and sanitizers which had almost become a necessity.

While urban populations were swiftly informed of COVID-19 restrictions and prevention measures, in rural areas, information about the disease was limited. These not-for-profit organizations have been quick to pass on information to the rural India. They have also been executing an important task of creating awareness about the virus to prevent its spread as well as educating people on social distancing and its importance besides the help required for distribution of utility material etc.
NGOs are like an extended family for many and trusted by the communities where they work, they have been helping people to fight the stigma, while distributing water containers for hand-washing, providing shelter, and setting up community kitchens for those in need.

The domino effect from the coronavirus continued, one variant after the other however these NGOs knew much more what was needed to be done to ease the spread of the disease. Working on the frontline, NGOs in every region have been providing food, rations, and hygiene kits to the poor and the needy. Once the basic necessities were looked into, the requirement for the education of their children was much sought after.

The Ministry of Corporate Affairs issued a mandate that all spending on activities related to COVID-19 will be added under CSR expenditure. As a result many corporates started distributing masks, sanitizers, oxygen cylinders etc.

This fight against COVID-19 has been a collaborative effort not only in providing the basic amenities but also reaching to the children, Bridging the gap in education. One such NGO is Peepul Tree Foundation.

An NGO with a difference……

One such NGO who worked beyond their capacity is Peepul Tree Foundation (PTF) based in Delhi. They are a volunteer-driven initiative committed to building up a movement to give access to equal opportunities to our beneficiaries i.e. children and women, inside the community, inside their homes.

They have a team of sincere and dependable volunteers who are the driving force for the various programs. Before the pandemic these volunteers were devoting as little as 1 hr to several days a week conducting sessions to reach out to women and children in slums across their cities, with one or both of our programs

- Reusable books for our library are collected over the months as donations/contribution towards our The Circulating Library program.
- The Circulating Library Program or Women Empowerment Program.
- All products made by our women are made of waste from boutiques and garment factories.
- PTF reaches at the doorstep of the beneficiaries and provide them opportunities
In 2010, PTF began its journey at the little village called Tataguni in rural Karnataka, about 21 km away from the city of Bangalore. A social environment where most men typically blew up their income in consuming arrack, a locally brewed alcohol, resulted in no financial support for the women and a lot of emotional turmoil in family. Moreover, women did not have any means to earn a living, due to lack of vocational or any other livelihood skill. A need to empower women to bring about a social change was starkly evident.

On the other side, replacing plastic carry bags for environmental reasons was an emerging need. With this idea of the first project for PTF was born.

Two big retail chains in Bangalore, were identified who at the time were willing to shift away from plastic bags. A proposal was placed by PTF to replace them with cloth bags stitched by the rural women using recycled fabric and waste material. This beautifully fulfilled the agenda to make it both economically viable to the retail chains by reducing their cost as well as checking all parameters to be an environment friendly product! PTF was awarded the contracts and they became our project partners.

A high end national retail chain, is one of the most stylish brand in women’s fashion replaced plastic covers with cloth/jute bags, which encouraged customer awareness towards environment and also resulted in a steady growth of their brand value.

Another organisation took simple dry cleaning to a whole new level, The brand initiated a ‘No Plastic’ to give away washed clothes to customers. The entire contract was outsourced to PTF to stitch fabric bags for customers.

A training program of two months was conducted with 38 women where they learnt stitching bags and several other accessories. Stitching machines were donated by the NGO to the 10 trained women. 5 machines were acquired for further training.

The project became self-sustaining. Then there was no looking back, the products reached Singapore, Bali, Indonesia.

While the mothers were employed with the NGO, children, just played around since most did not go school. They structured a value-based education model for these children via periodic informal sessions. Storytelling, as an important tool to establish values first came into being as another program.

A few photographs of the children benefitted from the project Vidhya Tarang......
VIDYA TARANG Bridging Learning Gaps Digitally
It aims to provide equitable access to education through digital mode in urban bastis and rural areas of India. The NGO believes that education and love for books is a powerful catalyst for social transformation that nurture productive citizens.

During Covid, with schools closed, underprivileged children lost access to education either due to lack of online academic support and smart devices. Situation looked dismal as learning gaps and school drop outs increased. Conceived to address this challenge during lockdowns, Vidya Tarang was launched in July 2020. This unique program extends smart devices and free online classes to students in small groups through volunteers to receive personalised attention. Used and new Smart devices to access online classes are collected through donation drives, sponsorships and disbursed. At present around 500 students from urban and rural bastis of Delhi NCR, Uttar Pradesh, Bihar and West Bengal continue their studies with over 120 volunteers. With aim to foster holistic personalities, activity classes and skill enhancement sessions are also conducted to improve self esteem, awareness and employability.

A Volunteer shared…..
"When I lost my husband to covid, I was devastated. During this time, NGO came as a ray of hope. Hesitant at first, I started teaching 5 students. Now my day's schedule revolves around my class. It has given me purpose and I am deeply grateful to Vidya Tarang!"

A Volunteer from Ahmedabad…..
"I am very fortunate to be teaching maths to students from different states who I could have never connected with otherwise. I got to know their challenges and how they are coping. It is an enriching experience and a joy to see them improving.

The NGO has done a dual benefit to the society-ones who were left out were made to be at par with the others in terms of the learning gaps created due to the shut down of the schools and the people who wanted to give back to the society were connected in whatever way they could support.

References
https://peepaltreefoundation.org/
PARADIGM SHIFT FROM CONVENTIONAL TO TECHNOLOGY INTEGRATION: BLENDED TEACHING

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Abstract
The sudden outbreak of Covid-19, a deadly disease caused by the Coronavirus shook the entire world. It affected the lives of all sections of society and forced everyone to remain in their homes to prevent the spread of disease. Like others, the education sector was affected globally. In India, most schools and educational institutions were following the traditional face-to-face method of teaching. The online method of teaching is the only option the educators see to make the education system run. It would change the face of education from NO Smartphones allowed in school to learning only with smartphones at home. Due to the uncertainty of reopening schools, many of them shifted to online methods of teaching. So far, all the teachers are conducting only face-to-face classes and this is the first time for them to take online classes. For teachers, it is quite a challenging task to impart the same level of learning to the student as they give in face-to-face physical classes. This paper presents the need to train teachers so that they become competent in teaching skills required in 21st-century skills. It is the need of the hour to make or innovate a new teaching model according to the new normal of E-learning. There should be changes in the training of teachers so that after training they should be aware of their role properly in implementing the new model of teaching which is a blend of traditional known pedagogies with newly invented tools due to technological advancements. The blended model is the need of the hour to learn and overcome the current situation to make the learning feasible for the students.

Keywords: Covid-19, online teaching, challenges, passive learners, new normal, blended model, E-learning.

INTRODUCTION:
Since the beginning of the 21st century, the development of the education system has been influenced by the advancement of technology. During the last three decades, a paradigm shift has been seen in the teaching environment from conventional (face-to-face) to online learning(web-based) environment. With the ICT advancements, the conventional approach is modified to make it more flexible and match current trends, and fulfilling the needs of digital natives.

Conventional Teaching
Conventional Teaching is when there is face-to-face interaction and communication between the teachers and the students. Classrooms are structured with teachers and students to be present physically together with the other essential requirements for teaching. It is a teacher-centered process in which the teacher is the main source of knowledge and guides the students throughout the whole process. A teacher directs students to learn through memorization & recitation techniques. Students are the passive listeners of the information or knowledge which
flows from the teacher as a sage. In conventional teaching, a teacher determines and instructs to use some learning text and materials, exercises, and tasks for assessment and criteria for outcome-based learning. The techniques used by a teacher to deliver their lectures are

- chalk-and-talk method
- marker-and-white board method and
- using teaching aids like charts, models, OHP transparencies, etc.

**Limitations of Conventional Teaching**

1. Passive Listening:
   In conventional teaching, it is also not possible for a teacher to adapt to new styles of teaching or to make his teaching interesting by using various methods to do a very big number of students. The lecture method is used as the most common method which has been done for ages, which makes class monotonous and boring. Passive listening causes the potential for distraction.

2. Discourage Critical Thinking
   Conventional classroom teaching concentrates only on supplying ready-made take pieces of knowledge encouraging cramming, and rote memorization in students and discouraging critical thinking, do not allow students to use their brains. The ability to actively apply information gained through experience and reasoning them are suppressed. It also deprives learners of deeper learning and understanding required to understand complex concepts and lifelong learning.

3. Adhere to a schedule
   The conventional teaching approach is systematic, follows a fixed time-table, and no flexibility is given.

4. Teacher-centered learning
   Conventional teaching is teacher-centered, the teacher gives a lecture and the student learns.

5. Lack of collaboration and group learning
   In conventional teaching, no opportunity is given for collaborative and group learning. Modern-era learners demand change in the conventional methods because it does not fulfill the needs of the learners and also do not give quality education. All the limitations of conventional teaching and the advancements in technology pave the way for the use of technology in the process of teaching and learning. The barriers that are inherent with conventional learning like time-bound, not flexible, passive listening, etc. can be removed with the integration of technology in teaching i.e E-Learning. E-Learning makes the student participate actively using their minds in the particular situation which leads to intellectual development.

**E-Learning**

E-learning means utilizing electronic technologies developed to access formal teaching on the digital platform. E-learning is about using ICT to expand access to education and to enhance and transform teaching and learning. The E-learning technique is shaping the conventional approach and empowers mass learners to gain knowledge and learn skills at
flexible hours according to their availability. People have limited access to higher education due to finances and personal limitations, which can be eradicated by e-learning giving a global learning experience.

In India, technology begins to introduce in the 90s in every field but after three decades we are still struggling to integrate technology into the whole process of education. It is important to understand that it is not about adding technology to education but it is about integrating technology. E-learning plays a very important role in nurturing critical thinking skills in students. With the innovations in the field of technology e-learning taking its shape to an enormous size that no one is untouched by its impact. To take complete sculpt e-learning have massive requirement. For the development of e-learning, effort should be made to implement new methodologies to integrate technologies like gamification, mobile e-Learning, cloud-based e-Learning, micro-learning, internet of things, etc. It involves a variety of different technologies used in different ways and a continuum of opportunities.

**Advantages of E-learning**
- Flexible hours to learn
- Students are not bound to attend the classroom physically.
- Students can use various digital platforms to interact with their instructor.
- It promotes critical thinking among students.
- It allows collaborative learning and group learning.
- It gives broad access due to its cost-effective mode of learning.

**Tools for E-Learning**

With technological advancement, different tools are used and specified tasks in the teaching and learning process can be done. A teacher should be aware of several innovative tools for performing their task of teaching and learning. Some of the educational tools in trend are:-

<table>
<thead>
<tr>
<th>Software tools</th>
<th>• Zoom</th>
<th>• Google Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities Tools</td>
<td>• Boom Cards</td>
<td>• Nearpod</td>
</tr>
<tr>
<td>Tools to organise</td>
<td>• Aasna</td>
<td>• Trello</td>
</tr>
<tr>
<td>Assessment Tools</td>
<td>• Quizlet</td>
<td>• Kahoot</td>
</tr>
<tr>
<td>Content creation Tools</td>
<td>• Canva</td>
<td>• Google Slide</td>
</tr>
</tbody>
</table>

Fig. 1 Digital Tools for E-learning

**Blended Learning**

Blended learning is primarily a concept of integrating technology, mediated learning or a web-based tool, or online learning whatever is available along with face-to-face teaching. When face-to-face teaching is integrated in a meaningful way or with any of the digital tools currently available to the teachers, referred to as blended learning. Blended Learning is an approach that is an effective blend of the traditional classroom with digital media and
technology-enriched activities to facilitate new educational solutions for teachers and students. It is learning in a technology-enabled environment to extend the limits of the classroom walls and offers access to e-learning resources to give a world-class experience.

Fig. 2 Blended Learning

It is an amalgamation of technologies, pedagogies, and assignments with the use of web-based technology. It is also the successful combination of different methods of instruction delivery like face-to-face & virtual, traditional, and online models of teaching and assessment with web-based tools.

Fig. 3 Components of Blended Learning

Models of Blended Approach

The blended learning approach has four models that a teacher can take for teaching a blended approach. With the help or structure of these models, a teacher can prepare an advanced and personalized learning environment for learners.

1. Rotational Model- This model follows a cyclic routine of online assignments integrated with face-to-face instruction.

2. Flex Model- In this mode, a teacher is physically present to supervise the class of students who are engaged in some online instruction in their learning process.

3. Self-blending Model- In this model, students learn self-selected courses independently, but in technology-enabled settings where a teacher is present as a supervisor and other students are also present.

4. Enriched virtual Model- This model embedded physical presence with online, virtual experiences periodically through arrangements of physical co-presence with digital tools.
The models of blended learning allow students to proceed continuously and appropriately learn the material, and teachers are required to prepare the groundwork on which students learn.

When we talk about blended learning, the teacher’s role is largely going to change because in conventional mode teacher just delivers. But in blended learning it’s not like that, a teacher has to know continuous assessment as well, whether somebody has advanced tools as well, students rather than teaching it would be difficulty solving. It would be a guide, mentor, or advisor. At the discretion of students, the teacher has to acquire certain skills. For example, first of all, it is a technology-mediated learning process. So, a teacher has to learn how to make use of ICT facilities or those web-based tools, or any learning management systems that are available.

Various digital platforms are available for a teacher to acquire learning. In this digital learning, a teacher has to have command over digital tools. He should have explored the latest upgraded tools. He should have detailed information about his subject. A teacher needs to have a lot of patience, digital skills, and subject expertise because he is catching up to individual needs.

Government Initiatives to support Digital Education

The government started different programs to enhance access to E-learning to a greater extent for all students and teachers.

During the covid-19 pandemic, the online method of teaching is the only option the educators see to make the education system run. Due to the uncertainty of reopening a school's many of them shifted to online methods of teaching. So far, all the teachers are conducting only face-to-face classes and this is the first time for them to take online classes. For teachers, it is a quite challenging task. The government initiatives help a teacher to get online content and methods to tackle the difficulties of online learning. So, it is time to introduce a new teaching model according to the new normal. A blended model of teaching is the need of the hour to learn and overcome the current situation to make the learning feasible for the students.
Skills for Blended Teaching

To introduce a blended model in teaching-learning, a teacher should have a combination of basic technology skills and dispositions as a foundation together with core competencies as four pillars on it.

**Basic skills for making a strong foundation:**

- **Technology skills**
  - Dispositions – The behavior and ways of being that contribute to learners fulfilling their potential.

Four **core competencies of a teacher are:**

- **Online Integration** – The skill of combining online instruction with face-to-face instruction effectively.
- **Data Practices** – The skill of using digital tools to assess student performance and monitor their future growth accordingly.
- **Personalization** – The skill of implementing a learning environment that helps students to customize their future goals, learning pace, and path for learning.
- **Online Interaction** – The skill of facilitating active participation in online interactions with students and between students.

**Conclusion**

National Education Policy 2020 also focuses on the important role of blended learning and dispenses the responsibility of providing flexibility in the education process and options to develop skills of the 21st century. Blended learning models facilitate pedagogically planned integration of online with face-to-face activities in an effective manner to deeper understanding of updated learning. Blended learning is the new normal for 21st-century learners because it is
an interactive, accessible, and efficient learning experience. Several researchers investigated that the use of the blended approach in teacher training has a positive response as it gives them an experience of balance learning with face-to-face interaction and online resources. It gives the experience of embedding technology with innovative pedagogies to deliver updated content in a meaningful manner in the process of teaching and learning. As teachers are the backbone of our education system and the responsibility of the management of the modern classroom lie on their shoulder, they have to be competent in performing their roles. Their training programs should give them exposure to 21st-century teaching and ensure to develop the required skills.

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IMPACT OF RELIGIOUS PRACTICES ON PSYCHOLOGICAL WELL-BEING AND LIFE SATISFACTION OF ADULTS

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Abstract
In a colossally diverse country like India, the religious beliefs that have been prevalent from eons play a central role in the lives of many individuals. For some it becomes their ultimate source of healing and for others it remains a concept which is yet to be understood. Moreover, Religious practices have been seen to be a positive predictor of psychological well-being and life satisfaction. The current research was designed to investigate the impact of religious beliefs on life satisfaction and psychological well-being of participants. A sample size of 60 participants was taken which was further divided into groups of 2 With 30 participants in each group. The participants of one of these 2 groups were engaged in religious practices from the last one year and those of the other group were not. The participants consisted of undergraduate graduate and post graduate Adults residing in Delhi NCR. The psychological well-being scale which was developed by Carol Ryft (1989) was used to assess psychological well-being Whereas the life satisfaction scale which was developed by Diener, Emmons (1985) was used to assess participant’s degree life satisfaction. The data collected was analysed by employing Descriptive statistics and independent t-test sample.

Keywords: Religious Practices, Psychological well-being and Life Satisfaction

INTRODUCTION
Religion has always remained as a highly arcane subject for some and gratifying for others. India, being a birthplace of numerous cultures and religions is known for its age old, diverse religious practices, traditions and rituals. Previous studies have demonstrated that people resort to religion as a coping mechanism during stressful times (Abu-Raiya and Pargament, 2015; Behere, Das, Yadav, and Behere, 2013). Religiosity is a multi-dimensional notion with emotional, behavioural, and motivational components (Hackney and Sanders, 2003). Religion has numerous functions in daily life at times of crisis (Pargament, 2000). A group's religious conviction clarifies their place in the cosmos and dictates how they need to conduct themselves on earth. It is distinct from religious practise but an essential component of the whole idea. It fulfils a social role in human groupings by giving members of the group a shared understanding of their origins and potential afterlife destinations (Copyright 2003-2014, Educational Portal). These issues are all highly interconnected with one another. Ageing individuals' well-being depends on their religious practises and beliefs, which are significant in their lives. Keeping in mind the above discussion, the aim of this study was to explore the impact of religion and the practices it includes on psychological well-being and life satisfaction of adults.

Well-Being
Health and well-being have been used synonymously up to now. The term "well-being" has broader meanings than only physical health. It is a form of value that must be
comprehended practically, methodically, and covertly. It is about making the individual's life better. Thus, the contrast between health and disease is the absence of illness, whereas well-being refers to the positive and larger component that has to do with an individual's growth and development. So, a comprehensive state of physical, mental, and social health is what is meant by "well-being." In light of the definitions, the following common components of wellbeing are discussed:

**a) Subjective:** The majority of researchers concur that a person's subjective sense of well-being is what makes them who they are. It implies that a subject's experience completely determines their level of well-being. They had all emphasised how deeply an individual's phenomenological experience is anchored in their sense of well-being. So, from the subject themselves, it is possible to sense, diagnose, identify, and interpret their level of well-being. For instance, a sadhu may face bodily discomfort while performing his sadhana, but he still feels happy. Therefore, only the experiential self can have knowledge of the experience.

**b) Positive attribute:** Each and every explanation places an emphasis on the positive qualities that best describe the sense of well-being, such as contentment, happiness, positive self-esteem, and the harmony of the mind, body, and spirit.

**c) Affective aspect of the mind:** The emotional component of the self is emphasised in the majority of definitions. Although a woman going through labour pains during pregnancy may experience great pain, that anguish also brings the joy and delight of becoming a mother.

**Psychological Well Being**

One can define psychological well-being as the quality of people’s experiences of their lives. The age-old explanation of psychological well-being in the Indian context, entails the integration of mind body and the soul. According to research, those who participate in religious activities express better levels of wellbeing (Diener et al., 2011; Hackney & Sanders, 2003; Oishi & Diener, 2014). More precisely, religious people in the US report better levels of life satisfaction and good sensations as well as lower levels of depression in both the US and Europe (Diener et al., 2011). (Smith, McCullough, & Poll, 2003). Finding an equilibrium that is influenced by both difficult and rewarding life experiences is the key to achieving psychological well-being.

There are two categories of psychological health:

1. Hedonic well-being is predicated on the notion that happiness would result from an increase in pleasure and a decrease in pain. According to some theories, experiencing bliss involves having a high level of happiness and fulfilment in life (Carruthers and Hood, 2004).
2. Leading a life of integrity and purpose is referred to as eudaimonia well-being. Positive interpersonal relationships, environmental mastery, independence, finding one's purpose in life, self-acceptance, and personal development are all elements that contribute to psychological well-being, according to Carol Ryff (1989).

**Life Satisfaction**

The extent to which a person positively assesses the overall quality of his or her life is referred to as life satisfaction. In other words, it is the extent to which an individual enjoys the life that he or she leads. (Ruut Veenhoven, 1996) Ellison et al., 1989, defined life satisfaction as a cognitive evaluation of an underlying condition that is believed to be socially influenced and to be reasonably consistent. Even though there are minor variations between the definitions
given by various scholars over the years, life satisfaction refers to a person's overall feelings about his or her life.

Religious Practices

Broadly, the definition of religious practices could include wearing religious symbols, adhering to certain religious rules and traditions, prohibiting from engaging in activity worshiping the deities, visiting the mosques shrines and temples and even chanting. Our sample size largely consisted of Sikhs and Hindus, and both the religions have their own set of certain religious practices to go by. For Sikhs it includes visiting the gurudwara, doing path in the form of Amrit vela (reading the 5 banis that are a part of the Nitnem) engaging with Gurbani Kirtan, naam Simran (chanting of Waheguru Simran) On the other hand certain Hindu religious practices in Regular visits to the temples, engaging in pooja Going on pilgrimages and recitation of the path from the Hindu scriptures. tremendous value of religion is expressed for many Indians in their devotional home routines. A little over eight in ten Indian adults (81%) have a place of worship in their house, such as an altar, shrine, or religious symbol, and a similar percentage (78%) claim they have asked a religious leader to perform religious ceremonies there (Pew Research Centre).

Relationship Between Religious Beliefs, Well Being & Life Satisfaction

More than 200 studies found generally positive links between religiosity and mental wellbeing. According to research, those who participate in religious activities express better levels of wellbeing (Diener et al., 2011; Hackney & Sanders, 2003; Oishi & Diener, 2014). More precisely, religious people in the US report better levels of life satisfaction and good sensations as well as lower levels of depression in both the US and Europe (Diener et al., 2011). (Smith, McCullough, & Poll, 2003). These impacts typically depend on the level of analysis and are modestly beneficial (Tay, Li, Myers, & Diener, 2014). For instance, within nations, religion can meet requirements that support wellbeing, such as a sense of community and belonging. Religious practises may enhance altruism and volunteerism in different nations. In non-Western countries, religion and wellbeing also seem to be positively but weakly correlated (Tay et al., 2014).

Various researches conducted over the years have evidently showcased that religious conviction has a direct and significant positive impact on wellbeing. People who have strong religious conviction report higher levels of life satisfaction, greater levels of personal contentment, and fewer negative psychosocial repercussions of traumatic life events.

Itai Ivtzan, Christine P. L. Chan, et al., (2013) conducted a similar research Linking Religion and Spirituality with Psychological Well-being. The Research largely showed that religion and spirituality have a positive correlation to psychological well-being. This study attempted to delineate the two constructs and categorise participants into different groups based on measured levels of religious involvement and spirituality. The groups were then scored against specific measures of well-being. The results confirmed the importance of spirituality on psychological well-being, regardless of whether it is experienced through religious participation.

Patty Van Cappellen, et al., (2016) conducted a tudy which focused on Religion and Well-Being: The Mediating Role of Positive Emotions. It aimed at understanding how religiosity and spirituality exert their impact on well-being and the results demonstrated the integral role of a surprisingly neglected mechanism: positive emotions.
Michael A. Kortt, et al., (2015) also conducted a study in, analysing Religion and Life Satisfaction Down Under. They investigated the association between religious involvement and life satisfaction using panel data from the 2004, 2007, and 2010 waves of the Household, Income and Labour Dynamics in Australia (HILDA) survey. While social resources mediate this association, there appears to be a remaining direct influence of attendance at religious services on life satisfaction.

**OBJECTIVE**

“To assess the impact of engaging in religious practices on psychological well-being and life satisfaction”

**HYPOTHESES**

Ha- There is a significant difference in psychological well-being and Life satisfaction of adults engaging in religious Practices in comparison to those who don’t engage in religious practice.

Ho- There is no significant difference in psychological well-being and Life satisfaction of adults engaging in religious Practices in comparison to those who don’t engage in religious practice.

**METHOD**

**DESIGN**- The survey research method was employed to carry out the study. The survey method is a type of research method that involves gathering information from participants using tools such as questionnaires, interviews etc. In the present study data was collected in the form of suitable questionnaires.

**SAMPLE**- A total of 60 participants were selected with the help of purposive and convenient sampling technique and the age bracket was chosen 20 to 45 years. 30 participants were involved in regular religious practices and were selected using purposive sampling. Whereas, other 30 participants were selected with the help of convenient sampling.

**TOOLS**- In order to collect the data, two scales were used. First of which was the psychological wellbeing scale constructed by Carol D. Ryff and the other one was the Life Satisfaction scale constructed by Diener, Larsen, Griffin and Emmons (1985).

- **Psychological Well-Being Scale**: The PWB Scale was designed by Carol D. Ryff and consists of 18 items that assess six different areas of well-being: autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance (1989). The scale is graded using a Likert scale with a range of 1 to 7. (1- strongly agree, 2-somewhat agree, 3-a little agree, 4-neither agree or disagree, 5-a little disagree, 6-somewhat disagree, 7-strongly disagree). Six subscales of this scale had test-retest reliability coefficients ranging from.78 to.97, while the internal consistencies of this scale ranged from.87 to.96. The scale is regarded as a legitimate and reliable tool.

- **The Satisfaction with Life Scale**: The SWLS is a brief 5-item questionnaire used to assess overall cognitive assessments of life satisfaction. Respondents often answer on a Likert scale, which normally only takes one minute of their time. As the questions are open-ended, this scale is appropriate for individuals from a variety of backgrounds. A number of validation experiments by Diener, Emmons, Larsen, and Griffith (1985) demonstrate that the SWLS has
a single factor, good internal consistency, is trustworthy, and is content relevant for a variety of populations.

The demographic details collected from the participants included- Name, Gender, Age, Educational Qualification, Degree of religiosity

PROCEDURE - The objective of the study was to assess the impact of religious practices on psychological wellbeing and life satisfaction of adults. A Google form was created containing informed consent demographic questions and the 2 tools mentioned above. An online successful pilot study was also conducted with 5 participants Once responses were collected from all 60 participants then the data was computed using the appropriate statistical technique.

RESULTS

Table 1 Demographics details of the participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Female</td>
<td>32</td>
<td>53.3%</td>
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<tr>
<td>Male</td>
<td>28</td>
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</tr>
<tr>
<td>Educational Qualification</td>
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<td>Percentage</td>
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<td>XII Standard</td>
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<td>Graduation</td>
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<table>
<thead>
<tr>
<th>Degree of Religiosity</th>
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</thead>
<tbody>
<tr>
<td>Highly Religious</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Moderately Religious</td>
<td>6</td>
<td>10.0%</td>
</tr>
<tr>
<td>Not religious at all</td>
<td>22</td>
<td>36.7%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>8</td>
<td>13.3%</td>
</tr>
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</table>

Table 2 depicting the t value, p value, df, SD and mean for variables of psychological well being

<table>
<thead>
<tr>
<th>Domains</th>
<th>Religious SD</th>
<th>Religious Mean</th>
<th>Non-religious SD</th>
<th>Non-religious Mean</th>
<th>df</th>
<th>p value</th>
<th>t value</th>
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</thead>
<tbody>
<tr>
<td>Autonomy</td>
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<td>24.6</td>
<td>8.84</td>
<td>28.1</td>
<td>58</td>
<td>0.051</td>
<td>-1.991</td>
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<tr>
<td>Environmental Mastery</td>
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<td>26.5</td>
<td>7.39</td>
<td>25.9</td>
<td>58</td>
<td>0.709</td>
<td>0.375</td>
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<tr>
<td>Personal Growth</td>
<td>3.10</td>
<td>21.6</td>
<td>9.74</td>
<td>30.0</td>
<td>58</td>
<td>&lt;.001</td>
<td>-4.519</td>
</tr>
<tr>
<td>Positive Relations</td>
<td>3.71</td>
<td>29.5</td>
<td>9.00</td>
<td>28.8</td>
<td>58</td>
<td>0.695</td>
<td>0.394</td>
</tr>
<tr>
<td>Purpose in Life</td>
<td>3.04</td>
<td>28.2</td>
<td>7.06</td>
<td>28.5</td>
<td>58</td>
<td>0.831</td>
<td>-0.214</td>
</tr>
<tr>
<td>Self-Acceptance</td>
<td>4.01</td>
<td>23.4</td>
<td>9.06</td>
<td>26.9</td>
<td>58</td>
<td>0.058</td>
<td>-1.935</td>
</tr>
</tbody>
</table>

Levene's test is significant (p < .05)

Table 3 depicting the Mean, SD, t value, p value for Life Satisfaction

<table>
<thead>
<tr>
<th>Domain</th>
<th>Religious SD</th>
<th>Religious Mean</th>
<th>Non-Religious SD</th>
<th>Non-Religious Mean</th>
<th>df</th>
<th>p value</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Satisfaction</td>
<td>6.95</td>
<td>25.5</td>
<td>8.56</td>
<td>19.2</td>
<td>58</td>
<td>0.003</td>
<td>-3.13</td>
</tr>
</tbody>
</table>

DISCUSSION

Table 1 gives a detailed description of the demographic details of the participants on the basis of their Gender, Educational Qualifications and Religious beliefs. It can be seen that both
religious as well as non-religious groups had the sample size of 30 each. Out of which 40% were highly religious and 36.7% were not religious at all, while remaining 23.3% held moderately religious beliefs and some preferred not to say.

Table 2 gives a detailed description of the different domains of the psychological well-being scale for both the Groups on the basis of the 6 subcategories. First one is Autonomy, the mean for the religious group is 28.1 whereas that for the non-religious group is 24. 6. The t value for autonomy is -1.9 and the p value is 0.05 which is found to be significant at 0.05 level which implies that differences exist between the two groups on the domain of Autonomy. Individuals who are self-sufficient and hold themselves to high standards tend to score highly in this area. They are independent and conventional in the sense that they resist society influences well. People who lack autonomy, on the other hand, are reliant on others. They depend on the opinions and input of others rather than making their own judgments (Jugnu and Vivekananda, 2018).

Then for Environmental Mastery, mean for the religious group can be seen as 26.5 and 25.9 for the non-religious one. The t value for Environmental Mastery is 0.37 and the p value is 0.7 which is found to be significant at 0.05 level which implies that differences exist between the two groups on this domain. People who can effectively control their external surroundings and adapt to their environment are those who have a greater grasp of this topic. On the other side, those with less environmental mastery are those who are unable to comprehend their surroundings and who are unable to take advantage of chances for personal gain.

In the domain of Personal Growth, the mean is 30 for the religious and 21.6 mean for the non-religious group. The t value for Personal Growth is -4.51 and the p value is <0.001 which is found to be significant which also implies that differences exist between the two groups on this domain. A person who is confident in their ability to grow personally will be receptive to new ideas, perceive change as something beneficial, such as developing a better understanding of oneself and behaviour. A person with less secure personal growth, on the other hand, may exhibit the opposite characteristics, such as an inability to advance intellectually or emotionally, remaining stationary and closed off to novel ideas or experiences.

The Mean for Positive Relations is 29.5 for the religious group and 28.2. The t value for Positive Relations is 0.39 and the p value is 0.69 which is found to be quite significant and implies that differences exist between the two groups on this domain. A high level on this domain constitutes people who are more empathetic and trustworthy of one another tend to have more fulfilling interpersonal interactions. These folks care more about other people's welfare and are more compassionate. People who have lower good interactions with others have weaker and fewer links with others, and these relationships are more surface-level and lacking in empathy and care.

The mean for the next domain, Purpose in life was seen as 29.3 for the religious group and 28.2 for the non-religious group. The t value for the same is -0.21 and the p value is 0.83 which is also found to be very significant and implies that differences exist between the two groups on this domain. A person who has defined goals and objectives and the motivation to reach them has a better sense of purpose in life. They also have a direction in life and some feeling of meaning. A weaker life purpose is the exact opposite of a stronger life purpose because those who have weaker life purposes frequently lack motivation, capacity, or justification to set objectives.
For the Self-acceptance, mean was seen as 23.4 and 21.6 for religious and non-religious respectively. The t value for the same is -1.9 and the p value is 0.058 at 0.05 level which is also found to be significant and shows that differences exist between the two groups on this domain. When a person has a high level of self-acceptance, they are more likely to embrace both their positive and negative traits, to feel happier, and to see their attitudes more positively and vice versa when the level is observed to be lower.

Table 3 depicts the statistical differences between both the groups on the basis of life satisfaction. In which the religious groups show a mean difference of 25.5 and the non-religious group as 19.2. The p value is observed to be 0.003 and t value as -3.13. This clearly demonstrates that significant differences exist between the two groups on the scale of life satisfaction showcasing that higher scores represent higher life satisfaction with results ranging from extremely satisfied to extremely dissatisfied.

CONCLUSION & SUGGESTIONS FOR FURTHER RESEARCHES

With the following calculations, it can be concluded that results support the study and show significant differences in the mean scores of domains of psychological well-being of highly religious and non-religious groups. It further indicated that those who follow religious beliefs attain better level of life satisfaction.

Suggestions for further researches would entail taking a larger sample size which couldn’t be done in this study because of the paucity of time, one can also take a wide range of other religions instead of focusing on a few and study it’s cultural aspects as well. The correlation between the age difference as well the gender can also be studied. A comparison study between various countries following different religious beliefs, taking a larger sample size can also be undertaken.

REFERENCES


THE EFFECT OF MEZZANINE CREATED IN BOTH DIRECTIONS IN THE PLAN ON THE STRUCTURAL BEHAVIOR OF REINFORCED CONCRETE FRAMED BUILDINGS

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Özet

Abstract

Vibrations emanating from the earth's crust reach the earth by spreading in waves. Earthquake waves shake the environments they move and the ground. In our country, residential areas are mostly above the earthquake zone, which carries earthquake risk. Our country is located on the Alpine-Himalayan earthquake belt. Earthquake is a major control mechanism for reinforced concrete framed structures in our country. Parameters such as which type of building and how many floors will be built, how to determine the material properties, and determination of suitable ground conditions are related to the earthquake reality while the buildings are being built. As long as human history has existed, various needs have emerged besides the need for shelter. The need for the use of low and multi-storey buildings, which meet the various needs and functional behaviors of people spatially, and the use of a mezzanine floor on the ground floor of the buildings has arisen. Today, with the development of construction methods, the use of mezzanine on the ground floor of the buildings is low, and in multi-storey buildings, the combination of residential + commercial use areas in a common structure has brought a solution to the need for mixed building use. In this study; Investigating the earthquake behavior of the use of mezzanine floors in low and multi-storey buildings today will be a source for structures with a mezzanine floor on the ground floor in reinforced concrete framed, low and multi-storey structures to be built in the future. By analyzing the different types of model structures produced, the effect of this change on the earthquake behavior of the structure was investigated. In this study; Model buildings have 3, 5, 7 and 9 floors and the ground floor height is 6 meters. The height of the mezzanine is 3 meters. Model buildings with 3, 5, 7 and 9 floors are each modeled as a reference with a ground floor height of 6 meters. Likewise, a total of 8 different models were created, including the mezzanine floor on the ground floor with 3, 5, 7 and 9 floors. In the study, the models were modeled in three dimensions in the SAP 2000 program. In the program; Columns, beams and floors are dimensioned to provide minimum limits according to TBDY 2018. The analysis of the structures was carried out with the Analysis Method in the Time Domain. At the end of the study, using the data obtained from the analysis; modeled structures; the structural behaviors of the model structures were compared by drawing the dominant period, soft storey irregularity, “base shear forces - peak displacement” graphs.

Keywords: Low-Rise Building, Multi-Storey Building, Mezzanine Building, Time History Analysis, Structural Behavior.

**YÖNTEM**

**Evren ve Örneklem**


Zaman Tanım Alanında Hesap Yöntemi ile yapılan analizler kapsamında sırasıyla aşağıdaki tanımlanan adımlar gerçekleştirilmiştir:


![Şekil 1. Zemine Bağlı Sₜ ve Sₛ, Zemin Sınıfı Bilgilerinin Girilmesi](image)

Bağımlı Değişkenler
Bu çalışmada ele alınan yapıların döşeme kalınlıkları TS500’deki kurallara göre hesaplanıp belirlenmiştir. Plandaki tüm dösemeler aynı boyutta, her iki doğrultuda da çalışan kirişli dösemelerdir ve kenar uzunlukları birbirine eşittir. Bu çalışmanın hesaplarında kullanılabilecek veriler aşağıdaki Tablo 1’de verilmiştir.

Tablo 1. Çalışmada Kullanılan Veriler

<table>
<thead>
<tr>
<th>Deprem düzeyi sınıfı</th>
<th>DD-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konum</td>
<td>Enlem: 40.772084° ; Boylam: 30.36329°</td>
</tr>
<tr>
<td>Kullanım amacı</td>
<td>Konut + İşyeri</td>
</tr>
<tr>
<td>Yerel zemin sınıfı</td>
<td>ZD</td>
</tr>
<tr>
<td>Sürekliklik düzeyi</td>
<td>Yüksek</td>
</tr>
<tr>
<td>S₂</td>
<td>1,627</td>
</tr>
<tr>
<td>S₁</td>
<td>0,446</td>
</tr>
<tr>
<td>F₅</td>
<td>1</td>
</tr>
<tr>
<td>F₁</td>
<td>1,854</td>
</tr>
<tr>
<td>S₀ = S₂ x F₅</td>
<td>1,627 x 1 = 1,627</td>
</tr>
<tr>
<td>S₀₁ = S₁ x F₁</td>
<td>0,446 x 1,854 = 0,827</td>
</tr>
<tr>
<td>Taşıyıcı sistem davranış katsayısı, R</td>
<td>6</td>
</tr>
<tr>
<td>Dayanım fazlalığı katsayısı, D</td>
<td>2,5</td>
</tr>
<tr>
<td>Bina önem katsayısı, (I)</td>
<td>1</td>
</tr>
</tbody>
</table>

Bağımsız Değişkenler
girilmiş olup asma kat yüksekliği 3 metredir. Kolon ve kirişler tanımlanırken çubuk eleman olarak girilmiş olup, etkin kesit rijitlikleri yönetmeliğe uygun olarak tanımlanmıştır.

7 katlılar için; 7R3-7R4-7R5-7R6 (7R3: zemin kat yüksekliği 3 metre olan 7 katlı model yapısı), (7R6: zemin kat yüksekliği 6 metre olan 7 katlı model yapısı) örneği verilen modeller 9 katlılar için de geçerli olmak üzere bu şekilde toplam 8 adet farklı model oluşturulmuştur.


Tablo 2. Çalışmanın Kısıtları

<table>
<thead>
<tr>
<th>Beton sınıfı</th>
<th>C25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donatı sınıfı</td>
<td>B420C</td>
</tr>
<tr>
<td>Kiriş kesit boyutları (mm x mm)</td>
<td>300 x 500</td>
</tr>
<tr>
<td>Kolon kesit boyutları (mm x mm)</td>
<td>500 x 500</td>
</tr>
<tr>
<td>Kolon donatları</td>
<td>Boyuna donatı: 10 Ø18, Etriye: Ø 8/20/10</td>
</tr>
<tr>
<td>Kiriş donatları</td>
<td>2 Ø12 üstte, 3 Ø12 altta</td>
</tr>
<tr>
<td>Döşeme kalınlıği (mm)</td>
<td>120</td>
</tr>
<tr>
<td>Zemin kat yükseklikleri</td>
<td>6,0 m</td>
</tr>
<tr>
<td>Normal kat yüksekliği</td>
<td>Asma kat yüksekliği 3,0 m</td>
</tr>
<tr>
<td>Kat adedi</td>
<td>Zemin kat + 6 Normal Kat</td>
</tr>
<tr>
<td>X ve Y yöndeki açıktılık adedi</td>
<td>Zemin kat + 8 Normal Kat</td>
</tr>
<tr>
<td>Bütün aksların açılıkları</td>
<td>4,9 m</td>
</tr>
</tbody>
</table>

Kolon ve kirişler tanımlanırken çubuk eleman olarak girilmiş olup, etkin kesit rijitlikleri yönetmeliğe uygun olarak tanımlanmıştır.

Şekil 3. Asma Kath Modellerin Asma Kat Planları (Soldan Sağ: A1, A2, A3)
Şekil 4. Modellerin Normal Kat Planı

**BULGULAR**

**Şekil 5. Periyot Değerleri**

**Şekil 6. Yapı Modellerinin Ağırlıkları**
### Tablo 3. Yapının Her Katı İçin Yer Değiştirme Değerleri

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 KATLI A1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Δı max (m)</td>
<td>0,005889</td>
<td>0,01689</td>
<td>0,03422</td>
<td>0,04823</td>
<td>0,05827</td>
<td>0,07249</td>
<td>0,08402</td>
<td>0,09641</td>
<td>0,1047</td>
<td>0,1105</td>
</tr>
<tr>
<td></td>
<td>Δı min (m)</td>
<td>0,005257</td>
<td>0,01565</td>
<td>0,03185</td>
<td>0,04444</td>
<td>0,05785</td>
<td>0,0666</td>
<td>0,08067</td>
<td>0,09202</td>
<td>0,1015</td>
<td>0,1081</td>
</tr>
<tr>
<td></td>
<td>Δı ort (m)</td>
<td>0,005573</td>
<td>0,016315</td>
<td>0,033035</td>
<td>0,046335</td>
<td>0,05806</td>
<td>0,069545</td>
<td>0,082345</td>
<td>0,094215</td>
<td>0,1031</td>
<td>0,1093</td>
</tr>
</tbody>
</table>

| 9 KATLI A2 | | | | | | | | | | | |
| | Δı max (m) | 0,006282 | 0,017970 | 0,035060 | 0,048950 | 0,058950 | 0,073190 | 0,084750 | 0,097430 | 0,105800 | 0,110900 |
| | Δı min (m) | 0,005401 | 0,015930 | 0,032250 | 0,044683 | 0,058370 | 0,067320 | 0,081120 | 0,092580 | 0,103200 | 0,109600 |
| | Δı ort (m) | 0,005842 | 0,01695 | 0,033655 | 0,046817 | 0,05866 | 0,070255 | 0,082935 | 0,095005 | 0,1045 | 0,11025 |

| 9 KATLI A3 | | | | | | | | | | | |
| | Δı max (m) | 0,006014 | 0,01741 | 0,03466 | 0,04795 | 0,05842 | 0,07307 | 0,0833 | 0,09613 | 0,1051 | 0,1099 |
| | Δı min (m) | 0,005449 | 0,01588 | 0,03177 | 0,04476 | 0,05669 | 0,06619 | 0,0798 | 0,09292 | 0,1031 | 0,1095 |
| | Δı ort (m) | 0,005732 | 0,016645 | 0,033215 | 0,046355 | 0,057555 | 0,06963 | 0,08155 | 0,094525 | 0,1041 | 0,1097 |

| 9 KATLI R6 | | | | | | | | | | | |
| | Δı max (m) | 0,02265 | 0,03873 | 0,05172 | 0,06187 | 0,07622 | 0,09194 | 0,1059 | 0,1114 | 0,125 |
| | Δı min (m) | 0,02163 | 0,03695 | 0,04822 | 0,05895 | 0,07442 | 0,08608 | 0,09995 | 0,1174 | 0,1183 |
| | Δı ort (m) | 0,02214 | 0,03784 | 0,04997 | 0,06041 | 0,07332 | 0,08901 | 0,102925 | 0,1144 | 0,12165 |

| 7 KATLI A3 | | | | | | | | | | | |
| | Δı max (m) | 0,005771 | 0,01604 | 0,033 | 0,05066 | 0,06723 | 0,0794 | 0,0874 | 0,0923 |
| | Δı min (m) | 0,005414 | 0,01585 | 0,0325 | 0,04787 | 0,0612 | 0,07295 | 0,08078 | 0,08392 |
| | Δı ort (m) | 0,005593 | 0,015945 | 0,03275 | 0,049265 | 0,064215 | 0,076175 | 0,0840900 | 0,088110 |

| 7 KATLI A2 | | | | | | | | | | | |
| | Δı max (m) | 0,005959 | 0,01708 | 0,03305 | 0,05129 | 0,06154 | 0,0795 | 0,08828 | 0,09333 |
| | Δı min (m) | 0,005816 | 0,01611 | 0,03215 | 0,04659 | 0,06715 | 0,07294 | 0,0805 | 0,08472 |
| | Δı ort (m) | 0,005888 | 0,016595 | 0,0326 | 0,04894 | 0,064345 | 0,07622 | 0,08439 | 0,089025 |

| 7 KATLI A1 | | | | | | | | | | | |
| | Δı max (m) | 0,006189 | 0,01725 | 0,03228 | 0,04851 | 0,06427 | 0,07723 | 0,08681 | 0,09332 |
| | Δı min (m) | 0,005205 | 0,01512 | 0,03076 | 0,04446 | 0,05636 | 0,06862 | 0,07672 | 0,08397 |
| | Δı ort (m) | 0,005697 | 0,016185 | 0,03152 | 0,046485 | 0,060315 | 0,072925 | 0,081765 | 0,088645 |

**Şekil 7. Yumuşak Kat Düzensizliği (ηki) Değerleri**
TÜRKÇE TARTIŞMA VE SONUÇ

KAYNAKLAR


ÇOK KATLI BETONARME ÇERÇEVELİ YAPILARDA ZEMİN KAT YÜKSEKLİĞİ DEĞİŞİMİNİN DEPREM KARAKTERİSTİKLERİ ÜZERİNDEKİ ETKİSİ

THE EFFECT OF GROUND FLOOR HEIGHT CHANGE ON EARTHQUAKE CHARACTERISTICS IN MULTI-STOREY REINFORCED CONCRETE FRAMED BUILDINGS

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Özet

Ülkemizde yerleşik hayatın tamamına yakını aktif fayların yakınında bulunmaktadır ve deprem riski taşıyan yerleşim kuşağının üzerinde. Ülkemizin Alp-Himalaya deprem kuşağı üzerinde yer almakta olduğunun, yurdumuzda çok sayıda inşa edilmekte olan betonarme çerçeve yapıların yeterli oranda deprem davranışını sahip olması, aynı zamanda ekonomik şartları da göz ardı etmeyecek şekilde, yapıların taşıyıcı sistem tasarımlarını mühendislik açısından önemli hale getirmektedir. İnsanların çeşitli ihtiyaçlarını ve fonksiyonel davranışlarını mekânsal olarak karşılayan, şehir planlaması gibi katkı sağlayan çok katlı yapılar, betonarme yapı alanını azaltıp daha fazla yeşil alan kullanımına imkan sağlamaktadır. Günümüzde inşa yöntemlerinin gelişmesiyle birlikte çok katlı yapıların zemin kat yüksekliğinin değişmesi çok katlı yapılarda konut + ticari kullanım alanlarının birleşmesi ile karma yapı ihtiyaçının ortaya çıkması, deprem davranışını araştırmanın hale getirilmesine yardımcı olmuştur. Bu çalışmada; günümüzde çok katlı karma yapı ihtiyaçını karşılayan zemin kat yüksekliği değişimi ile yapıların deprem davranışını araştırılmıştır. Çalışma kapsamında; göz önünde bulundurulan model yapılar toplamda yedi ve dokuz katlı olup, zemin kat yüksekliklerini 3 m, 4 m, 5 m ve 6 m olarak değişmektedir. 7 katlı yapılar için; 7R3-7R4-7R5-7R6 ( 7R3: zemin kat yüksekliği 3 metre olan 7 katlı model yapısı), (7R6: zemin kat yüksekliği 6 metre olan 7 katlı model yapısı) örneği verilen modeller 9 katlılar için de geçerli olmak üzere bu şekilde toplam 8 adet farklı model oluşturulmuştur. Çalışma modeller, SAP 2000 programında üç boyutlu olarak modellenmiştir. Programda; kolon, kiriş ve döşemeler TBDY 2018’e göre minimum sınırları sağlayacak şekilde boyutlandırılmıştır. Yapıların analizi, Zaman Tanım Alanında Analiz Yöntemi ile gerçekleştirilmiştir. Çalışmanın sonunda analizlerden elde edilen veriler kullanılarak; modellenen yapıların; hâkim periodyodu, yumuşak...
Almost all of the settled life in our country is located near the active faults and is on the settlement zone that carries earthquake risk. It is known that our country is located on the Alpine-Himalayan earthquake belt. In the light of these facts; it can be said that the fact that the reinforced concrete framed structures, which are being built in our country, have sufficient earthquake resistance, makes the load-bearing system designs of the structures important in terms of engineering, while not ignoring the economic conditions. Multi-storey buildings, which spatially meet the various needs and functional behaviors of people and contribute to urban planning, reduce the reinforced concrete building area and allow more green space to be used. Today, with the development of construction methods, the change in the ground floor height of multi-storey buildings has brought a solution to the need for mixed building use by combining residential + commercial use areas in a common structure in multi-storey buildings. In this study; investigating the earthquake behavior of the structure with the change in ground floor height of today's multi-storey mixed building requirement will be a source for future multi-storey structures with reinforced concrete frames, whose ground floor height changes. By analyzing the different types of model structures produced in the study, the effect of the ground floor height change on the seismic behavior of reinforced concrete framed structures was investigated. This scope of work; the model buildings considered have seven and nine floors in total, and the ground floor heights vary as 3 m, 4 m, 5 m and 6 m. For 7-storey buildings; 7R3-7R4-7R5-7R6 ( 7R3: 7-storey model building with a ground-floor height of 3 meters), (7R6: 7-storey model structure with a ground-floor height of 6 meters), the models given for example are valid for 9 floors, in this way a total of 8 different models were created. In the study, the models were modeled in three dimensions in the SAP 2000 program. In the program; Columns, beams and floors are dimensioned to provide minimum limits according to TBDY 2018. The analysis of the structures was carried out with the Analysis Method in the Time Domain. At the end of the study, using the data obtained from the analysis; modeled structures; the structural behaviors of the model structures were compared by drawing the dominant period, soft storey irregularity, “base shear forces - peak displacement” graphs.

Keywords: Multi-Storey Buildings, Ground Floor Height Change, Time History Analysis, Structural Behavior.
Yeşil alan kullanımına imkan sağlamaktadır. Günümüzde inşaat yöntemlerinin gelişmesiyle birlikte çok katlıların zemin kat yüksekliğinin değişmesi çok katlı yapılar konut + ticari kullanım alanlarının ortak bir yapı birleşmesi ile karma yapı kullanımı ihtiyacına çözüm getirmiştir.

**YÖNTEM**

**Evren ve Örneklem**


Time history yöntemi kapsamında aşağıdaki adımlarla tanımlamalar yapılmıştır.


![Şekil 1. Zemine Bağlı S₃ ve S₁, Zemin Sınıfı Bilgilerinin Girilmesi](image)

Bağımsız Değişkenler
Bu çalışmada ele alan yapıların döşeme kalınlıkları TS500’deki kurallara göre hesaplanıp belirlenmiştir. Planlandaki tüm döşemeler aynı boyutta, her iki doğrultuda da çalışan kirişli döşemelerdir ve kenar uzunlukları birbirine eşittir. Bu çalışmanın hesaplarında kullanılabilecek veriler aşağıdaki Tablo 1’de verilmiştir.

Tablo 1. Çalışmada Kullanılan Veriler

<table>
<thead>
<tr>
<th>Deprem düzeyi sınıfı</th>
<th>DD-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konum</td>
<td>Enlem: 40,772084°; Boylam: 30,36329°</td>
</tr>
<tr>
<td>Kullanım amacı</td>
<td>Konut + İşyeri</td>
</tr>
<tr>
<td>Yerel zemin sınıfı</td>
<td>ZD</td>
</tr>
<tr>
<td>Sürekilik düzeyi</td>
<td>Yüksek</td>
</tr>
<tr>
<td>S_s</td>
<td>1,627</td>
</tr>
<tr>
<td>S_t</td>
<td>0,446</td>
</tr>
<tr>
<td>F_s</td>
<td>1</td>
</tr>
<tr>
<td>F_t</td>
<td>1,854</td>
</tr>
<tr>
<td>S_{DS} = S_s \times F_s</td>
<td>1,627 \times 1 = 1,627</td>
</tr>
<tr>
<td>S_{Df} = S_t \times F_{t}</td>
<td>0,446 \times 1,854 = 0,827</td>
</tr>
<tr>
<td>Taşıyıcı sistem davranış katsayısı, R</td>
<td>6</td>
</tr>
<tr>
<td>Dayanım fazlalığı katsayısı, D</td>
<td>2,5</td>
</tr>
<tr>
<td>Bina önem katsayısı, (I)</td>
<td>1</td>
</tr>
</tbody>
</table>

Bağımlı Değişkenler
Üretilen farklı tip model yapıların analizleri yapılarak, bu değişikliğin yapına deprem davranışını üzerindeki etkisi araştırılmıştır. Bu çalışmada; model yapılar yedi ve dokuz katlı olup, zemin kat yüksekliği 3, 4, 5 ve 6 metre olarak değişmektedir.

Şekil 2. Deprem İvme Kaydı
7 katlılar için; 7R3-7R4-7R5-7R6 (7R3: zemin kat yüksekliği 3 metre olan 7 katlı model yapı), (7R6: zemin kat yüksekliği 6 metre olan 7 katlı model yapı) örneği verilen modeller 9 katlılar için de geçerli olmak üzere bu şekilde toplam 8 adet farklı model oluşturulmuştur.


Tablo 2. Çalışmanın Kısıtları

<table>
<thead>
<tr>
<th>Beton sınıfı</th>
<th>C25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donatı sınıfı</td>
<td>B420C</td>
</tr>
<tr>
<td>Kiriş kesit boyutları (mm x mm)</td>
<td>300 x 500</td>
</tr>
<tr>
<td>Kolon kesit boyutları (mm x mm)</td>
<td>500 x 500</td>
</tr>
<tr>
<td>Kolon donatıları</td>
<td>Boyuna donatı: 10 Ø 18, Etriye: Ø 8/20/10</td>
</tr>
<tr>
<td>Kiriş donatıları</td>
<td>2 Ø 12 üstte, 3 Ø 12 alta</td>
</tr>
<tr>
<td>Döşeme kalınlığı (mm)</td>
<td>120</td>
</tr>
<tr>
<td>Zemin kat yükseklikleri</td>
<td>3,0 m / 4,0 m / 5,0 m / 6,0 m</td>
</tr>
<tr>
<td>Normal kat yüksekliği</td>
<td>4,0 m</td>
</tr>
<tr>
<td>Kat adedi</td>
<td>Zemin kat + 6 Normal Kat</td>
</tr>
<tr>
<td></td>
<td>Zemin kat + 8 Normal Kat</td>
</tr>
<tr>
<td>X ve Y yönündeki açıklık adedi</td>
<td>4 / 4</td>
</tr>
<tr>
<td>Bütün aksların açıklıkları</td>
<td>4,9 m</td>
</tr>
</tbody>
</table>

Kolon ve kirişler tanımlanırken çubuk eleman olarak girilmiş olup, etkin kesit rjtitlikleri yönetimliğe uygun olarak tanımlanmıştır.
Şekil 3. 7 Katlı Modeller (hz: 3,4,5 ve 6 metre)

Şekil 4. 9 Katlı Modeller (hz: 3,4,5 ve 6 metre)
BULGULAR

Şekil 5. Periyot Değerleri

Şekil 6. Yapı Modellerinin Ağırlıkları
Şekil 7. Yumuşak Kat Düzensizliği Hesabı

TARTIŞMA VE SONUÇ

Analiz sonuçları karşılaştırıldığında; çalışma kapsamında incelenen yapıların hâkim periyodunun, zemin kat yüksekliği değişiminden etkilendiği görülmektedir.

Zemin kat yüksekliği arttıkça, çalışmada incelenen bütün modellerde doğal titreşim periyodu ve yumuşak kat düzensizliği katsayısı değerinin de arttığı görülmektedir.

Periyot bakımdan incelendiğinde kat adedi arttıkça periyot artmaktadır. Ayrıca aynı kat adedinde zemin kat yüksekliği arttıkça periyot değeri yükselmektedir.

Yumuşak kat düzensizliği bakımından sonuçlar irdelendiğinde; aynı kat adedine sahip modellerde zemin kat yüksekliğinin artışı ile düzensizlik artmaktadır.

KAYNAKLAR


THE FUEL CRISIS IN INDIA, SRI LANKA AND PAKISTAN: ANALYSING THE ECONOMIC Fallout

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Abstract
Inflation simply means an increase in the price of goods and services in an economy. If the prices of goods are constantly rising with no rise in income it might result in the collapse of the economy. The ongoing fuel crisis in the world has contributed to inflation directly by increasing the cost of inputs.

Higher fuel prices have aggravated inflation in countries that are already struggling with raised food prices. This has affected almost all the economies of the world but the developing economies have been hit the worst. India has been hit by inflation resulting in rising fuel prices and in turn rising prices of every other commodity. Sri Lanka is facing its most terrible monetary setback starting in 2019. It has adversely affected every citizen in one way or another. Also, Pakistan on the economic front can be said to be the world's worst performing currency and has been hit bad by the pandemic.

The objective of this research paper is to comparatively analyse the fuel crisis in India, Sri Lanka and Pakistan based on GDP, fuel prices and inflation. This study will also explore and analyse the forex reserves and value of their currency during the post financial crises period.

Research Design is based on the three countries India, Sri Lanka and Pakistan as the area of study. The research will be based secondary data concerned with the economy of the three countries. These will be analysed using simple statistics.

The effect of inflation results in currency fluctuations and even the collapse of economies. Both the economies of India and Pakistan have also suffered but not to the extent of Sri Lanka due to the pandemic and also the Russian invasion in Ukraine. Lessons should be learnt from such a crisis to ensure a stable economy.

INTRODUCTION
The economies of India, Sri Lanka and Pakistan were at their weakest in 2008 financial crises. It slowly started to move forward towards growth but the growth of world economies started slowing down again in 2019. Along with this great slowdown came the pandemic in 2020, this crippled the already stressed economics. The results got worse than the financial
crises that contributed a lot in the collapse of Sri Lanka's economy. The fuel crisis started when the transportation got disrupted due to export and import bans in the world to contain the spread of coronavirus. But the problem started getting worse with the Russia- Ukraine war as Russia is one of the highest producers of crude oil. With the war getting started the prices of fuel got high resulting in inflation all over the world.

India is the 2nd largest producer of Coal in the world and is still facing Coal Shortage. The reason behind this is the growth of global prices of Coal and rise in National demand of Energy (TNIE, 2022). According to CREA India's coal plants would not be able to resist even a little increase in demand for power. The major problem to note here is that this crisis is not due to lack of coal production but inefficiency of using the resources. The power plants of India are currently working on just 50% capacity. The reason of this inefficiency of resources is said to be the increasing demand in power and arrival of monsoon which halts coal mining. (TET, 2022a)

Sri Lanka has come under public eyes as it is facing its most terrible monetary setback starting in 2019 which has adversely affected its people in one way or another. Sri Lanka's president has run off from the country after weeks of huge demonstrations as the country hits crisis. Its rupee has fallen down by almost 40% against US dollar due to pressure from world community and inflation has plunged around 50% due to frail economy. It has zero cash to import fuels which has caused an unanticipated price surge in the country; also citizens are facing frequent power cut because of shrinking fuel supply to power generating stations. (ANI, 2022). This on-going disaster in Sri Lanka is the outcome of various factors. First of all the global financial crisis occurred in 2008 has depleted their foreign exchange reserves then economic misutilisation of funds by the following administration then Outside circumstances such as COVID-19 pandemic has caused slowdown in country's tourism and hospitality industry which was its main source of external revenues and at the same time increasing imports and enormous external borrowing resulted a huge drop in foreign reserve also currently going on war between Russia and Ukraine has made situation worsen as every country is facing cost of living crisis. (NYT, 2022)

Worldometer (2016) revealed Pakistan ranks 33rd in the world for oil consumption. It has 2 years of oil left without imports (excluding unproven reserves and current consumption level). Aparna Pande (2022) stated that it has been estimated that right now it is actually the world's worst performing currency in the world as the amount of foreign exchange reserves is extremely low and are not able to attract the investors much hence it is getting tough for the country to arrange oil imports. Its economy majorly depends on exporting cotton textiles with a very less amount of investment in diversification. Since it has very low literacy rate hence the work force here is unskilled and prefers to migrate gulf and sends their remittances. The country is unable to earn revenue through taxes as agriculture and some military-run corporations are exempt from income tax. And governments have believed into keep continuing giving subsidies to the people of Pakistan to avoid political and social unrest. The country is getting four times more weaker than it was earlier and is getting more isolated internationally day by day its becoming difficult to break the vicious circle.
OBJECTIVE OF STUDY

The objective of this research paper is to comparatively analyse the fuel crisis in India, Sri Lanka and Pakistan based on GDP Growth Rate, Average Fuel Prices and Inflation Rate. The production and consumption of primary energy is also analysed in all three countries in order to know their self-sufficiency in this sector. To help excel this study, the imports are also analysed to support the argument. This study will also explore and analyse the foreign exchange reserves with the help of value of their currency during the post financial crises period.

RESEARCH DESIGN

Research Design is based on the three countries India, Sri Lanka and Pakistan as the area of study. This research is based on secondary data concerned with the economy of the three countries. The sources of data are many Research Papers, Articles, Data websites.

LITERATURE REVIEW

Elavarasn (2020) “revealed that the power sector of India got hit hard after the pandemic because the majority of profit generated by it comes from commercial sector. Due to lockdown these sectors were not able to operate and the demand of electricity got reduced to a great extent in this sector. Also the demand got increased in domestic and health sector which often get power at subsidised rates and don’t contribute in profit generation. Not only this but also the transport sector had to stop operating during lockdown in most of the countries which impacted the import-export services directly resulting in lesser supply of fuel. According to Thakur (2020), “Only 4% of the workers received any wages from their employers during the lockdown and 12% received partial payment. The rest 84% did not get any wages by their employers during the lockdown.” This data shows that many people were not able to pay their electricity charges as survival was the basic instinct which automatically increased stress on power sector of India who was not able to generate profit in the first place.

Covid-19 has significantly affected Sri Lanka’s foreign exchange reserve as the pandemic affected it's earning from tourism industry and remittance which accounts 5-10% of nation gross domestic product. The number of tourists’ arrival has reduced in large number and remittance which country used to receive from its citizen working abroad has also drop down, owing to which country is finding difficulty in importing fuels (Outlook, 2022). CNN (2022) discloses that the island nation has massive external debt, Sri Lanka Government debt accounted for 99.5 % of the country's Nominal GDP in Dec 2021and recently it has also defaulted interest payment on its debt because of this enormous external borrowing no country is willing to sell them fuel on credit

Due to soaring international energy prices, including oil, coal and LNG, the working capital requirement of local power plant has been exhausted in Pakistan. The economy is facing a difficulty and is unable to deal with the existing circular debt, which is also increasing day by day (TET, 2022b). ANI (2022) revealed that the shortage of fuel and technical reasons for the shortfall in electricity generation are main reasons for shut down of power plants in Pakistan. Javed (2016) Besides the focusing on conventional energy resources, there is a need to explore the non-conventional energy sources in Pakistan
There are promising solutions from renewable energy sources with less carbon emissions and high efficiency. Although the efficiency of renewable energy sources is less than that of non-renewable energy sources, there are lot of advantages to renewable energy sources over non-renewable energy sources, such as being environmentally friendly, no emission of greenhouse gases, cost effectiveness.

**ANALYSING DATA CONCERNING MACROECONOMY OF INDIA, SRILANKA AND PAKISTAN**

**Analysing Inflation** - The Inflation rate seen in post financial crisis in all the three countries is at par with present rate. This indicates the effects that pandemic had on the economies. It started going downwards after the financial crisis and again started upwards from 2018 onwards due to slowdown in economic growth around the world.

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Sri Lanka</th>
<th>Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>11.99</td>
<td>6.22</td>
<td>12.94</td>
</tr>
<tr>
<td>2011</td>
<td>8.91</td>
<td>6.72</td>
<td>11.92</td>
</tr>
<tr>
<td>2012</td>
<td>9.48</td>
<td>7.54</td>
<td>9.68</td>
</tr>
<tr>
<td>2013</td>
<td>10.02</td>
<td>6.91</td>
<td>7.69</td>
</tr>
<tr>
<td>2014</td>
<td>6.67</td>
<td>3.18</td>
<td>7.19</td>
</tr>
<tr>
<td>2015</td>
<td>4.91</td>
<td>3.77</td>
<td>2.53</td>
</tr>
<tr>
<td>2016</td>
<td>4.95</td>
<td>3.96</td>
<td>3.77</td>
</tr>
<tr>
<td>2017</td>
<td>3.33</td>
<td>7.7</td>
<td>4.09</td>
</tr>
<tr>
<td>2018</td>
<td>3.94</td>
<td>2.14</td>
<td>5.08</td>
</tr>
<tr>
<td>2019</td>
<td>3.73</td>
<td>3.53</td>
<td>10.58</td>
</tr>
<tr>
<td>2020</td>
<td>6.62</td>
<td>6.15</td>
<td>9.74</td>
</tr>
<tr>
<td>2021</td>
<td>5.13</td>
<td>7.01</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Authors own (Source microtrends.net)

**Chart 1: Comparing inflation in India, Sri Lanka and Pakistan**

**Analysing GDP Growth Rate** - The GDP Growth rate Post Financial Crisis was positive for all the three economies indicating the recovery of economies but this growth started declining after 2018. It turned negative in 2020 with the arrival of global pandemic.
which means that the pandemic affected the GDP Growth Rate on severe level, even more than 2008 Crisis.

Table 2: GDP Growth Rate in India, Sri Lanka and Pakistan

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Sri Lanka</th>
<th>Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>8.5</td>
<td>8.02</td>
<td>1.61</td>
</tr>
<tr>
<td>2011</td>
<td>5.24</td>
<td>8.4</td>
<td>2.75</td>
</tr>
<tr>
<td>2012</td>
<td>5.46</td>
<td>9.14</td>
<td>3.51</td>
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<tr>
<td>2013</td>
<td>6.39</td>
<td>3.4</td>
<td>4.4</td>
</tr>
<tr>
<td>2014</td>
<td>7.41</td>
<td>4.96</td>
<td>4.67</td>
</tr>
<tr>
<td>2015</td>
<td>8</td>
<td>5.01</td>
<td>4.73</td>
</tr>
<tr>
<td>2016</td>
<td>8.26</td>
<td>4.49</td>
<td>5.53</td>
</tr>
<tr>
<td>2017</td>
<td>6.8</td>
<td>3.58</td>
<td>4.43</td>
</tr>
<tr>
<td>2018</td>
<td>6.45</td>
<td>3.27</td>
<td>6.15</td>
</tr>
<tr>
<td>2019</td>
<td>3.74</td>
<td>2.33</td>
<td>2.5</td>
</tr>
<tr>
<td>2020</td>
<td>-6.6</td>
<td>-3.62</td>
<td>-1.33</td>
</tr>
<tr>
<td>2021</td>
<td>8.95</td>
<td>3.66</td>
<td>6.03</td>
</tr>
</tbody>
</table>

Authors own (Source microtrends.net)

Chart 2: Comparison of GDP Growth Rates in India, Sri Lanka and Pakistan

**Analysing Fuel Imports**- This data from pre-pandemic and post-pandemic shows that Fuel Imports have decreased in all the three countries. The reasons behind this are rising prices of fuel, decreasing foreign exchange reserves and impacts on transportation facilities.

Table 3: Fuel Imports in India, Sri Lanka and Pakistan

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Sri Lanka</th>
<th>Pakistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>31.9</td>
<td>17.6</td>
<td>28.8</td>
</tr>
<tr>
<td>2021</td>
<td>29.9</td>
<td>15.8</td>
<td>26.5</td>
</tr>
</tbody>
</table>

Authors own (Source knoema.com)
**Chart 3:** Comparing fuel imports in India, Sri Lanka and Pakistan

**Total Primary Energy Production and Consumption** - All the three Countries have Consumption more than their production, indicating that they are not yet self-reliant in this sector. In order to save themselves from the fuel crisis they need to work on transforming their energy sources to renewable and greener sources.

**Table 4: Total Primary Energy Production in India, Sri Lanka and Pakistan**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (quadrillion Btu)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>India</td>
</tr>
<tr>
<td>2015</td>
<td>15.06</td>
</tr>
<tr>
<td>2016</td>
<td>15.94</td>
</tr>
<tr>
<td>2017</td>
<td>16.54</td>
</tr>
<tr>
<td>2018</td>
<td>17.53</td>
</tr>
<tr>
<td>2019</td>
<td>17.79</td>
</tr>
</tbody>
</table>

Authors own (Source statista.com)

**Table 5: Total Primary Energy Consumption in India, Sri Lanka and Pakistan**

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (quadrillion Btu)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>India</td>
</tr>
<tr>
<td>2015</td>
<td>27.18</td>
</tr>
<tr>
<td>2016</td>
<td>28.1</td>
</tr>
<tr>
<td>2017</td>
<td>29.46</td>
</tr>
<tr>
<td>2018</td>
<td>31.2</td>
</tr>
<tr>
<td>2019</td>
<td>31.78</td>
</tr>
</tbody>
</table>

Authors own (Source statista.com)

**Analysing Value of Currency** - The Currencies of all the three economies are has depreciated almost half of their values in a decade which shows the weakening economies. This can be resultant of many things such as Interest rate differentials, political instability or risk aversion among investor.
Table 6: Value of Currency in India, Sri Lanka and Pakistan

<table>
<thead>
<tr>
<th>USD to INR, LKR, PKR (Avg Exchange Rate)</th>
<th>2011</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>India(INR)</td>
<td>46.6226</td>
<td>73.9339</td>
</tr>
<tr>
<td>Sri Lanka(LKR)</td>
<td>110.5575</td>
<td>198.4127</td>
</tr>
<tr>
<td>Pakistan(PKR)</td>
<td>86.3198</td>
<td>162.9699</td>
</tr>
</tbody>
</table>

Authors own (Source exchangerates.org.uk)

Chart 4: Comparison of the Average Exchange Rate in India, Sri Lanka and Pakistan

Fuel is the most important aspect in the modern world which can build an economy in several ways. By transforming to greener sources of energy many problems can be solved. The government should make policies to promote the use of renewable resources of energy. Sri Lanka’s dependence on other country for imports and is a major issue, it should move toward non-conventional sources of energy and since the demand for fuel is increasing Sri Lanka should focus on boosting its public transport facility also formulating new policies and schemes for the betterment of economy is the need of hour. Government should rethink on lot of major decision taken earlier which worked negatively for the economy. Relying only on fossil fuels to generate electricity in Pakistan has failed badly as an only mean to cope with the electricity shortage in the country; therefore, continuing to rely on the same policy would not be of great result. There is a need to explore the non-conventional energy sources.

There are promising solutions from renewable energy sources with less carbon emissions and high efficiency. Although the efficiency of renewable energy sources is less than that of non-renewable energy sources, there are lot of advantages to renewable energy sources over non-renewable energy sources, such as being environmentally friendly, no emission of greenhouse gases, cost effectiveness etc.

**CONCLUSION**

India should utilise its power plants efficiently as they are working on 50% capacity right now. Also India should increase its renewable resources of energy because it can’t afford to depend on other countries for fuel with having the largest population in the world. By looking at charts we also figured that India’s consumption is more than its production. With the population pressure on the energy resources, it becomes more important for India to be self-
reliant in every aspect but especially fuel because the prices of fuel directly affect the prices of every other commodity.

The demand for fuel has increased in Sri Lanka with rising urbanisation and country is highly relied on other countries for importing fuels. In such a scenario the only visible solution to cope up with the rising demand is that the country should lower its dependency on other countries for importing fuels and should move to sustainably available resources such as solar, wind, hydropower. also render some relief to countries diminishing foreign exchange reserve.

It can be concluded that Pakistan is currently experiencing critical energy crises which is very difficult to address without the help of renewable energy resources. The presently available biomass potential in Pakistan, with the versatility of its uses, makes it highly favourable for the production of energy as a clean and the cost-effective fuel option. Biogas plants are absolutely an economical and superior option that can run in Pakistan because of the fact that more than 70% of its population lives only in rural areas and they are mostly dependent on agriculture and livestock. As Pakistan is rich in biomass resources it must generate some percentage of its total energy demand and can also help in creating job opportunities by building biogas plants and can help in coping up with environmental issues, and this will decrease the burden on its economy by the reduction of oil imports.

**RECOMMENDATION**

This Research should be carried out more deeply to analyse the impact of crisis on a). Food and Fuel Prices
b). Employment Scenarios c). Social and Political impact of Crisis among other issues. These Researches should be done keeping in mind the macroeconomic and microeconomic implications, so as to formulate macroeconomic policies to ensure stable economies and also social welfare policies which ensure a more equitable provision of basic necessities.

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THE MARVEL CALLED CHANDIGARH

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Abstract

Nestled in the comforts of green plains on the foothills of Himalayas, Chandigarh- the city beautifully stands today as the most comfortable, prosperous and cosmopolitan settlement in India. Face of modern India, Chandigarh is presently the capital of Punjab & Haryana. Having status of a Union Territory, it is not a part of any state.

With India being partitioned and Punjab breaking into two, the Indian Punjab expected that Lahore would be retained by India. Being the capital of undivided Punjab, Lahore had a special significance for Hindus, Muslims and Sikhs. However, when the Radcliff Award was declared all hopes dashed to ground with Lahore being given to Pakistan. With Indian Punjab left bleeding by the dismemberment of its heart Lahore, the new government provided a healing touch by taking up the challenge of providing a new capital good enough to rival Lahore. And indeed it was more than successful. Three new capitals were erected after partition: Gandhinagar-the capital of Gujarat, Bhubaneswar- the capital of Orissa and Chandigarh- the capital of Punjab. Undoubtedly Chandigarh came out to be the best. Located 155 miles (250 kms) north of New Delhi, Chandigarh is the most visible example of a planned city. A bold experiment in the field of urbanization, Chandigarh was a hope for the future urban patterns in India. The Indian government intended to use Chandigarh as the training ground for Indian architects and planners. Le Carbusier saw himself not only as a berger amical of young Indians but also as a spiritual director of the whole enterprise.

With Jammu and Kashmir & Himachal Pradesh in the North, Haryana & Delhi in the South, Punjab in the West & Uttarakhand on its East, Chandigarh lies in Shivalik foothills. The name was also chosen with deliberation as Chandi means mother goddess, Shakti, so the city was to provide Shakti to the emotionally distraught Punjabis who had lost their homes and hearth and wanted to latch on to the last hope they had. A beautiful city which could provide solace to a restless mind. The symbol used by Corbusier for Chandigarh was an open hand which symbolises unity of mankind, a hand to give and take. It is the official emblem of Government of Chandigarh.

Keywords: Punjab; Haryana; Capital; Lee Carbusier; Pierre Jeanneret.

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For this task four architects Le Corbusier, Pierre Jeanneret, Jane Dew and Maxwell Fry were hired. Le Corbusier believed “the sun is first and foremost, the master … Modern techniques had brought a glass façade, a landscape of sky and greenery … The principal elements of town planner are sun, space … trees.” He based the plan of Chandigarh on this concept.

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As Chandigarh is located in the foothills of the Shivalik’s, it offers great scenic beauty. Just 35 Kms from Chandigarh, there are beautiful hills. Chandigarh takes care of its people by providing an atmosphere of the plains with a ease to reach the Himalayas. This has caused the surrounding hill stations to being the perfect weekend spots. These include Shimla, Chail, Kasauli and Mashobra, among various others.

Settling 21,000 people displaced by taking over 58 villages with area of 28000 acres creation of this dream city was a challenging task. Whatever may have been the process or struggle, a wonder called Chandigarh was created. Ensuring ample greenery for future, vast area of 75 & 100 acres respectively was reserved for Zoological and Botanical Gardens.

Chandigarh has grid pattern roads for fast and smooth traffic. The primary module of the city’s design has a sector consisting of a neighbourhood unit of size 800 metres x 1200 metres. Each sector is a self-sufficient unit having shops, schools, health centres, places of recreation and worship. The form of architecture adopted by the architects was geometrical. “The three buildings in the Capital Complex – the Assembly, the Secretariat and the High Court – face each other. This Capital Complex plan provided for two other buildings the Governor’s

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3 Ibid.
buildings – the Governor’s residence and the monument of the open hand. To maintain the visual balance in the scale of the Capital Complex a museum of knowledge i.e. Electronic Laboratory for scientific precision was created. Also included in the plan were provisions for a cultural centre, a leisure valley, a university and an industrial area.\textsuperscript{4}

Few attractions in Chandigarh are Sukhna lake, Rock Garden and Rose Garden. Sukhna lake is a human creation by brilliantly using the water inflow of seasonal rivulets at Sukhna chow & Patiali-ki-Rao. Capturing the spectacle of hills, lake and green forest, Le Carbusier created the extravaganza of Sukna lake which is pleasing to senses and soothing to soul.

“Chandigarh has the distinction of having the unique world acclaimed rock garden consisting of art objects fashioned from industrial and urban waste.”\textsuperscript{5}

Chandigarh takes pride in having the largest Rose Garden in Asia having 27 acres area named after former President Zakir Hussain, it has 1600 variety of roses and fountains with colourful lights.

Other places to see in Chandigarh are Fine Arts Museum, National Gallery of Portrait, Doll Museum etc.

To make sure that Chandigarh remains bounded by greenery a periphery control act was passed in 1952 which ensured permanent green belt around the city. This was later amended in 1962 to extend to 10 miles radius beyond the city. Sukhna Lake is located in the south eastern end of Sector 1. It cost Rs. 1 crore at the time it was made. It has great emotional significance for the locals and Jeannerets as her were immersed in the lake in 1967 as per his last wish. The lake project also comprised of a Boat Club that came into existence 1960 and was later renamed The Lake Club.

In July 2016, Chandigarh’s Capitol Complex was declared as a world heritage site by UNESCO. The Capitol Complex is located in sector 1. The defining features of democracy – legislature, executive and judiciary stand together at this complex. The Capitol Complex is strategically located and has been deliberately detached visually and physically from the city so as to provide a calm site for the efficient functioning of the three pillars of democracy. The High Court building was the first one to be completed in March 1995 which was followed by Secretariat, which was completed in March 1988. Finally, in 1961, the Legislative Assembly building was completed. As part of the High Court’s Golden Jubilee celebration in 2006, the Museum was created. It is the only museum in India that remains open for 365 days a year. It contains documents of great significance.

The places to see in Chandigarh are numerous. Most interesting is The Rock Garden which consists of man-made interlinked waterfalls and many other sculptures that have been made of scrap and other kinds of waste. Another beautiful place is the lake. Capturing the spectacle of hills, lake and green forest, Le Carbusier created the extravaganza of Sukna lake which is pleasing to senses and soothing to soul. Chandigarh takes pride in having the largest Rose garden in Asia having 27 acres area named after former President Zakir Hussain, it has 1600 variety of roses and fountains with colourful lights.

The University of the Punjab was established on 14 October 1882 at Lahore (now in Punjab, Pakistan). In 1947, Punjab Partition Committee advocated for a division of the

\textsuperscript{4} Kalia Ravi,” Chandigarh: The making of an Indian City”, Oxford University Press, Delhi, 1987.

university. In 1956 the university was relocated to Chandigarh, on a red sandstone campus designed by Pierre Jeanneret under the guidance of Le Corbusier. The University is well-equipped, green and has departments of all subjects – languages, sciences, arts and law.

Chandigarh has one of the best medical facilities. Established in 1962, Postgraduate Institute of Medical Education and Research is a public medical university in Chandigarh, India. It is an 'Institute of National Importance’. It has educational, medical research, and training facilities for its students including all specialties, super specialties and sub specialties. PGIMER is one of the biggest medical research facilities in the country and works on areas and diseases which are incurable or have barely any medical remedies. It offers the best treatment at minimal expenditure. Besides the Postgraduate Institute of Medical Education and Research, the Government Medical College and Hospital in sector 32, Chandigarh was established in 1991 and offers medical education along with all treatment facilities for patients treatment from all stratas of the society. A number of private also exist in Chandigarh like ‘Max’ & ‘Fortis’.

Chandigarh’s population has also increased tremendously and is 11,65,565 in 2016. However, the burden is much more. Though it was decided that within the radius of 10 kms of Chandigarh there will be nothing but green belts but two new towns emerged in 1981 which touch Chandigarh: Panchkula in Haryana and Mohali in Punjab. Even IT industry is being developed in the town.

It’s time to review the situation and make sure that the dream city developed by Carbusier does not get destroyed in the pool of growing population and pollution. However, Chandigarh has much to rejoice about. Chandigarh’s Capital Complex was, in July 2016, declared as a world heritage site by UNESCO in the conference held in Istanbul Turkey in the 40th session. UNESCO’s inscription was under “The architectural work of Le Carbusier an outstanding contribution to the Modern Movement.” It is indeed a proud moment for the people of Chandigarh.

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6 unesco.org
ÇAĞDAŞ İKTİSADİ DÜŞÜNCE SİSTEMİNDE, DÜNDEN BUGÜNE İRDELEMELER

EXAMINATIONS FROM PAST TO PRESENT IN THE CONTEMPORARY ECONOMIC THINKING SYSTEM

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Özet

Anahtar Kelimeler: Arz yanıltı İktisat, Yeni Klasik İktisat, Post Keynesyen ve Yeni Keynesyen

Summary
In this study, it mainly deals with the questioning of the last half-century developments in economic theory in terms of contemporary economic thought, the production and consumption economics carried from the past to the present, in terms of long-term and short-term, individualistic and socialist values, within the framework of currents of thought that developed in two separate branches and times. In this context, it is necessary both to systematize our knowledge with an organized body of knowledge and to understand practical economics practices in various economies. It would be beneficial to question neoclassical economic thought on the one hand and Keynesian economics on the other, and to evaluate
within the framework of two currents of thought. In contemporary economic thought, the changes in the direction and structure in the world economy are the first to reshape with the analysis and methodology of Keynes, and to rethink on consumer economics. Even though the current Keynesian economics could not provide a direct solution to the economic problems, the new neoclassical interpretations turned to the way they left with a new formation, and the disruptive aspects were tended to be eliminated and the confusion. New Classical interpretations and New Keynesian interpretations have been tried to fill the gap that emerged from the economics of production and to bring fluidity to the failing aspect of consumption economics, which causes confusion, sometimes with Post Keynesian thought and sometimes with Monetarist thought. Rational expectations and supply-side economic thinkers have contributed to another well-functioning system of economic thought. Within the framework of the aforementioned views, thoughts and schools, their contributions and effects to each other and the economic policies that emerged as a result of this were tried to be evaluated. The economic policies that emerged in this context will be presented comparatively in this study.

**Keywords:** Supply-Side Economics, New Classical Economics, Post Keynesian and New Keynesian

**GİRİŞ**

İktisatta, teori ile pratik arasındaki uyumsuzluk gerçeklikten ziyade teorilerin faydaları, tahminlerin başarısını önemsemek, gerçeklikle yani hakikatle apaçık şekilde çelişen varsayımlar üzerine kurulu kurulu Friedman savunmuş ve hatta daha da ileri giderek bunun degeri bir şey olduğunu ileri sürmüştür. İşgücü verimliliğinin artması, servetlerin birikimi, uzun vadeli sabit sermaye stokları ile kısa sermayeli sabit sermaye stokları arasındaki teori ve gerçeklik bağ ve bağıntısı iktisadi düşünceye yol ayna sebebe olmustur. Yani gerçekçi olmayan varsayımlar teoriyi zayıflatmaktan ziyade teoriyi güçlendirmektedir. Yeni çağın iktisat anlayışı bu bağlamda tüketim iktisadi diye adlandırılan Keynesyen iktisat 1929 dünya krizinden iktisadi düşünceye yeni bir bakış açısı getirmiş bu bağlamda üretim iktisadi tüketim iktisadına birlikte değerlendirmeçiliği iktisadi düşünceğine dayanmıştır(Cameron, R. ve Neal, L. (2003).

Ekonomi, birey ve onun meydana getirdiği toplum faaliyetlerinin, refah ve refahın elde edilmesi ile ilgili kısmını inceleyen bir bilim olarak; fertlerin refahı, onların ihtiyaçlarını gidermiş veya gidermemiş olmalarıyla belli olur. Milli refah ise, milli gelirin büyüklüğüne ve bu gelirin intizam biçimine bağlar Pareto Optimalite bağımlıda, tüm dünya insanların refahı, mutluluğu ve elbette kurtuluşu için sadece tahmin yeteneğine sahip bir iktisat anlayışı değil hem kaynakların etkinliği, doğru kullanım, büyüyme kanalize edilmesi ile beraber aynı zamanda iktisadi temel varsayımları, ön-analitik vizyonu dahil olmak üzere iktisadi düşünceye değer veren, onun peşinde olan bir iktisat anlayışı gerekmektedir(Uygur,E.1983).

varsayımları, iktisadi önyargıların iktisadi temel önyargıları diye adlandırılabilecek ilk, temel
iktisadi önyargılardır(Savaş Vural(1986).
Piyasa İktisadı öncesinden, Ortaçağa, Ortaçağdan Merkantilist Düşünceye, Merkantilist
Düşünceden Fizyokratik Düşünceye kadar gelen hem geleneksel, hem piyasa, hem devlet eliyle
düzenlenen iktisadi birikimin sistemsel hem de hem serbest ekonomi hem de merkezi ekonomi
sisteminin özelliklerini bir arada uygulayan karma süreçlerin bir temerküz etmiş halidir.
Ekonominin bilimsel bir nitelik ve özellik kazanmasının başlangıcı olarak kabul edilen Doğa
Kuvveti anlamına gelen Fizyokrasi terimi, tarımı ihmal eden ve devletin ekonomik politikası
için pratik reçeteler ileri süren merkantilizme karşı doktrin alanında uyanmış olan ilk kuvvetli
tepkidir. Genelde bunlar teorilerde, modellerde saklı durur ki bunda ekonomik yapısal
dönüşümlere kaynaklık etmesi açısından bir sorun yoktur. İktisadi düşünce alanında yol
ayrımına yol açan diğer saklı veya açık iktisadi temel varsayımlar ise iktisadi süreçten gelen
ön kabullerin üzerine inşa olmak İktisadı çalışmalarının öncelikli hedeflerinden biri olarak
ortaya çıkmaktadır. Fizyokratların tezlerine karşı bir antitez ya da sentez akımı olarak ortaya
çıkan klasik iktisatçılar insanın hizmetinde bir araç olan aklın organize ettiği duyguları ve
ihtiyaçları göz önünde tutan, malların faydalarını akılla karşılaştırıp ve sıraya koyarak rasyonel
hareket ettiğini savunan sentez olma anlamını da üretimin sadece; Fizyokratlarda olduğu gibi;
tarıma dayalı değil, hem tarım hem sanayi hem de bütün diğer ekonomik faaliyetlere önem
vermesinden dolayı kazanacağını, işbölümü ve sermaye birikimiylede artı ürünü ele
geçirebileceğini savlamaktadırlar(Arrow,1978).
Tarım devrimiyle birlikte söz konusu olan şehirleşme ve malikaneler, çevirme
hareketleri, gezici tüccarlar, kasaba ve fuarlar, sendikalaşma ve monetizasyonla buluşma nüfus
artışını yanında getirerek yeni ekonomi modellerinin doğuşunu hazırlamıştır. Serbest ekonomi,
merkezi ekonomi ve karma ekonomi modellerinin sonraki ilkçağ devletlerinin ekonomik
hayatını belirlemiş ve bu yolla ilk iktisadi düşüncelerin gelişimini hazırlamıştır. Bazı ekonomik
yapılarda serbest ekonomi yönetim sistemini uygulayarak, kurdukları iktisadi-sosyal-idari
kurumlarla, iktisadi düşüncede hayli ileri düzeye ulaşmışlardı. İktisat bilimindeki bu
dönüşümü anlamak, iktisadi süreç, sistem ve yapı açısından onunla yüzleşmek olmalıdır. Bu
ise iktisadi düşüncede tarihi bir perspektif gerektirir. Bu perspektif içerisinde modern çağdaş
iktisat da bazı olmazsa olmaz temel ön kabuller üzerine kurulmuştur. Modern iktisat da temel
dönüşüm ve reformlar açısından herhangi bir iktisadi düşünce bilim ön kabuller olmadan var
olamaz. Bundan dolayı da iktisadi temel geçmişten bugüne iktisadi cilalanması için iktisadi ön
kabullerin mahiyeti üzerinde düşünmek ve iktisadi dinamizm gerekir. İktisadi ön kabuller
olmadan teori üretilemez. Fakat bu bahsedilen iktisadi ön kabuller iktisadi otoritelerde ve
düşünce ekollerinde teoride açıklanan değil gizlenen, saklı duran ve hattâ teorisyenin
kendisinden bile gizlenen iktisadi ön kabulleri çağa uyum sağlayıcı geçmişten bugüne olan
birikimlerden yola çıkarak iktisadi meselelere çözüm önerileri geliştirmek iktisadi düşünce
perspektifi ve sistemi içerisinde değerlendirmek ise çağdaş iktisadi düşüncenin oluşumuna
katkı koyacaktır. Değişmeyen tek şeyin değişim olduğu farkındalığıyla, değişmeyen bir teori
kurabilmek mümkün değildir. Çünkü insan, uygarlığın gösterdiği gelişme eğilimine uyarak
devamlı olarak bir yenilenme, bir oluş, bir değişme gösterir. Ekonomik bünye devamlı değiştiği
için, ve sistemleri göreceli olduğundan dedüktif metot yerine endüktif bir metot kullanmak
yoluyla iktisadi faaliyetleri ve olayları gözlemek ve incelemek gerekir. Bunun için de teknik
bir araç olarak tarih kullanmak gerekir. Bu nedenle her zaman ve her ülkede geçerli olabilecek


yeknesak bir ekonomi politikasının belirlenebilmesine imkan yoktur. Ekonomik problemleri ve bunlara dönük çözüm önerilerini her toplumun gerçekleştiklerini ve tarihi koşullarını göz önünde almak belirlemek gerekir(Stanley Fischer(1981).

2. İktisadi Düşüncede Değişen Ana Akımlar


3. Çağıda İktisati Düşüncede Ekonomik Yapıdaki Temel Dönüşümün Özü

Ekonomik yapısı içerisinde yer alan; tarım, sanayi, ticaret ve hizmetler sektörü sürekli gelişmiş, dönüşüm ve değişim içerisinde olmuştur. Piyasa iktisadi öncesi antik ekonomilerinin en önemli iktisadi faaliyeti tarımdı. Ekonomik ihtiyaçlarını karşılamada oluşan temel mesele olan kendi geçimlikleri, beslenme ihtiyaçlarını, avlandıgı hayvanlar, bulduğu bitkiler, sonraları da evcilleştirdiği hayvanlarla ve işleme başladıği topraktan elde ettiği ürünlerle gidermektediydi. Tarım üretimini artırıp, mali kurumlar geliştirdi tarım üretiminden elde ettiği ürünlerle de zaman içinde gelişmiş tarımsal faaliyetlerin yanında ticari faaliyetle yöneliklerdi. İlk çağda nüfusa göre oldukça geniş sayalabilecek alanda iktisadi faaliyetlerin mevcudiyetine rağmen bugünkü anlamında iktisadi düşünce ve mesele ele alınmadan önceki dönem İhtiyacın ve mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi düşünce ve mesele ele alınmadan önceki dönemdeki mali kurumların elde ettiği hasilatın Iktisadi 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din alanındaki gelişmelerin, bilim, fen ve mühendislik alanlarındaki gelişmelerin öbeğindeki
Avrupa merkezli medeniyet dünya sistemi yaklaşımı ön plana çıkmaktadır. Ancak Avrupa
merkezli medeniyet yaklaşımlarında da kendi içerisindeki iktisadi ve sosyal politikalardaki
görecelilik, ekonomik yapı ve dokudaki potansiyel farklılıklar, coğrafi, sistemsel ve süreçsel
farklılıklar iktisadi dönüşümü de farklı olarak etkilemiştir(Heaton, H. (1985). Bunlardan bir
kısmı Güney Avrupa merkezli hem piyasa iktisadı öncesi hem ortaçağ iktisadı hem merkantilist
düşüncenin kısmi etkisiye 16. Yüzyılda başlayan Avrupa ticaret devrimine ve liberalizme
dayalı “Akdeniz Medeniyeti”ni ön planda ele alırken, diğer bir kısmı, Ekonomik faaliyetlerin
bir bütün halinde ele alınması ve ekonomik olayların objektif yönden incelenmesini ilk kez
ortaya atan Fizyokratik düşünce ve klasik iktisadı nüveleri barındıran Kuzey Avrupa merkezli
18. Yüzyıl ortalarında başlayan Avrupa sanayi devrimine ve kapitalizme ve serbest piyasa
sistemine dayalı “Batı Medeniyeti”ni ön planda ele almaktadırlar. Ancak bir süreden beri iktisat
tarihçileri ve tarihçiler, Doğu Medeniyetlerine dayalı yaklaşımları ele almakta, iktisadı anlam,
yorum ve açıklamalarla kıyaslamakta ve önemli açılımlar getirmektedirler (Hansen, E. D.
(2001). Çağdaş iktisadi düşünceye en yeni ve köklü değişimi ise Özel mülkiyeti ve teşebbüsü
esas alan ve ferdi çıkarların kendiliğinden sağlanabileceğini devletin ekonomiye
müdahalesinin yersizliğini; dengeli bir şekilde genel çıkarla birleşebileceğini öne süren ve bu
nedenle de devletin ekonomik hayata olabilecek her türlü müdahalesini reddeden liberalizm
doktrini, tam rekabet şartlarında, ekonomik hayatın düzenlenmesi için serbest rekabet
müessesesi kaçınılmaz bir zorunluluk olduğunu, homoekonomiküs olan bireylerin düzeni
ussalca sağlayabileceği, kendiliğinden bir dengenin oluşamaması, aksine dengesizliklerin
devam etmesi ve düzgün işlemeyen bir piyasa sistemine yol açabileceğini ifade eden yeni
düşünce biçiminden yararlanmak yoluyla ve daha gerçekçi bir görüşle, kayıtsızlık eğrileri ile
eksik rekabet, temsili firma ve milli gelir gibi kavramlarıyla matematiksel olarak, Ücret, toprak
rantı, sermaye faizi, kâr konularında çok önemli görüşler ortaya koymak suretiyle ve olumlu
devlet müdahalesiyle oluşacak rekabet ortamında değeri, maliyete bağlayan klasik görüş ile
değeri faydaya bağlayan marjinalist görüşü birbirine yaklaştırmaya çalışan Klasik liberalizme
olumlu ve yapıcı bir şekil vermek ve çağdaş iktisadi düşünce sitemini yerleştirmek üzere
kurulmuş bulunan bu yeni ekol Neo-klasizim veya Cambridge ekolü adını taşımaktadır. Klasik
iktisadın geleneksel iktisadı acımasızca eleştiren, genel teorisiyle ardında bilimsel sistematize
ve organize açısından geriden gelenlere bir ayıklanma gerektirecek yığın bırakan uygulamacı
ve sezgiye önem veren psikolojik faktörlerle beraber; yatırıma teşvik, sermayenin marjinal
verimi, likiditenin tercih edilmesi, tüketim ve tasarruf eğilimleri ile beraber günümüz dinamik
büyüme teorilerinin temelini oluşturan aşırı matematikleştiren bir bakış açısına şüpheyle
yaklaşan Keynesyen İktisadında; akademik ve politik ağırlığa sahip olma ve Keynesin
fikirlerini yeniden değerlendirme ile yeni bir duruş ve oluşsal düşünce ürettiğinin farkındalığını
bekleyen, belirsizlikleri belirginleştirmeye çalışan, klasiklerin bazı paydaş olabileceği
fikirlerindeki mutabık kalışı, serbestleşme adı altında bırakınız yapsınlar boşluğunun ekonomik
ahlakı ihmal ettiğini vurgulamış, zaman faktörünün de statik modelinde dinamik bir teori
oluşturmasına rağmen iktisat teorisinde ortaya çıkan kapsayıcı bir çözüm üretemediği
gerekçesiyle yeni Neoklasik yorumlar ve diğer yandan Yeni Keynesyen yorumlar teorik
boşluğu ve üretilemeyen çözümü destekleyici ikame ve tamamlayıcı okullar; Keynseyen
düşüncedeki aksaklıkların 1970’lerde stagflasyona çözüm üretemeyen çıkışları, Keynesçi
görüşe güveni azaltmış yerine modern miktar teorisiyle, laisser-faire ilkesini ve meselenin



SONUÇ VE DEĞERLENDİRME

Ekonomik gelişme ve kalkınma kavramlarının tartışılması ile oluşan bu biriminin dünya ülkelerinin ekonomik performanslarının değerlendirilmesinde verdiği katkıları bilimsel bir ifa gerçekleştiren ıktisat tarihi temel işlevi olan bu nokta üzerinden hala gelişmeye devam eden bir bilim dalıdır. Tarihçi ekolünün katkılarıyla bir bilim alanı hâline gelen ıktisat tarihinin temel işlevi, ıktisat biliminin geliştiği kavram ve analiz yöntemleriyle geçmiş ekonominin uzun
dönemde performanslarında ve yapılarında ortaya çıkan önemli değişmeleri açıklamaktır. Ekonomik sistem, yapı ve süreçler bağlamında ele aldığımız politik, psikolojik, ekonomik, teknik, kültürel ve sosyal olmak üzere bir çok etmenler ekonomik gelişmeler açısından önemli olmakla beraber her ekonomik yapım meselelerine karşı yeknesak çözüm önerileri sunabilmeç kaçaşası iktisadi düşüncede açısından ve perspektifinden bahsetmek mümkün olmakla birlikte İnsanlar ilerideki ihtiyaçlarını ve bunları tatmin edecek şeyler sistematiğin de küçümsemek, olacaklarından daha az önemli görmek eğilimindedirler. Oysa ki yaşanan her bir süreç iktisadi temelleri ve bunun üzerine inşa edilebilecek büyük, kalkınma, istihdam, fiyat istikrari, gelir dağılımı adi altında, yoksullukla mücadele gibi hususları da belirleyebilecektir. Sadece iktisadi gerçekleşme ve çünkü toplumunun iktisadi sorunlarının tarihsel kökenleri gibi iktisatsalı da yakından ilgilendiren hususlardır.

Nitekim iktisat tarihi'nin başlıca inceleme konuları, iktisadi büyüme, kurumların iktisadi gelişmedeki rolleri ve günümüzün iktisadi sorunlarının tarihsel kökenleri gibi iktisatsalı da yakından ilgilendiren hususlardır.


**KAYNAKÇA**


INTRODUCTION

Vocational education enables students to continuously learn, unlearn, relearn, and reinvent themselves to remain competitive in today's challenging times. The primary objective of vocational education is to assist in the growth of a person's skill in a particular sector by providing him practical experience in that particular profession or trade. This not only increases his employability but also opens up prospects for entrepreneurship. While general education can be transferred from one employment to another and throughout a person's life, NEP 2020 placed a strong emphasis on the vocational approach and the creation of a culture of skill-based and practical competencies. However, for many developing nations, choosing between general and vocational education is a difficult decision. Generally, it's noticed that vocational education in secondary and senior secondary schools is not the first option of the majority of the youth. The objectives of the study are: To know students’ perspective about vocational studies, To know teachers’ perspective about vocational studies and To know parents’ perspective about vocational studies.

The researchers floated a Google Form to teachers and students of Delhi Government schools. Information was gathered as users responded to Google forms, and responses were evaluated and verified over telephonic conversations. After data collection, analysis and interpretation took place. Results from students in the secondary and senior secondary grades who chose vocational streams, as well as other streams, were gathered and compared. The data that was gathered was primary.

With the help of this study, all stakeholders including students, parents, teachers etc., will be better able to comprehend the significance and urgency of the emergent need for vocational education. There are other factors besides academic achievement that determine success. Vocational education helps one recognise and develop their potential. Vocational Education enhances practical real life learning experiences. This is the real method to study actively and creatively.

Keywords: Active Learners, NEP2020, Students’ Perspective, Teacher’s Perspective, Vocational Education
Children are allowed to enrol in a vocational secondary school stream as soon as they turn 15. According to the National Vocational Educational Qualification Framework, which was authorised by the Indian government in 2012, that is exactly what is being planned at present (Mehrotra et al., 2012).

According to the 12th Five Year Plan, it is expected to be called the National Skills Qualification Framework (Planning Commission, 2013) Equal weight should be given to academic education and vocational education because both help the future workforce, develop specialised job-related abilities that prepare people for skilled employment and increase productivity.

Despite these advantages of vocational training, only 2% of the workforce in India (between the ages of 15 and 29) receives formal skill training because most students are strongly drawn toward general education. There are few educated workers in the contemporary workforce.

![Figure 1. Countries facing greatest skill shortages (Source: Statista)](image)

At the same time, there is a high level of schooling without professional skills. For instance, just 5% of India's workforce aged 20 to 24 has any type of vocational training, compared to 60% to 80% in developed nations (11th Five Year Plan).

The National Education Policy (NEP) 2020 seeks to enrol at least 50% of students in vocational education by 2025, reflecting the government's recognition of this need. Vocational education has the ability to advance the careers of qualified individuals, therefore it provides a higher return on investment. Additionally, because vocational education is available to all students in all industries, these courses are not restricted to any one industry.

**Objectives:**
Following are the objectives of the present study:

- To know students’ perspective about vocational studies
- To know teachers’ perspective about vocational studies
- To know parents’ perspective about vocational studies
METHOD AND PROCEDURE:

The authors were keen to know how students, teachers and their parents think about vocational studies and whether they are ready to pursue their careers in fields other than academics.

To attain the above-mentioned objectives, Three questionnaires were prepared in the form of Google form and floated in government schools of Delhi. Information gathered through the responses on Google forms was examined and responses were confirmed with the telephonic conversations. Information was analyzed and interpretations were done to induce the results.

The authors used the Survey method for this study. The population under study was students studying in senior secondary classes, their parents and teachers teaching secondary and senior secondary classes. The Questionnaires in the form of Google forms were sent to approximately 500 students and their teachers.

Taking care of the constraint that parents of students learning in Government schools of Delhi may be illiterate or first generation learner parents were contacted through telephonic calls to support the results. The authors had telephonic conversations with these students’ parents.

The authors received responses from 255 students, their parents (either father or mother) and 81 teachers. The received data was considered as the sample for the present study.

Parents, teachers and students were assured of maintaining the confidentiality of their responses. The authors have presented the facts honestly without any bias.

Following questions were asked to the most important stakeholders i.e. students, teachers as well as their parents to cater for the objectives:

Questions asked to students:

Through Google Forms:
1. What do you wish to be?
2. Have you wishfully selected the stream you are pursuing or have you been forced to choose them?
3. Did you get flexibility in selecting the subjects of your stream or is there a preset combination of subjects?
4. Are you satisfied with the combination of subjects provided?
5. Do you think these subjects help you to achieve your dreams?
6. Do you think these subjects will improve your current skills?
7. Do you know there is an EVGC (educational vocational guidance counsellor) in your school?
8. Have you received any personal counselling in the school before selecting your stream?

Questions asked to the Teachers:

Through Google Forms:
1. According to you, which stream students are more successful?
2. Why do you think so?
3. Which stream students are active learners?
4. Why do you think so?
5. Which stream students are more focused in their studies?
6. Why do you think so?

Questions asked to parents:

Through One on One Dialogues with Parents:
1. Are you aware of your child’s interests in studies?
2. What profession would you want your child to pursue?
3. Do you support your child to pursue his/her passion as a career choice?
4. Do you know what your child needs to study to be eligible for the profession of his/her choice?

Findings

Figure 2. Number of responses received
3.5% class 11th and 96.5% class 12th students responded.

Figure 3. Number of boys and girls responded
84% girls, 14.3% boys responded while 1.7% prefer not to tell their gender.

Figure 4. Data of Various stream students who responded
**Figure 5.** Aspirations of students
Out of 240 Arts Stream students, 154 wish to be entrepreneurs.
On the contrary, a few of them didn’t have clarity about their selected streams.

**Figure 6.** Responses of students ‘Have you wishfully selected the stream you are pursuing or you have been forced to choose them?’

**Figure 7.** Responses of students ‘Did you get flexibility in selecting the subjects of your stream or is there a preset combination of subjects?’

**Figure 8.** Response of students to the question ‘Are you satisfied with combination of subjects provided?’
Out of 255, around 112 students are highly satisfied with their chosen subjects. Around 42 students are not satisfied.

**Figure 9.** Responses of the students to the question ‘Do you think these subjects help you to achieve your dreams?’

**Figure 10.** Responses of the students to the question ‘Do you think these subjects will improve your current skills?’

**Figure 11.** Responses of the students to the question ‘Do you know there is an EVGC (educational vocational guidance counsellor) in your school?’

Around 30% of students have no clue about the presence of EVGC in the schools. Whereas the Government claims that each school has EVGC to cater students’ queries.
Figure 12. Responses of the students to the question ‘Have you received any personal counselling in the school before selecting your stream?’

Out of 70% of students, who are aware about EVGC, only 50% of them go for counselling with EVGC while selecting their subjects.

**Questions asked to the Teachers:**

Figure 13. Responses of the Teachers to the question ‘According to you which stream students are more successful?’

Though the time is changing rapidly, still our teachers have pre notions and approx. 83% of them responded that science and commerce students' performance is better as compared to Arts and Vocational Stream students.

Figure 14. Responses of the Teachers to the question ‘Which stream students are active learners?’

Again 86% of teachers believe that Science and Commerce students are more engaging and participate more in classroom discussions while teaching- learning process as compared to Arts and Vocational Stream students.
Figure 15. Responses of the Teachers to the question Which stream students are more focussed in their studies?

89% of teachers responded that Science and Commerce streams students are more focussed in their studies while only 11% of them believe that Arts and Vocational stream students study sincerely.

Feedback from the Parents

Parents’ awareness about their child’s interest in a vocational stream.

Most of the parents are aware of their child’s interests. They know that their child is good at or usually enjoys which kind of activities. Very few parents accepted that they are unaware of their child’s interests, while 6-8 are not sure about the same. Thus authors inferred that the gap between the parents' and childrens’ interests is getting bridged nowadays.

DISCUSSION AND CONCLUSION

Students’ Perspective:

240 out of 255 students who filled the google form belong to ARTS stream, while the form was being circulated among students pursuing all streams. Authors can thus conclude the activeness of these students in the class. As the authors could observe, students who chose subjects of their choice have a firm belief that these subjects will help them in career building too.

It was found that out of 255 students’ responses, 240 responses were from Arts Students. Therefore there are chances of biasness while making inferences.

Students are ready to transform and so deserve to get a better learning environment. This is a positive sign as according to the World Economic Forum, we are at a crucial juncture of the Fourth Industrial Revolution, where around one billion individuals need to reskill globally by 2030.

Teachers’ Perspective:

Teachers are trying hard to teach their students but authors think that they have to introspect.

32 out of 81 teachers still believe that students who opt for science succeed in their life. They gave many reasons to support it like they have technical and practical methods to solve any problem. And mostly science students are sincere and hardworking. Job opportunities are better for them. They get jobs more easily. They are hard workers and get jobs after studies. Highly paid job prospects Science has wide scope and broad area.
As per teachers supporting science stream claim that they are active learners because the level of critical thinking is high in science students. Subject made them logical. They are sincere, hard workers and have a positive attitude towards learning. They are more attentive, focused. Stream related practical and activities makes thinking creative. They are more capable in comparison to others. They are more sincere in their studies than the students of other streams.

Although only 26% gave responses in support of vocational studies, yet few of the responses like joyful, easy, skill, interests, creative minds, learn by doing, easy, entrepreneur and job oriented won the battle.

All stream students may be active learners, we need to provide them the active learning environment.

Parents’ Perspective:
Parents’ views regarding supporting their child while pursuing career option:
Most of the parents are ready to support their child if they pursue career pathways in the co-curricular interest. All responses collected were confirmed by having one to one conversations telephonically after making parents comfortable. Parents would like if their child gets the opportunity to pursue a career as per their choice other than academics too.

Parents’ clarity on other career paths available
Many parents are not aware of various career pathways open for their child. They are looking for support in this regard from school or any other organisation. Only few of them are fully updated about the courses available for higher education in the field of their child’s interest. A few of them are not sure regarding the same but are ready to get updated as per need.

EDUCATIONAL IMPLICATIONS
➢ Teachers should be given exposure through workshops and trainings to know about various emerging fields.
➢ The students must be given opportunities to pursue careers of their choice.
➢ Experiential Learning should be emphasized to be competent enough to easily succeed in the cut-throat competition.
➢ Active learning doesn’t mean activity-based learning.
➢ Colleges or universities provide theoretical knowledge applicable to various professions in a certain field. Still, vocational training imparts the precise skills and knowledge which make students eligible for performing a specific job efficiently.
➢ Various subjects in college education don't necessarily relate directly to a student's major and might not be used in a graduate's career. Vocational training skips this broad academic study and offers direct knowledge and instruction for a specific job.

In current times, every individual aims to gain fast results, whether it is transitioning from academics to a career or climbing the career ladder. To achieve this, one must be well-equipped with practical knowledge, technological know-how and hands-on experience. That’s why it's not justifiable at the part of the teachers to have fixed mindset and follow the
old It’s not necessary to be bookworms to be successful in life. In current times, one has to be an allrounder to succeed in life.

**RESEARCH IMPLICATIONS:**
- Studies can be done to identify the root causes of students’ affinity towards any subject.
- Studies can be done to motivate teachers to understand the importance of vocational studies.
- There may be studies for developing innovative interventions and strategies for the active teaching learning process in all subjects covering various concepts.
- Further research studies can be done on enhancing skills in students.

**LIMITATIONS OF THE STUDY:**
- This research paper is limited in terms of generalizability as researchers have developed and used self-developed questionnaires for a limited sample.
- Gathered responses from a small sample of students of classes eleventh to twelfth are studied and analysed.
- Collected data in the form of responses from small groups of government school teachers of only Delhi Government schools is covered.

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CONTROVERSY ON “AGE OF CONSENT”: THE FUNDAMENTAL RIGHT TO CONSENSUAL AUTONOMY, UNCRC, AND LAWS IN INDIA

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Abstract

As society has changed its perception of sexuality over the 20th century, it has experienced a profound shift in its attitudes toward it. The concept of consent and autonomy gained importance amid the shift away from decency and bawdiness in the evaluation of legitimate sexuality. There are also legal challenges arising from this transformation. Legal regulation based on morality and ethics has become obsolete as a result of the growing acceptance of various forms of sexual behavior. The recent discussion of sexual autonomy and its conditions has been a central theme in recent debates about law and sexualities. In order to fulfill the right to sexual autonomy, states must not only protect themselves against any acts of violence against the body, but also respect, protect, and fulfill the right to sexual autonomy as part of their obligations under all Human Rights Treaties. Along with the right of controlling one’s own body and the choice to interact sexually with others, this protection also extends the protection from sexual violence, coercion, and discrimination. It is essential to provide sexual education as well as reliable access to medical services and information regarding sexual autonomy. As seen through a human rights approach, this paper presents a many-sided perspective on sexual autonomy. It explores the legal implications of the international child rights regime for the sexual autonomy of children. Child sexual abuse must be clearly defined in Indian law, and children must be permitted to make their own sexual decisions without compromising their rights to legal remedies.

Keywords: Sexual Autonomy, Consent, Human Rights, Sexual Rights

1. Introduction:

Admire for human dignity and freedom lies on the core of the concept of human rights. The principle of private autonomy underlies the interpretation of the proper to appreciate human rights. Lack of recognition for the rights of human dignity and freedom can't be justified by attitudes of former times, and states are obligated to remove the terrible results of such attitudes. Someone has the freedom to increase and fulfill his or her character simplest while there is a loose expression, and the freedom to establish and expand relationships with other human beings, in particular in emotional terms. The freedom to engage in consensual sexual pastime and the right to privacy embodies the proper to personal development. The age of consent has historically coincided with puberty, even though it has now and again been as younger as seven years. Initially, this become a tribal or familial be counted, which became a criminal one within the Greco–Roman period. The Roman way of life served as the basis for Christian Europe and the Christian Church, which set the age of consent at 12 or 14 years.
primarily based on biological development but persisted to set absolutely the minimum at seven years. There was a bent to raise the age of consent within a century, but the genuine reasons have not been documented really.

Under Article 12 of the United countries convention on the Rights of the child 1989 (UNCRC), the country is obligated to make provisions to make certain a child is free to express his or her views by using age and adulthood. Youngsters need to additionally be allowed to be heard before any judicial and administrative complaints affecting kids. That is mainly applicable in judicial lawsuits concerning relationships when the age of consent has been constant at a particular age. India acceded to the UNCRC in 1993. However, there was no federal regulation that punished sexual offenses toward youngsters. The overall criminal law within the Indian Penal Code 1860 (IPC) no longer has a chapter on particular offenses towards kids. The Juvenile Justice (Care and Protection of Children) Act 2000 included a chapter on offenses against children, including offenses of cruelty through physical and mental abuse, employment of a child in begging, provision of intoxicating substances like liquor and drugs to children, and exploitation of a child for employment. But it turned into a regional statute for the nation of Goa—the Goa Children Act 2003—that indexed diverse offenses towards youngsters of a physical, mental and sexual nature.

Prosecution of sexual offenders of girl children is possible, as various provisions in the IPC created offenses of ‘rape’ (sections 375 and 376), ‘word or act intended to insult the modesty of a woman’ (Section 509), and ‘assault or criminal force to woman with intent to insult her modesty’ (Section 354). These offenses are complicated in lots of approaches, because the definitions, judicial interpretations and punishments are insufficient to address the problem of sexual violations of woman and children. Even nowadays, no offense defines or punishes the sexual molestation of boy youngsters in the IPC. Section 377 of IPC (‘unnatural offenses’) punishes voluntary sexual intercourse of an ‘unnatural’ nature with a man, woman, or animal. This is generally understood because of the provision that punishes homosexuality in India. Sexual violations of boy youngsters by means of men had been wrongly classified under this provision, due to the lack of a good enough alternative.

The Protection of Children Against Sexual Offences Act 2012 (POCSO), federal special legislation to protect children from sexual abuse, was only passed in 2012 to expressly penalize offenses of a sexual nature against children under the age of 18 across India. After then, in 2013, Section 375 of the IPC was changed. It makes it clear that engaging in non-consensual sexual activity with a person who is older than 18 counts as rape. Since sexual activity before the age of consent for women has been raised to 18, it is now considered statutory rape. However, sexual offenses committed against boy children are not punishable under IPC.

2. Rethinking Sexuality: From Decency to Autonomy and Consent

Teens’ sexuality needs to be accepted by society. Teenager learns a lot and begins making decisions, including sexual ones, as they transition from being a child to being an adult. Society has suffered greatly from the puritanical and paternal attitude of rejecting sexuality.

The 2012 Protection of Children from Sexual Offenses Act aptly captures this mindset ("POCSO"). The law rigorously defines "child" as any individual under the age of 18 and does not accept permission granted by such a person, therefore it does not take into account the developing capacities of teenagers. As a result, any consensual sexual contact between two
teens, no matter how natural, is in fact illegal and subject to punishment in accordance with severe POCSO regulations.

2.1. Age of Consent

The Age of consent varies across jurisdictions and also differs as per the activity. For instance, for driving, it is 18 years; for voting, it is 18; for marrying, a boy needs to be 21 while a girl needs to be 18; for having sex the age is 18 years; for drinking alcohol, the age varies across the states\(^1\). Further, while driving age in India is 18 years, in the USA, it is 16 years. Thus, we see that there is also variation across jurisdictions.

As a result, it might be interpreted as the age at which the law acknowledges that a person has grown to have the agency and capacity for reason necessary to exercise some rights and make certain judgments. However, there exist vast differences between the legal age of consent and the actual age at which a person really acquires the capacity to consent and reason\(^2\).

As per the United Nations Committee on the Rights of Child (“UNCRC”), a ‘child’ is defined as a person below the age of 18 years unless the domestic law of the nation has defined it differently\(^3\). Since the UNCRC provides for variation across jurisdictions to occur, there have been variations across countries as to when a person can be said to have turned from child to adult. For example, in India it is 18 years, in the USA it is 18 and in Mexico, it is merely 12 years. While variation from the suggested age of UNCRC has been justified in the language of variations in geography, psychology, culture, society, etc., the truth remains that the law has not been able to do justification to this aspect. Every strict age set up by the law in this regard tends to have some problems. This is because the transformation of a child, who is immature and lacks reasoning power to take decisions, into an adult with agency and reasoning power, is not a one-time event. It is not that at the age of 18 years, suddenly the person turns into an adult and all the reasoning powers and agency just come to him\(^4\). The reality is that this is a gradual process that starts early in the adolescent stage and continues until after the age of 18 even. This concept has also been recognized by UNCRC.

2.2. Concept of Evolving Capacity

In General Comment no. 7 on ‘Implementing Child Rights in Early Childhood’, the Committee accepts that children go through a process of maturation, and in this process, they learn continuously\(^5\). This continuous process, then, eventually leads them to acquire competencies that help them in the future when they turn into adults. The role of parents also acquires importance in this stage as they should help the adolescents by guiding them but not dictating to them. Parents should accept that adolescents are gradually acquiring the capacity to reason and taking decisions. Therefore, they must only guide and help them arrive at their

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\(^1\) Vaishna Roy, ‘How young is too young for consensual sex?’ (The Hindu, 4 October 2019) <https://www.thehindu.com/society/pocso/article29595371.ece>


\(^5\) UN Committee on the Rights of the Child (CRC), General Comment No. 7 (2005): Implementing Child Rights in Early Childhood <https://www.refworld.org/docid/460bc5a62.html>
own decisions. Furthermore, studies show that in this age of the digital revolution when children are exposed to adult material and information at an early age, then the beginning of this process has also started earlier now. The UN CRC General Comment no. 12 (Right of the Child to be Heard) also recognizes the right of adolescents to make decisions and the duty of parents to act as a catalyst in helping and guiding the adolescents in arriving at decisions and gradually changing their role from the guide to having ‘exchange on equal footing’.

2.3. Balance between Evolving Capacity and Protection against Exploitation

When a state is determining the age of consent it basically should try to balance two concepts – the evolving capacity of adolescents and the duty of the state to protect them from exploitation. On one hand, ‘the state needs to give recognition to adolescents’ evolving capacities, and on other hand, it must also remain steadfast in protecting them from exploitation by adults. Article 3 of UN CRC mandates that the State must try to achieve this delicate balance and harmony between the two principles. Also, the UN CRC has observed in its General Comment 20 that the state parties must ensure that the aim of protecting the children must balance with the realization of evolving capacities thereof when deciding an acceptable minimum age for sexual consent. In para 40 of the General Comment, the Committee notes that state parties must eschew criminalizing the non-exploitative and factually consensual sexual relations between adolescents of similar ages.

Apart from international conventions, some judgments from Africa can also be beneficially quoted. Constitutional Court of South Africa in Teddy Bear Clinic v Minister of Justice and Constitutional Development held a law to be unconstitutional which criminalized consensual sexual conduct between adolescents from 12 to 16 years. The Court held that criminalization of sexual conduct between consenting adolescents is an encroachment upon the child’s right to privacy, dignity, and his/her best interest. By holding the law unconstitutional the court tried to give recognition to the evolving capacity concept of adolescents.

In the case of State v B Masuku, the High Court of Zimbabwe was seized with the issue of one 17-year-old boy who was charged with having consensual sexual relations with a 15-year-old girl. The Court recognized the goals of the legislature in criminalizing consensual sexual relations were protecting adolescents from sexual predation; protecting them from the harms of Sexually Transmitted Diseases (STDs), and discouraging early sexual adventures. The Court held that society cannot ignore the reality that adolescents engage in consensual sexual relations. It observed that criminalizing was not the best way to achieve the abovementioned goals. It observed that instead, society should try to increase access to contraceptive protection for adolescents and further increase sexual health education among adolescents – boys and girls both.

2.4. Problem in Judicial Recognition of Consent

The law is clearly mandatory and rigorous in the regard to the age of consent. Anyone having sexual relations with a ‘child’ shall be held guilty under the provisions of POCSO. The judiciary has, rightfully, understood the shortcoming of the law. Therefore, various judicial decisions have asked the legislature to think about changing the age of consent. Moreover,
certain courts have gone one step ahead and have sidestepped the mandatory law by recognizing the consent of adolescents.

In *State v Akhilesh Harichandra*, the 15-year-old girl escaped with the accused and married him. The girl had no grievances at all. The special court in Thane citing decisions by the Bombay High Court acquitted the accused holding that since the girl was mature enough to understand the ramifications of marrying and having consensual sexual relations with the accused then there seems no reason for the court to intervene and punish the accused alone.

A study conducted by NLSIU-CCL in 2012 showed that judges in special courts tended to view those cases in which a romantic couple of adolescents had a marriage and there was pregnancy with more leniency than those cases in which there was a mere sexual relationship. This shows that the judges in overriding the legislative mandate were employing their own societal prejudices in convicting in some cases while acquitting in other cases citing the consent of adolescents. This shows that praising the judges for overriding the legislative mandate to accept the consent of adolescents can go in either way. It can be used by judges in really allowing adolescents to exercise their sexual autonomy and preventing their criminalization and it can go opposite also when just because there was pregnancy or marriage, the judges take a lenient view and acquit the accused without looking actually into the consent of victim child.

For instance, the consent of a child sometimes may be coerced by societal pressure, peer pressure, coercion, or lack of alternatives after being groomer or raped. There have been cases in special courts when the judges have wrongly interpreted some actions of victim child - like, passive inaction, going with the accused to some place, eloping with the accused, etc. - as showing positive consent of the child. The courts must be very careful in understanding consent.

This shows the importance of the legislature to understand the nuances of consent and amend the law in a fitting manner to allow adolescents their sexual autonomy.

Another important aspect with regard to the court’s treatment of the consent of the child is the age gap between the child and the accused. If the accused and victim are both children as per POCSO or if the accused is an adult, one good way to understand the consent and its effectiveness is to check the age gap between them. For instance, if the child is 17 years old and the accused is 19 years old, then although strictly speaking the 19 years old person has committed a crime, if there has been consent, then the court can see that since the age gap is very less there are minimum chances of grooming and more chances of romantic relationship and exploration of sexuality. In such cases, courts may safely arrive that there has been consent of the child.

However, if the age gap is very wide, for instance, the victim is 8 years old and the accused is 17 years and 6 months old, then, of course, there is no scope of consent and more scope of grooming in such cases, the court would be correct in applying the law strictly and punishing the accused.

**3. Development of regimes for “age of consent” in India**

When the IPC was enacted in 1860, Section 375 punished the offense of rape of a woman over the age of 10 years (Clause 5, Section 375), and allowed an exemption for the husband of

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9 Spl. C. No. 165 of 2015 decided on 28-01-2016 (Thane)
a child-wife above the age of 10. The original exception to Section 375 IPC in 1860 read: ‘Sexual intercourse of a man with his own wife, the wife not being under ten years of age, is not rape’.

In *Queen Empress v Hurree Mohun Mythee* (1891; ILR 18 Cal 49), Phulmoni, an 11-year-old premenstrual girl, died of hemorrhaging following forced sexual intercourse with her 35-year-old husband in 1890. It was held that intercourse was not the cause of death. The charge of rape did not arise because she was clearly over 10 years of age—the legally permissible age for sexual intercourse within marriage under the exception to Section 375. The husband was found merely guilty of causing death inadvertently by a rash and negligent act and given one year’s rigorous imprisonment. After Phulmoni’s death, 44 women doctors, as part of the reformist movement to raise the age of consent, brought out lists of child wives who had died or suffered grievous hurt, igniting debate on marital rape in India (Kannabiran 2009). After considerable opposition from some Indian leaders (who viewed this as interference by British rulers into Hinduism), the colonial government succeeded in increasing the age of consent for sexual intercourse for a girl from 10 to 12 years by the Age of Consent Act passed in 1891 (Sharma and Gupta 2015).

It is pertinent to note that both married and unmarried women had the same age of consent (12 years). In 1925, a distinction was created regarding the age of consent for married and unmarried women. The age of consent for married women was increased to 13 years, and for unmarried women, 14 years. In 1940, the age of consent was increased to 15 years for married women and 16 years for unmarried.

In 2012, POCSO criminalized all sexual activity of children below the age of 18 years under the offenses of penetrative sexual assault, aggravated penetrative sexual assault, sexual assault, aggravated sexual assault, sexual harassment, using a child for pornographic purposes, and so on. The age of consent for sexual activity of both boys and girls under the age of 18 was stated for the first time in the case of boy children as 18 and increased from 16 to 18 in the case of girl children. Thus, POCSO criminalized all sexual activity, both penetrative and non-penetrative, of male and female children below the age of 18.

The Justice JS Verma Committee—constituted in December 2012 by the Union government to suggest changes to criminal laws in India—objected to the increase in the age of consent. Such an increase would criminalize all consensual sexual activity of children below the age of 18, which goes against the spirit of the UNCRC (Verma, Seth, and Subramaniam 2013, 443–444).

In 2013, the age of consent for unmarried women was increased to 18 by the Criminal Law (Amendment) Act 2013 amendment of Section 375 IPC. However, the age of consent for married women remained at 15 years. It is also of significance to note that males are excluded from the ambit of victims of the offense of rape under Section 375 IPC. IPC prohibits consensual and non-consensual penetrative sexual activity of an unmarried woman below the age of 18 with a man of any age. It does not penalize homosexual sexual activity of women or men or non-penile–vaginal sexual offenses of men and women of a non-voluntary nature under Section 377 IPC or any other provision in IPC.

**4. Age of Consent during Pre-POCSO and Post-POCSO enactment**

Before passing the POCSO in 2012, the law regarding the age of consent was governed entirely by IPC and was as follows:
1. Age of consent of an unmarried female—16 years
2. Age of consent of a married female—15 years
3. No age of consent for males.

POCSO in 2012 altered the age of consent as follows:
1. Age of consent for females—18 years
2. Age of consent for males—18 years.

Hence, the law regarding the age of consent of unmarried females’ conflicts with IPC and POCSO. POCSO does not distinguish between married and unmarried female children. The age of consent for males also differed between IPC and POCSO. Section 42 of POCSO stated that in case of conflict between POCSO provisions and any other law, the law that provides for greater punishment would prevail. Since POCSO punishments were greater than IPC punishments, the general rule was that POCSO would override IPC in cases of sexual assault.

After the amendment to IPC in 2013, the law (reading IPC and POCSO together) with regard to the age of consent was as follows:
1. Age of consent of an unmarried female—18 years
2. Age of consent of males—18 years.

Section 42 of POCSO was amended by the Criminal Law (Amendment) Act 2013 to include a statement that in the event of a conflict between POCSO and certain provisions of the IPC, the offender would be punished as per the law that provides for greater punishment. Section 42A was inserted into POCSO by virtue of this amendment, stating that the provisions of POCSO shall override the provisions of any law that is inconsistent with POCSO. As POCSO does not recognize sexual intercourse between a child-wife above the age of 15 with her husband, it stands to reason that by virtue of Section 42A of POCSO, the age of consent of a married female ought also to be 18 years.

To complicate things further, the Prohibition of Child Marriage Act 2006 specifies 18 as the legal age of marriage for a woman, and 21 as the legal age for marriage of a man. So as per the statute, women can enter sexual relationships within marriage from the age of 15, and enter sexual relationships outside marriage after the age of 18 (pre-2013 Criminal Law (Amendment) Act 2013, women’s age of consent was 16 as per Section 375), while males can enter sexual relationships within marriage before the age of 21, and outside marriage from the age of 18.

Independent Thought v Union of India and Another (AIR 2017 SC 4904) questioned the lack of clarity regarding the age of consent laws for married and unmarried females. The Supreme Court struck down the offending explanation to Section 375 IPC and substituted the age of 18 years for a married woman for 15 years.

The Supreme Court reasoned that although Exception 2 of Section 375 IPC states that sexual intercourse with a girl over the age of 15 is not rape, this exception creates an artificial distinction between a married girl-child and an unmarried girl-child, which is arbitrary and against the best interests of the girl-child. It struck down this exception as violative of the Indian Constitution, which guarantees fundamental rights of equality, non-discrimination, and life and personal liberty. This IPC provision also conflicts with POCSO provisions that define the offenses of penetrative sexual assault and aggravated penetrative sexual assault.
Supreme Court upheld the prevalence of POCSO over IPC based on Section 42A of POCSO, which outlines the principle of the pre-eminence of POCSO over conflicting laws. Thus, the distinction between married and unmarried women regarding the age of consent for sexual intercourse, and the incongruence between age of consent for females in IPC and POCSO, has been removed by the Supreme Court. However, incongruence regarding the age of consent for males in IPC and POCSO remains, as IPC still does not recognize the sexual violation of males.

5. Age of Consent and Child Marriage: A Conflict

In 1929, the Child Marriages Restraint Act 1929 took measures to restrain child marriage by providing for mild punishments against the adult male marrying the child, the parent/guardian of the child whose marriage was performed, and the person who performed or directed the ceremony. It was silent about the validity of child marriage. It took another 77 years for the Indian government to prohibit child marriage through a national law: the Prohibition of Child Marriages Act 2006. Here, a ‘child’ is defined as a person who, if a male, has not completed 21 years of age, and if a female, has not completed 18 years of age. Yet, child marriage is not void under this enactment. Such a marriage is voidable and can be nullified upon attainment of the age of majority. Arguments state that the age of marriage for females can increase only when the standard of living is raised, and when public spaces are safe for them to pursue their education. Hence, the age of consent for women ought to be 16 years, not 18, as this would only strengthen patriarchal power and weaken the negotiating power of young girls contracting marriages of choice.

General criminal procedural law also contains a provision that discriminates against the child’s wife. Section 198 of the Code of Criminal Procedure 1973 deals with prosecution for offenses against marriage. According to Sub-Section 6, the courts cannot consider an offense of rape under Section 376 of IPC one year after the lapse of an offense regarding sexual intercourse by a man with his own wife who is below 18 years of age.

In paragraph 12 of Independent Thought (2017), the judges relied upon documentary evidence enumerating the immense negative effects on the physical and mental health of the girl-child. These effects included social consequences like early pregnancy, maternal and neonatal mortality, child health problems, exposure to violence and abuse, negative physical and psychological consequences, educational setbacks, lower employment/livelihood prospects, and limited agency to influence decisions about their lives to reach their decision. Such adverse effects might even have an intergenerational impact (Mathew 2017a). With regard to children between the age of 16 and 18, it is important to establish the age of consent for sexual activity. The Prohibition of Child Marriage Act 2006 specifies 18 as the legal age of marriage for a woman, and 21 as the legal age for marriage of a man. This enactment recognizes the validity of child marriage. According to Section 13, child marriages are not void ab initio, but only voidable at the option of the contracting party, provided that such marriage, whether consummated or not, was repudiated within two years of either party attaining the marriage age.
6. Age of Consent and Sexual Autonomy

In 2012, the POCSO criminalized all sexual activity with children under the age of 18, irrespective of the age of the offender. It is of particular concern when a minor is convicted of rape, even if he has consensual sex with a girl below the age of 16, especially when teenage consensual sex is increasing. POCSO criminalizes sexual behavior with and by children up to 18 years, which has resulted in discriminatory situations in which two children who are in non-abusive sexual relationships become criminals before the law. The only legal recourse for children below the age of 18 who enter into consensual sexual relations, to evade a minimum term of 10 years of rigorous imprisonment under the POCSO, is to marry (Raha and Giliyal 2012). Any consensual sexual act that may constitute penetrative sexual assault should not be offended when it is between two consenting adolescents, otherwise, both adolescents will be charged under the POCSO.

7. Age of Consent, Coercion, and Free Consent

Indian law does not adequately recognize the issue of non-consensual sexual experiences of young people or the special vulnerability that adolescents face by virtue of their age in situations of sexual coercion. There is a need to adopt a comprehensive definition and understanding of both ‘sexual violence’ and ‘coercion’ based on the particular experiences of adolescent communities and developments in international and national law. This must also consider the different fiduciary and non-fiduciary relationships of adolescents that involve coercion. Any process of reform must emphasize sensitive and effective procedures that recognize the reality of adolescents’ vulnerability, and ensure that this vulnerability is not aggravated in courts. A simultaneous process of legislative and judicial reform is necessary to incorporate this recognition into Indian laws and judicial processes (Jaising 2005).

8. Case Laws

The following are case laws from various High Courts in India that show the intersection between child marriage, sexual consent of children below the age of 18, and Indian criminal law. It is pertinent to note that in certain cases, criminal proceedings against the accused have been quashed by invoking Section 482 of the Code of Criminal Procedure 1973 (CrPC). The CrPC lays down the general procedure for the prosecution of offenders with a specific hierarchy of criminal courts that applies uniformly across every state.

Case 1: Yunusbhai Usmanbhai Shaikh v State of Gujarat and Others (MANU/GJ/0876/2015)

The 16-year-old daughter of the complainant married the accused according to Muslim rites. The accused was 12 years older than her. He was charged with kidnapping, abducting and inducing a woman to compel her marriage, and rape under the IPC. It was found that the daughter of the complainant admitted she had accompanied the accused of her own free will. It could not be proved that she had received any promise, assurance, or tempting offer from the accused to force or entice her to leave her parental home. Hence, it could not be proved that he had kidnapped her, nor could rape be proved. Pending criminal proceedings against him were likely to be quashed. The Court stated that the object of enacting the Prohibition of Child
Marriages Act 2006 was to curb the menace of child marriages, which is most common among the Muslim community and in rural areas. Poverty, culture, tradition, and values based on patriarchal norms are reasons for child marriage. The low level of education of girls, the lower status of girls, the consideration of girls as a financial burden, social customs, and a mixture of these causes result in the imprisonment of girls in marriage without consent. However, no case was made for the offenses charged upon the husband.

**Case 2:**
**Sunil Mahadev Patil v The State of Maharashtra (MANU/MH/3141/2015)**
A 15-year-old girl and a 20-year-old man eloped. They performed a ceremony in lieu of marriage and began residing together in a relative’s home. The girl’s father charged her partner with the offenses of rape, kidnapping, and procurement of a minor girl under the IPC and penetrative sexual assault and aggravated penetrative sexual assault (under the POCSO). The High Court stated that biologically, whenever a child reaches puberty, the child begins to understand his or her sexual needs. Some sects and religions acknowledge this biological factor and perform early-age marriages to regulate sexual behavior in the community. These social and biological factors meant that lawmakers used 15 years as the age of consent for marriage. In such cases, trial judges ought to pass orders of bail. The High Court allowed the bail application and summed up the considerations regarding applications for bail:

When a boy and a minor girl are in love with each other and chose to live together without the consent of their parents, then the following factors are to be considered:
(i) What is the age of the prosecutrix, who is minor
(ii) Whether the act is violent or not.
(iii) Whether there are antecedents or not.
(iv) Whether the offender is capable of repeating the Act or not.
(v) Whether there is the likelihood of threats or intimidation if at all the boy is released.
(vi) Whether any chance of tampering with the material witnesses when their statements are recorded.
(vii) It is also to be taken into account in such cases that a boy in his early 20s deserves to get employment and to plan, stabilize and secure his future.

**Case 3:**
**Shambu Thilak v State of Kerala and Others (MANU/KE/0043/2017)**
The petitioner and third respondent were schoolmates and deeply in love. When the third respondent was 17 years old, she went missing from her friend’s house and was found to have engaged in sexual intercourse with the petitioner, who was 20 years old. Her mother filed a case against the petitioner for rape under IPC and penetrative sexual assault under POCSO. In 2015, when both the petitioner and third respondent attained the age of majority, they married. The Court opined that this was a case of the elopement of a girl with her lover against the wishes of her family members, and not a case wherein the allegations reek of extreme depravity, perversity, or cruelty. Hence, the offense, in this case, does not fall in the category of offenses that have a serious impact on society. This was a case of a long-term love affair between two young people that had endured and ended in marriage.
Justice Raja Vijayaraghavan of the High Court of Kerala exercised the extraordinary powers of the High Court under Section 482 of CrPC to quash the criminal proceedings against the petitioner, citing the extreme hardship caused to the third respondent if criminal proceedings against her husband were to continue. The learned judge reasoned that when the third respondent asserted that she did not want to prosecute her husband any further, the prospects of an ultimate conviction are remote.

Various decisions of Indian High Courts demonstrate that judges favor the non-criminalization of sexual activity when the child is mature and responsible enough to understand the implications of his or her sexual act. These decisions illustrate a trend against the criminalization of sexual activity between mature individuals, even though the female party may be a minor.

9. Age of Consent and International Law
The UNCRC defines many rights regarding children. The UNCRC was acceded to by India on 11 December 1992, with certain reservations relating to child labour. This convention contains internationally recognized principles on child sexual abuse that need to be adopted into Indian domestic law.

Article 34 of the UNCRC defines sexual exploitation and sexual abuse as comprising:
- a. The inducement or coercion of a child to engage in any unlawful sexual activity;
- b. The exploitative use of children in prostitution or other unlawful sexual practices;
- c. The exploitative use of children in pornographic performances and materials.

Article 19 of the UNCRC stipulates that state parties ought to take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of sexual abuse while in the care of parent(s), legal guardian(s), or any other person who has care of the child.

Child marriage is not unlawful in India. It cannot be considered ‘unlawful sexual activity, which comes within the ambit of Clause 1 of Article 34. However, it is not possible to legalize child marriage, as Article 19 stipulates protection of a child from all forms of sexual abuse when in the care of any other person who has care of the child. Here, the husband is entrusted with the care of his child-wife. Hence, India is obligated to fulfill its international obligations by making child marriage unlawful.

In 2011, the Committee on the Rights of the Child, which elaborated on the meaning of ‘sexual abuse’ for the purpose of interpreting and applying Article 19, stated that sexual abuse comprises any sexual activities imposed by an adult on a child, against which the child is entitled to protection by criminal law. Sexual activities are also considered abuse when committed against a child by another child if the child offender is significantly older than the child victim or uses power, threats, or other means of pressure. Sexual activities between children are not considered sexual abuse if the children are older than the age limit defined by the state party for consensual sexual activities (United Nations Committee on the Rights of the Child 2011, 10).

Under Article 12 of the UNCRC, the state is obligated to make provisions that a child is free to express his or her own views in accordance with age and maturity. The child shall be given an opportunity to be heard before any judicial and administrative proceedings affecting
the child. This is particularly relevant in judicial proceedings involving romantic relationships, when the age of consent has been fixed at 18 under the POCSO. It is clear that a problem exists in establishing whether a child is of sufficient maturity to decide on matters of sexual consent.

The lower judiciary currently faces a large number of cases wherein the victim is a girl between the ages of 16 and 18, who has made a choice to enter a relationship with a man. If these relationships are against parental wishes, or the girl-child feels that her lover has cheated her, then cases against the man/boy involved would be booked under the POCSO. In many cases, the POCSO is used against innocent parties to settle scores. This is because the law does not recognize sexual autonomy in any form. The criminal justice system is compelled to respond by prosecuting the adult male in such circumstances, and the judiciary and police stand as mute witnesses to this abuse of the right of mature children to exercise their sexual freedom and choice of sexual partner.

10. Age Proximity and International Law: Exception

Article 40 of the UNCRC exhorts state parties to recognize the right of every child alleged as, accused of, or recognized as having infringed the law to be treated in a manner consistent with the promotion of the child’s dignity and sense of worth. This reinforces the child’s respect for the human rights and fundamental freedoms of others and considers the child’s age and the desirability of promoting the child’s reintegration and constructive role in society. Many countries have ‘close-in-age’ or ‘age-proximity’ exceptions for consensual sexual acts between adolescents close in age. This kind of liberal defense minimizes unjust prosecution (Warner 2013).

In Australia, the age of consent is 16 years in all states, except for Tasmania and South Australia, which have a higher age of consent (17 years). Western Australia, Tasmania, Victoria, and the Australian Capital Territory provide a legal defense when the sexual interaction is between two young people close in age. In South Australia, the defense of consent is only available to a person under the age of 17 and only when the person with whom they had sexual intercourse (the complainant) is at least 16 years of age (s49[4] of the Criminal Law Consolidation Act 1935 [SA]). In Victoria, as long as the complainant is at least 12 years old and the accused is not more than two years older, consent is a defense (s45[4] of the Crimes Act 1958 [Vic]). The Australian Capital Territory has a similar-age consent defense if the complainant is 10 years of age or older and the accused is not more than two years older (s55[3] of the Crimes Act 1900 [ACT]).

In Austria, Bolivia, Croatia, and Sweden, close-in-age exceptions are stipulated for sexual acts if the age difference is less than three years. Hungary has an age of consent of 14 years, with a close-in-age exception for sexual acts from age 12 if the older party is under 18. In the Netherlands, close-in-age exceptions within ‘social-ethical norms’ are at the discretion of the prosecution. In the Netherlands, the age of consent for both males and females is 16 years. However, in 1990, the morality laws were revised so that only upon complaint of a child will all ‘non-violent’ sexual intercourse with a child between 12 and 16 years be prosecuted, although the age of consent remains 16 years for both males and females (Simpson and Figgis 1997). In Canada, there are two close-in-age exceptions, depending on the age of the younger partner. A youth of 12 or 13 can consent to sexual activity with an individual less than two
years older. A 14- or 15-year-old can consent to sexual activity with a partner who is less than five years older (ss150.1[2]–[2.1] of the Criminal Code [Canada]).

In the United States, the age of consent varies from state to state, from 16 to 18. Close-in-age exceptions exist but vary across the states. Federal legislation—the Adam Walsh Child Protection and Safety Act—was signed into law in July 2006. Title I of the Act, known as the Sex Offender Registration and Notification Act, establishes minimum registry standards states have to meet, which include registering juveniles found guilty of certain crimes. Various states have enacted laws commonly referred to as ‘Romeo and Juliet’ laws, which are intended to protect young people who are relatively close in age and engage in consensual sex from registering as sexual offenders. Some states, like Florida, have done this using a motion or petition process for registration relief. Some states have provided age-gap provisions, while others have gone so far as to legalize certain sexual conduct between minors and/or those close in age to avoid the registration requirement and the criminal charge associated with the sexual conduct (Committee on Criminal Justice 2011). Florida’s age of sexual consent is 18 years. Its law provides a mechanism for the offender to petition or make a motion to the court to remove the requirement to register as a sexual offender if certain criteria are met: the victim must be at least 14 years old, the offender no more than four years older than the victim at the time of the offense, and the victim must have consented to the sexual conduct (s943.04354 of Florida Statutes). In Delaware, the age of consent is 18, but close-in-age exceptions exist that allow minors aged under 18 years to consent to sexual intercourse if their partner is under the age of 30 or if they were married at the time of the incident (s770 [2] of Title 11, Delaware Criminal Code). Minors over 12 may consent to a partner no more than 18 years of age, while children under 12 may not consent under any circumstances (s768-773 of Title 11, Delaware Criminal Code). In Hawaii, the age of consent is 16. However, a child aged 14 or 15 can consent to sexual relations with a person not more than five years older than the child (ss707-730, 707-732 of the Hawaii Revised Statutes).

The Netherlands model, in which close-in-age exceptions within ‘social-ethical norms’ are at the discretion of the prosecution, gives provisions to judges to set aside convictions if the accused and victim are within a reasonable age range, with both testifying on the non-abusive nature of the sexual activity. Further, the judge must be convinced that the sexual offence alleged is a manipulation of the legal system for personal vendetta (Mathew 2017a).

In this context, it is interesting to note the case of Yunushbai Usmanbhai Shaikh (2015), discussed earlier, in which a girl of 16 years married a man 12 years older according to Muslim rites, against the wishes of her parents. The Delhi High Court could not find proof of kidnapping or rape of the child and acquitted the accused husband. It would be helpful for age-proximity exceptions to be inserted via statute in India so that informed decisions may be made by the judiciary regarding whether the right to sexual autonomy was indeed exercised by the child. The fixation on the range of the age of proximity can be problematic, as India is a land of immense cultural diversity.

Conclusion

In a traditionally closed society like India, where religion dominates culture, discussions on sexuality are taboo, and premarital relationships by women are actively discouraged. It may seem highly unlikely that even a discussion on age-appropriate sexual behavior can be initiated,
much less legislation providing defense mechanisms for non-abusive sexual activity. Judicial decisions by the High Courts of various states in India have dismissed cases filed by the minor girl’s relatives against adult males who have been found to be genuinely in love with the girl, by taking steps to marry after the girl-child reaches majority. The use of the Section 482 CrPC to quash criminal proceedings under POCSO and the IPC pending against the accused husband, ‘in the interest of justice, is problematic. The legislation clearly stipulates the punishment of an offender who involves any child under the age of 18 in sexual activity, with no discretion being granted to sessions judges to waive sentencing duties in case an accused is found guilty of any offense under POCSO. This indicates that there is a judicial trend not to criminalize sexual activity when a child is found to be mature and responsible enough to understand the implications of his or her sexual act.

A purview of the law on the sexual consent of children in India shows that where the legislature has lagged behind—as portrayed even in a major amendment of criminal laws in 2013—by refusing to rethink the law on marital rape of a child-wife, the judiciary has stepped in to redress the anomaly by striking down the offending Exception 2 to Section 375 as unconstitutional. While parliamentarians have not yet risen to classify the parameters of child sexual abuse to exclude non-criminal sexual activities of children, recent judicial decisions in India show that judges favor non-criminalization of sexual activity when the child is mature and responsible enough to understand the implications of his or her sexual act. This is a welcome step, which will hopefully usher in clear laws regarding the sexual consent of children, in tune with child rights principles. Legislative measures for bringing uniformity in Indian law concerning the age of consent of children for marriage and sexual autonomy are essential. These judicial practices highlight the gaps in the law that need to be addressed by legislation.

Age-proximity exceptions for consensual sexual acts between adolescents minimize unjust prosecution. An examination of independent studies by CCL-NLSIU of POCSO judgments in various states and judicial decisions of High Courts in India between 2013 and 2017 show that non-criminalization of non-abusive sexual activity is essential in the interest of justice. Further research is needed to examine whether age-proximity exceptions would solve the current legal dilemma in India regarding the criminalization of romantic relationships by POCSO. This is because of the extreme cultural diversity of Indian society. What may be construed as abusive in one caste or religious group may not be perceived as abusive in another caste or religious group within the same geographical area. The Netherlands model offers positive examples: giving judge’s discretion to set aside convictions for justifiable reasons (i.e., the non-abusive nature of the sexual activity, the accused and the victim being within a reasonable age range, and the alleged sexual offense as a manipulation of the legal system for personal vendetta).

A method of ensuring compliance with the UNCRC would be to make POCSO courts into Courts of Record by statute. Currently, only the Supreme Court of India and the High Courts of every state are Courts of Record. The Court of Sessions is the highest subordinate criminal court in India. The Special Court constituted under POCSO is a sessions court, with exclusive trial jurisdiction. Unlike ordinary sessions courts, it does not function as a court of appeal from subordinate courts. It would greatly help the administration of justice if legislation could declare POCSO courts as Courts of Record, thereby making the decisions of POCSO
courts widely accessible to all, to facilitate research and development in the area of child rights in India. Uploading decisions to court websites is not a daunting task, given the high access to information technology in India. Accessibility to POCSO court decisions would further aid in achieving transparency and ensuring accountability, and thereby strengthen the child rights regime.

It is necessary for the legislators, judiciary and police personnel in India to understand the difference between abusive and non-abusive childhood sexual behaviour while interpreting provisions of the law. The training of stakeholders in various aspects of child psychology is essential, as the general understanding of sexuality and sexual behaviour in India is limited due to social taboos. Such stakeholders would not only include legislators, judiciary and police personnel, but also people under the Juvenile Justice (Care and Protection of Children) Act 2015, who include members of the district Juvenile Justice Board and Child Welfare Committee, and personnel employed by non-governmental organisations working with children. It is also necessary to include parents, teachers, and community and religious leaders, as they are often the first points of contact for a child in distress.

The responsibility of the state to protect children from abusive sexual activity must be balanced with the responsibility of law to respect children’s right to sexual autonomy and their evolving capacities of sexual behaviour. It is important to focus on the fact that that a line must be drawn against punishing non-abusive sexual activity by children. Judicial practice in this regard paves the way for changes in legislation and civil society. Other possible solutions can be explored by legislators, judiciary and policymakers to achieve greater transparency and accountability to international principles on child rights.
PRELİMINARY INVESTİGATİON ON THE SIZE DİSTRİBÜTİON OF AIRBORNE NANOPARTİCİLES İN CHENNAİ, İNDİA

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Abstract
The airborne particulate matter in general can easily penetrate the respiratory system thus inducing respiratory problem whenever the population is exposed. These particulate matter are generally classified into PM$_{10}$ and PM$_{2.5}$. The exposure to these particulate matter are the major reason in inducing thoracic cancer apart from inducing respiratory allergy. Nowadays study pertaining to airborne nanoparticles are also of importance as they are found to penetrate the blood stream thus having an ability to reach vital organs of human beings. Whenever they reach vital organs, malfunction of circulatory system, renal system and even neural system cannot be ruled out. Thus it is important to characterize the size of airborne particulate matter along with airborne nanoparticles. In this study the airborne nanoparticles in important traffic junctions of Chennai, i.e. Aminjikarai, Ashok Pillar, Basin Bridge, Chrompet, Kilpakkam, Koyambedu, Moolakkadai, Nandanam, Purasawakkam and Rettery were studied. The airborne particulates were sampled using a sampling pump run at the rate of 10L/m using Zefon 3-celled cassette containing mixed cellulose ester (MCE) membrane. The air was sampled for a period of 1 hour time during 10.00 1m to 11.00 am. The particulate matter collected were determined for their size using Dynamic Light Scattering (DLS). The airborne particulate matter ranges from the size mostly of 237nm and >PM$_{10}$ in few instances. The study reveals the presence of airborne nanoparticles in significant percentage. Thus, inclusion of study related to airborne nanoparticles must be carried by major governmental bodies like Pollution Control Board and Environmental Bodies.

Keywords: Particulate matter, Airborne Nanoparticles; Size Distribution; DLS; PM$_{10}$; PM$_{2.5}$

INTRODUCTION
Particulate matter is generally a mixture of small solid particles and liquid aerosols. They are usually generated by natural disaster like forest fire or man made dust and dirt emanating from construction sites and fires. They are classified as PM$_{10}$ and PM$_{2.5}$ based on the size of the particles. The PM$_{10}$ have a penetrating property of upper respiratory system of human beings, however PM$_{2.5}$ reaches deeper alveoli. The composition of these particulate matter results in their impact on human health. In general the particulate matter are considered as physical matter which may corrode the respiratory route. The closure examination of Particulate Matter shows that they comprise different chemical composition too depending on the source material. The chemical compounds associated with the Particulate Matter reacts with the human respiratory tract and even have an ability to deal with the cell organelles. They are
found to affect the human health in many ways which includes, irritation of airways, cough, difficulty in breathing, decreased lung function, heart ailments, asthma and even Chronic Obstructive Pulmonary Disease (COPD) (USEPA, 2022).

The size of airborne particulate matter is always considered under PM$_{10}$ and PM$_{2.5}$ however, much smaller particles of nanometer size have more potency in impacting human health. These particles are not considered as significant by many environmental agencies. But, nowadays attention has been paid on studying airborne nanoparticles too. The reason behind this is their potency in their penetrating capacity of cells, blood and even crossing blood-brain barrier. They are considered as more harmful although their concentration is a major factor. In this study, the particulate matter of 10 important traffic junctions in Chennai city, India was monitored and studied for their size based classification.

MATERIALS AND METHODS

Sampling sites:

The city Chennai is 4th biggest metropolitan city of India with the spread over area of 172 sq. km. The capital of the state of Tamil Nadu. Chennai is situated in south eastern coast of India. The population exceeds 80 Lakhs with the addition of 15 Lakhs as floating population. The city is heavily populated, industrialized and plenty of vehicles plying on roads. Chennai is well connected by all sort of transportation through sea, air, road and rail. The samples were taken in major traffic junctions of Aminjikarai, Ashok Pillar, Basin Bridge, Chrompet, Kilpakkam, Koyambedu, Moolakkadai, Nandanam, Purasawakkam and Rettery. The sampling site in marked and presented in Fig. 1.

Fig.1. Map Showing the Sampling sites of Particulate Matter
Sampling Method:
The airborne particulates were sampled using Zefon 3 celled cassette possessing Mixed Cellulose Ester filter. The cassette is connected to Zefon air sampling pump fixed with the calibrated to the suction rate of 10L/min (Fig. 2). The sampler was run for a period of 1 hour at each sampling spot. The samples were carried by the time period of 10.00 am to 11.00 am while traffic is heavy.

Particle size analysis
The particulate matter collected were determined for their size using Dynamic Light Scattering (DLS) (Model Nanotrac Wave II Make Microtrac Inc, USA). The collected particulate matter were dispersed in methanol and subjected to DLS to study their size distribution.

RESULTS AND DISCUSSION
The airborne particulate matter ranges from the size of 237nm to >PM$_1$. The study reveals the presence of airborne nanoparticles in significant percentage. The mean size range of nanoparticle recorded are from 237nm in Ashokpillar and 1097nm or 1mm particulate size in Kilpauk. The particulates of nanosize recorded were 0.1% in Kilpauk to 18.9% Rettery. PM$_{2.5}$ recorded ranges from 3.8% in Kilpauk and 55.5% in Koyambedu, PM$_{10}$ recorded ranges from 33.5% in Chrompet to 55.5% in Purasawakkam. The particles around 56.2% of greater than PM$_{10}$ was also recorded in Kilpauk (Table 1).

<table>
<thead>
<tr>
<th>Site of Collection</th>
<th>Mean Particle Size (nm)</th>
<th>Nanoparticles (0-100nm)</th>
<th>PM$_{2.5}$ (&lt;2500nm)</th>
<th>PM$_{10}$ (&lt;10000nm)</th>
<th>&gt;PM$_{10}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aminjikarai</td>
<td>378.5</td>
<td>7.7</td>
<td>53.5</td>
<td>36.1</td>
<td>3.7</td>
</tr>
<tr>
<td>Ashok Pillar</td>
<td>237.5</td>
<td>10.1</td>
<td>17.8</td>
<td>42.1</td>
<td>30.0</td>
</tr>
<tr>
<td>Basin bridge</td>
<td>328.4</td>
<td>12.3</td>
<td>33.8</td>
<td>53.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Chrompet</td>
<td>1046.1</td>
<td>10.6</td>
<td>43.9</td>
<td>35.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Kilpauk</td>
<td>1097.1</td>
<td>0.1</td>
<td>3.8</td>
<td>43.9</td>
<td>56.2</td>
</tr>
<tr>
<td>Koyambedu</td>
<td>504.1</td>
<td>11.0</td>
<td>55.5</td>
<td>33.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Moolakadai</td>
<td>453.6</td>
<td>16.7</td>
<td>44.4</td>
<td>35.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Nandhanam</td>
<td>477.8</td>
<td>10.4</td>
<td>29.3</td>
<td>33.7</td>
<td>25.6</td>
</tr>
<tr>
<td>Purasawalkam</td>
<td>884.8</td>
<td>1.7</td>
<td>38.8</td>
<td>55.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Rettery</td>
<td>689.0</td>
<td>18.9</td>
<td>26.2</td>
<td>41.9</td>
<td>13.0</td>
</tr>
</tbody>
</table>
From the Zeta sizer analysis (Fig. 3), the mean size of the particulate matters ranged from 237.5 to 1097.1 nm. From table 1 and figure 1 we can reckon that majority of the particles are in 100-200 nm scale. It has been scientifically reported that the particles with any of the dimensions in the nanometric scale can be invasive and hazardous (Jafarizadeh et al., 2019). The particles remain suspended in the water that was used to collect the matters which affirms that the particles are highly hydrophobic. The hydrophobic particles can possess serious health issues, especially in respiratory track (Zhoa et al., 2019). The polydispersity index value recorded between 0.9 to 1.0 which states that the particles were mostly homogenous in size and thus can be filtered with specific adsorption unit.

**Fig. 3. The size distribution of particulate matter in Chennai**

The health hazard related to exposure to airborne nanomaterials were reported by many authors. The impact of airborne nanoparticles on nervous system in inducing neurodegeneration and neurodenerative disease was highlighted by Anna and Tamara, (2020). The impact of airborne engineered nanoparticle on childrens health and associated risk was reported by Biskos and Schmidt (2011). The impact of airborne nanoparticles in inducing asphyxiation, renal and neural disease and even affecting the respiration and photosynthesis of plants blocking the stomatal aperture were highlighted by Udayaprakash (2022). Thus, inclusion of study related to airborne nanoparticles must be carried by major governmental bodies like Pollution Control Board and other Environmental agencies other than studying PM$_{2.5}$ and PM$_{10}$.

**CONCLUSION**

The study on size characterization of particulate matter of Chennai revealed the presence of airborne nanoparticles in significant percentage. They are also found to contribute serious
environmental and health impact. The study stress the need of conducting studies pertaining to airborne nanoparticles other than PM$_{10}$ and PM$_{2.5}$.

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WHAT IS GENDER AND HOW DOES IT PLAY A ROLE IN UNEQUAL RELATIONSHIPS IN SOCIETY?

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Abstract

From the first ages to the 21st century, interpersonal relations, human behavior and socialization criteria have changed in many ways. However, in this process of change, some situations, events and issues have changed little in essence. For example, inequalities between women and men can be counted among issues that have changed little. In parallel with the developing technology in the modern world, it is seen that women take an active role in many fields, but especially some professions are given gender-based identity within the framework...
of social perceptions. This situation may cause negative effects in the social system for some community members. Even when discussing the boundaries of public and private spheres, it is possible to see that some genders are marginalized and discriminated against. The impact of gender roles in many different fields and platforms from health to education, from sports to daily life, from traditional media to new media is undeniable. The patriarchal coding, which has been ingrained in the minds from past to present and accepted as immutable rules, constitutes an obstacle for every individual who does not comply with hetero norms in all areas of life. The concept of gender helps to make conceptual inferences in explaining and making sense of the perception that a group is different or superior to the other group, or unequal roles. In this study, it is discussed how the perception of gender has an effect on unequal relations and marginalization. What types the concept of gender is divided into in practice and how it confronts the individual in different areas of life are discussed with literature review and examples.

Keywords: Gender, Gender Roles, Patriarchy, Women, Men.

GİRİŞ


Bu çalışmada toplumsal cinsiyetin neyi karşıladığı ve toplumsal cinsiyet rollerinin kadın ve erkeğin nasıl ayrıştırıldığına değinilmiş, sonrasında toplumsal cinsiyet rollerinin yazısı kural
bibi ortaya çıkarttığı eşitsizlik kavramı tanımlanmıştır. Toplumsal cinsiyet eşitsizliğinin günümüzde sosyal pratiklerde nasıl yer edindiği temel yaşam alanları olan eğitim, medya, iş hayatı ve siyaset üzerinden değerlendirilmiştir.

**TOPLUMSAL CİNİSYET NEDİR?**


erkekler için farklı anlamlar yüklediği ve farklı biyolojik cinsiyetekti çocukları davranışları yöneten cinsiyet rollerinin belirlenmiş olduğunu söylemek gerekmektedir (Kite, 1996:361).

Toplumsal cinsiyet insansın öz benliğini kadın ya da erkek olarak nasıl algıladığı açığa bir kavramdır. Biyolojik olmayan belirtir, biyolojik cinsiyetlerine has rol içeren biyolojik cinsiyet rollerinin belirlenmiş olduğunu söylemek gerekmektedir (Kit, 1996:361).


Toplumsal cinsiyet insansın öz benliğini kadın ya da erkek olarak nasıl algıladığı açığa bir kavramdır. Biyolojik olmayan belirtir, biyolojik cinsiyet rollerinin belirlenmiş olduğu 361).

**TOPLUMSAL CİNSİYET EŞİT(SİZ)LİĞİ**


**Eğitimde Cinsiyet Eşitsizliği**


Annelerin kız çocuklarına olan tutumu: Hemen her toplumda kız çocuklarının büyütülüp yetiştirilmesine yönelik anne davranışlarının baskı ve kısıtlama eğilimi ile ilerlediği, kızların çoğunlukla itaatkar kimlik geliştirecek tarzda yetiştirildikleri görülmektedir. Bu durumun başat sebebi annelerin erkekleri daha güçlü olarak görmeleri, tam tersi olarak da kız çocuklarını daha narin ve savunmasız olarak düşünmeleri şeklinde izah etmek mümkündür (Şanlı ve Öztürk, 2012).


Medyada Cinsiyet Eşitsizliği


sürecinin vazgeçilmez unsuru haline gelen medya, değer oluşturmanın yanı sıra bunların 
esiden nesil aktarılmasına da aracılık etmektedir (Ünalan ve Şeşen, 2020: 1457). Medyada 
kadın temsilleri çok çeşitli şekillerde lanse edilmektedir. Haber ve haber yazılarda kadınlar 
konum olarak daha farklı algılarla lanse edilirken, dergi ve magazin haberlerinde daha farklı 
şekilde reklamlarda ise kapitalizme yarayacak şekilde çok daha farklı temsil edilmektedirler. 
Bir konumda kadın sürekli birinin eşi ya da erkeklerle adlandırılan bireyler olarak görülürken 
başka bir yerde bedeni obje olarak kullanılabilmektedir ya da kapitalist tüketim eğilimine 
yöneltilen konumda gösterilmektedir.

Günümüz haber medyasına bakıldığında özellikle kadının yer aldığı haberlerde 
kadınlara yönelik kalıplaşmış söylemlerin varlığı görülmektedir. Kadınlar ne yazık ki 
geleneksel rollerinden kurtulamamak hatta bu roller medya eliyle yeniden üretilip 
meşrulaştırılmaktadır. Özellikle kadınların kendi sayfalarında meta gibi kullanılmakta, 
başka bir yerde bedeni obje olarak kullanılabilmektedir. Erkek ürünlerinin tanıtıldığı reklamlarda 
kadınlar başroldeki erkeği arzulayan olarak yan rolde yer almaktadır. Son zamanlarda kadın 
haberlerinde eşcinsel malzemeleri de kullanılmaktadır. Medya kadınların genellikle 
kalıplaşmış stereo tipler şeklinde vermektedir. Medyada kadının doğrudan rolünü 
öğrendiğinde, kadınların ekipman, aksesuarları ve giysileri de önemlidir. 

Reklamlarda kadınların ekranda görülebilmesi için, kadınların üst düzeydeki 
haberlerde yer alması önemlidir. Medya kadınların genellikle kalıplaşmış stereo tipleri şeklinde 
değer vermektedir. Medyada kadınların genellikle eşcinsel olarak 
ve gözde alan ev kadını, özerli, cinsel bir obje, güzellik, savunmasız, alımlı, seksi, kötülük...

**Siyaset Alanında Cinsiyet Eşitsizliği**


Siyasi parti yasasında görülen %30 olması halı hâzırda erkek egemen sistemin korunmak istenmesini bir kantı olarak yorumlanabilir. Bu oran %50 oranında ve tamamen zorunlu bir şekilde gerçekleştirileseydi cinsiyete dayalı eşitsizliğe karşı atılan bir adım olarak değerlendirilirilebecekti. Türkiye de ya da dünyada kadınların siyasetten bu kadar uzak konumda yer almalarının çok farklı sebepleri bulunmaktadır. Erkek egemen toplumun kadın özel alana hapsetmesi ya da tarih sahnesinde kadınların siyaset ya da yönetimde sürekli ve güçlü örneklerin nadir bulunması siyaset alanında kadının zorunlu bırakılmasına açıklayabilirmektedir. Modern dünyada her alanda olduğu gibi kadının da yönetimde söz sahibi olması gidererek artan sayıların kanıtlanmıştır. Birçoğu ülkelerin bakan kadroları ya da gelişmiş az sayıda ülkelerin
başbakan ya da başkanları kadın olabilmektedir. Siyaset alanında da gerek dünya ülkelerinde gerek Türkiye’de kadınların daha radikal adımlar atabilecek konuma gelmeleri gerekmektedir.

**TARTIŞMA VE SONUÇ**


**KAYNAKÇA**


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BIRD DIVERSITY IN PERIYA KULAM AND TONDAMANPATTI LAKES, TIRUCHIRAPPALLI, TAMIL NADU

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Abstract
A wetland is an area of land that is saturated with water. Lakes represent one of the most fertile – productive wetland ecosystems in the world. These wetlands act as important habitats to birds for feeding, roosting, nesting and rearing young ones. Aquatic birds are the most conspicuous and significant component of different wetland habitats and their presence or absence may indicate the ecological conditions of the particular area. Hence in the present investigation attempt was made to study the diversity of birds in Periya Kulam and Tondamanpatti Lakes, which are in the urbanizing landscape and also accompanied with agricultural areas. About 25 species of aquatic birds were recorded in the present study, of which 23 were from Periya Kulam Lake and 21 from Tondamanpatti Lake. Four and Two Species were exclusively present in Periya Kulam Lake and Tondamanpatti Lake respectively, and 19 species were present in both the lakes. Three, 13, and nine species were migrant, resident migrant and resident respectively. Presence of good number of aquatic bird species indicates that the health of both these lakes is in good condition.

Keywords: Wetlands, Aquatic Birds, Migrants, Residents.

INTRODUCTION
Wetlands are biologically enriched habitats due to extensive food chain and rich biodiversity. Lakes are regarded to be one of the most productive fertile ecosystems in the world due to high interaction of land and water (Wetzel, 2001). Due to insufficient knowledge and ignorance of common man, lakes are referred as wastelands leading to their disappearance in the process of urbanization and development. In wetlands, multiple sub – habitats or microhabitats are available in a small area which attracts different species of water birds. Wetlands being ecologically important with high nutritional value and productivity, support a good diversity of different species of aquatic birds (Gibbs, 1993; Paracuellos, 2006). Wetlands act as important habitats to birds for feeding, roosting, nesting and rearing young ones (Weller, 1999; Sivaperuman and Jayson, 2000; Stewart, 2001). Birds are the important consumers in aquatic ecosystem and are indicators of both water quality and biodiversity. Aquatic birds are the most critical components of various wetland habitats and their presence or absence indicate the ecological conditions of the particular area (Rajpar and Zakaria, 2011).

The foremost threats to wetlands of Tamil Nadu region include increased siltation, Eutrophication due to run – off from catchments, conversion for agriculture and construction of canals and over grazing (Kannan and Pandiyan, 2012). Hence, the present investigation was carried out to see the diversity of birds in Periya Kulam and Tondamanpatti lakes which are in the urbanizing landscape and also accompanied with agricultural areas.
MATERIALS AND METHODS

Selection of Study Area

Periya Kulam Lake

The Periya Kulam Lake (10.7963° N, 78.7753° E) is situated in the Koothappar town panchayat Thiruverumpur taluka, Tiruchirappalli district, Tamil Nadu, India (Fig. 1). It covers an area of about 74.085 ha. The major water source to this lake is Cauvery river via Uyyakundan canal. The water resource is used for agriculture and inland aquaculture practices (Mohanraj and Pandian, 2014; 2015a; 2015b).

Tondamanpatti Lake

Atti Kulam Lake (10.78327° N, 78.82296° E) is situated in the Tondamanpatti village, Thiruverumbur taluka, Tiruchirappalli district, Tamil Nadu, India (Fig. 2). The water resource from Tondamanpatti Lake is also used for agricultural purposes.

Bird Survey

Birds in the Periya kulam and the Tondamanpatti Lakes were surveyed on every first week of January, February and March 2017. Each lake was surveyed on two consecutive days to maintain the consistency. Aquatic birds were counted individually using the ‘direct count’ method by walking along the lake for two hours (7 – 9 am). Birds were identified using Ali (2003) and counted using Olympus 7 x 35 DPS I binocular.
Statistical Analysis

Relative abundance and average density of birds and its standard deviation were calculated using Microsoft Excel package. Species richness (R), number of individuals (N), dominance (D), Simpson’s (SD) and Shannon (H) diversity indices were calculated using PAST statistical software version 3.15. Venn diagram was created using R (A Language and Environment for Statistical Computing) version 3.3.2 (R Core Team, 2016) in R Studio Version 1.0.44 and Wilcox test was also performed using the same.

RESULTS

Presence – Absence of Aquatic Birds

About 25 species of aquatic birds were recorded in the present study. Out of which 23 were from Periya Kulam Lake and 21 were from Tondamanpatti Lake (Table 1). Four and two species were exclusively present in Periya Kulam Lake and Tondamanpatti Lakes respectively, and 19 species were present in both the lakes (Fig. 3). Species such as Asian Openbill-stork, Eurasian Spoonbill, Grey Heron and Painted stork were present only in Periya Kulam Lake. Likewise, in Tondamanpatti Lake, Glossy Ibis and Pheasant – tailed Jacana were present exclusively.

Species such as Black winged stilt, Common coot, Common Greenshank, Common Sandpiper, Common swallow, Indian Pond-heron, Large Egret, Lesser Pied Kingfisher, Little Cormorant, Little Egret, Little Grebe, Little Ringed Plover, Marsh Sandpiper, Median Egret, Red wattled Lapwing, Small Blue Kingfisher, White-breasted Kingfisher, Wood Sandpiper, and Yellow wagtail were present in both the lakes.

Fig. 3: Venn diagram for the number of species present in the Periya Kulam and Tondamanpatti Lakes
Table 1: Species wise Presence (+) or Absence (-) of Birds in Periya Kulam (P) and Tondamanpatti (T) lakes, Distribution status; Migrant (M); Resident Migrant (RM) and Resident (R)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Common Name</th>
<th>Status</th>
<th>Scientific Name</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Asian Openbill - Stork</td>
<td>R</td>
<td>Anasomous oscitans</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Black-winged stilt</td>
<td>R</td>
<td>Himantopus himantopus</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3.</td>
<td>Common Coot</td>
<td>RM</td>
<td>Fulica atra</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>4.</td>
<td>Common Greenshank</td>
<td>M</td>
<td>Tringa nebularia</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5.</td>
<td>Common Sandpiper</td>
<td>RM</td>
<td>Actitis hypoleucos</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>6.</td>
<td>Common Swallow</td>
<td>RM</td>
<td>Hirundo rustica</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>7.</td>
<td>Eurasian Spoonbill</td>
<td>RM</td>
<td>Platalea leucorodia</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Glossy Ibis</td>
<td>RM</td>
<td>Plegadis falcinellus</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>9.</td>
<td>Grey Heron</td>
<td>RM</td>
<td>Ardea cinerea</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>Indian Pond-heron</td>
<td>R</td>
<td>Ardeola grayii</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>11.</td>
<td>Large Egret</td>
<td>RM</td>
<td>Casmerodius albus</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>12.</td>
<td>Lesser Pied kingfisher</td>
<td>R</td>
<td>Ceryle rudis</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>13.</td>
<td>Little Cormorant</td>
<td>RM</td>
<td>Phalacrocorax niger</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>14.</td>
<td>Little Egret</td>
<td>R</td>
<td>Egretta garzetta</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>15.</td>
<td>Little Grebe</td>
<td>R</td>
<td>Tachybaptus ruficollis</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>16.</td>
<td>Little Ringed Plover</td>
<td>RM</td>
<td>Charadrius dubius</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>17.</td>
<td>Marsh Sandpiper</td>
<td>M</td>
<td>Tringa stagnatilis</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>18.</td>
<td>Median Egret</td>
<td>RM</td>
<td>Mesophoyx intermedia</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>19.</td>
<td>Painted Stork</td>
<td>R</td>
<td>Mycteria leucocephala</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>20.</td>
<td>Pheasant-tailed Jacana</td>
<td>R</td>
<td>Hydrophasianus chirurgus</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>21.</td>
<td>Red-wattled Lapwing</td>
<td>R</td>
<td>Vanellus indicus</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>22.</td>
<td>Small Blue Kingfisher</td>
<td>RM</td>
<td>Alcedo atthis</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>23.</td>
<td>White-breasted Kingfisher</td>
<td>R</td>
<td>Halcyon smyrnensis</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>24.</td>
<td>Wood Sandpiper</td>
<td>M</td>
<td>Tringa glareola</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>25.</td>
<td>Yellow Wagtail</td>
<td>RM</td>
<td>Motacilla flava</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

Distribution Status
Three, 13 and nine species were migrant, resident migrant and resident respectively (Table 1). Migrant species were Common Greenshank, Marsh Sandpiper and Wood Sandpiper. Common coot, Common Sandpiper, Common Swallow, Eurasian Spoonbill, Glossy Ibis, Grey Heron, Large Egret, Little Cormorant, Little Ringed Plover, Median Egret, Painted Stork, Small Blue Kingfisher and Yellow Wagtail were resident migrant. Asian Open bill -stork, Black winged Stilt, Indian Pond-heron, Lesser Pied Kingfisher, Little Egret, Little Grebe, Pheasant-tailed Jacana, Red-wattled Lapwing and White-breasted Kingfisher were resident species.

Relative Abundance
Relative abundance of birds were given in the (Table 2). Overall relative abundance of birds were high in the Tondamanpatti Lake than that of Periya Kulam Lake. For instance, Black winged stilt, Common Coot, Common Greenshank, Common Swallow, Large Egret, Lesser Pied Kingfisher, Little Cormorant, Little Egret, Little Grebe, Little Ringed Plover, Marsh Sandpiper, Median Egret, Wood Sandpiper and Yellow Wagtail were present in both the lakes. However, relative abundance of these birds were high in the Tondamanpatti Lake than that of Periya Kulam Lake.
Table 2: Relative abundance of birds between Periya Kulam Lake (P) and Tondamanpatti Lake (T)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Common Name</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Asian Open bill - Stork</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Black-winged stilt</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>Common Coot</td>
<td>13</td>
<td>88</td>
</tr>
<tr>
<td>4.</td>
<td>Common Greenshank</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Common Sandpiper</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>6.</td>
<td>Common Swallow</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td>7.</td>
<td>Eurasian Spoonbill</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Glossy Ibis</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>9.</td>
<td>Grey Heron</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Indian Pond-heron</td>
<td>66</td>
<td>34</td>
</tr>
<tr>
<td>11.</td>
<td>Large Egret</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>12.</td>
<td>Lesser Pied kingfisher</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>13.</td>
<td>Little cormorant</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td>14.</td>
<td>Little Egret</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>Little Grebe</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>16.</td>
<td>Little Ringed Plover</td>
<td>41</td>
<td>59</td>
</tr>
<tr>
<td>17.</td>
<td>Marsh Sandpiper</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>18.</td>
<td>Median Egret</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>19.</td>
<td>Painted Stork</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Pheasant-tailed Jacana</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>21.</td>
<td>Red-wattled Lapwing</td>
<td>73</td>
<td>27</td>
</tr>
<tr>
<td>22.</td>
<td>Small Blue Kingfisher</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>23.</td>
<td>White-breasted Kingfisher</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>24.</td>
<td>Wood Sandpiper</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>25.</td>
<td>Yellow Wagtail</td>
<td>44</td>
<td>56</td>
</tr>
</tbody>
</table>

Density
Average density was high in Tondamanpatti Lake than that of the counterpart (Table 3). In Periya Kulam Lake, Wood Sandpiper density was minimum and Median Egret density was maximum, followed by Painted Stork. Red-wattled Lapwing, Black winged Stilt, Indian Pond heron, Little Ringed Plover, Common Swallow and others. In Tondamanpatti Lake, Small Blue Kingfisher density was minimum and Little Cormorant density was maximum, followed by Median Egret, Black winged stilt, Little Ringed Plover, Common Swallow, Large Egret, Little Grebe and others.
Table 3: Average density and standard deviation (± SD) of birds in Periya Kulam and Tondamanpatti Lakes. NA = Data not available.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Bird</th>
<th>Periya Kulam</th>
<th>± SD</th>
<th>Tondamanpatti</th>
<th>± SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Asian Open bill - Stork</td>
<td>0.67</td>
<td>1.15</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.</td>
<td>Black-winged stilt</td>
<td>14.00</td>
<td>5.29</td>
<td>56.67</td>
<td>5.13</td>
</tr>
<tr>
<td>3.</td>
<td>Common Coot</td>
<td>0.67</td>
<td>1.15</td>
<td>4.67</td>
<td>0.58</td>
</tr>
<tr>
<td>4.</td>
<td>Common Greenshank</td>
<td>3.33</td>
<td>0.56</td>
<td>7.00</td>
<td>1.00</td>
</tr>
<tr>
<td>5.</td>
<td>Common Sandpiper</td>
<td>1.67</td>
<td>0.58</td>
<td>1.67</td>
<td>0.58</td>
</tr>
<tr>
<td>6.</td>
<td>Common Swallow</td>
<td>10.33</td>
<td>1.53</td>
<td>16.67</td>
<td>2.08</td>
</tr>
<tr>
<td>7.</td>
<td>Eurasian Spoonbill</td>
<td>0.67</td>
<td>1.15</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>8.</td>
<td>Glossy Ibis</td>
<td>NA</td>
<td>NA</td>
<td>2.00</td>
<td>1.73</td>
</tr>
<tr>
<td>9.</td>
<td>Grey Heron</td>
<td>0.67</td>
<td>0.58</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>10.</td>
<td>Indian Pond-heron</td>
<td>13.33</td>
<td>1.53</td>
<td>7.00</td>
<td>1.00</td>
</tr>
<tr>
<td>11.</td>
<td>Large Egret</td>
<td>3.67</td>
<td>2.52</td>
<td>12.00</td>
<td>3.61</td>
</tr>
<tr>
<td>12.</td>
<td>Lesser Pied kingfisher</td>
<td>0.67</td>
<td>0.58</td>
<td>6.33</td>
<td>1.53</td>
</tr>
<tr>
<td>13.</td>
<td>Little cormorant</td>
<td>2.67</td>
<td>2.08</td>
<td>76.00</td>
<td>9.85</td>
</tr>
<tr>
<td>14.</td>
<td>Little Egret</td>
<td>2.33</td>
<td>0.58</td>
<td>5.33</td>
<td>2.08</td>
</tr>
<tr>
<td>15.</td>
<td>Little Grebe</td>
<td>2.67</td>
<td>1.15</td>
<td>10.33</td>
<td>1.53</td>
</tr>
<tr>
<td>16.</td>
<td>Little Ringed Plover</td>
<td>12.67</td>
<td>0.58</td>
<td>18.33</td>
<td>3.06</td>
</tr>
<tr>
<td>17.</td>
<td>Marsh Sandpiper</td>
<td>3.67</td>
<td>0.58</td>
<td>7.00</td>
<td>1.00</td>
</tr>
<tr>
<td>18.</td>
<td>Median Egret</td>
<td>22.67</td>
<td>4.73</td>
<td>58.67</td>
<td>13.20</td>
</tr>
<tr>
<td>19.</td>
<td>Painted Stork</td>
<td>22.33</td>
<td>19.40</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>20.</td>
<td>Pheasant-tailed Jacana</td>
<td>NA</td>
<td>NA</td>
<td>8.67</td>
<td>1.15</td>
</tr>
<tr>
<td>21.</td>
<td>Red-wattled Lapwing</td>
<td>16.00</td>
<td>2.65</td>
<td>6.00</td>
<td>1.00</td>
</tr>
<tr>
<td>22.</td>
<td>Small Blue Kingfisher</td>
<td>0.33</td>
<td>0.58</td>
<td>0.33</td>
<td>0.58</td>
</tr>
<tr>
<td>23.</td>
<td>White-breasted Kingfisher</td>
<td>2.33</td>
<td>0.58</td>
<td>1.33</td>
<td>0.58</td>
</tr>
<tr>
<td>24.</td>
<td>Wood Sandpiper</td>
<td>3.33</td>
<td>0.58</td>
<td>5.00</td>
<td>1.00</td>
</tr>
<tr>
<td>25.</td>
<td>Yellow Wagtail</td>
<td>5.00</td>
<td>0.00</td>
<td>6.33</td>
<td>0.58</td>
</tr>
</tbody>
</table>

Diversity

Overall species richness, Simpson’s and Shannon diversity indices were high in the Periya Kulam Lake than that of the Tondamanpatti Lake. The value of dominance range (lower value is better) was also good in the Periya Kulam Lake than that of the Tondamanpatti Lake. Even though species richness was comparatively low in Tondamanpatti Lake, number of individuals (N) was high (Table 4). Wilcoxon rank sum test revealed that there was a significant difference (P = 0.02836) between Periya Kulam and Tondamanpatti Lake bird diversity.

Table 4: Overall species richness (R), number of individuals (N), dominance (D), Simpson’s (S0) and Shannon (H) diversity indices for Periya Kulam and Tondamanpatti Lakes.

<table>
<thead>
<tr>
<th>Lake</th>
<th>R</th>
<th>N</th>
<th>D</th>
<th>S0</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periya Kulam</td>
<td>23</td>
<td>437</td>
<td>0.09</td>
<td>0.91</td>
<td>2.61</td>
</tr>
<tr>
<td>Tondamanpatti</td>
<td>21</td>
<td>952</td>
<td>0.14</td>
<td>0.86</td>
<td>2.39</td>
</tr>
</tbody>
</table>

In Periya Kulam Lake, species richness, number of individuals, Simpson’s and Shannon diversity indices were high in January 2017 followed by February and March. Whereas, in Tondamanpatti Lake, species richness, Simpson’s and Shannon diversity indices were high in February 2017 followed by January and March 2017 (Table 5; Fig. 4; Fig. 5; Fig. 7 and Fig. 8). Number of individuals was high in January 2017 followed by February and March, in Tondamanpatti Lake (Table 5 and Fig. 5). In Periya Kulam Lake, dominance was good in January than that of other two months. In Tondamanpatti Lake, it was good in February.
than that of other two months (Table 5 and Fig. 6). Wilcoxon rank sum test revealed that there was a significant difference ($P = 0.01981$) between January and March in the Periya Kulam Lake.

Table 5: Species richness ($R$), number of individuals ($N$), dominance ($D$), Simpson’s ($S_D$) and Shannon ($H$) diversity indices of Periya Kulam and Tondamanpatti Lakes for January, February and March 2022.

<table>
<thead>
<tr>
<th>Lakes/Month</th>
<th>$R$</th>
<th>$N$</th>
<th>$D$</th>
<th>$S_D$</th>
<th>$H$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periya Kulam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>23</td>
<td>182</td>
<td>0.10</td>
<td>0.90</td>
<td>2.62</td>
</tr>
<tr>
<td>February</td>
<td>18</td>
<td>154</td>
<td>0.11</td>
<td>0.89</td>
<td>2.50</td>
</tr>
<tr>
<td>March</td>
<td>17</td>
<td>101</td>
<td>0.11</td>
<td>0.89</td>
<td>2.42</td>
</tr>
<tr>
<td>Tondamanpatti</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>20</td>
<td>361</td>
<td>0.14</td>
<td>0.86</td>
<td>2.36</td>
</tr>
<tr>
<td>February</td>
<td>21</td>
<td>318</td>
<td>0.13</td>
<td>0.87</td>
<td>2.43</td>
</tr>
<tr>
<td>March</td>
<td>19</td>
<td>273</td>
<td>0.14</td>
<td>0.86</td>
<td>2.35</td>
</tr>
</tbody>
</table>
Fig. 6: Graph representing Species Dominance with Error bars

Fig. 7: Graph Representing Simpson Index of Periya Kulam and Tondamanpatti Lakes
DISCUSSION

Aquatic birds are one of the significant levels in the biological community on the wetlands. The composition, density, richness and diversity of aquatic bird species is a result of the extent of habitat and availability of food (Kingsford et al., 1999). In an aquatic ecosystem the vegetation is the most significant factor for the survival of water birds. The aquatic vegetation community may directly or indirectly affect the foraging birds (Deshkar, 2008). Water is a major driven factor that affected aquatic vegetation composition and food resources that influenced bird density, diversity and species richness (Colwell and Taft, 2000; Quinn 2002; Wilcox et al., 2002).

Among the most important parameters of the bird study, the species richness (Nilsson and Nilsson, 1978; Weller, 1978; Pandiyan and Kannan, 2012) the density (Krebs, 1985), bird species diversity (Pandiyan et al., 2006) are known to be different between locations (spatial) and seasons (temporal) (Austin and Tomoff, 1978; Rotenbery et al., 1979; Benthke and Nudds, 1993).

The Inland wetlands could fulfil energy demand of aquatic birds and enable them to build up nutrient reserves to meet out their breeding activities (Mohanraj and Pandiyan, 2014). Freshwater wetlands are highly important habitats for wide array of aquatic birds and their importance depends on size, diversity of vegetation, water quality, food resources and topography. Birds are the most conspicuous and significant components of freshwater ecosystems, their presence or absence may indicate the ecological conditions of the particular area.

Presence of a good number of aquatic bird species including migrant, resident migrant and resident birds indicate that the health of both these lakes are in good condition. Periya Kulam lake is comparatively bigger than that of its counterpart lake, and also constitute a heterogenous habitat. Hence, it had more number of species, high Simpson’s and Shannon
diversity indices and also bigger size species exclusively present on this lake, namely, Painted Stork, Grey Heron, Asian Openbill – stork and Eurasian Spoonbill. Even though, Periya Kulam Lake was bigger in size, due to low water quantity, relative abundance and density of birds were lower than that of Tondamanpatti Lake. Hence, the difference between the bird diversity of these two lakes were statistically significant. Water extraction for agricultural purpose, from the Periya Kulam Lake significantly reduced the water quantity in most part of the lake, which led the lake near to dry condition. In Periya Kulam Lake, the diversity was statistically significant between January and March 2017. It indicates the high quantity of water extraction for agriculture between these months, led to the decreased bird diversity. Similarly, low level of water quantity and the bird density, richness and diversity were recorded by Mohanraj and Pandiyan, (2015).

CONCLUSION
About 25 species of aquatic birds were recorded in the present study. Of which 23 were from Periya kulam and 21 were from Tondamanpatti Lake. Four and two Species were exclusively present in Periya Kulam (Asian Open bill stork, Eurasian Spoon bill, Painted stork, Grey Heron)and Tondamanpatti (Glossy Ibis, Pheasant – tailed Jacana) Lakes Respectively, and 19 species were present in both the lakes. Three species were migrant, 13 species were resident migrant and nine species resident respectively. Overall, relative abundance and density of birds were high in the Tondamanpatti Lake than Periya Kulam Lake. Overall species richness, Simpson’s and Shannon diversity indices were high in the Periya Kulam Lake than that of Tondamanpatti Lake. Presence of a good number of aquatic birds indicate that the health of both these lakes are in good condition.

Even though Periya Kulam Lake was bigger in size, due to low water quantity, relative abundance and density of birds were lower than that of Tondamanpatti Lake. Water extraction for agricultural purposes significantly reduced the water quantity in most part of the lake. Uncontrolled water extraction for agriculture, over fishing including juveniles, encroachment of wetland area, hunting of birds, and blocking of catchment area will lead to destruction of lake. Hence to conserve wetlands and its biodiversity sustainable agricultural practices must be followed and measures should be taken to recover exploitation of wetlands and revive their natural biodiversity.

REFERENCES


FOSTERING VOCATIONAL EDUCATION AND TRAINING IN INDIA: NEW TRENDS AND CHALLENGES ENCOUNTERED BY PERSONS WITH DISABILITIES IN THE 21ST CENTURY EDUCATIONAL SYSTEMS

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Abstract
The recent paper explores fostering vocational education and training (VET) in India: new trends and challenges encountered by persons with disabilities (PwDs) in the 21st century educational systems. VET is necessary for PwDs when youth unemployment is at an all-time high. PwDs benefit from disability employment because it enables them to become more self-reliant and enhance their quality of life. VET for PwDs aims to teach them the skills they need to compete in today's workforce. Policymakers and academics generally regard VET as essential in assisting PwDs to transition from school to the workplace. Several studies have shown how VET systems may be targeted to a specific field of work rather than a general area of work and community engagement. Understanding the new trends and challenges in national VET systems requires a societal perspective. Each nation's VET system has a wide range of institutional and historical differences, making it tough to understand as a single system. VET occurs in a wide variety of contexts, from formal to informal, throughout a person's life, which increases the risks of this challenge. A PwDs must be considered while selecting a training location. Education and training in this field must be stepped up so teachers can best serve their students. In most educational systems, several infrastructure challenges need to be addressed. Human resources can be trained to meet sector-specific demands to boost a country's economic growth. In the workplace, disabled students and teachers face distinct challenges. Regarding education and employment, people are less likely to go to school or work than their peers. Accessibility to VET for PwDs can boost their self-esteem and increase their chances of obtaining well-paying employment. Overwhelmingly, they are unable to read or perform simple math. Training PwDs may be a significant difficulty in today's VET. The socio-economic and traditional VET organizations are putting further challenges to PwDs. In addition, the author makes some guidelines for how PwDs in India's 21st-century educational systems could overcome the challenges they confront in VET.

Keywords: Vocational Education and Training, PwDs, Trends, Challenges, 21st Century, Educational Systems

Introduction
Human beings are going through a time of transformation right now. Education is vital in this ever-evolving world where we continually seek new and enhanced methods to prepare PwDs for their social duties. It might be challenging for a vocational teacher to support underprivileged or disabled students in becoming independent. VET supports long-term national growth and societal needs by enhancing human resource capabilities. Providing
society with the information and skills necessary to meet a variety of labor demands enhances the standard of living for individuals and promotes a continuous expansion of all economic sectors. In many studies on the topic of integrating PwDs, the integration of work is linked to VET (Beyer et al. 2010, Foley et al. 2012, Verdugo et al. 2010), also highlight how the profession, career development, and education all affect one's quality of life. Adverse barriers prevent PwDs from obtaining the appropriate VET and looking for work in this situation. To satisfy quality requirements and successfully address the significant challenges of unemployment and underemployment in this marginalized community, the UN highlights the necessity for a paradigm shift in the VET offered to PwDs (Scior and Werner 2016). In India, VET supporters have been active for more than ten years. Nations and aid agencies prioritizing international support and economic development have been engaged in the sector, attempting to advance skill development through various programs and techniques (Dar, 2008; World Bank, 2017). Furthermore, the Indian government has firmly committed to formal VET for skill development (Agrawal, 2014). A person is considered handicapped if their physical or mental limitations prohibit them from completing a regular VET program created for those without those limitations. Moreover, this person needs assistance to enhance their chances of achieving a VET program effectively. Most PwDs are known to a person when they unroll in a VET program. An expert who has obtained training in recognition and categorization must make these decisions. A method must specify the VET and experience needs. They make it possible for PwDs to take advantage of employment prospects and income sources. Suppose institutions want to ensure that young people can successfully acquire the knowledge and skills they need and have access to career-oriented opportunities. In that case, they must invest in expanding their staff. PwDs must develop the skills, perspectives, and knowledge required to function in a demanding workplace and gain work. In addition to the people already mentioned, numerous excellent PwDs receive their VET outside of the classroom and have made significant contributions to their nation.

The Notion of Vocation Education

Every nation requires a robust vocational education (VE) system that emphasizes careers and jobs. It might be described as skill-based education. VE encourages a growing economy. The Indian educational system is conscious of the value of education, particularly VE. The National Council for Vocational Training, an advising body, established by the Indian government, is essential for the growth of VE in India. In India, VE is being implemented nationwide, although, in some areas, it is proving challenging. The extent, problems, and government involvement in VE are made evident in this study (Kaushik, K., 2014). Dewey's concerns regarding the idea of VE and how it relates to labour are still very relevant today, even though he wrote this article more than a century ago. Policymakers and academics are debating the extent to which VE pathways should begin preparing young people for specific occupations, more generally for a changing, vibrant, and global labour market, and citizen participation in twenty-first-century democratic countries in light of current social and economic imperatives (OECD, 2010; Pring, 2007). VE is significant for a variety of reasons. The solution is, in a sense, all around us. Only in the presence of those with the required professional knowledge, skills, and expert knowledge do seem to endeavours like the development of the infrastructure that supports modern life, the treatment, maintenance, and
repair of machinery and equipment, the provision of hospitality and leisure services, technological advancements in information technology, and many other things possible. Therefore, VE is crucial for pragmatic reasons. Beyond this, and at the heart of John Dewey's concern, is the requirement for a complete and humanistic perspective of VE that highlights the inherent value connected to gaining professional knowledge and performing skilled labour for the person and broader society (Sennett, 2008). The VE training approach helps a student pursue their desired vocation. VE is sometimes called career and technical education (CTE) or VET. It prepares people for various trades, crafts, and jobs in many different areas of practice. There are several various functional tasks involved. Because the learner directly increases their expertise in a particular set of operations, it is sometimes referred to as technical education. VE is connected to the previous apprenticeship-based educational system. To put it another way, VE might be thought of as a type of information processing education (Kaushik, K., 2014). Dewey's statement powerfully illustrates the enduring disparities that permeate national and international debates over the goal of VE, who it is for, what it is, what it is supposed to do, and for whom. Given the historically high rates of youth unemployment in Europe, the US, and other parts of the world, in addition to the well-known "scarring effect" that this has on young people, the significance of VE becomes even more essential (Morrell et al., 1994). In VE, PwDs primarily enroll in hands-on training to help them develop the knowledge and skills required for future employment. It enhances PwDs' skill levels, which promotes their employment possibilities in India.

Vocational Education and Training in India

We believe education is the only way to build a nation in India. Providing young people with the proper education and training is also widely accepted to contribute to societal growth and general economic prosperity. One of the world's most significant technical labour forces is found in India. Despite the low population density, there is much room for expansion. In India, general education has taken precedence, which has hurt VE. As a result, there are still many educated PwDs who are unemployed. Vocational and technical education is essential for the nation's human resources growth because it produces skilled labour, boosts operating efficiency, and raises general standards of living. Often, the terms technical education and vocational training are used synonymously. Meanwhile, the word "VET" generally refers to post-secondary academic programs and hands-on training that prepare specialists for employment as supervisory staff. For the population of skilled or semi-skilled workers in a range of professions, the phrase "VET" refers to lower-level education and training; it does not raise their level in terms of general education. The planners are concentrating more on the rationalization of schooling now that they are aware of this trend. Another issue with technical and VE is that more technicians are graduating than receiving degrees nowadays. Education, especially VET, is valued in the Indian educational system. Due to the nation's rising economy and an apparent lack of trained personnel, the official VET system in India has recently attracted increased attention. The Indian government has placed a substantial premium on skill development for more than ten years, which has evolved in state policies and related initiatives to enhance and extend a system plagued by quantity and quality issues. The main elements of the Indian VET system are outlined in this publication, along with suggestions to improve formal VET in India. The sector's main problems and growth prospects are discussed from a
range of structural angles (Pilz, M., & Regel, J., 2021). In India, promoters of VET have been active for more than ten years. Nations and international organizations involved in economic exports and humanitarian aid have fostered skill development (Dar, 2008; World Bank, 2017). VET was one of the 11th Five-Year Plan's critical areas of focus. As a result, a national skill development strategy was implemented (MoLE, 2007). The National Skill Development Mission and the 11th Plan were both announced by the Indian government in 2007. To train around 10 million people annually, it was planned to add 1,500 ITIs and 50,000 skill development centres throughout the 11th Plan era (2007–12). Only 5000 skill development centres were scheduled for the 12th Plan at the time of writing (mid-2012), and there were still plans to open 1500 more ITIs (Rao, K. S., Sahoo, B. K., & Ghosh, D., 2014). To tap into the enormous potential of a new and developing population, the Indian government has also shown a strong interest in establishing VET-building skills (Agrawal, 2014). The government promotes economic growth despite its excellent growth rates because systemic restructuring necessitates long-term planning to improve critical aspects. The nation's educational Policy heavily incorporates VET. It is essential to reconsider the fundamental elements of providing VET and make them adaptable, modern, pertinent, inclusive, and innovative to effectively contribute to the shifting national context and ensure that India benefits from the structural transition. The government has already made some admirable efforts in this area. It is fully aware of the crucial role that VET plays in the lives of PwDs in the educational systems of the twenty-first century.

National Council for Vocational Training

The National Council for Vocational Education and Training (NCVET) was notified by the Ministry of Skill Development and Entrepreneurship (MSDE) on December 5, 2018. As the general skills regulator, NCVET would replace the National Skill Development Agency (NSDA) and NCVT, which are now in charge of regulating skills. On November 4, 2019, the MSDE Secretary and Senior Economic Advisor started serving as the NCVET's Chairperson and Executive Member. The NCVET was named a general skills regulator on December 5, 2018. The NCVET shall establish minimum requirements for the operation of such entities in addition to regulating the long- and short-term processes of organizations involved in vocational education and training. Registration of credentials, supervision, oversight of recognized organizations, resolution of complaints, recognition, and regulation of awarding bodies, assessment agencies, and providers of skill-related information are among the NCVET's primary responsibilities. This study explains the process NCVET and its recognized bodies will use to manage the various dispute types submitted by stakeholders and the different grievance types that NCVET and its recognized bodies will deal with. Increasing transparency throughout the entire grievance redress process is one benefit. The guidelines also attempt to describe how the complaint has turned out in light of a revision, both expected and unexpected. The MSDE informed the NCVET on December 5, 2018. NCVET, which also outlines the necessary conditions for their operation, governs institutions engaged in VET on a long-term and short-term framework. To improve outcomes, NCVET plans to integrate quality assurance along the whole value chain of vocational training and bring together a fragmented regulatory framework with several stakeholders. Only a few of the many players in the VET ecosystem that NCVET oversees at the federal level include the Sector Skill Council (SSC), skill schools,
established under the national and state agencies, trainers, evaluators, trainees, and other parties. To promptly handle complaints, stop unfair practices, and enhance service delivery in the VET ecosystem, a dispute resolution process needs to be implemented at NCVET and organizations participating in the NCVET ecosystem. This is done to ensure that the many NCVET-recognized institutions and other stakeholders in VET operate efficiently, morally, and openly.

**Vocational Education and Training for Persons with Disabilities**

As per the study, traditional VET can help PwDs reach their full potential (Josephine Kaserera, 2012, WHO 2011). These people need guidance to develop their unique skills, which will help them find employment and engage in more critical societal initiatives. Following a 2011 World Bank study, PwDs lag behind the overall population in essential areas, including work. Their already high rates of social bias and poverty are now far more likely to persist due to this discovery. Furthermore, it is much more critical for India, whose demographic dividend can only be achieved with rapidly increasing employment and expanding possibilities for everyone. Therefore, expanding PwDs' employment opportunities is essential for improving their quality of life and generating significant economic gains for the nation. For PwDs to be able to live independently, a career is necessary. Because it upholds their freedom to do so under the Constitution and benefits the economy, PwDs must have access to rewarding employment (ILO, 2015). PWDs can compete with other unemployed workers thanks to practical VET. The Indian government launched the National Skills Mission to help it capitalize on its youth by 2020. Since the population dividend can only be achieved with the rapid creation of work and earning opportunities, it becomes even more vital for India. Therefore, it is the responsibility of Indian society to expand PwDs' access to excellent and respectable VET. As per the report, developing nations lose up to 7% of their GDP due to the absence of workers with impairments from the labour force. The members of society who are most financially challenged are PwDs. If they cannot find employment, their situation will quickly get worse. One route to a respectable profession is high-quality skill training, which educates PwDs for future independent living. The 1995 PwD Act was designed to ensure that PwDs have equal opportunities and can fully contribute to the development of their country. To accommodate the various needs of PwDs, a separate statute was employed for the first time in India. Social security, employment, a barrier-free environment, education, and technical and vocational education are all protected by this Act.

**Challenges Faced by PwDs in Vocational Education and Training**

The term VET describes a wide range of training materials and levels that focus on teaching skills relevant to several professions in the financial system (UNESCO, 2013). Integrating VET's problems into the standard curriculum at colleges and universities is on the horizon. Researchers have pondered the issue of comparing and contrasting professions for a long time. The general public's view of VET affects the choices that PwDs make when choosing which colleges to enroll in. These factors have undoubtedly dampened enthusiasm for VET among the student community. Other reasons have also influenced this conception of VET. One of the primary reasons for the collapse of VET is the "forced" separation of VE from academic and vocational training, most evident in the entire break of institutions and
curriculum from elementary school onwards. Things need to be fixed right away. For PwDs to consider VET seriously, they must grow into a viable and desirable career path. The millions of people who are just entering or are currently active in the work field will benefit greatly from this. The economy of the country depends on it just as much. The measures outlined in this Policy address the problem in the short and long term. Through classroom training, including experience, VET ensures that PwDs acquire employable skills in various fields. It helps PwDs successfully transition from high school to working and reduces dropout rates. With the proper training, young people and adults may gain the skills they need to advance in today's dynamic labor market. The VET and Learning Skills Team aids countries in pinpointing their significant challenges and strengths in the VET system so that it may be made future-ready, resilient, flexible, and accessible. The significance and execution of VET might vary widely between countries. Evaluations of the national VET program provide in-depth looks at the strengths and challenges of the VET program throughout the world, as well as targeted suggestions for changing the diversity of VET policy matters.

Lack of Institutes: It would be hard to comprehensively analyse the VET facilities that were established after August 15, 1947. Considering India's large population, the prospects for young people passionate about VE are bright. A total of 10,426 vocational institutions (AICTE 2018-19).

The attitude of the persons: In today's culture, the ability to read and write is held in more esteem than athletic prowess. The cornerstone of the nation's caste structure is physical work. In India, the class difference in the workforce has been based on the caste system for centuries. In today's society, persons who must rely on manual work or sell homemade goods sometimes face humiliation and social isolation.

Short Prospectus: Courses offered by Vocational Streams are entirely focused on technical subjects. A good education is not provided at this institute. Information on production's social aims and human relations is essential if young people use the technical knowledge they possess effectively.

The medium of training: Challenges also arise concerning the medium of education in VE. English is used as the language of instruction in nearly all of India's modern technical institutes. Individuals who have spent their whole educational lives studying Hindi or another regional language may find it difficult to adjust to the demands of a technical or VE course taught in English. However, some PwDs enrolled in vocational or technical education drop out since they believe they aren't making enough progress. This misery wastes resources, including time, effort, and money.

Lack of good trainers: People of exceptional quality and talent who have finished a Technical or VE program expect to be compensated well for their efforts. They have reservations about working in certain areas. This results in a loss of talent and potential for these institutions.

PwDs lack the requisite abilities due to an absence of relevant work experience: Opportunities for hands-on training and education, such as internships and apprenticeships, are essential for their development.

Lack of continuous Training: Young adults participating in and graduating from VET programs increase their probability of getting meaningful employment. They start with a lot of information, but they slowly lose it. This will cause them to be less effective.
Conclusion

The study initially contrasted an inclusive, all-encompassing definition of VET with a narrow, career-centric alternative to demonstrate the breadth of VET’s possible uses and the challenges of keeping the academic-vocational separation. This study and the associated study identify essential dimensions along which national vocational education systems may be defined, and the implications of these dimensions for social justice and professional achievement are discussed. The larger context in which VE functions is VET or Vocational Education for All. It may thus be challenging for people with disabilities to get jobs that need VET credentials. Young PwDs face several obstacles on the path to sustainable work and financial independence, contributing to the already severe problem of youth unemployment. Whereas this study suggests that access to high-quality VET could facilitate transformations, it is vital to remember that environment plays a crucial role in establishing what qualifies as successful, for whom, and in whose interests. This study provides a high-level review of how current policy influences VET for PwDs. This study confirmed that the State Policy does not offer a solid foundation upon which to build to address the issue of insufficient VET opportunities for PwDs. VET helps every country’s economy thrive and provides more employment. India is making enormous achievements in establishing its VET system. It should be highlighted that many incorporate various to promote VET for PwDs. However, the disability community has not witnessed any major legislative reforms in support of PwDs in the educational systems of the 21st century.

Reference


AN ANALYTICAL STUDY OF PSYCHOLOGICAL HEALTH FOR SMART CITY CITIZENS WITH SPECIAL REFERENCE TO NAGPUR CITY IN VIDARBHA REGION (UPCOMING METRO CITY), MAHARASHTRA STATE, INDIA

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Abstract

“Mens sana in corpore sano is a Latin phrase, usually translated as "a healthy mind in a healthy body". The phrase is widely used in sporting and educational contexts to express the theory that physical exercise is an important or essential part of mental and psychological wellbeing”. When society evolves and develops, it becomes more and more complex. This possesses a great challenge in maintaining the physical and mental health of its citizens. When people lived in rural areas their needs were limited. When industrial revolution seeped in India people started migrating from rural to urban areas in search of a better livelihood. This not only led to the population growth of cities but gave rise to innumerable problems in the society. We come across numerous health hazards in a developed urban society as compared to rural one. This is due to air, water, noise pollution and housing problems as well due to setting up of industries and factories on a large scale in urbanized area. Furthermore, the concept of ranking 100 cities in the category of Smart cities, an initiative taken by the Mr. Narendra Modi Government has raised a question of Health and hygiene issues in the process of economic and social development. Smart cities deal with the development of a city in its entirety - Social, economic and political development. ICT is utilized to the fullest in transforming the city to a smart city which encompasses developing educational centres, housing facilities for its citizens, infrastructural development, health and hygiene facilities as well good transportation and communication. In the process of this continuous change towards attaining perfection, knowingly or unknowingly the administrators, leaders, authorities jeopardize the mental health issues of the citizens. The present paper deals with the significance of mental and physical health of the citizens residing in Nagpur city situated on the banks of Nag River in the Vidarbha region in Maharashtra State of India which is identified for overall development so that it can get status of a Smart City. The initiative of developing cities into smart cities by the GOI is definitely a smart move but it should not put mental health at risk. A thorough and serious thought process in this direction must be taken up well in advance.

Keywords: Individualistic approach, Materialism, Complex Society, Mental health, Cultural changes

Introduction:

Smart cities deal with the development of a city in its entirety - Social, economic and political development. ICT is utilized to the fullest in transforming the city to a smart city which encompasses developing educational centers, housing facilities for its citizens, infrastructural development, health and hygiene facilities as well good transportation and communication. In the process of this continuous change towards attaining perfection, knowingly or unknowingly the administrators, leaders, authorities jeopardize the mental health issues of the citizens.
Concept of Psychological Health:

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors like biological, life experiences and family history contribute to mental health problem. Other than these factors, the changing lifestyle of people due to urbanization, industrialization, development of metro and smart cities contribute largely in the growth of mental issues.

The initiative of developing cities into smart cities by the GOI is definitely a smart move but it should not put mental health at risk. A thorough and serious thought process in this direction must be taken up well in advance.

Psychological health in Smart cities:

As people migrate to urban areas in search of employment and a modernized life, they end up living in slum areas due to acute housing problem in the cities. With their low earnings it is impossible to afford a standard and sophisticated living. GOI has come up with “Housing for All” motto wherein affordable housing will be within the reach of a common man. Tall buildings, isolated living becomes a part of daily routine. This housing density, crowded streets, concrete sideways, glass buildings are all alluring but pose a great threat to the mental wellbeing of the people. Heat, noise, artificial light, environmental changes further accelerate physical and mental problems. They have to deal with a number of issues related to mental health. Few of them are discussed below:

1. **Depression**: Cut throat competition in a Smart City puts a man in delirium. It increases confused thinking and reduced awareness of surroundings. Mental abilities of man are seriously disturbed to achieve the goals and objectives set by him for himself, family and society. In order to fulfill the expectations of society many a time’s human beings suffer from nervous breakdown. If this phenomenon is not nipped in the bud it can lead to serious mental hazards.

2. **Anxiety**: Anxiety is a feeling which leads to worry fear & uneasiness; human beings are unable to concentrate due to fatigue & negative attitude towards life. They generally experience nervousness & worry.

3. **Individualistic approach**: In pursuit of materialistic wealth and gains man develops individualistic approach. Social welfare or contribution towards making the society a better place to live in occupies a back seat. Selfish pursuits mars the principles of oneness. Smart cities provide ample economic opportunities to its citizens to live a standard luxurious life but people become more and more solitary and individualistic.

4. **Mood disorders & Behavioral issues**: Too much thought process leads towards variety of mood swings. Individuals use smart devices, modern gadgets but as they become slaves to machines, the addiction starts having a deep impact on their mood which leads to cantankerous behavior as well short tempered nature and increase in aggression. At times it becomes very difficult to think that why an individual behaves in an eccentric way in a particular situation.
5. **Suicidal Tendencies**: Laxity in morals, selfishness, lack of personal touch, rat race to excel in every field, dearth of family values and lack of time, inability to cope up with the demanding times in a smart city develops suicidal tendencies in human beings. We witness that many people commit suicide as they are not able to deal with the emotional stress and strain which becomes a part of life in a smart city.

6. **Lack of spirituality**: Smart cities do create a smart infrastructure but it has led to dearth of spiritual and moral values. People have no time to engage in spiritual activities as they are busy in usage of modern gadgets which provides variety in virtual reality. The menace of virtual world cannot be underestimated. It has created a havoc in lives of people and taken them away from reality. People have lost faith in moral and ethical values.

**Measures to improve Psychological health in Smart city:**

1. **Setting up Counselling centers**: Counselling centers must become a part of smart infrastructure. Psychologist and psychiatrist must offer timely help to the people who need counselling and proper guidance. It is the responsibility of the government to establish such centers where people will get motivation and direction by the psychologist to lead a happy and meaningful life.

2. **Providing good localities**: Provision of lush green localities with good hygienic conditions should be built under the expansion plan of the cities. Walking tracks, play areas, recreational zones must be constructed.

3. **Art of living**: Citizens should be provided with life living designs. Art of living lectures must be organized by the civic authorities. Citizens must be made aware of the benefits of developing positivity in their life and the benefits reaped out of positivism.

4. **Establishing Health centers**: Gym facility, health centers, exercise parks must be established to take care of physical fitness of the citizens. Importance of maintaining good physical health through proper exercises should be clearly ingrained in the minds of citizens by organizing workshops, seminars and health checkups.

5. **Value Education**: Dearth of moral values results in a degenerated society - rich in materialism and poor in spirituality. Smart cities must have facilities to develop spiritual side of its citizens. Yoga centers, meditation centers act as facilitators in imparting value education. Society to become smart in true sense must comprise of citizens rich in ethical values and material possessions. Secularist approach must be followed in cities. Funds must be provided by civic bodies to organize religious functions and celebrate religious festivities.

**Conclusion:**

The organization of the city can have far bigger and personal consequences, than people are realizing. Still, just as Jason Byrne, Associate Professor of Environmental Planning at Griffith University, writes: *we cannot blame planners for causing the health issues of the population*. Yet, he continues, they do have the power and skills to improve the urban living conditions. This is why the smart city initiatives are often about the health of the citizens. Some of them have recognized the importance of the mental health and are trying to tackle that specific issue.
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ARTIFICIAL INTELLIGENCE: THE NEED OF THE FUTURE

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Abstract

Artificial Intelligence (AI) is the technology, in which machines are designed in such a way that they are efficient enough to perform a particular task with optimised output. It is the future of technology as there are varied applications such as chat bot, smart home, smart watch, talking back assistant, robots, etc. As the field of AI is rapidly advancing, it is getting prepared to become the need of the future. AI, robots or humanoids are specialised in more than one field and have the ability of multitasking. The purpose of this paper is to analyse the current advancements of AI with respect to the future needs, especially for designing 'Friendly AI'. The paper also discusses the term Artificial Intelligence, how it expands its knowledge by the facts, and is able to make the corresponding conclusion. AI is able to fulfil our requirements by adapting the techniques of training, rationality, critical thinking, language processing, and face recognition. The reason behind the increasing usage of AI based gadgets is not just that they are 'smart', but they are like a blessing to the human population. Smart watches keep a track record of their user's health and are able to provide them with the appropriate medical facility, if required in any case. Also, robots can be used to be employed in tasks in which humans risk their lives like mining and radioactive waste segregation. While keeping in mind the positive side of AI, we should also consider its dark effects, as a knife used to cut fruits can also be used to harm someone. Thus, it should be taken into consideration that AI should not follow the wrong path. In other words, AI should be with humans, not AI against humans.

Keywords: artificial intelligence, chatbot, robots.

INTRODUCTION

In early 1900, it was the era of Tabulating Systems in which machines were used to store and manipulate data. Then, in 1950, Programmable System Era came in which machines were manipulated using programs and various programming languages were also introduced. From 2020 – till date, is the Cognitive System Era, in which machines are able to turn the information and data to knowledge. Machines are now able to think, act, learn, hear, see and even speak, just like humans. Artificial Intelligence (AI) is the technology in which machines are designed to act like human beings. Many examples of AI are all around us, like automated doors, smart watches, smart homes, robots, talking-back assistants and many more, have started spreading across the globe. With respect to the AI technology, data is the new oil and Artificial Intelligence is the new electricity. In this technology, machines perceive information through their surroundings and manipulates it by Deep Learning and Machine Learning, to enhance its knowledge. As the AI technology is advancing, narrow AI is capable of doing specific human task, strong AI, however, would be able to compete with humans at nearly every cognitive task. Many research experts claim that further advancements in AI can become a threat to human...
existence as it would be quite difficult – some might say impossible – to design broadly adopted ethical AI system. The driving forces of AI include, exponential development of the performance of Information Technology (IT) system, the advancements in digitalization and dematerialization, and the increasing connectivity between humans and machines.

![Figure 1. Amalgamation of Technology](image)

The amalgamation of the three technologies, as shown in Figure 1 forms the basis of teaching machines to perceive, infer and take decision.

**RELATED WORK: CURRENT ADVANCEMENTS IN AI**

Big firms and the whole market want to use AI, which is because it is monetarily beneficial, as it requires fewer human resources and hence less salaries paid. This is one of the main concerns over AI usage as an employee. Threats of AI have been informed by Griffin (2015) and Elon Musk (2017) where it can be seen instances that describe destruction of humans through this technology. Tegmark (n.d.) discussed the benefits and risks of AI along with the myths surrounding AI. Anderson & Raine (2018) discussed AI and the future of humans, where they elaborate the benefits in terms of healthcare, education and smart commuting systems. The impact of AI on Information Technology (IT) and how AI is the future of work has been discussed by Bundy (2017) and Autor et al. (2022). A smartwatch has AI-enabled health applications that help patients to self-monitor their health functions, such as measuring blood pressure, heart rate and suggesting proper nutrition and exercise (Uzir et al., 2021). The ability to adapt to absolutely new conditions is a big challenge for AI and robotics.

**FUTURE POSSIBILITIES: HOW WE SEE AI IN FUTURE**

There are various use cases of AI in future in various fields, these include:

- **Manufacturing and Production**: Various companies replaced human employees with robots, so as to increase the productivity of their companies. ‘Robot Builder’ has also been introduced which is able to construct a house in two days, as constructing a house is a long procedure - it takes months and sometimes years. The famous online shopping company, Amazon, also relies on this technology for anticipatory shipping, which attempts to fully anticipate and dispatch customer orders without having already made a purchase.

- **For Serving Humanity**: Figure 2 shows Robot is being used to help and assist aged
people, as they are not able to perform daily routine tasks. So, robots proved to be a blessing for them. In Figure 3, ‘Robotic Dogs’ is being used to give directions to visually impaired person. In Figure 4, mining activities is being performed by machines, as it leads to serious respiratory problems in humans. Nuclear waste which is highly radioactive and leads to serious health problems, if not treated properly. Machines are now also able to tackle which nuclear wastes, Figure 5.

**AI In Healthcare:** ‘Cardiogram’ is an app in apple watch which detects irregularities of heartbeats. AI-assisted surgeries, virtual nurses, virtual health-care agents are highly being used in the field of healthcare, especially during the covid times. Digital twins, in this technology, a digital twin of a human is created which has all the diseases that the patient has and all the medications are experimented on the digital twin of the human, in case the medication has no side effects then it is prescribed to the patient. Early detection based on genes, in this technology, AI studies the genes of the patient and detects whether the patient suffers from any disease in present or in future. In May 2013, Angelina Jolie revealed to media that she had undergone preventive double mastectomy after testing positive for BRCA1 gene mutation. It was estimated by this test that she has 87% chances of developing breast cancer and 50% chances of developing ovarian cancer over the course of lifetime (Raphael et al., 2016).

**Figure 2.** Romeo, Aldebaran's new robot companion (2015)

**Figure 3.** Robotic Guide Dog (Yirka, 2021)

**Figure 4.** Mining by machines (Padma, 2021)
DISCUSSION

Specialized AI systems depend on the data produced by humans and they are quite good at mimicking human behavior on popular tasks, embodying human biases as well. Issues exist whenever there are changing circumstances and the human trust to produce exactly same solution every time. Today’s specialized AI systems are not able to reveal to humans how they reach decisions. AI and robotics are still unable to respond to novel tasks and therefore, firms continue to have human workers for executing tasks. As compared to a machine, a human performs exceptionally well at social interaction, common sense and general intelligence (Autor et al., 2022). Hence, there is a need to evolve the AI-based systems in future.

CONCLUSION

Our world will change in next few decades than it was in previous 300 years, it can be heaven or hell. It totally depends on us, AI was meant for creating future, so, we should not confuse this tool with its purpose of invention. While keeping in mind, the benefits of AI, we can’t neglect its dark sides. There is a possibility that in future super AI compete with humans to take over the world as shown in various Hollywood movies like The Terminator (1984), The Matrix (1999), 2001: A Space Odyssey (1968), but that situation is still very far away. We can prevent even the possibility of these situations be designing ‘Friendly AI’. We should make sure that AI technology does not follows wrong path, as it should be with humans not against us. As the AI Technology is going through a number of advancements, in future most of the tasks would be digitalized or automated, which will eventually come to an end to our routine. So, we have to ensure that we aren't replying completely on this technology as it could further lead to serious lifestyle problems like hypertension, diabetes, lack of physical activities and many more. Thus, there is a need to use this technology wisely as a small mistake could lead to a major problem in future. We should use this technology to make our lives easier instead of relying on this technology completely for our comfort.
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Abstract

Vietnam is a country that attaches great importance to historical education, especially in general education. Therefore, in Vietnamese high schools, history is carefully compiled, including both Vietnamese history and world history. In teaching history in high schools, Vietnam also faces some difficulties in igniting students' interest, many history lessons have many boring content that students don't like history. From 2018 to now, Vietnam has reformed education and history subjects have also undergone many changes in the direction of promoting learners' analytical capacity, not just focusing on learning to memorize historical events. However, in order for history to be truly the most important subject in education in Vietnam, more drastic changes are needed.

The following article aims to analyze the factors affecting history education in Vietnam today. The research method used is actual survey, statistics, analysis and synthesis to clarify problems in teaching history in high schools. Thereby, there are proposed solutions to further improve the teaching of history in Vietnam.

Keywords: Vietnam, teaching, history, current situation, prospects

1. INTRODUCTION

Teaching History in high schools in Vietnam today faces many difficulties and challenges. In fact, students have little interest in history. Since 2018, Vietnam has carried out education reform and through it, has promoted history subject in the new secondary education curriculum.

In this program, the position and role of history subject are given more importance and aim to create attractiveness for learners. Therefore, there are many changes in teaching history in Vietnam today. The current situation of teaching history in high schools in Vietnam is an issue that needs to be researched, thereby proposing solutions to further improve the quality of history teaching in high schools.

The following article aims to analyze the factors affecting history education in Vietnam today. The research method used is actual survey, statistics, analysis and synthesis to clarify problems in teaching history in high schools. Thereby, there are proposed solutions to further improve the teaching of history in Vietnam.

2. RESEARCH AND FINDINGS

2.1. The current situation of teaching history in high schools
Reality of training high school history teachers

In general, most history teachers in high schools are formally trained in the system of pedagogical universities across the country, so they have good qualifications, basically
meeting the requirements of improving teaching quality. Besides the above-mentioned advantages, today's history teachers also have limitations that need to be identified and overcome.

+ Unequal professional qualifications
+ Pedagogical skills are not good
+ The possibility of international integration
+ School facilities are lacking
+ The quality of the teaching staff is still not good

![Figure 1: One of the best universities for training history teachers in Vietnam (Ha Noi National University of Education)](image)

**Difficulties**

The number of lecturers with academic degrees is small, most of the lecturers stop at master's level, some are still holding bachelor's degrees.

Due to many reasons, the scientific research activities of lecturers are still limited, and the number of lecturers with quality scientific articles published in prestigious specialized journals is very small.

Most of the lecturers know foreign languages but can't use them or don't use them fluently. This is a huge barrier for improving qualifications and updating new knowledge in the context of international integration.
Most high school students in Vietnam are interested in history, Vietnamese students often search for information about history on the internet and in exams, students often get good results with history.

However, at present, many students believe that history has too many difficult events to remember, the content has not been presented attractively, and history has many inappropriate political associations.

In addition, with the economic development, history is overlooked next to subjects that can make more money such as Math, Physics, Chemistry, information technology...
2.2. Prospects for teaching in high school in Vietnam

Firstly, raising and strengthening awareness about the role and position of history subject in the general education curriculum.

Regarding the curriculum, the textbook should be adjusted to suit the program content, in which it is recommended to increase extracurricular hours, discussion hours and supporting materials for the subject such as movies, famous stories, historical stories.

For management levels, teachers and students need to make these subjects aware of the importance of history because this subject will help students understand the development process of people's history, race and human history, thereby taking the right actions and orientation in the cause of national construction and development.

Second, innovate teaching methods and assessment methods of high school students' learning results. In addition to traditional teaching methods, history teachers must use modern teaching aids combined with illustrations (maps, charts, pictures, artifacts, historical stories), history, honorable graphics...). Increase the hours of exchange, discussion, and homework for students to increase their initiative, curiosity and passion for history. In addition, teachers should organize extracurricular activities to create interest and understanding of students such as collecting documents, historical pictures, history quizzes, visiting museums and historical sites.

In terms of testing and assessment methods, teachers should not issue topics already in textbooks, but should combine essay and multiple-choice questions. For essay topics, it is advisable to create a general topic and if possible, allow students to use the material to do the test. With such a problem-solving method, students' thinking and creativity will be promoted and of course it will be very easy to classify students.

Third, train qualified secondary school teachers.

Teachers are one of the key factors that have a breakthrough in improving the quality of teaching in general and teaching history in particular. Therefore, it is very urgent to create a
team of qualified teachers who not only meet professional qualifications but also meet the needs of innovative teaching methods.

In fact, there are many teachers who have left a good impression on students. Therefore, in order to improve the quality of teaching history, it is first necessary to review the teaching staff. Every year, it is necessary to organize an assessment and classification of the teaching staff by collecting opinions from students about history teachers in high schools.

3. CONCLUSION

Teaching history is an important content in the educational curricula of many countries around the world, including Vietnam. In Vietnam, from 2018 to now, the history education program has had many changes, more in line with the new orientations of education reform. However, besides the good things from the program, in practice, there are still many limitations such as the training of history teachers that need more attention. Students' interest in history and the variety of forms of history learning needs to be further fostered. These things must really be done regularly to improve history learning, thereby better educating students about the traditions and history of the country.

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**Anahtar kelimeler:** Monoklonal antikor, Alerjik hastalıklar, Ürtiker, Alerjik rinit

**Abstract**

It is called allergy when the body causes hypersensitivity reactions to the allergen. Allergic diseases cause abnormal reactions in the human body against normally harmless substances that occur in the immune system of the person. The incidence of these diseases has
increased in recent years due to many factors such as people moving away from natural life and changing eating habits. Allergic reactions are seen in 20-35% of the world population. Although patients with allergic diseases have tried many pharmacological methods, they still cannot reach a complete solution on their diseases. Because there is no clear relationship between the response to the benign agent and the allergic disease. Therefore, studies on biological agents have been carried out in recent years. Biological agents, especially monoclonal antibodies, have been developing rapidly in recent years and have been used specifically in many allergic diseases. Today, demands for this type of antibody therapy are increasing due to the positive results obtained after the use of monoclonal antibodies for the treatment of diseases. Monoclonal antibodies are formed as a result of the proliferation of B lymphocytes after activation and the fusion between the antibody produced specifically for only a single epitope region and the myoma cell. Monoclonal antibodies are specific because they are specific for only a single epitope. For this purpose, it is desired to produce monoclonal antibodies with high efficiency and speed. Monoclonal antibodies are produced by hybridoma technology from mice and some mammals. Current antibody development techniques are advancing rapidly in this direction. Monoclonal antibodies used in the treatment of many diseases; Today, it has become common to use in some allergic diseases such as food allergy, allergic rhinitis, urticaria and asthma. Although the use of monoclonal antibodies is costly, when used with other drugs, the patient responds to the treatment in a shorter time and minimizes side effects, providing positive results.

**Keywords:** Monoclonal antibody, Allergic diseases, Urticaria, Allergic rhinitis

**GİRİŞ**


**ALERJİ**

Vücuda tehdit oluşturan bu maddeler farklı organlarda farklı tepkilere neden olmaktadır. Alerji hem genetik hem de çevresel faktörlerin etkisiyle ortaya çıkmaktadır. (Betschel et al., 2018)

**ALERJİK HASTALIKLAR**

Yapılan araştırmalara göre alerjik hastalıklarda son yıllarda ciddi bir artış gözlenmektedir. Alerjik hastalıkların artışının sebepleri; insanların doğal yaşamdan uzaklaşması, beslenme alışkanlıklarımızın değişmesi, havanın kirlenmesi, aşılama yolu ile enfeksiyonlardan korunma gibi sebeplerin olduğu bilinmektedir ve bu değişiklikler bağlı sistemde olması gereken ve yabancı maddelere karşı verilmese gereken yanıtlanlardan farklı yanıtı verilmesine neden olmaktadır. Alerjik hastalıkların bu şekilde birlikte de gelişmiş ülkelerde önemli bir halk sağlığı problemi olmaktadır. Alerji birçok farklı şeyden dolayı olabilir. Bunlar gıda alerjisi, hayvan alerjisi, toza karşı alerji vb. birçok şey alerji etmesi mümkündür. Alerjik reaksiyonlar iki farklı mekanizma ile gelişmektedir; ani gelişen reaksiyonlar ve geç gelişen reaksiyonlar. (Betschel, Kanani ve Warrington, 2018)

**Ani Gelişen Reaksiyonlar:** Bu tip reaksiyonlarda alerjen maddelere karşı IgE yapısındaki antikorlar rol alırlar. Alerjenle karşılaştırılduktan sonra en geç bir saat içerisinde semptomlar ortaya çıkmaktadır. Ani gelişen reaksiyonlar genellikle besin alerjisi ve alerjik riniti olan hastalarda görülmektedir. Deri testleri sayesinde hangi alerjenin alerjik etkisini neden olduğunu anlaşmak mümkündür.

**Geç gelişen reaksiyonlar:** Bu tip reaksiyonlarda bağışıklık sistemindeki hücreler yani T lenfositler rol oynamaktadır. Ani gelişen reaksiyonların aksine IgE aracılı değildir. Semptomları 24-48 saat içerisinde görülmektedir. Alerjik kontakt dermatit ve diğer bazı alerjik hastalıklar geç gelişen reaksiyonlara örnektir. Deri testleri geç gelişen alerjik reaksiyonları tespit edemese de yama testleri ile alerjenler tespit edilebilir. (Betschel vd., 2018)


**Gıda Alerjisi**

Gıda alerjileri normal günlük olarak tükettiğimiz yiyecek ve içeceklerin vücudumuzda protein antijenlerini tetiklemesiyle gerçekleşen ciddi morbidite ve mortalite kaynağı olabildiğine bir alerjik reaksiyondur. Bir besinin alımı sonucunda gelişen reaksiyon ters besin reaksiyonu olarak adlandırılmaktadır. Ters besin reaksiyonu immün aracılığı ile gerçekleşiyorsa ise bu reaksiyon gıda alerjisi olarak tanımlanır ve alerjiye sebep olan gıda maddelerinin tekrarlanan alımlarıyla birlikte tekrarlanan bağışıklık sistemi hastalığıdır. Yani daha kapsamlı...

Ülkemizde çocukların %8’inin ve yetişkinlerin de %3-4’ünün, Avrupa’dada çocukların %6,9 ve yetişkinlerin de %5,1’inin, AB’de çocukların %7’inin yetişkinlerin de %3,7’inin gıda alerjisi olduğu bilinmektedir. Gıda alerjisinin görülme olasılığı yaşa, coğrafi konumla, ırk, grup ve etnik kökene göre değişmektedir. Yapılan araştırmalara göre son 20-30 yılda gıda alerjisi artışını gören ülkelerde daha çok artmıştır. Gıda alerjisi daha çok bebeklik ve çocukluk döneminde, en çok da 0-3 yaş arasındaki çocuklarda görülmektedir. Çocuklar genelde inek sütü, soya, yumurta, buğday, balık gibi besinlerle karşı alerjik reaksiyon göstermektedir. Yetişkin insanlarda ise finding, fistik, kabak, deniz ürünlerleri, balık gibi besinlere karşı vücut alerjik reaksiyon göstermektedir. IgE aracılı gıda alerjisi reaksiyonlarına neden olan %170’ten fazla besin bulunmaktadır. IgE aracılı gıda alerjisi reaksiyonları çoğu kez hastalarda süt, yumurta, finding, ceviz ve fistikten dolayı gerçekleştiği saptanmıştır. (Wood vd., 2010)

**Gıda Alerjisi Patogenezi**

Çizelge 1: Besin alerjilerinin neden olduğu reaksiyonlar.

<table>
<thead>
<tr>
<th>HASTALIK</th>
<th>IgE ile ilişkili</th>
<th>IgE aracılı olmadan</th>
<th>Mikst tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gastrointestinal Sistem</td>
<td>Oral alerji sendromu Gastrointestinal anaflaksi</td>
<td>Besin proteini ilişkili proktit- proktokolit enterokolit-enteropa</td>
<td>Atopik dermatit Kontakt dermati</td>
</tr>
<tr>
<td>DERİ</td>
<td>Ürtiker Akut morbiliiform döküntü-Akut kontakt ürtiker</td>
<td>Kontakt dermatit Dermatitis herpetiformis</td>
<td>Alerjik eozinofilik özofajit Eozinofilik gastroenterit</td>
</tr>
<tr>
<td>SOLUMUN SİSTEMİ</td>
<td>Akut rinokonjonktivit Akut bronkospazm</td>
<td>Pulmoner hemosiderozis</td>
<td>Astım</td>
</tr>
<tr>
<td>SİSTEM REAKSİYONLARI</td>
<td>Anaflaksi Besine bağlı egzersiz ile indüklenen anaflaksi</td>
<td>Tek non-steroid antiinflamatuar ilaç ile tetiklenen (immün) tip</td>
<td>Atopi</td>
</tr>
</tbody>
</table>

**Gıda Alerjisi Tedavi**

Besin alerjilerinde alerjiye neden olan besin maddesinin diyetten çıkarılması gerekmektedir. Tedavi yöntemleri; eliminasyon diyeti, ilaç tedavisi, probiyotik, immünoterapi ve anti-IgE şeklinde sınıflandırılır. Eliminasyon diyetinden tanı bölümünde bahsetmiştik ve hem tanı hem de tedavi amaçlı kullanılmaktadır.


Probiyotiklerin yapılan deneyler sonucunda IL-10 seviyesini artırabileceği düşünülmektedir. Hamilelerde uygulanan probiyotik tedavisi hem bebekte hem de annelerde etkili olduğu görülmektedir. (Fiocchi vd., 2015)

Oral, sublingual ve deri üzerine uygulanarak besin alerjisine karşı kullanılmaktadır. Genelde süt, fındık ve fıstığa karşı etkili olmaktadır. Epitoplara IgE bağlanma oranını büyük ölçüde azaltmaktadır, bazofillerden ve mast hücrelerinden sitokin salınımını inhibe etmektedir fakat yan etkilerinden dolayı sürekli kullanılması önerilmemiştedir. (Muraro vd., 2014)

İmmunoterapi etkinliğini artırmak için ve immunoterapi tedavisindeki anaflaksi gibi yan etkileri azaltmak için kullanılmaktadır (Geromi vd., 2014)

Gıda alerjisi için alerjene neden olan gıdadan kaçınma ve enjekte edilebilir epinefrin dışında onaylanmış herhangi bir tedavi olmadığından bahsetmiştik. Alerjik immünoterapi alerjik hastalıkların seyrini değiştiribilen tek tedavidir. OIT (Oral immünoterapi) güvenliğini düşük olduğu için omalizumab ile adjuvan tedavi yaygın olarak kullanılırken güvenliği artırılmıştır. Ciddi alerjik reaksiyonlarda ise OIT yerine omalizumab kullanılmaktadır. OIT hastaların bir miktar duyarlılaşma özelliği indükleme amacıyla alerjik oldukları gıdadan artan miktarlarda tükettileri bir tedavi çeşidiidir. Bu tedavi yaklaşımları iyi görüne de OIT önemli riskleri vardır. Üzun süreli toleransı indükleme yeteneği oluşturulmamıştır. (Costa vd., 2020)

Alerjik Rinit


Alerjik Rinit Epidemiyoloji

Alerjik rinit oldukça sık görülen ve tüm etnik grupları etkileyen bir hastalıktır. Yapılan araştırmalara göre dünyada nüfusun %20-40’ını etkileyen bir alerjik reaksiyondur ve son 10 yılda da arttığı gözlenmektedir. Gelişmiş ülkelerdeki alerjik rinit oranı %10-20’sini etkilemektedir. Ülkemizde yapılan çalışmalara göre çocuklarda %2-9-39,9, yetişkinlerde ise %1-6-27,5’inde alerjik rinit saptanmıştır. Şehir hayatı sürdüren insanlar kırsal alanda yaşamını sürdüren insanlara göre alerjik rinit görülme sıklığı daha fazladır. (Sheffield vd., 2011)

Alerjik Rinit Patogenez


Vücuta giren alerjen maddeler antijen sunan hücrelerin (ASH) yüzeyinde bulunan MHC II molekülerine bağlanır ve CD4+ T lenfositlerine taşır. CD4+ T lenfositler IL-3, IL-4, IL-5, IL-9, IL-10, IL-13 ve GM-CSF gibi sitokinlerin sentezlenmesini sağlar. Bu sitokinler sentezlenmesiyle birlikte B lenfositleri uyarılmış olur. Aktive olan B lenfositleri olgunlaşarak plazma hücrelerine dönüşür. B lenfositleri plazma hücrelerine dönüştükten sonra alerjene özgü IgE antikoru üretmektedir. Üretilen spefisik IgE’ler mast ve bazofil hücrelerininde bulunan IgE reseptörlerine bağlanır ve alerjene karşı duyarlılık gelişmiş olur. Eğer alerjeni vücuta bir daha girerse mast hücrelerinde bulunan IgE reseptörlerine bağlanır ve mast hücreleri tarafından
üreten histamin gibi aşırı duyarlılık araçlarının salınmasına neden olur. Salinan histamin benzeri araçlar ise arteriolar dilatasyon, vasküler geçirgenliğin artmasına, rinore, mukus salgısı kaşıntı ve düz kas kasılmadan sorumludur. (Hasen vd., 2004)

Epidemiyolojik çalışmalar astımlı hastaların çoğunda alerjik rinitin olduğunu ve alerjik rinit varlığının astım için risk faktörü olduğunu göstermiştir ve buna birleşme hava yolu hastalığı denilmektedir. Aşımı ve rinitli hastalar, bronşiyal aşırı-duyarlılık ve çeşitli uyaranlara karşı yüksek reaktivite göstermektedir. Rinore (burun akıntıları), burun tıkanıklığı, hapsırmada sulu akıntı ve burun kaşıntısı gibi semptomlar göstermektedir ancak atipik semptomlara dikkat edilmeli ve hastanın ayrıntılı öyküsüne bakılmalıdır. İlk kez alerjenle karşılaştırılmasyla birlikte hastada T ve B lenfositleri ve alerjenle özgü; Th2 hücrelerinin ürettiği IgE antikorları üretilmektedir. İlgili alerjenlere yeniden maruz kalındığında ise histamin gibi aşırı duyarlılık araçlarının salınmasına neden olur. Tetikleyici alerjene karşı bir immün yanıtın erken fazında salinan mediyatörler ve sitokinler, sonraki 4 ila 8 saat içinde başka bir hücresel enflamatuvar yanıtı tetikler (geç faz enflamatuvar yanıtı) ve bu da tekrarlayan semptomlarla sonuçlanmaktadır. Saatler içinde, mast hücreleri, CD4+ T hücreleri, B hücreleri, makrofajlar ve eozinofiller dahil olmak üzere çok sayıda inflamatuvar hücre, alerjene maruz kaldığında nazal mukoza dokusuna sızarak geç faz alerjik yanıta neden olur ve IgE’nin üretilmesine göreli sitokinler Th2 tarafından salgılanır. Th2 tarafından üretilen IgE, histaminin ve lökotrienlerin salınımlarını tetikler. Histamin ve lökotrienlerin üretimi ise arteriolar dilatasyon, vasküler geçerlilik artmasına, rinore, mukus salgısı kaşıntı ve düz kas kasılmasından sorumlu olmaktadır.

Alerjik rinit birinci basamakta genelde fark edilmez ve uzun süre devam etmektedir. Alerjik riniti olduğu düşünülen hastalarda burun, sinüs, cilt ve kulak değerlendirilmesi yapılmalıdır. Alerjik rinitin belirtisi; sürekli ağızdan nefes alma, sıkça burun çekme, burun kaşıntısıdır. Alerjik rinitin tanısı için spesifik IgE reaktivitesinin kaydedilmesi gereklidir. IgE reaktivitesi, alerjik rinit semptomlarını iyileştirebileceğini ve astım gelişimini önleyebileceği yararına sahiptir. Birincil tanı yöntemi olarak; Deri prik testi, serum örneklemesi ve alerjik rinitin tetikleyicilerinin belirlenmesi tanıyı doğrulayabilir ve tedaviye yardımcı olabilmektedir. (Frenkeli vd., 2007)

**Alerjik Rinit Tedavi**

AR tedavisinde ilk başta alerjenden hastanın uzak tutulması gerekmektedir ancak bazı alerjik maddelere maruz kalan hastanın uzak tutulması çok zordur bu yüzden bazı ilaçlı tedavi yöntemleri ve immünoterapi uygulamaları kullanılmaktadır.


İmmünoterapi; Alerjenin ilk başta düşük dozdan başlayarak giderek artan dozlarla hastaya uygulanması işlemidir. Bu yöntemle IgG seviyesi artırılır ve IgE seviyesi düşürülür bu sayede hastanın alerjine karşı duyarlılığını azaltmaktadır. Orta ve ağır şiddetli semptomlar olan hastalarda ilacın eğer etkisi kalırsa, ilaca karşı beklenmeyen komplikasyonlar gelişirse ve hasta uygunsu immünoterapi uygulanabilmektedir. Yapılan çalışmalar immünoterapi uygulanan bazı hastalarda anaflaktik şok meydana geldiğini de belirtmektedir. (Keleş vd., 2011)


**Asthma**

Astım Epidemiyoloji

Astım, dünya çapında 300 milyon kişiye etkileyen en yaygın alerjik hastalıktan biridir ve gün geçtikçe bu sayısı giderek artmaktadır. Ülkeler ve bölgeler arasında astım görülme sıklığı farklılıklar göstermektedir. Birçok kronik hastalık gibi toplumda yoksul ve daha az avantajlı bireyleri etkilemektedir. Ülkemizde yapılan araştırmalara göre çocukların %13–15’i, yetişkinlerin %5–7’sinde astım görülmektedir.

Astım Patogenez

Makrofaj hücreleri, T lenfositler, B lenfositler, monositler, mast hücreleri, dentritik hücreler, NK gibi inflamatuvar hücreler enflamasyon sonucunda artmaktadır. Hava yollarındaki sinir ağrılarının artışı, hava yolundaki düz kasların kasılması, hava yolu duvarlarında bulunan matriks birikiminin artması da enflamasyon sonucunda meydana gelmektedir. Alerjenin vücuda girmesiyle birlikte mast hücrelerinin üzerinden bulunan IgE reseptörleri uyarılmaktadır ve bunun sonucunda Th2 lenfositleri, mast hücreleri, bazı sitokinler (IL-1, IL-4, IL-5, IL-13, TNF-α, GM-CSF), histamin, NK gibi hücreler salınmaktadır. Bu hücrelerdeki artış hava yolundaki düz kasların kasılmasına, mukus salgılardaki artışa, hava yolundaki matriks birikiminin artmasına ve hava yollarındaki sinir artışına neden olmaktadır. Vücuttaki bu değişiklikler solunum gücüğünde neden olur ve hastanın nefes alıp vermesi güçleşir. Ayrıca salınan bu sitokinler sekresyon ve ödeme neden olur bunun sonucu hastanın hava kapasitesi azalır bu da hastanın sürekli soluk alıp vermesine neden olmaktadır. (Gandhi, Benett ve Graham, 2016)

Astım Tedavi


Ürtiker

Ürtiker kan akımı, vasküler geçirgenlik, vazodilatasyon ve kan akışının artması deride kırmızı-pembe renklerin oluşması, kaşıntıların başlaması, kızarıklık içeren tabakanın oluşması, kabarıklıkların görülmesi gibi reaksiyonların oluşması ve bu semptomlara anjiyoödemden de eşlik edebilceği deri hastalığıdır ancak anjiyoödemden ayrılr. Ürtiker, general olarak çok izlenen bir hastalıktır, ancak bazı durumlarda hızlı ve şiddetli bir şekilde progressif bir şekilde olabilmesi gereklidir. (Kaplan, 2004)

Ürtiker Epidemiyoloji

Ürtiker tüm dünyada coğrafya fark etmeksizin her toplumda görülmektedir. Dünya nüfusunun yaklaşık %20’sinin yaşamlarının belli dönemlerinde ürtiker ile karşılaştığı araştırmalar sonucunda bulunmuştur. KÜ genelde ürtiker vakalarının yaklaşık %1’ini oluşturur, ürtikerin 20-40 yaşları arasında başladığı saptanmaktadır. AÜ ise daha çok...
çocuk yaşlarda görülmektedir ve çocukların %2-6’sında rastlanmaktadır. Anjıyoödemle birlikte görülen ürtikerin ise ürtiker vakalarının %40’ını oluşturduğu bilinmektedir. (Göncü vd., 2016)

**Ürtiker Patogenez**

Ürtikerde primer mediatör histamin ve primer hücre mast hücresidir. Alerjen, mast hücreleri tarafından eksprese edilen ve mast hücrelerinin yüzeyinde bulunan FcεRI’ne bağlanmasıyla alerjik reaksiyon başlamaktadır. Alerjen özgü IgE ile FcεRI’nın birleşmesi sonucunda mast hücreleri ve bazofil hücreler aktif hale gelmektedir. Mast hücreleri aktif olduktan sonra mast hücrelerinde önceden sentezlenmiş ve depo edilmiş primer mediatörler (histamin, nötrofil kemotaktik faktör (NCF)), GM-CSF, prostoglandin (PgD2), IL-3, IL-4 IL-5, IL-6, IL-13, trombosit aktive edici faktör (PAF), lökotrienler (LC4, LE4, LD4) gibi maddeler salgılanmaktadır. Salgılanan bu maddeler vazodilatasyona, kan akımının artmasına ve vasküler geçerlilikün artmasına sebep olur. Bunun sonucunda da ürtiker meydana gelmektedir. (Yee vd., 1993)

**Ürtiker Tedavi**

Kortikosteroidler; KÜ ve AÜ’i olan hastalarda antihistaminiklerle birlikte kullanılmaktadır ancak yan etkileri nedeniyle uzun süreli tedavilerde; kullanıma dikkat edilmelidir ve 10 günü geçmeyecek şekilde kullanmalıdır. Antihistaminikler etkileri vardır. Mast hücrelerinden salgılanan mediatörlerin salınmasını engellemektedir.

Antihistaminikler; Ürtikerli hastalarda yaşam kalitesini düzenlemek için en sık kullanılan ilaçlardır. Mast hücreleri tarafından salgılanan mediatörler (PAF, histamin gibi) ve sitokinlerin reseptörlerini bloke etmekte ve bu şekilde mediatörlerin etkisini azaltmaktadır. (Zuberbier vd., 2001)

Antienflamatuvar; Lökotrienler, Kolsîsini, dapson gibi ilaçlar ürtiker tedavisinde kullanılmaktadır.

Lökotrien Reseptör Antagonistleri; Antihidaminik ilaçların kullanımı hastalarda tedavinin yetersiz olduğu kombine tedavi olarak kullanılan ilaçlardır. Mast hücreleri tarafından salgılanan lökotrienler damar geçerliliğini arttırmaktadır ve bu ilaçlar lökotrienlerin etkisinin azaltılmasına katkıda bulunur ve ürtikere karşı tedavinin yeterliliğini sağlamaktadır.

**MONOKLONAL ANTIKORLAR**

dezavantajları nedeniyle, monoklonal (sadece bir epitopa özgü) antikor molekülünün geliştirilmesi bir zorunluluk haline gelmiştir. Buna bağlı olarak 1975 yılında Georges Köhler ve César Milstein tarafından yürütülen somatik hücre füzyonu çalışması devrim niteliğindedir. Somatik hücre füzyonu kısaça "antikor üretme kabiliyetine sahip olmayan belirsiz ömürlü miyelom hücreleri ile antikor üretme kabiliyetine sahip kısa ömürlü B-lenfosit hücrelerinin birleştirilmesi" olarak açıklanabilir. Gerçekte bu tanım akıllıca tasarlanmış bir deneySEL yöntemi bize göstermektedir. (Selimoğlu, Kasap, Akpınar ve Karadenizli, 2016)

Immünoglobülün E alerjik reaksiyonlarda ortaya çıkmaktadır. IgE; monositler, eozinofiller, makrofajlar ve lenfosit gibi hücrelerinden üretilmektedir (Şekil 1.).

- Serumda en az bulunan ve yarılanma ömrü en kısa Immünoglobülün
- Histamin desarjına neden olur
- Fc parçası ile mast hücreleri ve bazofil lökositlere bağlanabilme özelliğindedir ve bağlandığı zaman bu hücreleri duyarlı hale getirirler

Şekil 1. Immünoglobülün E yapısı (Goldman, Klimek ve Ali, 1976)

**Omalizumab**

Omalizumab (Anti-IgE); alerjik rinit, gıda alerjisi, astım, alerjik bronkopulmoner aspergilloz, Churg-Strauss sendromu, anafilaksi, ilaç alerjisi, ürtiker, atopik dermatit, eozinofilik oitis media, kontakt dermatit gibi durumlarda kullanılan monoklonal antikordur. Omalizumab FcεRI'ya bağlanan ve IgE'ye karşı geliştirilmiş bir rekombinant insanlaştırılmış monoklonal IgG antikordur. Alerjene özgü IgE'nin, mast hücreleri ve bazofiller üzerindeki yüksek afinitete sahip reseptörlerle (FcεRI) bağlanmasına engel olmaktadır. Omalizumab mast hücrelerinden salınan histamin, triptaz ve araşidonik asit metabolitleri gibi inflamatuar mediatorlerin salınımları yoluyla meydana gelen alerjik reaksiyonları indüklemektedir. Yüksek afiniteli reseptörler dendritik hücreler, eozinofiller, monositler ve diğer antijen sunan hücreler üzerinde bulunmakta. IgE bu enflamatuar hücrelerin yüzeyinde bulunan FcεRI'ye bağlanmaktadır ve alerjik reaksiyonları başlatmaktadır. Omalizumab dolaşımdaki IgE antikorunun C3 bölgesinde bulunan (kristalize fragman)Fc kısmına selevtik olarak bağlanarak kompleksler oluşturur ve total IgE seviyesini artırmış serbest IgE seviyesini azaltır. C3 bölgesi FcεRI ile IgE'nin bağlandığı bölgedir. Omalizumab IgE'yi bağlamaktadır ve IgE'nin antijen sunan hücreleri, mast hücreleri ve diğer enflamatuar hücreler üzerindeki FcεRI reseptörleri ile bağlanmasını önlenmiş olmaktadır. Ancak bunun yanında eğer Omlizumab; IgE ile FcεRI bağlanmış ise hücre yüzeyindeki IgE 'ye bağlanamaz bu yüzden de bazofiller ve mast
hücreleri gibi antijen sunan hücreleri doğrudan etkilemez. Omalizumab enflamatuar hücrelerde FcεRI ekspresyonunu aşağı regüle eder hatta bu değer sıfıra kadar düşebilmektedir bu baskılayıcı etkisi en az 4 ay sürmektedir. Bu sayede IgE’nin FcεRI’yi taşıyan hücreleri duyarlılaştırması engellenmiş olur ve alerjen maruziyetinin neden olduğu enflamatuar mediatörlerin salınımı önlenmiş olur. Omalizumab enflamatuar hücrelerinden sitokin (PgD2, IL-3, IL-4 IL-5, IL-6, IL-13, LC4, LE4, LD4) üretimini ve mediatör salınımını engel olmaktadır. Bunun yanında enflamatuar hücre yüzeyinde bulunan FcεRI ekspresyonunu yani IgE’nin azalması FcεRI’nin de azalmasına neden olacaktır. İgE’nin biyolojik etkilerinin inhibisyonu, alerjik semptomların oluşmadan erken tedaviyi şu şekilde sağlamış olur. Bunun yanında Omalizumab B lenfositlerinde bulunan FcεRII’yı aşağı yönde regüle etmektedir, IgE salgılayan antijen sunan hücre sayısını azaltır ve alerjik hastaların patogenizinde önemli görevi olan İndüklenmiş balgam eozinofillerini ve bronşiyal biyopsi eozinofil apopitozunu engellemektedir. Omalizumab, doku yeniden şekillenmesini, alerjene karşı erken-geç bronkokonstrktör yanıttını ve solunum yollarındaki fonksiyonel değişiklikleri azaltmaktadır. Omalizulab burada nötralize edici bir antikor görevi görür (Şekil 2.).

(MacGlashan vd., 1997)

**Mepolizumab- Benralizumab- Reslizumab (Anti-IL-5)**

Hümanize rekombinant IgG1 kappa monoklonal antikorlardır ve IL-5’e karşı etkilidir. IL-5; eozinofillerin aktivasyonu ve proliferasyonu gibi olaylarda görevli olmaktadır. Eozinofiller; astım, atopik dermatit gibi hastalıklarla ilişkilidir ve mast hücreleri, doğal lenfoid hücreleri (ILC-2) ve Th2 lenfosit hücreleri tarafından üretilmektedir. IL-5’ler eozinofillerin yüzeyinde bulunan IL-5 reseptör kompleksinin α zincirine bağlanmaktadır. Mepolizumab eozinofilik hava yolu inflamasyonunu baskılamaktadır. Mepolizumab IL-5’in kendi ne-bağlanır ve IL-5’lerin eozinofiller üzerinde bulunan α zincirine bağlanmasına engel olmaktadır. Mepolizumab IL-5’in kendisine bağlanırken Benralizumab IL-5 reseptörüne (IL-5R) bağlanamaktadır. Benralizumab bazofiller ve eozinofiller üzerinde bulunan IL-5Rα kısmına

[Şekil 2. Omalizumabın etki mekanizması (Thomson ve Chaudhuri, 2012)]
Reslizumab aynı nepolizumb gibi IL-5’ in kendisine bağlanır ve eozinofillerin sayısını azaltmaktadır. Reslizumabın Mepolizumabdan farkı ise hastanın kilosuna göre doz ayarlaması yapılır ve interavenöz olarak uygulanmaktadır (Edris vd., 2019)

**Dupilumab (Anti-IL-4R)**

Dupilumab IL-4 reseptörünün α alt ünitesine spesifik olarak bağlanarak Th2 hücre sitokinleri olan IL-4 ve IL-13 sinyalini inhibe eden monoklonal antikorudur. Dupilumab tamamen hıımanize bir monoklonal IgG4 antikorudur. IL-4 ve IL-13; eozinofiller, mast hücreleri, makrofajlar, fibroblastlar, doğal öldürücü hücreler, B ve T hücreleri olmak üzere birçok hücre tipinde üretmektedir. IL-4 ve IL-13, eozinofiller ve mast hücrelerinde etkili olan iki moleküldür. IL-4 ve IL-13 üretmesinde sonra hava yolu yeniden şekillenir. IL-4 ve IL-13 B lenfositlerini uyarmaktaadır. Aktive olan B lenfositleri olgunlaşarak plazma hücrelerine dönüşür. B lenfositleri plazma hücrelerine döndürüken sonra alerjene özgü IgE antikoru üretmektedir. IL-4, Th2 hücrelerinden IL-5, IL-9, IL-13 ve CCL17 salınımında aktive etmektedir. IL-9 hava yollarında mast hücre alımı artırılmaktadır. Dupilumabın IL-4Ra alt birimine bağlanması ile IL-4 ve IL-13 aktivatörlerini kaybetmektedirler. IL-4, tip I ve tip II olmak üzere iki reseptör kompleksine bağlanabilir. Tip I IL-4 reseptörü, bir ligand bağlama zincirinden (IL-4Ra), IL-2, IL-7, IL-9’un temel bir bileşeni olan ortak bir y-sinyal zincirinden (γc) ve IL-15 reseptörlerinden oluşmaktadır. Tip II IL-4 reseptörü, bir IL-4Ra zinciri ve bir IL-13Ra1 zincirinden oluşmaktadır. Tip I reseptör kompleksi (IL-4Ra/γC) IL-4 ile aktive edilebilirken, tip II reseptör kompleksi (IL-4Ra/IL-13Ra1) hem IL-4 hem de IL-13 tarafından aktive edilebilir. Bu da tip I ve tip II arasındaki farklılıktır. Tip I IL-4 reseptörünün oluşumu şöyle olmaktadır; IL-4’ün IL-4Ra alt birimine bağlanması ile IL-4 ile aktive edilebilir. Tip II IL-4 reseptörü ise, hem IL-4 hem de IL-13 sitokinlerinin IL-4Ra ve IL-13Ra1 alt birimlerine bağlanmasyla IL-4/IL-4Ra veya IL-13/IL-13Ra-1 kompleksi oluşmaktadır. Böylece hetero-dimerizasyondan sonra IL-4 sinyali aktive olmaktadır. Her iki IL-4’ün sinyallemesinden sorumlu kinazlar vardır. Bu kinazlar Janus kinaz (JAK) ailesine ait kinazlardır. (LaPorte vd., 2008)

Tip I reseptörünün sitoplazmik kuyruğu, IL-4/IL-4Ra kompleksi oluşumundan sonra indüklenen reseptör hetero-dimerizasyonunu takiben JAK1 ve JAK3 ile etkileşime girer. Bu substrat molekülleri sinyal transdüserleri ve transkripsiyon aktivatörünün fosforile eder. JAK1 ve JAK3 oto-fosforilasyon ve trans-fosforilasyon yoluyla aktive edilmektedirler. IL-4’un ve IL-13’in sinyallemesinde transkripsiyon faktörü STAT6’nın aktiveasyonu ve IL-4Ra zinciri aracılığıyla indüklenebilir. IL-4’un tip I IL-4 reseptörüyle kompleks oluşтурması; JAK1’in ve JAK3’in fosforilasyonunu önler. JAK1 IL-4Ra zinciriyle bağlandılar, JAK3 ise ye zinciriyle bağlandılar. JAK1 ve JAK3, IL-4Ra zincirini ve STAT6’yı fosforile etmektedir. Bu fosforilasyon ise IL-4’e duyarlı genlerin transkripsiyonunu ve STAT6’nın çekirdeğe transloksasyonunu neden olur. STAT6’nın fosforilasyonundan sonra transkripsiyon faktörüne çekilip getirir ve burada GATA3 transkripsiyon faktörünün birkaç genin ekspresyonunu düzenlemektedir. (Ramalingam vd., 2007)

Tip II reseptör sinyallemesinden sorumlu kinazlar ise JAK1, JAK2 ve tirozin kinaz 2(TYK2) dir. TYK2 STAT6’yı aktive edebilme yeteneğini sahip olsa da IRS2’yi(insulaın...
reseptör substratı 2) etkinleştirilmemektedir. IRS2 doku tamirinde ve inflamasyonu azaltmada görevli M2 makrofajlarının gelişiminde rol oynamaktadır. STAT6’nın aktifleşmesiyle, IL-4 ve IL-13’un pleiotropik etkilerine aracılık eder. (Ramalingam vd., 2007)

İkinci bir IL-13 bağlama bileşeni olan ligan bağlama zinciri IL-13Ra2 ise IL-13’ü yüksek affiniteyle bağlamaktadır ancak hücre sinyalleşmesini başlatmamaktadır. IL-13Ra2 aslında bir tuzak reseptörü gibi davranır yani IL-13 aktivitesini inhibe etmektedir.

**Lumiliximab (Anti-CD23)**

CD23’ü hedefleyen IgG1k monoklonal antikorudur. FceRII (düşük affiniteli (Ig)E reseptörü) olan CD23 IgE sentezini düzenler ve aynı zamanda antijen kompleks uyumunu güçlendirdir. IgE üretiminde görev almaktadır ve bunun yanında inflamatuar yanıtların düzenlenmesinde de önemli rol üstlenmektedir. Bunun yanında diğer immunglobulinlerden farklı bir yapıya sahiptir. CD23, hücrelerde farklılaşma sağlamaktadır. Antikor üretiminde görev yapan ve IgE’nin üretimine etkisi ile IgE’nin bağlanmasına engel olmaktadır. Lumiliximab bu etkisiyle IgE üretimine engel olmaktadır.

**Ligelizumab (Anti-IgE)**

Hımanize IgG1 monoklonal antikorudur; astım ve kronik ürtikerde kullanılmaktadır. Serbest IgE antikorunun Ce3 bölgesindeki epitoplara bağlanmaktadır bu sayede hem IgE antikorunu nötralize etmektedir hem de yüksek affiniteli IgE reseptörü olan FcεRI ile IgE’nin bağlanmasına engel olmaktadır. Ligelizumab bu etkisiyle IgE üretimine engel olmaktadır.

**Quilizumab (Anti-IgE)**

IgE’nin M1 segmentine karşı hımanize bir IgG1 monoklonal antikorudur. Astım tedavisinde kullanılabililmektedir. Quilizumab, IgE’ye bağlanarak yüksek affiniteli IgE reseptörü olan FcεRIye bağlanmasını önlemektedir ve bu sayede IgE’nin üretimine engel olmaktadır. Etki mekanizması Ligelizumabla benzerdir. (Gasser vd., 2020)

**SONUÇ**

Alerjik hastalıklar tüm dünyada sağlık sistemi üzerinde yük oluşturmaktadır. Özellikle gelişmiş ülkelerde alerjik hastalıklar daha çok görülmektedir. Bu yüzden halk sağlığı kurumlarının alerjik hastalıklara gereken önemi yeteri kadar vermesi gerekmektedir.

Alerjik hastalıklar arasında bulunan astım, alerjik rinit, gıda alerjisi ve ürtiker dünya nüfusunun büyük çoğunluğunu etkilemektedir. Tanı testleri sonucu alerjik reaksiyonların tespiti mümkün olmakta ve bu alerjik hastalıkları önlemede ilaç tedavisi, probiyotik kullanımı, immünoterapi gibi birçok farklı yöntemin uygulanması gerektmektedir. Bu tedavilerin yanı sıra bazı monoklonal antikorlar da alerjik hastalıkların mekanizmasını önlemede kullanılabilme olmaktadır.

Astımın kompleks bir hastalık olması nedeniyle farklı tedavi seçenekleri sonucu hastada farklı reaksiyonların oluşmasına neden olmaktadır. Astım tedavisinde kullanılan çeşitli tedavi seçenekleri arasında monoklonal antikorlar da mevcuttur. Ancak Omalizumab dışında monoklonal antikorların hiçbirleri FDA tarafından onay alınmıştır. Diğer monoklonal antikorların astım tedavisinde kullanılabilme eğilimi öngörülse de bu monoklonal antikorlar üzerinde yeni çalışmalar yapılması gerektiği için astım tedavisinde kullanılamaya hazır değildir. Omalizumab’ın astım tedavisinde kullanılması pahalı bir tedavi seçeneği
olmaktadır. Bunun yanı sıra hastalığı hafif şiddette geçiren hastalardan alınan sonuçlar ise Omalizumab’in etkisi hakkında bazı çelişkillere neden olmaktadır.


Monoklonal antikorların yüksek maliyetli olması tedavinin pahalı olması nedeni ol argueda kombinette tedavilerde hayata daha kısa sürede etki etmesi ve yan etkileri azaltılmasına soñalı kullanılma önem verilmesi gerekmektedir.

**KAYNAKLAR**


COVID-19 AND ITS EFFECTS ON THE USE OF PUBLIC SPACE: A CASE STUDY ON NEIGHBORHOOD PARKS IN NICOSIA TRNC (DR. FAZIL KÜÇÜK PARK AND MARMARA PARK)

COVID-19 VE KAMU ALANI KULLANIMINA ETKİLERİ: MAHALLE PARKLARINA İLİŞKİN BİR ALAN ÇALIŞMASI, LEFKOŞA KKTC (DR.FAZIL KÜÇÜK PARKI VE MARMARA PARKI)

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Abstract
Pandemics have always shaped cities, architecture and urban design have reflected various health challenges. The globe is currently grappling with a public health catastrophe brought on by the covid-19 epidemic, which is perhaps the worst in more than a century, this pandemic has posed various challenges to cities. Prior to the coronavirus pandemic, parks were among the most appealing places for city residents; however, today, urban public spaces lack vitality due to the absence of people; many streets and squares are devoid of activity due to city lockdowns and government-imposed restrictions on people's behavior. These changes impacted public space's potential to attract people and provide multiple advantages. The pandemic's financial, sociological, physical, and psychological effects have been felt by urban residents who have been striving to adjust to a new way of life for the past two years. The usage of public spaces, in particular, has changed substantially. Public spaces are a major focus that fosters social cohesion, provide a vast array of activities for people to engage in, and brings various cultural groups closer. The aim of this research is to see how the covid-19 virus has affected the utilization of public space in the Turkish Republic of North Cyprus during and after the lockdown. The shifts in user behavior in public spaces, which are influenced by masses of people and collective usage, after the pandemic will be explored in the study’s conclusion section by assessing the questionnaires that were responded to by the users. The methodology that will be used in this study is qualitative and quantitative research analysis.

Keywords: Public spaces, Covid-19, Effects of covid-19, Parks, North Cyprus.

Özet
Pandemiler her zaman şehirleri şekillendirdi, mimari ve kentsel tasarım gibi çeşitli sağlık sorunlarını yansıtmıştır. Dünya şu anda, belki de bir yüzyldan fazla süredir en kötüsü olan covid-19 salgınının getirdiği bir halk sağlığı felaketiyile boşuşuyor, bu salgın şehirlerde çeşitli zorluklar getirmiştir. Koronavirüs pandemisi öncesinde, şehir sakinleri için parklar en çekici
According to earlier studies, the proximity of a park to a household (within 500 meters) and the use of parks were substantially linked with overall physical activity.

1.1 Aim of the Research:

Park visits have altered as a result of the Covid-19 epidemic, albeit the extent of this impact has differed between nations. In most nations, Between January to February 2020, park visitor counts began to drop before gradually rebounding to levels equal to or even above a benchmark defined as the average value of daily park visits. There are limited detailed assessments of the causes impacting changes in park attendance during the Covid-19 epidemic, especially at the global level. As a result, the following research topics were addressed in this paper:

(1) What variables influenced the number of park visitors during the pandemic? (Pre/post lockdown).
(2) What role do parks and green areas have in the Covid-19 outbreak?

2. LITERATURE REVIEW

2.1 Background on Nicosia/Lefkoşa TRNC

Nicosia is the biggest city in Northern Cyprus, an unrecognized de facto state. It is managed by the Nicosia Turkish Municipality and is located in the northern part of the split city of Nicosia. Northern Cyprus had a population of 61,378 people in 2011 and an 82,539-person metropolitan area. With many stores, cafes, and retail malls, the city serves as Northern Cyprus' commercial, social, and cultural hub it has a medieval walled city, centered on Sarayönü Square, as well as a modernized urban area, with the Dereboyu district serving as its economic and entertainment hub. It has seen tremendous urban progress in the 21st century, such as the development of new highways and high-rises, and is considered a city with a high degree of contentment. It attracts a large number of tourists and offers a wide range of cultural events, including international theater and music festivals. North Nicosia is a prominent center of education and research, with over 34,000 students and four institutions.

2.2 Public Space

A public space is an open area that is easily accessible to the general public. Roadways, squares, and playgrounds with parks are all examples of public spaces. Publicly accessible government institutions, such as libraries, are public places in certain ways, although they tend to have more constrained parts and use limitations. Privately held buildings or property viewable from sidewalks and public thoroughfares may have an impact on the public visual environment, via advertisements. The notion of shared space has recently been proposed to improve the human experience in public spaces shared by cars and other vehicles. (Public Space, design, use, and management).

2.3 Importance of Public Space

Economic Importance: The provision of high-quality parks and other public places is a significant advertising and business tool: Businesses are lured to locations with greatly designed good maintained public areas, which attract customers, employees, and services. A pleasant and well-kept atmosphere in town centers boosts the number of people who frequent retail areas. A good quality public space may boost business by bringing more people into an area, and it can also contribute to the revitalization of a region.
**Psychological Importance:** Parks, for example, provide a pleasant and appealing environment in which people may decompress from their frantic daily duties at work and at home by relaxing or participating in physical exercise. Parks may also aid in pollution reduction in the air. (Lisa Yang, 2015).

2.4 Neighborhood Parks

A park is a natural or artificial area made available for human pleasure and recreation, or to safeguard animals and natural ecosystems. Green spaces set aside for enjoyment within towns and cities are known as urban parks. Green places utilized for recreation in the countryside include national parks and rural parks. Various public sector states and departments manage state and regional parks. Parks may have grassland, stones, dirt, and trees, as well as buildings and other objects like statues, ponds, and recreational installations. Grounds for sports like football and baseball, as well as paved areas for activities like basketball, may be found in many parks. There are generally seats for sitting in urban parks, as well as picnic tables and barbecues.

The biggest parks can be a large number of square kilometers in size, with plenty of animals and natural features like rivers and mountains. Tenting is permitted in many big parks. Many natural parks are legally protected, and visitors may be required to adhere to certain guidelines. A park ranger is usually in charge of large national parks. Large parks may offer places for paddling and camping in the summer, and cross-country skiing and snowboarding in the winter in some arctic region countries. Live entertainment, carnival rides, snacks, betting, and skills are all available at amusement parks.

2.4.1 Benefits of Parks

**Social Benefits:** The function of city parks as community development instruments is one of the most significant advantages of city parks, while it is arguably the most difficult to measure. City parks improve the livability of inner-city communities. They give recreational options for at-risk youngsters, poor children, and low-income families, as well as locations for individuals to feel connected in low-income areas.

**Environmental Benefits:** Parks have been found to enhance water quality, and pollution levels, offer vegetative buffers to urbanization, provide animal habitat, and give a location for families with children to enjoy nature and outdoor activities together.

**Health Benefits:** Parks are where people go to get active and remain in shape. Children, teens, adults, and elders benefit from parks and recreation activities. According to a CDC study, enhancing individual and community health by establishing, improving, and expanding spaces for physical activity can result in an increase in people working out at least once a week.

**Economic Benefits:** Parks improve property values as well as municipal tax revenue. It's been proven that the closer the proximity of privately owned land is to a park, the more valuable it is. Property tax receipts and local economies benefit from the increased value of private property due to its closeness to parks.

2.5 Space Quality in the Public Space

The word "public" is defined in its first sense as "all state organs that serve the public", and the public space is defined as "the place where public works are carried out" (Türk Dil Kurumu, 2021). Public spaces are spaces in the urban fabric where people can move freely, lead their daily lives, and socialize. It provides data about the physical structure of the city as well as gives ideas about the social fabric of the society. Places open to everyone's use, such as
streets, squares, parks, and courtyards, are public spaces (Saylan & Erdönmez Dinçer, 2017). Creating meaningful spaces that also meet symbolic and attachment needs is important for having a high-quality community life. Inferences can be made about the city based on the nature of the common spaces in the city. These places are like a mirror of the people of the city, reflecting the local culture and the time spent in them. Especially the city center regions, which can be described as the heart of the city in today's sense, have been the regions where commercial functions are concentrated. Consciousness and sensitivity should be developed about the quantitative and qualitative characteristics of these places in order to become a center of cultural, artistic, commercial, and intellectual fusion for the people living in the city (Oktay, 1999). These regions, which are particularly important for preserving the history of cultural and social growth, have changed as a result of social and economic forces. Such changes in the public sphere can be evaluated as the gradual decrease in physical space and the deterioration of commercial and traditional public spaces (Gökgür, 2018). Especially in today's pandemic conditions, together with the need for clean air and socialization in urban areas, the suitability of open public spaces to the quality of space gains importance (Zafer and Erdönmez, 2021). The quality of the public spaces of the city, which they can do, mingle with, contribute to the individual in terms of physical and social health, and offer inferences about the physical, social and cultural structure of the city, is effective in the people who use it (Varol, 2018). Figure 2: Human Relations in the Public Space (Left: Florence, Siena on the right, Italy, Author's personal archive, 2014) Successful urban spaces tend to have common features that overlap or can be improved. These are the aims of urban design; character and identity, continuity and closure, accessibility, readability, adaptability, diversity, and quality of urban space. In order to evaluate the quality of urban space, it is necessary to examine the quality parameters in the urban space in detail (Tutkun, 2018).

### 2.6 Corona Virus (Covid-19)

This is a virus that causes an infectious sickness. The majority of persons carrying the virus will experience mild to moderate respiratory issues and will recover without medical assistance. Others, don't get so lucky and they will become sick and require medical attention. The elderly and those with pre-existing medical conditions such as heart disease are more susceptible to serious illness.

### 2.7 Covid-19 and Public Space Access and Connections

A location's accessibility is determined by its visible and physical links to its surroundings. It's simple to find a successful public area. The shape of the surfaces limiting the space also makes walking comfortable in terms of safety. Accessible areas are also suitable for public transport. According to the PPS, there are some considerations about access and connections in a public space. These are:

- Is the area visible from afar?
- Do the sidewalks extend into neighboring areas?
- Is the area suitable for the use of people with special needs?
- Do vehicles and footpaths in the public area really get people where they want to go?
- Do people use various forms of transportation to reach the public space? Can use the options (bus train, car, bicycle, etc.?)
• Public transport stops, libraries, post offices, park entrances, etc. Is it conveniently located next to targets such as

With the Covid-19 epidemic, it has entered into a number of changes. In many cities, especially pedestrian movements have decreased and traffic has been slowed down at many points. Recommendations to reduce traffic volume and speed have been implemented to encourage people to walk, cycle and run safely in some parts of the cities. NACTO, which defines the streets as the key to mental, physical, and immunological health, especially during the epidemic, said, It has published alternative street design guides such as “shared, slow, open and spacious street” that show how the streets can create opportunities in the face of this.

3. METHODOLOGY

In this study, I’ll be assessing the impacts of the covid-19 virus on the neighborhood parks of Lefkoşa, Nicosia. Data of the research were collected using both qualitative and quantitative research methods. The quantitative method used is: Online questionnaire form for the general perception of how covid-19 has affected park usage, this survey had three main sections, the demographic section, the covid-19 related section, and the park usage/how covid-19 has impacted the use of parks section. This survey was filled by 52 people which we would later see their results in the paper. The questionnaire was developed based on previous studies carried out by other researchers and then narrowed down to the case study area using a Q-methodology method to identify and categorize the subjective perceptions of Covid-19 users in the parks. The Q-methodology is a type of factor analysis in which the unit of analysis is human and people with similar response patterns are grouped together. This method is particularly appropriate for this study since it allows for a more objective analysis of the area of human subjectivity by objectively evaluating values, beliefs, attitudes, and other factors that might be considered subjective domains of human beings. In other words, it is a means of gathering individuals who have comparable emotions to a certain item or topic and validating the contents of these people's reactions in the process of objectifying subjectivity.

The qualitative methods used are:

3.1 Collection of Data

This technique is based on a database that is built by gathering information, photographs, and plan metric that are important in both the design and implementation stages of public space, as well as the maintenance phases. Information on the space's effectiveness and its visibility on social media is also included. The material is gathered from a variety of sources, including the experts or engineers who designed the spaces, the internet, academic references, and on-site visits. Because of the method's versatility, it was somewhat modified to allow groupings of components helpful for understanding changes in public spaces in the post-Covid-19 period. Due to the current epidemic, public areas were closed for months and subsequently reopened, necessitating appropriate physical spacing between individuals to avoid crowding; as a result, some data was added to the database in order to validate their changes in the post-Covid era.

3.2 Observation

I conducted a one-month post-lockdown systematic observation in two parks, observing interactions with users and residents of the locations. This procedure clarified how individuals felt about not being able to use the parks during the lockdown and how it affected how they used the parks afterward.
3.3 Park Selection

The availability of different facilities in the parks, the existence of recreation centers, the demographics of individuals who use the parks, the frequency of visits, and their locations were among the factors considered to pick the parks. Environmental factors, walkability, and park size were all factors taken into account while selecting these parks. Dr. Fazıl Küçük Park and Marmara Park were chosen as the two parks. These parks are all in the Lefkoşa TRNC; a map of the districts where they are located can be found below:

3.3.1 Dr Fazıl Küçük Park is located on Cetin Başar Street in Nicosia's residential sector. It's for the youngsters in the neighborhood's leisure and enjoyment, as well as for the elderly.

3.3.2 Marmara Park is located in a residential area in Lefkoşa along the Marmara Area, 23rd Street on the north axis, and Street Oren on the east. It's a local gathering spot for leisure and entertainment.

4. RESULTS

Within the scope of this study, respondents were randomly selected and interviewed at the parks and online questionnaires were done using google forms, 52 responses were gotten from the survey. This survey was carried out from 23 May 2022 to 6 June 2022.

Demographic Information: The participants' age and gender were obtained in the first part of the questionnaire and they were asked how often and for what reason they visited the parks. A total of 52 participants took part in the survey, with 57.7% of them being female and 42.3 percent being male (Figure 3). When the survey results are reviewed, it is discovered that
more than 50% of the study population is between the ages of 18 and 30, with just 5% of the sample group being above 30.

**Gender:** 57.7% of the response was gotten from the female gender while the remaining 42.3% was from the males.

**Age:** 94.2% of the respondents were between the ages of 18-30 years old while 5.8% of the respondents were between the ages of 30-60.

**Country of residence:** 55.0% of the respondents are currently residing in Cyprus, while 40.4% are in other continents and 3.8% are in Europe.

**Living Situation:** 63.5% of the respondents live in an apartment, 26.9% live as a single family while 5.8% live in another type of accommodation and just 1.9% live in a hotel.
The perception of covid seriousness: 73.1% of the respondents believe if they had the Covid-19 virus it would be serious while 25.0% believe the situation would be very serious.

7.7% of the respondents are extremely worried about their family member getting infected with the Covid-19 virus while 25.0% are very worried while 32.7% are worried and the 34.6% are not worried at all.

Park visitation data: The number of visitation times was evaluated separately, one showing the number of times the park was visited before the covid lockdown was imposed and the other for the post lockdown analysis.

Before the covid-19 lockdown: 63.5% of the respondents visit the park not so often while 34.6% of the respondents visit the park often and 1.9% visit the park very often.
Figure 9. The survey question (count how often people visit parks before covid-19 lockdown.)

Post lockdown data: 82.7% of the respondents visit the park not so often while 11.5% visit the park often and 5.8% visit the park very often.

Figure 10. The survey question (count of how often people visit parks after covid-19 lockdown.)

Activity report data post lockdown: 53.8% of respondents have reduced activities in parks not much while 40.4% have very much reduced activities in the park and 1.9% have very much reduced activities in the park. Then 1.9% have not taken part in any activity in the park.

Figure 11. The survey question (reduced activities in parks)

Psychological impact data: In the psychological impact part, it was questioned how the participants were put under stress during the covid-19 lockdown period and they were asked if going to the park used to help in reducing their stress and anxiety.

Stress records during a lockdown: 20% of the respondents have been put under medium level stress during the lockdown while 10% have undergone a high level of stress and just 5% have undergone little or no stress.
69.2% of the respondents agree that park visitation relieves stress while 1.9% disagree, 25.0% and 3.8% somewhat agree and somewhat disagree respectively.

5. CONCLUSIONS AND RECOMMENDATIONS

This study found that public parks have a significant function as a recreational area and a medical resource during the covid-19, particularly in areas where recreational alternatives are restricted. Many people throughout the world have suffered significant psychological effects as a result of the Covid-19 pandemic. The impact of the pandemic on psychological health, as well as the use of self-quarantine and other reaction strategies, is predicted to be severe. The length of the confinement, the fear of Infections, tedium, and a lack of understanding are all issues that negatively impact people's mental health. Longer durations of self-isolation can lead to poor mental well-being and serious psychological consequences. Most respondents think that Parks may decrease stress and provide a variety of psychological and emotional advantages during a significant health crisis, as shown in figure 13. Tranquility, freedom, culture, and a rich habitat are all attributes that can help to lower the risk of poor mental health. Many research findings have shown that spending some time in natural areas like parks and green spaces can assist individuals in avoiding feelings of isolation, decrease mental anguish, promote relaxation, as well as improve people's perseverance and ability to handle everyday activities.

Public spaces, which are a mirror of urban identity, sociality, and public life, are one of the important components of the city. When we look at the cities in the historical process, it is seen that the epidemics directly affect the city and social life. Since people and the city are at the center of the epidemic, it can be said that many habits related to the city and people will be affected by this process. To be considered; is to cope with the effects of this pandemic, which closely affects our environment and our daily life, and to seek answers on how to overcome this process in a positive way in the healthiest way. It is thought that it will be beneficial to
enter into transformations that are healthier, more sustainable, and that support the local economy. With the pandemic, the importance of public spaces in terms of both the physical and mental health of people has been realized. The issues of walkability and accessibility to open spaces on foot came to the fore. In this period when a person who adopts a social life is alone at home, it is seen that the importance of the time spent together, the memories accumulated, and this life, which is actually integrated with the city, feed people in many ways.

With the Covid-19 epidemic, the contributions of public spaces to the physical and mental health of their users affect the effective usability of the space. The existence of public places within walking distance of residential neighborhoods boosts the impact of neighborhood-level health assistance on the entire city. The importance of the provision of open places where people may rest, relax, and interact securely while adhering to the physical distancing rule is shown in the state of public spaces, particularly in big centers where inhabitants have a hectic and stressful professional life. With their unifying and motivating aspects, public spaces are a breathing point for the citizens living under intense stress. Due to the increase in the risk of transmission of the epidemic in crowded and congested places, there have been differences compared to the past in terms of human use. In order not to have a negative impact on the quality of public spaces and on people's quality of life, it is inevitable that spaces will undergo some changes.

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The effects of green spaces and parks on people in Nicosia - Cyprus, 2022


Abdülhak Hamit Tarhan is one of the important figures of Turkish Literature in the Renewal Period. He greatly influenced the new Turkish poetry and theater and played an important role in changing the understanding of classical poetry. Abdülhak Hâmid and his works have been the subject of many academic studies due to the role he played in the approach...
of Turkish Literature, especially the new Turkish Poetry, to the West in terms of both form and content. Almost all of his works have been examined independently, and biographical works that provide extensive information about his life have been studied. However, there is no independent research on how the poet's life in India affected his understanding of art. For this reason, this study aims to analyze Abdulhak Hâmid's journey to India, how the events and geography he encountered there affected his art and understanding of art as a qualitative study.

From an early age, Abdulhak Hamid had the chance to be in many countries such as Iran, Paris and Greece. Undoubtedly, the places that belong to the Eastern and Western geography have affected his artistic understanding and worldview along with his personality. In these places, it was possible to observe cultural differences, religions, natural riches, colonialism and mystical-metaphysical understandings. Undoubtedly, these rich places and lives have been a source for the development of his own understanding of art. In addition to these, the fact that he was born and raised in a mansion known as "Hekimbaşı" on the Bosphorus coast of Istanbul, expanded his social circle and made it possible for him to become acquainted with the literary and artistic circles of the period.

In our study, Abdülhak Hamid's Letters, which were published in two volumes from Dergâh Publishing, and the information recorded in his Abdülhak Hamid’s Memoirs from the same publishing house, and his other works were also utilized. As a result, it was concluded that Abdülhak Hamid Tarhan's life in India had a significant impact on his understanding of art in the fields of criticism of colonialism, view of nature and mystical – metaphysics aspects.

**Keywords:** Abdulhak Hâmit Tarhan, India, Nature understanding, Colonialism, Death and Metaphysics

I. Giriş: Abdülhak Hâmid Tarhan’un Hayatına Kısa Bir Bakış

Abdülhak Hamid’in hayatı ve eserleri değişik açıklardan incelenmiştir. Şairin sanatı ve edebi anlayışına Hindistan’daği hayatının etkileri üzerinde müşterilen durulması sanatının ve edebi yaklaşımlarının daha iyi anlaşılmasında yararlı olacaktır demetlendirilmişdir.

Abdülhak Hamid’in renkli ve hareketli bir hayat süreni anlaşılacaktır. 2 Ocak 1852 tarihinde Bebek’teki Hekimbaşı Yalısı’nda dünyaya gelmiştir. Dedesi Abdülhak Molla sarayda hekimbaşı olarak görev yapmış, babası Hayrullah Efendi ise Encümen-i Dâniş İkinci reisliğinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmuştur. 10 yaşına kadar Evliya Hoca ve Hoca Tahsin Efendi gibi meşhur eserlerinde bulunmıştır (Enginün, 1988; 207) Hatalarında bizzat ifade ettiklerine bakıldığında oldukça rahatsız bir hayat sürüyüz anlayışın anlaşılmaktadır. Bebek’teki Köşküspası denenen mahalle mektebini sevmez, Oradan Rumeli Hisarı’na bakan Hisar Rüştüyesi’ne kaydi yapılır. Okulda ceza odaklı (falaka) bir eğitim yapılmaktadır. Kendisi danslı öğrenciler arasındadır: “Yanında lalam ve seyis çırağı olduğu halde midillim ile o mektebe gidiyor ve sefertasıma getirilen öğle taamını orada akrabamızdan cemal Bey’le beraber yediğer sonra vakt-i muayyeninde yaliya avdet ediyordum” (Hamid, 1994, 21).

Abdülhak Hamid daha küçük yaşlardan itibaren çeşitli coğrafyalarda bulunmuş, karşılaştığı kişilerden, gördüğü şehirlerden ve tabiat güzelliklerinden etkilenmiştir. Çocukluk yaşlarının ileri yaşlara kadar bulunduğu coğrafyalarda bir leş meydana ifade edildiği gibidir: “On yaşlarında ağabeyi Nasuhi Bey ile Paris’e gitti (1863). Orada bir büyük yıl kadar özel bir okula devam etti, 1864 yılı sonlarında geri döndü. 1865’te Tahran’a elçi tayin edilen babastyla İran’a gitti. Bir yıl sonra babasının Tahran’da anı ölümü üzerine aileyle birlikte...
İstanbul’a dönmek zorunda kaldı. (...) 1876’da Paris büyükelçiliği ikinci kâtipli Olarak atandı” (Enginün, 1988, 207).


II. Sanatında Hindistan İzleri

Abdülhak Hamid’ın sanat anlayışına Hindistan’da hayattan önemli bir tesiri olmuştur. Söz konusu eserlerin başlıklarını sömürgeci zihniyete karşı durum, şehir hayatından kaçış, tabiata yöneliş arzusu ve mistik Metafizik duyugaların açılı vatandaşesi olarak ifade edilebilir.

Sömürgeci Zihniyet Karşılığı

Sömürgecilik ve Edebiyat çalışmaları arasında yakın bağlar bulunmaktadır. Emperyalist çizgideki devletlerin sömürü anlayışının tek tarafı olarak idari, siyasi ve ekonomik sebepler üzerine inşa edilmesi, edebi türler açısından işlenmeye müsaät ilginç bir konudur. Bir mille...
bir toplumun baskı, şiddet ve yıldırma gibi zorlayıcı yöntemlerle maddi ve manevi kaynaklarının sömürülmesi, merhamet ve adalet hisleri kuvvetli yazar ve şairler tarafından görmezden gelinemeyecek kadar önemli dramatik bir tablodur.

Sömürgecilik, “Bir devletin kendi sınırları dışında kalan, genelde deniz aşırı toprakları askeri güç kullanmak başta olmak üzere çeşitli yollarla ele geçirmesi ve orada hâkimiyet kurup yerli toplumlar üzerinde siyasi, iktisadi ve kültürel alanlardan üstünlük sağlayarak, bu toprakların her türlü imkanlarını kendi menfaati için yağmalaması” olarak tanımlanabilir (Kavas; 2009: 394-397).

Sömürgeci devletler önce yakın, sonra uzak toprakları hakimiyetleri altında alabilmek maksadına yönelik faaliyetler içinde olmuştur. Sömürgeci anlayışın motivasyonları arasında başı askeri, siyasi ve ekonomik açıdan güç kazanma, şarkiyatçı bakış açısı, misyonerlik maksatlı yaklaşımlar olmak üzere çok sayıda sebep saymak mümkündür.

Araştırmamız konu Abdülhak Hâmid Tarhan’ın sömürgecilikle ilgili düşüncelerini ele almakta. Hamid’in eserlerinde sömürgecilik birkaç ana noktadan ele alınır ve tenkide tabi tutulur. Bunların başlıcalarını kadın sömürülmesi, halkın sömürülmesi ve psikolojik sömürü olarak sınıflandırılmaktadır.

Kadının Metalaştırılması ve Psikolojik Sömürüsü

Abdülhak Hâmid henüz yolu Hindistan’a düşmezden önce İngiliz sömürgecilğini eleştiren “Duhter-i Hindü” adlı tiyatro eserini kaleme almıştı. Bu yaklaşım Edebiyatımızın sömürgeciliğe karşı duyarsız kalmadığının, konunun henüz yenileşme döneminde bile dikkatle ele alınmışın bir vesikasıdır. Eserin yazılış serüveni Hâmid tarafından Finten’in ön sözünde özetle şu satırlarla anlatılmaktadır:


Hâmid henüz Hindistan’ı görmemiş halde Duhter-i Hindü’yu Fransız tarihi kitaplardan esinlerek kaleme almış, eserinde “hakikate benzer hayalât ile tarihe benzemez hikâyât” şeklinde tanımlamıştır. Dolayısıyla eser tarihi metinlerden esinlerek yazılan kurgulanmış bir metin olarak değerlendirilebilir. Eserin kıyımı, sömürgecilik karşısında Osmanlı aydınlarının birisi olan Hâmid’in de ciddi bir rahatsızlık duydugu ve bu rahatsızlığı erken sayılabilecek bir dönemde bir tiyatro metni olarak kaleme alınmış olması ve sömürgecilik yolda açtığı sosyal ve insani yıkımları halka ve insanlığa dramatik bir usulüla anlatılmış olmasından kaynaklanır.

Duhter-i Hindü, İngiliz sömürgeciliğini, kadınların psikolojik, fiziksel sömürüsü ve metalaştırılması gibi hususlardan hareketle şu şekilde özetlenebilir: İngiliz subayı Tomson, dış bir güzellik ve cinsel bir sömürü nesnesi olarak görüdüğü Surucuyu adlı Müslüman Hintli kadın beğenir ve kadınla birlikte olmak ister. Aslında kadınla içsel ve yüce bir sevgiye dayalı olarak kurulmuş bir ilişkiye kurma maksadı yoktur. Eserde anlatılanlar, zavallı Hintli kadının bir zevk unsuru olarak görülerek, sömürülmesinin açık bir örneğidir. Tomson Surucuyi’nin kölnünü
kazanmak için, İngilizler’in Hindistan’a adil bir yönetim tarzi getirdiklerini ve ülkeye adilâne usullerle sahip olduklarını söyler. Bu husus yaşanılanlara ve gereçle taban tabana zit büyük bir tezat teşkil etmektedir.

Hıtımler, özellikle gün görmüş Hintli ihtiyarlar kadınlarının ve kızlarının İngiliz subayları ve yöneticileriyle kurmuş oldukları bu tür gönül ilişkisinden memnun olduklarını söyler. Bu husus yaşanılanlara ve gerçeğe taban tabana zit büyük bir tezat teşkil etmektedir.

“Onlar vefat edenler. Keşke kaplanların pençesinde gebereydin de İngilizin eline düşmeyecektir! [...] Sen o gönül hursızın bağındaki sorgu boyunca kadar itüber verme, lisanına bir âlet-i cária nazaryla bak. [...] Sana ekmek verdini mi gördün? Sakın aldın sadece etme, bil ki ekmek veren, seni köpek sayğından, seni köpek saylığı halde beslemenine anacak kendine muhabiflik ettirirme icin!” (Enginün, 1998; 75-76).

İlerleyen bölümlerde Tomson Suruciyi adlı kadını bir fetih ve zafer nişanesi olarak İngiltere’ye götürmek ister ve der ki:

“Seni bu vahşi dağlardan kurtarayım. İngiltere bahçelerine götürürüm. Görenler İngiltere’dede güzel bir etmiş desinler. Memleketimizin medeniyet ve mamuriyetini temşitleri de gökten melekler inmiş zammetsinler ve bilmeyenler de bilsinler İngilizler adaletle mücadele oldukları Hindistan ikliminden İngiltere’ye neler naklederlermiş” (Enginün, 1998; 45).


Kaynakların ve Halkın Sömürülmesi


Daha sonraki yıllarda Hindistan İngiltere’nin dikkatini çekmiştir. Ekonomik kazançlar, yayılmalar, çıkarlar, misyonerlik gibi birçok sebeplerden dolayı İngilizler Asya’ya ve Hindistan’ı vazgeçilmez bir coğrafya olarak görmeleridir. Yurtda bu konuda şu değerlendirmelerde bulunmaktadırlar:

Hindistan’da İngiliz sömürgeciliğinin yayılıp yerleşmesinde, Hintli kabile ve racalıkların aralarındaki anlaşmazlıklar ve çatışmaların bir türlü bir sonuca bağlanamaması ve yıllarca sürünçededek kalması da etkili olmuştur. Sonuçta bazı racalar tarafından sırf kendi kabilelerinin üstün gelebilmesi umuduyla İngilitere’den yardım talep edilmesi, İngilizler için harekete geçme konusunda beklenen üstün fırsatı doğurmuştur.

Bolat ve Ayaz’in Ferguson ve Ülman dan aktardıklarına göre, (2021, 122) Hindistan, Britanya’ya yaklaştık iki yüz yıl boyunca hem ticari hem de askeri konularda tükenmez bir kaynak (Ferguson, 57) sağlamıştır. İngilizlerin Hindistan’ı bu kadar çabuk ve akıllıca ele geçirmesinin nedenleri içinde en önemli etken Hintli yöneticiler arasında çeşitli itilafların bulunmasıdır. Hindistan çok kalabalık ve bölünmüş racalıklarla yönetilen, birçok dinin yaşandığı, onu aşkın dilin ve üç lehçenin konuşulduğu, çok geniş bir coğrafyadır. Bu geniş topraklarda iki hükümdar iktidar için çekişince, içlerinden biri rakibine üstünlük sağlamak için İngilizlere başvurmuş, aldığı yardımlar karşılığında, ülkeye hâkim olmanın yolunu İngilizlere vermiştir. İngilizler yapılan antlaşmalara bir süre sadık kaldıkları sonra ülkenin idare tarzı ve adetlerini iyice kavramışlardır. Ardından bir orduyu yetiştirmiş, disiplin altında alarak ve taraflardan birinin desteği kazanarak, kısa sürede öbürlerini bertaraf edip, kendilerini yerli halka adım adım kabul ettirip, neredeyse tüm ülkeyi boyundurduk (Ferguson 57) altında almışlardır (Bolat ve Ayaz, 2021; 122).

İngilitere’nin Hindistan sömürgeciliği, daha ziyade Müslüman toplumlara karşı daha ağır şartlar içermekteydi.


Hindistan’da İngiliz sömürgeciliği hakkında bu toparlayıcı bilginin ardından, Abdülhak Hâmid’in eserlerinde Hindistan halkının ve kaynaklarının sömürülmesi hususunun kısaca nasıl ele alınmıştır, seçtiğimiz çarpıcı örneklerle açıklamaya çalışılmıştır. Bu konuda çok sayıda misal vermek mümkündür. Araştırmamın sınırlılıklarını da göz önünde bulundurarak, konuyu benzer alanlarla fazla zorlamadan, sömürgü neticesinde yorgun ve çaresiz kalmış Hintli ihtiyaçların kendi açığını doldurmak İngiliz yöneticilere karşı dille getirdikleri yürek burkan yakmalarıla çerçevelenmeye çalışmışlardır.

Sir! Eyaletin vâridâtını siz bizzat cep harçlığı ediyoruz. Bizden aldığınız verginin sefahten başka hiçbir emel yolunda sarflunduğunuzu görmüyoruz! Borcumuzun on kattrı on kerrhe vermeye muktedirsiniz. (....) Halbuki siz eyaletin borçunu vermek söyle dursun, bir
yandan yine istikrâzlar edip, o paranın da nsfından ziyadesini zevk ü safa yolunda heder ediyorsunuz (...) Yaldızlı sandalyelerde oturur, ipekli karyolalarda yatar, müzeyyen tahtı revanlara binersiniz... Yıklmuş damlar altında yıldız sayarak yatan fakiri, güneş altında yana yana oturan biçareyi, gayretinden kâplere benen bizim gibi erbâb-i hamiyeti düşünmeziniz! Şurada bir tenbelhâne yaptırıyorsunuz, ne lüzumu var? Serhadlere istihkâm yaptırsanıza. (…). Ah Sir! Ne kadar bed-hâh-i vatan, ne kadar hain-i milletiniz, haberiniz var mı? (Enginün, 1998; 86).

**Hindistan Coğrafyası ve Tabiata Yöneliş**


Hâmid doğuda tabiati, tabiatı da yaratıcıya olan yakınınlığı bulmuştur. Batıya geçtiğinde ise doğrudaki tabiati aramış veya yerine başka şeyler koymaya çabalamıştır. Hâmid’in kadınlarına olan ilgisi ve salon hayatı, tabiatı kaybeden şairane bir ruhun teselli bulma çabası olarak yorumlanmalıdır. Şairin tabiat temalı şiirlerinin sağlam temeller üzerine kurulmasının en önemli nedenlerinden biri, hatıralarından ve mektuplarından anlaşılması üzere tabiatı onun içinde yaşayarak, onu hissederek tanmış olmasıdır” (Dinçer; 2011; 83-90).

Hâmid’in, Hindistan’ın güzel ve egzotik güzelliklerinden esinlenerek tabiata yöneldiği dostlarına yazdığı mektuplardan anlaşılmaktadır. Namık Kemâl’e yazdığı bir mektubunda Hindistan tabiatına hayranlığını şöyle ifade eder: “Gök bînihâyet, deniz bî-nihayet nihayetsizlichen tceansım etmiş bu nezaret ne kadar ulvî ne derece derin şey. Sanki ulvîyet ayağım altında, umîyet ise fevkînde idi” (Enginün, 1995; 298)


Hâmid’in “Bunlar Odur”, adlı şiir kitabında Hindistan tabiatına bakış açısını dile getirir. Hindistan’ın doğal güzelliklerini etkilemiş manzumelerden oluşmaktadır. Hamid’in şiir anlayışını tabiata farklı gözle bakabilmesi derinden etkileşmisi görünmektedir. Bir şiiri seyahati esnasında güverteden gökyüzüne mistik bir gözle bakış bir mektubuna şu ifadelerle aktarılmıştır:

“Gece yarısında güvertenin üstüne çıkıp da tek başına seyrettüğüm ve o ebediyetin bana dönmiş sayisız gözleri zanneylediğim yıldızların semai aydınlığı içindeki seyahatime hiç nihayet gelmiş” (Enginün, 1986: 29).


Abdülhak Hâmid Tarhan’ın tabiata bakışını küçük yaşlardan itibaren yaşadığı doğal güzelliklerle dolu mekanlar, batı dünyasından okuduğu Romantik yazarlar ve özellikle Hindistan coğrafyasında şahit olduğu doğal güzellikler belli düzeylerde etkilemiştir. Kendi ifadeleri ve şiirleri göz önüne bulundurulduğunda, Hâmid’in tabiata yöneliş konusunda en önemli/payın Hindistan’da bulunduğunu gösteren bir örneklebilir.

**Hindistan ve Mistik Metafizik Yaklaşım**

alır. İnsanın bu zor kavramlar üzerine sistemli düşünerek kendi varlığını konumlandırmasına yardımcı olur. Bu sebeple metafizik ilimler üstü bir kavram olarak da adlandırılmaktadır.


Hamid’in metafizik anlayışının teşekkürü ve gelişmesinde çocukluk anıları, eşinin ve babasının kaybı, Romantik akının izleriyle İran ve Hindistan gibi coğrafyaları yarattığı seyahatların masalı tesirleri bulunmaktadır. Şairin metafizik yönelisinin ilk çekirdeğini ailesi ve çocukluk yıllarında hususi dersler aldığı hocaların olduğu, bunlar arasında Evliya Hoca, Bahaeddin Efendi ve Hoca Tahsin isimleri sayılabilir (İnal, 1932; 544). Aile ve Hocalarından sonra özellikle önemli sebep, İran ve Şieh ve Hindistan gibi ülkelerdeki yaşadıkları, metafizik bakış açısı ile işleyen şiirlerin önemli bir merakıdır.

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Hamid babasının memuriyeti sebeiyle İran’da bulunduğu sırada 13’sü yaşlarındayken beklemedik bir anda babasını kaybeder. Yurda döner; Arapça, Farsça ve Fransızca gibi lisanlara vukuşveti sebeiyle henüz ergenlik yaşlarındayken kalemlerde çalışır; yönetim ve devlet idaresi gibi konularda bilgi ve deneyim kazanır. Bu esnada genç eşi Fatma Hanım’in ailesi ve çocukluk yıllarında hususi dersler aldığını, hocaların olduğu, bunlar arasında Evliya Hoca, Bahaeddin Efendi ve Hoca Tahsin isimleri sayılabilir (İnal, 1932; 544). Aile ve Hocalarından sonra özellikle önemli sebep, İran ve Şieh ve Hindistan gibi ülkelerdeki yaşadıkları, metafizik bakış açısı ile işleyen şiirlerin önemli bir merakıdır.

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tezahürlerine kadar uzanan örnekler bulunabilir. Mermer, Hâmîd’ın gelgitleri hakkında aşağıdaki değerlendirmelerde bulunur:


Ne var ki, bu tezatlar arasında Hâmîd’in istikrarlı bir hayat felsefesini yakalaması oldukça zordur. Aşağıdaki mısralar O’nun pozitif eğilimlerine de işaret eder:

“Hayli milletlerde seyrettim ki ben Hâlık’ı mahlûktur halk eyleyen” (Tarhan, 2002; 147).

Bir başka şiirinde ise insanı “Hayy u lâ-yemût insan!” (Tarhan, 1999; 232) olarak, ölümsüz ve hayat sahibi olarak aktanır. Halbuki sonsuz bir hayat ve ölümsüzlük gibi şifatlar ancak Allah’a izafe edilebilir.


Hâmid’in içten gelen bir duyuyla hiçbir zaman imanını kaybetmediğini düşünülebiliriz. Değişik ruh halleri içinde bir sahr duyarlılığına kimi zaman yaşadığı çelişkileri mısralarına pozitivist bir söylemle aktarmaktan geri durmamıştır. İmanıyla tam bir hesaplaşma gerekmektedir. Bütün bunlara rağmen inancı ve gelenegin izleri her zaman ruhunun derinliklerinde yaşamaya devam etmektedir. Bu konuda son sözü kendisine bırakalım:


Yukarıdaki düşüncelerle bağlt olarak, Tanrı’nın varlığını incelerken insanın nasıl bütünleştiğini terennüm eden Yunus Emre benzeri şiirleri de bulunmaktadır. Hamid’in ölüm, Allah ve varlık konularına bakışıyla ilgili olarak, esas içinde yaşadığı hissettiği hisler aşağıdaki mısralarda ifade edildiği gibidir.

Kâinatın? Hepsî mahzâ senînîn;
Aslı sensîn bîzde zâhir benînîn
Yar da âğyar da sen, ben de sen;
Senînîdirdî hepsî sensîn, sen de sen! (Enginün, 2013; 98).

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MICHEL FOUCALUT’NUN SÖYLEM YAKLAŞIMI ÇERÇEVEŞİNDE MİLLİ DUYGULARIN ÇEKİCİLİK UNSURU OLARAK REKLAMLARDA KULLANIMI: TÜRKİYE MİLLİ BASKETBOL TAKIMI REKLAMLARI ÜZERİNE BİR İNCELEME

THE USE OF NATIONAL FEELINGS IN ADVERTISEMENTS AS AN ATTRACTIVE ELEMENT IN THE FRAMEWORK OF MICHEL FOUCALUT’S DISCOURSE APPROACH: AN ANALYSIS ON TURKISH NATIONAL BASKETBALL TEAM ADVERTISEMENTS

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Özet

Anahtar Kelimeler: Millî Duygular, Reklam, Reklam Çekicilikleri, Basketbol Reklamları, Söylem Analizi.
Abstract

National feelings are among the many different types of advertising appeals, especially fear, humor, sexuality, anxiety and sentimentality. National feelings, which contain the feelings of nationalism and patriotism, directly affect the lifestyles and consumption preferences of individuals. For this reason, many companies use national feelings as an element of attraction in their advertisements. The reason for this may be the existing brand image of the company, which is desired to be created or maintained, as well as issues related to the target audience. In this study, it is aimed to reveal how national feelings are used as an attraction element in the advertisements of the Turkish national basketball team. Within the scope of the study, first of all, Turkish national basketball team commercials broadcast on television or digital platforms between the years 2017-2022 were determined. To analyze the oral and written elements of these films was used discourse analysis. In the research, nine advertising films accessed by using various keywords on the internet platform were examined with the discourse analysis of Michel Foucault. In this context, Foucault's formation levels regarding discourses were taken as a basis in the analysis of advertising films. The verbal and written elements of the advertisements were analyzed by considering the object level, expressive form level, conceptual level, strategic choices level, expression, historical a priori and archival concepts. When the advertising films, which were examined in line with the purpose, method and sample of the study, were analyzed, it was seen that national feelings were used intensely as an element of attraction in advertisements. In this context, it has been understood that the advertising institutions have built their discourse on "supporting the Turkish national basketball team".

Keywords: National Feelings, Advertising, Advertising Attraction, Basketball Advertisements, Discourse Analysis.

GİRİŞ


Birçok reklamveren Özellikle büyük ulusal olayların gerçekleştiği zamanlarda, kampanyalarına yoğun millî duygular barındıran reklam, müzikler, liderler, kahramanlar, millî

Reklam savaşları çağında millî duygular, reklamcılarların markalarını pazarlamak için giderek daha fazla başvurduğu bir çekiçilik türü olarak öne çıkmaktadır. Rekabet üstünlüğünü sağlamak için kullanılan bu çekiçilik türü, markaların halk tarafından güvenilir olarak kabul edilmesine ve rafiplerden farklılaşmasına yardımcı olmaktadır. Buna göre, marka farkındalığı ve marka bilinirliğini sağlamak isteyen kurumlar, kendilerini ulusal birlik ve ulusal gurur ön plana çıkartarak markalarını “vatanseverlikle dolu dünya markası” olarak konumlandırmaktadır (Raghavan, 2015, s.84-90). Tüketicilerin zihninde olumlu marka çalışmalarını oluşturmak için de reklamlarda millî duygular kullanılmaktadır. Özellikle ülkeye ilişkin tarihi ve büyük olaylara uygun şekilde hazırlanacak etkili bir reklam stratejisi ile birlikte tüketiciyi marka karşısında duygusal bir bağ kurabilirmektedir. Fan’a (2006) göre böyle bir yaklaşım, farklı izleyiciler tarafından anlaşılabilecek duygusal bir mesajla açış, basit, farklılaştırıcı ve yaratıcı bir fikre odaklanmalıdır.


**TÜRKİYE MILLİ BASKETBOL TAKIMI REKLAMLARI ÜZERİNE BİR İNCELEME**

**Amaç ve Soru**

Bu araştırmanın amacı, Türkiye erkek milli basketbol takımı reklamlarında millî duyguların nasıl ifade edildiğini analiz etmektir. Belirlenen amaç doğrultusunda, aşağıdaki maddeler hâlinde yer alan sorulara yanıt aranmaktadır.

- Millî duygular, reklamlar üzerinden hedef kitleye hangi biçimlerde iletilmektedir?
- Erkek basketbol millî takımı reklamlarında kullanılan millî duygular nasıl ifade edilmektedir?
- Türkiye erkek milli basketbol takımına yer veren reklamlar hangi temalar üzerinden tüketiciye ulaşmaya çalışmaktadır?
**Araştırma Yöntemi**


**Evren ve Örneklem**


**Araştırma Kısıtları**


Araştırma konusunda özellikle millî takımlar bazında son Avrupa Basketbol Şampiyonası’nın (EuroBasket) 2017 yılında, son Dünya Kupası’nın (FIBA Basketball World Cup) 2019 yılında gerçekleşmiştir ve bu reklamların ele alınması gerekli olduğu kabul edilmektedir.

**Verilerin Toplanması**

Araştırmanın örneği olarak belirlenen reklam filmleri, internet üzerinden “Google” arama motoru, YouTube ve Dailymotion video paylaşım siteleri kullanılarak elde edilmiştir. Arama motorunda ve video paylaşım sitelerinde reklam filmleri araştırırken, aşağıdaki maddeler hâlinde yer verilen anahtar kelimeler kullanılmaktır.

- Türkiye a millî erkek basketbol takımı reklamları,
- Türkiye basketbol millî takımı reklamları,
- 12 Dev Adam reklamları,
- EuroBasket 2017 millî takım reklamları,
- 2017 Avrupa Basketbol Şampiyonası reklamları,
- 2019 FIBA Basketbol Dünya Kupası reklamları.
Anahtar kelimeler ile yapılan aramalar sonucunda araştırmanın kısıtlarına uygun olan reklam filmleri saptanmıştır. Bu bağlamda Head&Shoulders, Puma, Total, Rexona, TatilBudur, Petlas, Kuzeyden Su, Garanti BBVA ve Altınıyıldız Classics firmalarının yayıl aldığı reklam filmlerinin söylem analizi ile çözülenmesi yapılmıştır.

**BULGULAR**

Bu çalışmada incelenen videolarda Foucault’nün söylemlere ilişkin oluşum düzeyleri temel alınmıştır. Oluşum düzeyleri nesne, ifadesel biçim, kavramsal, stratejik seçimler, ifade, tarihsel a priori ve arşiv başlıklarını kapsamaktadır (Ece, 2009, ss.38-51)

***Nesne Düzeyi:*** Foucault, nesne düzeyi ile nesne ve konu içerisindeki ilişkiler bütününü ele almaktadır. O halde bir kişi veya olay ancak ilişkiler ağı çerçevesinde anlaşılabilmelebilmiştir. Ele alınan videolara bakıldığında özgüven, güçlü olma, değişim, yerli sermaye, birlik telik, zafer, halkla birliktelik, içi içe olma, gurur gibi pozitif kavramlar öne çıkarılmış ve marka ile birleştirilerek anlatılmıştır.


Puma’nın reklam filminin sokaktaki bir basketbol sahasında geçtiği ve Türkiye millî takımını taşıyan millî basketbolcu Cedi Osman ile beraber basketbol oynamaktadır. Bunu birlikte izleyicileri heyesenlandırarak, gençlerin Puma’nın tasarlamış olduğu yeni millî basketbol formaları hakkında övünç dolu söylemler duyulmaktadır.

Total’in reklamı millî basketbolcuları taşıyan kapalı bir basketbol sahasında geçtiğinde birlikte total istasyonunda devam ettirilmiştir. Takım otobüsü, yakıt almak için Total istasyonunda mola vermektedir. Türkiye’nin başı millî basketbol anonsörlerinden Mustafa Özben, çocuklu bir şekilde millî basketbolcuları tek tek anons eder. Bu sırada çocuklu bir taraftar topluluğu Total istasyonunun içinden çıkararak kutlama yapar ve millî takım Dünya Kupası’nın uğруlar.


Kuzeyden Su markasının reklam filminde, milli takım forması giyen Cedi Osman, Furkan Korkmaz ve Doğuş Balbay’ın kuzeyden su içmek için ön planda çıkarıldı. Sonrasında ise basketbol topu ve Kuzeyden Su şişesi yan yana ekrana gelirken, basketbol millî takımından “gururumuz” diye bahsedildi. Reklamda, basketbol millî takımının resmi sponsoru olarak Kuzeyden Su markasını seçtiği ve markanın her yudumda yanında olduğu vurgusu yapılmaktadır.


Tarihsel A Priori ve Arşiv: Tarihsel a priori, söylemsel ifadeleri daha belirgin hale getiren kuralları tamamı ifade etmektedir ve tarihsel art alanda yatan kültürde gönderilir. Bu mağazanın yerini alarak, millî takım ve toplumsal pozitif anlamaları, reklamın içeriğini belirler ve reklamın bir strateji olarak ele alınabilir.
zafer, al bayrağa selam gibi kavramlar Türkiye Cumhuriyeti tarihinde çok önemli ve millî ruhu destekleyen ve öne çıkaran kavramlar olarak görülebilir. Diğer bir ifade ile reklamlarda kullanılan birçok kavrama Türk kültürünün tarihi art alanının millî çekicilik bağlamında kullanıldığı görülmüştür. Bu bağlamda öne çıkarılan kavramlara bakıldığında Türk toplumunun tarihi arşivinin de öne çıkarıldığı söylenebilir.

Tablo 1. Reklamlarda Millî Unsurların Kullanımı

<table>
<thead>
<tr>
<th>REKLAMVEREN</th>
<th>MILLÎ FORMALI BASKETBOLCU</th>
<th>“MILLÎ TAKIM” İBARESİ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head&amp;Shoulders</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Puma</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Total</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Rexona</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>TatilBudur</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Petlas</td>
<td>VAR</td>
<td>YOK</td>
</tr>
<tr>
<td>Kuzeyden Su</td>
<td>VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Garanti BBVA</td>
<td>VAR</td>
<td>YOK</td>
</tr>
<tr>
<td>Altınyıldız Classics</td>
<td>(takım elbiseli millî basketbolcular var)</td>
<td>VAR</td>
</tr>
</tbody>
</table>

Tablo 1’de görüleceği üzere, ele alınan markaların reklamlarına bakıldığında yalnızca Altınyıldız markasının reklamlarında millî formalı futbolcu bulunmadığı, Millî Takım ibaresinin ise Petlas ve Garanti BBVA markalarının reklamlarında kullanılamadığı görülmüştür. Yukarıdaki tablodan da anlaşılacağı gibi markaların çoğuında millî formalı futbolcu ve millî takım ibaresi kullanılarak reklamlarda millî duygulara hitap edildiği belirlenmiştir.

**TARTIŞMA VE SONUÇ**


gurur ve ulusal birlik temasına odaklanan reklamların tüketici üzerindeki etkisini incelediği çalışmasında, ulusal gurur, birlik ve vatansel çıkarlıklar kullanılarak yapılan duygusal reklamların, tüketici arasında güçlü duygular uyandırmaya hizmet ettiğini ve nihayetinde markanın hatırlanmasına yol açtığını göstermiştir. Yoo (2015), Koreli tüketicilerin milli duyu çekiciliği kullanan reklamlara yönelik tepki verdiğini ortaya çıkarmayı amaçladığı araştırmasında, bireylerdeki yüksek vatansel duygusunun, milli duygular barındıran “vatansver” reklama ve reklam yapılan markaya ilişkin olumlu düşünceler oluşturduğunu ortaya koymuştur.


KAYNAKÇA


Abstract

Music is loved by all but in different forms. Music has seen transforming not only in terms of genre but also has been widening its reach without leaving the gharanas and selected performances. The All India Radio and Radio Ceylon streamed music into the homes and a large part of the Indian population got hooked to it. Now the FM radio is there for all. The transformation in the contemporary times has been happening with the streaming of music in the digitalized form. New applications or apps have made music accessible for the new generation on the move, thus placing music on platforms like never before.

With so many music groups and streaming channels and platforms as well as the variety of music, taking a peep into the music industry is itself overwhelming. Rapid changes in the music industry require an analysis of the current trends of music. In the Indian context it is also of great importance to have a basic knowledge about the music institutes in India as these graduates will contribute in the future of this dynamic industry.

Objective of the study is to examine the contemporary music trend being followed in India. The paper analysis the revenue trend. The study also explores the important Indian music institutes which include some private, public and deemed institutions.

Research is designed to cover the Indian music trends and institutions. The data collected is secondary and is quantitatively researched. Secondary data is from the official music institution websites, research journals and official websites of music streaming platforms.

The industry which is in a flux has experienced a transformation and includes the shift of music industry over online platforms. Digitalisation beginning with production and leading to distribution and even the consumption of music has lead to shift unlike yesteryears. As the consumers shift so do the courses offered, therefore a huge change can also be seen with the availability and variety of courses provided by the Indian music institutions.

INTRODUCTION

Music in India can be traced back to the ancient times with engravings of musical instruments on stones in caves. Music is seen as having a special connect with others and with our soul. Music is special it doesn’t need a word. According to Ranade (2000) traditionally Indian music has been divided into “five musical streams—art (or classical), popular,
devotional, folk, and tribal” this makes our understanding of the Indian scene lucid. The response to Indian musical performance can be gauged by this. “In this scheme, non-classical music traditions would comprise the four categories of music other than art music”.

“Today music is not only an art but also an extremely important industry in the Global economy” (Dr Rohit, 2014). The current structure of Indian music industry includes i) Live Industry, ii) Recording Industry and iii) Publishing Industry. According to Spotify report (Spotify, 2020) the top three music genres which are streamed across India are hip-hop, filmy (music from popular Indian movies) and pop where K-Pop with a growing fan base is becoming a popular choice for Indian listeners.

The study also explores the important Indian music institutes which include some private, public and deemed institutions. As part of the objective this research examines the contemporary music trend being followed in India since 2000. It tries to capture the change.

This study tries to show how the trend in music is changing from the traditional formal format towards the lighter versions which are a mix of various genres. Earlier Indian music listeners “were mostly exposed to Hindi movie songs where release of Hindi films were low in number” due to this there were limited songs and music styles, in contrary to now. Due to globalization youngsters “have an excellent exposure to world music strands and have a diverse taste of music to choose from.” When comparing the different eras 60s, 70s, 80s, 90s, it can be noticed that the music style and trends have kept on changing with the pertaining lifestyles. Today’s generation “prefer some fast, groovy, foot tapping & deep-toned music instead of some slow classical.” (Nanda 2012). So, definitely globalisation of Indian music enhances the mutual international understanding and communication through networking among nations. This phenomenon of globalization “has resulted in many collaborations in the West between Indian musicians and Western musicians, in the fields of classical music, jazz, and popular music.” (Dr Rohit, 2014)

Research is designed to cover the Indian music scenario in terms of the music trends and institutions. Secondary data has been used for the study. Secondary data has been collected from official music institutional websites, research journals, official websites of music streaming platforms, from newsrooms and reports published by the streaming platforms. The data is quantitatively analysed.

**REVIEW OF LITERATURE**

In India the discussion on music education begins with the reference of art music. The reason behind this is systematic methods referenced from centuries old texts and methodologies devised, perfected and adopted have been used. In contrast in case of lighter forms of music and those used in arts even often in dance music such systematic methods are rarely used (Ramanathan, 2020).

“Normally, folk music and devotional music are not taught in formal settings, although there are a few exceptions. Folk music is taught at the Tamil Nadu Government Music College, for example. However, it is usually transmitted and absorbed in an informal manner in its natural settings. Devotional music is learned in the course of religious rituals and congregational singing” N. Ramanathan (2000).

Upadhyay (2013) introduces a teaching model called Instructional Model with the aim of facilitating creativity among the young music students. “This Instructional Model envisions
the necessity of an individualized educational system where teachers understand the individual differences and accordingly modulate the lessons.”

Upadhyay, Dalal (2016), when taken students perspective “Students reported that teachers across all the institutions generally followed the prescribed syllabus” where some “tried to manage the syllabus as per the students’ potential”. “At higher levels of training, findings indicated that teachers started giving training in their own style or in their guru’s style.” While in initial years of training, “teachers emphasized imitation.” “As they progressed through training, students became more open to teachers’ critical evaluations and comments. Despite the fact that institutions do follow a rigid curriculum for music education, which is contrary to guru–shishya tradition, it appeared that institutionalized music training is not exclusively a typical learning system.”

Roslan, Sahak, Sheriff (2022), Music streaming is one of the latest technologies of today’s time which has transformed the music economy. It “enable listeners to access a massive library of music for free or for a fixed monthly payment.” Therefore the consumers in streaming market are divided into two groups. “The first group is the freemium users: the listeners who use the free service. The second group is listeners who subscribe to premium music streaming; the group is known as the premium users.” Mostly all the streaming service providers provide respective services for both the groups. However, there are “challenges that may potentially retard the growth of online music streaming nationwide namely “the consumption behavior and attitude towards premium subscriptions followed by an overwhelming use of free basic services” that impacts the profitability of the industry.

Bollywood, the Indian film industry is credited with a large portion of all types of music releases. During the pandemic when the shooting was called off, musicians started a trend of ‘webcerts’ a genre hardly explored in the pre-pandemic times. Bollywood is also steadily entering the music streaming arena (Kaur, 2021).

Sharma (2021) reports about the findings of “the Global Influential Music Index, conducted by Medimops, a European music CD and online records company”. The study was conducted among 30 countries” where “India, Japan and South Korea were the only Asian countries featured on the list. “With a global score of 58.4, India ranked 20th, above countries like New Zealand, Greece, Mexico, etc. In the world music uniqueness score, India ranked 6th, indicating that it has significantly distinct folk and traditional music.”

RESEARCH PROBLEM

With the passing time and with increasing role of globalization, the music industry has become more dynamic and has witnessed a big evolution in past 30 years. With this dynamic nature, it is very important to keep a track on and about the current trends to remain in this music industry. Due to globalization the Indian music industry has also expanded its experiment, now it covers not only Indian music genres but other western styles and genres can also be identified. With incoming of new and young artists, bringing with them a new form it-contributes in this changing trend and thus, it is important to study about the music institutes also. So is this research conduction done, in order to analyze the current trend of music and about the music institutes present in India whose graduates will contribute in the future of these industries.
OBJECTIVE
The objectives of this research are as follows:

• Exploring the well known public and private music institution in India and courses offered to find out the trend in music education
• Analysing the current trend in music on the basis of digitalization through Apps

RESEARCH DESIGN
Research design uses the Indian music scenario in terms of the music trends and institutions. Secondary data has been used for the study. Secondary data from official music institutional websites, research journals, data sites, social sites, research outlet, news sites, book, IMI, IFPI and other official statement and websites of music streaming platforms. The data is quantitatively analysed.

HYPOTHESIS
H<sub>1</sub> = The public educational institutes for music offer courses majorly in the traditional format unlike the private music institutions.

H<sub>01</sub> = The public educational institutes for music do not offer courses majorly in the traditional format unlike the private music institutions.

H<sub>2</sub> = The trend in Indian music has transformed to different genres over the period of study.

H<sub>02</sub> = The trend in Indian music has not transformed to different genres over the period of study.

DATA AND ANALYSIS
While some institutions try to maintain a homo student population, “many urban and sub-urban schools now have students from varying familial, socio-cultural, and musical backgrounds. These multiplicities have the potential to expand the types of music and the musical functions that students and others in the community experience” (Kaschub & Smith, 2014).

Here are some institutions of India offering music courses to their students. These institutions are classified on the basis of their status i.e. Private and Public.

Table 1: Public Institutions and Music Courses Offered

<table>
<thead>
<tr>
<th>MUSIC INSTITUTIONS IN INDIA</th>
<th>STATES</th>
<th>COURSES OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central University of Sikkim (CUS)</td>
<td>Sikkim</td>
<td>BPA, Phd., MPA</td>
</tr>
<tr>
<td>Arunachal University of Studies (AUS)</td>
<td>Arunachal Pradesh</td>
<td>MA, Phd.</td>
</tr>
<tr>
<td>Central University of Jharkhand (CUJ)</td>
<td>Jharkhand</td>
<td>MA</td>
</tr>
<tr>
<td>Bhatkhande Music Institute (BMI)</td>
<td>Uttar Pradesh</td>
<td>Diploma Course, Special Course(2years)</td>
</tr>
<tr>
<td>Chhatrapati Shahu Ji Maharaj University (CSMU)</td>
<td>Uttar Pradesh</td>
<td>MA(musical vocal)</td>
</tr>
<tr>
<td>University of Delhi (DU)</td>
<td>Delhi</td>
<td>BA(H), MA, M.Phil., PhD. Programme, Certificate Courses</td>
</tr>
</tbody>
</table>
Table 2: Private Institutions and Music Courses Offered

<table>
<thead>
<tr>
<th>MUSIC INSTITUTIONS IN INDIA</th>
<th>STATES</th>
<th>COURSES OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangeet Music Academy (SMA)</td>
<td>Telangana</td>
<td>Instrument Courses, Diploma Courses</td>
</tr>
<tr>
<td>Angel's Music Academy (AMA)</td>
<td>Rajasthan</td>
<td>BA(in music)</td>
</tr>
<tr>
<td>Chandigarh University (CU)</td>
<td>Punjab</td>
<td>M.Phil., BA( in music)</td>
</tr>
<tr>
<td>Lovely Professional University (LPU)</td>
<td>Punjab</td>
<td>PhD.</td>
</tr>
<tr>
<td>Martin Luther Christian University (MLCU)</td>
<td>Meghalaya</td>
<td>Introduction To Jazz</td>
</tr>
<tr>
<td>Swarnabhoomi Academy of Music (SAM)</td>
<td>Tamil Nadu</td>
<td>Diploma(Music) , Audio Engineering</td>
</tr>
<tr>
<td>Pracheen Kala Kendra (PKK)</td>
<td>Punjab</td>
<td>Diploma &amp; Certificate Courses</td>
</tr>
<tr>
<td>Calcutta School of Music (CSM)</td>
<td>West Bengal</td>
<td>Diploma Courses</td>
</tr>
<tr>
<td>Delhi School of music (DSM)</td>
<td>Delhi</td>
<td>Diploma(In All Instruments)</td>
</tr>
<tr>
<td>Madras Music Academy (MMA)</td>
<td>Tamil Nadu</td>
<td>Diploma(In Certificate Courses)</td>
</tr>
</tbody>
</table>

(Authors own) Source: Latest Official Website of Institutions (2022), SMA, AMA, CU, LPU, MLCU, SAM, PKK, CSM, DSM, MMA.

From the above two tables we can make out some common courses offered by these institutions. Where BA and MA in music is most common in the public institutes, private institutes have in common the diploma courses in music.
Table 3: Global and Indian Music streaming revenue

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GLOBAL STREAMING REVENUE (US$ MILLIONS)</th>
<th>INDIAN STREAMING REVENUE (US$ MILLIONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1000</td>
<td>-</td>
</tr>
<tr>
<td>2013</td>
<td>1400</td>
<td>-</td>
</tr>
<tr>
<td>2014</td>
<td>1900</td>
<td>31</td>
</tr>
<tr>
<td>2015</td>
<td>2800</td>
<td>34</td>
</tr>
<tr>
<td>2016</td>
<td>4700</td>
<td>52</td>
</tr>
<tr>
<td>2017</td>
<td>6600</td>
<td>87</td>
</tr>
<tr>
<td>2018</td>
<td>9300</td>
<td>108</td>
</tr>
<tr>
<td>2019</td>
<td>11400</td>
<td>156</td>
</tr>
<tr>
<td>2020</td>
<td>13600</td>
<td>152</td>
</tr>
<tr>
<td>2021</td>
<td>16900</td>
<td>190</td>
</tr>
</tbody>
</table>

(Authors own) Source: IFPI, IMI 2018, 2019, 2022; Statista 2022

Chart 1: Revenue from Global recorded Music Industry (Source IFPI, 2022)

The above chart represents the global revenue of music industry. Music industry can be witnessed adding more revenue alternatives to the traditional-physical sales, such as performance rights, downloads and digital platforms, streaming, etc. Due to this, there is an evident fall in physical sales revenue. A report from KPMG India, states about the continuous largest share contribution of digital platforms to the music economy for the financial year 2020 (Kaur 2021). As a result, year 2021 has surpassed the highest revenue of 1999 with a great hike in streaming revenue.
So, as per this chart, before streaming, downloads were the 2nd major revenue contributor from 2005 to 2015. Later in 2016 streaming revenue took this position. While physical sales remained to be the major contributor in global revenue of this industry till the year 2016, from 2017 onwards streaming revenue became highest contributor.

Chart 2: Revenue from Music Streaming in India (Source table 3)

As it can be seen from the graph there is a consistent rise with a short downfall in 2020 (mainly due to covid) in the revenue earned from music streaming in India. “The rise in music streaming platforms can be credited to listeners whose preferences are no longer limited to Bollywood” (Kaur 2020).

As per FICCI-EY report issued in 2020, the Indian music consumption is about an average of 19.1 hours a week i.e. the world’s highest with 18 hours a week. Out of this, the audio streaming and video streaming are 39% and 28% respectively. According to this report, the Indian Music segment has grown up to 8.3% to reach the value of INR15.3 billion in 2019. And is even expected to grow at a CAGR of 10% which can result to cross INR 20 billion by 2022, on the back of increasing digital revenues and performance rights.

Data shows that 97% of music consumer used smartphones while 62% of consumers used social media sites or other apps like spotify, gaana, wynk, youtube, etc. to listen music and watch mvs. Across all age groups 75% of listeners preferred listening music in their homes while 62% in their cars and 86% of them through radio (FICCI 2020).

Table 5: Subscribers of Music Streaming (2000-2021)

<table>
<thead>
<tr>
<th>App</th>
<th>Launched in</th>
<th>Number of Subscribers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spotify</td>
<td>2008</td>
<td>0</td>
</tr>
<tr>
<td>Apple Music</td>
<td>2015</td>
<td>0</td>
</tr>
<tr>
<td>Amazon music</td>
<td>2007</td>
<td>0</td>
</tr>
<tr>
<td>You Tube Premium</td>
<td>2015</td>
<td>0</td>
</tr>
<tr>
<td>Gaana</td>
<td>2010</td>
<td>0</td>
</tr>
</tbody>
</table>
Source: Buskirk, 2010; Statista, 2022; Spotify, 2017, 2018, 2019, 2020, 2021; Musically, 2020; Wise, 2021; Iqbal, 2022; Bhattacharya, 2018; The Times of India, 2017; Reuters, 2018; Chaturvedi, 2019; Das, 2020; Sajeet, 2022

The table 5 shows clearly that over the years the subscribers of the streaming platforms have kept on increasing by substantial amount so much so that Spotify gained 25 million subscribers in between the time period of 2020-2021 i.e. referred to as the period of covid recovery. However, the YouTube premium, Amazon music, Apple music did also gain a fair number of subscribers during this interval but still they couldn’t surpass Spotify.

While Spotify being the no. 1 among the global streaming platforms, Gaana is one of the famous Indian music streaming platforms whose number of users are quite comparable with that of other global streaming platforms.

![NUMBER OF SUBSCRIBERS](source: table 5)

Chart 3: Number of Music streaming subscribers in millions (M) (source table 5)

Spotify entered into the Indian market in 2019 which was already being served by the music platforms such as Amazon Music, YouTube, Gaana, Wynk and Saavn, etc. at that time.

As it can be seen from the chart, spotify and gaana have the most number of subscribers while youtube premium with the least. It is a prominent evidence to show the growth of streaming platforms.

The change in the choices and audience’s taste in music eventuate to be beneficial for the independent artists as due this they can work on different versions of songs including unplugged or party numbers (Kaur 2020) and can showcase them on digital platforms. This turned out to be a great opportunity for digital platforms to increase its popularity by providing a wide array of options to their users.
“As we can see, music has evolved mainly because of technological advances and improvements in how things were done before. These advances have also brought in new opportunities for artists and entrepreneurs alike. In the coming years, I believe progress in the music industry will be largely dependent on these same factors.” (Tony M Fountain, 2021)

Now talking about the covid-19 and its effect, according to a report by Srivastava, Downs (2020), streaming platforms witnessed great increase in their social engagement, subscriptions, and artist activity through the innovations they did at that time. When “earnings from live music and concerts mostly shrunk to tips from webcasts”, artists started to rely for income through streaming. Some platforms even tried to help by “making amends and offering direct or indirect financial assistance to support the music community during these trying times. Spotify has launched a feature that allows artists to fundraise through their Spotify profiles, while YouTube’s “Stay Home #WithMe” campaign enables artists to post and stream their content to fans from home. In addition to its ad-supported monetization for artists, YouTube is letting fans donate directly to the creators.”

**CONCLUSION**

The Indian and Global Music Industry has witnessed a great change which is clearly visible from the change in style of music from 2010 to 2022. Report by QI, JIANG, SU, JIANG (2022), says “people tend to prefer different kinds of music at different times.” They also stated in their report that “the popularity of an artist directly reflects “musical influence” of the artist” and after analyzing the popularity changes of many artists they founded the determinants of popularity namely “key, instrumentalness and valence”. In terms of influence they founded that there is a corresponding relationship between musical keys and popularity. “The key value decreases and the popularity of the artist increases, which signifies that the majority of the public probably had an affection on low pitched music” at that time.

With the introduction of new genres and styles, Indian music institutions saw a great demand for new and different courses to cope up with the trend. Current Indian institutions provide their students with a variety of courses from Indian forms to western forms as per the students’ preferences, with many degree, diploma and other special courses to enhance the skills and polish the talent of their students. Though this is difficult to predict that with the introduction and subsequent increase in demand of western style, has whether decreased the demand for traditional form of courses or not.

There can be seen a big shift in music industry from physical to online platforms with increasing online presence of their consumers. Even during the early era of covid-19 particularly 2020, the global music industry had an evident rise in their revenue in which the streaming platforms were the highest contributors. With the passing time the streaming revenue has taken the place of physical sales (CD, DVD, Albums, cassettes, etc.) in terms of highest contributor and main revenue generator in the global music industry.

When talking about the use and revenue of streaming platforms, covid surely took the streaming platforms to a new level of height. But the answers to the question of streaming platforms growth “may lie in streaming platforms’ ability to innovate, continue hosting popular virtual events, increase consumer engagement and loyalty, and efficiently monetize their offerings.” Streaming companies have successfully done the above mentioned during the covid-19 crisis and all “the learnings from this crisis will likely help them scale up further and
play a significant role in the growth of music industry going forward.” (Srivastava, Downs, 2020)

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CONCEPT OF PRAYER IN SIKHISM: A CRITICAL QUEST

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Abstract
In this paper, the topic of prayer is explained through philosophical analysis. It includes the discussion on the origin of prayer through Sikhism. Prayer is a kind of meditation, where one walks on the path of truth. It's a true form where one realises that all the materialistic things are insignificant and when one achieves this true form then there is no difference between you and the divine. How to achieve this kind of selflessness? “Haumein or ahankar”. Ridding oneself away from this, one should live a harmonious life and obey the command of God's will. How prayer is perceived by different people, varies from one person to the other. In philosophical terms, prayer is a pathway for communication with the divine light. It has a different meaning to everyone. Different forms of prayer indicate the individual motive of why a person prays, is it for selfish greed or for the good of others. Prayer has different types to it, it is done in a uniquely different form in each social group but here it is argued in terms of philosophy and not in terms of dividing people on the basis of their forms to pray or on the basis of their religion. In Sikhism, nitnem is the daily prayer, which includes 5 banis. The Concept of guru-mantra, ardaas and hukamnama is explained. Moral issues regarding prayer are raised, interpreting both, for and against the topic, therefore including criticism. The argument against prayer includes the argument given by atheists, who believe that the concept of prayer is completely impractical in the real world. Whereas theists argue a strong belief in the power of prayer, they strongly believe that praying helps to calm down and feel better. The purpose of the prayer is to reunite with God through liberation. A way of devoting ourselves in the company of God. The aim of prayer is to empty our worldly pleasures of this world so that we can perceive the Almighty 'GOD' and to keep praising his true divine name and keeping him in the mind at all times. Through prayer, a person reveals his or her true identities in front of the divine light. God revealed himself to Guru Nanak Dev Ji where he proclaimed that "God is neither Hindu nor Muslim and the path I follow is God's" implying that we as rational beings should not criticise any other religion and walk on the path that will lead us to achieve the true one God.

INTRODUCTION
Do you pray? What is prayer? Why is prayer important in everyday life?

Prayer doesn't only happen when we kneel or put our hands together and focus but not on praying but focusing on expecting something from God. Thinking positive and wishing good for others is a prayer. As 'sarbat da bhala' (praying for the well-being of the whole creation) is what we should pray for, It is a vibration, a feeling, a thought. Prayer is an honest conversation with the creator of the universe. Prayer is a way to connect with god. (omnipotent /supernatural deity) Prayer is an important way of experiencing that divine pure consciousness or pure existence within ourselves. By praying, a religious believer can communicate with the divine or supernatural deity. Prayer should not be for your selfish motives, it should be with pure intentions. God can't be understood by human beings but we can be experienced through
worship, praying, contemplation. Praying doesn't mean to turn away from your ordinary life to get closer to God, in fact prayer demands to use ordinary life as a way to get closer to God. Keeping God in mind at all times is also a form of prayer. Through prayer, human incarnation is a special opportunity for the realisation of the ultimate truth within ourselves or union with God. God can't be understood until one should find the divinity or divine spark which lies in each individual, but it can be discovered through prayer. Prayer is a kind of miracle, a beautiful way within itself where the soul is immersed completely with the almighty. It's a way to experience becoming one with the almighty. It's a chance to meet (the divine, the creator) GOD where we enter into the mystic reality.

After 84 lakhs of different cycles of life, we are blessed with this human life, the body has been given to us and we as a rational thinker can understand the cycle of birth and rebirth which is painful (incarnation) and with Gurprasad (by god's grace) as nothing happens without god's will, By their grace we pray and desired for union with him and this is the only life where you get the chance to meet the lord of the universe. Prayer is a kind of devoted meditation (naam simran) which enables communication between the lord and us. Remembering the God through the recitation or praying the divine and completely surrendering oneself to the lord and completely lose his/her egoism, physical desires in the love of the lord and finally merge into the almighty. If you follow the crowd, you will have to blindly agree with the nonsense of that crowd and the one who enjoys and recites the divine name and obeys their command (hukam) his/her life becomes unique, he does not blindly mix with the crowd. Prayer helps us to communicate our links with the supreme being, it improves our verbal telepathy and spiritual perspective.

Gurbani brings us closer to the gurus, it keeps us away from evil thoughts and helps us to understand our conscience. By reciting, it detaches oneself from the worldly pleasures and a person who prays gurbani regularly, will start accepting his wills and obeying his commands. If you have faith in gurbani it will cure all your ills. Those who want to do something different in life have to separate themselves from the crowd. Getting away from the crowd is not easy, that's why many of us find it easier to follow the crowds. Prayer teaches us not to follow crowds as following the crowds will lead us to follow the path of hypocrisy, superstitious, religious formalities etc. And many people follow these things as a form of prayer. But religious formalities and superstitions have no value in prayer. Because here you are praying for your own selfish motives but prayer is something which should be intentionally pure. However these formalities will never free anybody from materialistic things. (Anger, greed, doubts, false ego, blind faith etc.) If you know the true way of living (Brahm) then you would definitely know that all these rituals are of no value. These hypocritical actions in a form of worship bring only ruin. So the prayer urges all of us to give up these religious formalities as prayer cannot be practised through pakhand (hypocrisy).

ORIGIN:

Sikhism was founded by sikhs first guru, Guru nanak dev ji (1469-1539) and formalised by the tenth Guru - Guru Gobind Singh Ji. and he transformed the sikhs on 13th April, 1699 on the day of baisakhi into khalsa which means pure and he gave all the males the last name as singh and the females as kaur. He gave them special form not to cut their hair and created a casteless and classless society. “Manas ki jaat sabe ekai pehchanbo” - humanity is equal
creation and none is either high or low. ‘Agya bhai akal ki, tabai chalaeo panth, sabh sikhan ko hukam hai, guru maneо granth’. - command came from the timeless and the khalsa panth was established. All sikhs are commanded to recognize the granth as the Guru’.

He was born on 15 April, 1469 at Rai Bhoi di Talwandi, Pakistan where Nankana sahib is presently situated. He is also called by the name Baba Nanak. Guru nanak dev ji was born in Hindu family and raised by parents Mehta kalu ji and Mata Tripta Ji. He has an elder sister Bebe Nanki ji. At the time of his birth, only his sister knew that Nanak was different from ordinary human beings. His motive was to remove social evils and end kalyug. The believers of this religion are called Gursikhs or sikhs known as disciples i.e, follower of God or learner.

There are 3 golden rules of Sikhism:

- **KIRAT KARO**: to earn honest
- **NAAM JAPO**: recite or chant name of god
- **VAND CHAKNA**: and share your earnings with everyone or through charity

In the late 15th century, guru nanak dev ji travelled across the world spreading his teachings. All the people who came in touch with him started practising his concept of worshipping god, that god is one (ik onkar)- WAHEGURU, the divine is in us and we have to find the real master of all, the supreme being by practising meditation and reciting constantly in the name of god. He called himself as messenger of God but not God. Guru nanak dev ji worshipped in the form of an abstract as in the other religions Gods are picturised in many forms, it is not the same case in Sikhism, where worshipping an image or objects are not allowed because Nobody has seen the true form of God. Sikhs bow their heads in front of Guru Granth Sahib Ji and are considered as the present guru of Sikhism. He supported the existence of one god (ik onkar) and taught his disciples and sikhs that everyone can achieve god through true practices.

**GURU-MANTRA**

In Sikhism bani or prayer is a belief in a supernatural deity. As a Sikh If you deny that there is no God then there is no means of praying or reading gurbani. As like in other religion there is given name or naam to remember God (Allah, ram, hare krishna)

Similarly in Sikhism 'WAHEGURU' is given as a name of remembering and worshipping the supreme being. Guru nanak dev ji gave this guru mantra to recite the name of supreme being. The word waheguru means to be grateful by saying 'guru waah hai' which means 'guru is great'.

By reciting and chanting this guru mantra at all times, one's egoism vanished.

It is written on the first page of the holy book of Sikhism namely 'Guru Granth Sahib Ji' and also written in the daily routine of Sikhs prayer 'NITNEM' starts with japji sahib, called MOOL MANTRA.

Ik Onkar
THERE IS ONE GOD

ਸਹ
Satnaam
HIS NAME IS TRUTH

ਕਰ
Karta Purakh
HE IS THE CREATOR

ਹਨਰਭਉ
Nirbhau
HE IS WITHOUT FEAR

ਹਨਰਵੈਰ
Nirvair
HE IS WITHOUT HATE

ਅਕਾਲ ਮੂਰਤ
Akaal murat
IMMORTAL IS HIS FORM

ਅਜੂਨੀ ਸੈਭੰ
Ajuni Saibhang
HE IS NOT BORN OR DIE TO BE BORN AGAIN

ਗੁਰਪ
Gurprasad
BY THE GURU'S GRACE, HE IS OBTAINED

ਜਪ
Jap
RECITE AND CHANT

ਆਹਿ ਸੱਚ
Aad sach
HE WAS TRUE BEFORE TIME BEGAN

ਜੁਗਾਦ ਸੱਚ
Jugaad sach
HE WAS THE TRUTH WHEN TIME BEGAN
Hai bhi sach
TRUE EVEN HE IS NOW AND

Nanak hosi bhi sach
O NANAK, TRUE HE SHALL BE HEREAFTER.

Guru Nanak Dev Ji proclaimed everyone not to discriminate against anyone based on caste, creed, religion, gender etc. God has created all of us equally then who we are to discriminate against anyone?

There were many events in Babaji's life, one of them was:
When babaji was at the age of nine, his father was (determined) to make him wear janeu. The preparations for the event started and babaji was observing each and every thing going there. When the pandit arrived, babaji asked pandit hardayal many questions regarding the ceremony, that what is janeu? What is the importance of wearing this?

Pandit replied: Janeu is a thread in which Brahmin is eligible to wear this at the age of (5-8) in which sacred thread is made up of pure cotton, Kshatriyas at the age of (9-11) in which sacred thread is made up of hempen
And vaishya at the age of (12) in which sacred thread is made up of woollen. Pandit also replied that everyone is born as shudras, and after wearing the sacred thread everyone becomes Brahmans. It is a kind of second birth given to us after wearing this.

In reply babaji asked why is janeu worn only by hindu men (Brahmin, Kshatriyas, vaishyas)? Why not shudras? Why not women's? Why not muslims?
'It is explained in our religious books that the husband will wear a janeu for his wife.'
pandit replied

Babaji replied:'Neither me nor our elders. It is Knowledge that decides what is right or wrong. Knowledge is the real Guru, the true Guru. Knowledge, I believe, does not come with age; it comes with God's grace'.
Pandit replied: 'OK then, tell us what your Guru says about janeu'
Babaji replied: 'Pandit ji, my Guru tells me that the janeu should not discriminate and should be the same for all of us, in fact the same for the entire human race, The janeu that my Guru gives is meant for the entire human race.'

Only Brahmans are allowed to wear sacred thread hence it is a discrimination between other castes as they are said to be eligible to wear the 'janeu'. Many people are committing sins, violating moral laws, telling lies, and cheating others while wearing this thread. Janeu cannot be considered to be a criterion to define who is pure and who isn't, even the people who wear this sacred thread, commit crimes. Words still written in sri guru granth sahib ji:

But he dies, and the sacred thread falls away, and the soul departs without it.
This means that one should wear a sacred thread of soul within themselves so that at the time of funeral this sacred thread of soul leaves with you. The thread which contains real strength that would not break. A true thread despite any gender, caste, creed.

**DAILY GURBANI PRACTISED IN GURUDWARA**

In the morning (Amrit-vela), Guru Granth Sahib is ceremoniously opened at 3 am which is known as (PARKASH). Before the Parkash, Ardas is said where guru granth sahib ji is resting as a kind of permission to open it. After that, Hukam is read by Granthi which is called as hukamnama- a written order of Guru. The importance of hukamnama is that one should add those values to their life.

NITNEM is the daily prayer in the concept of Sikhism. It includes five banis (panj-bania).
- Japji Sahib
- Jaap Sahib
- Tav Prasad Savaiye
- Chaupai Sahib
- Anand Sahib

1. **JAPJI SAHIB**

The word ‘Jap’ means to recite in a low voice implying that japji sahib is an oral prayer which is recited in a low voice and its hymns are repeated internally. Japji Sahib is the part of guru granth sahib. Guru granth sahib, the holy book in sikhism, is started with the composition of japji sahib, it the first bani of nitnem. It is a part of the morning prayer and the first thing done by all the sikhs after bathing in the morning.

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_mæ jáp tā vēduṁ te mæhī ṭhā ṭvān _
(by thinking alone one cannot know him though one may think a hundred thousand times)

_mǚṁ ṭhā vēduṁ te ṭhā ṭvān ṭvān _
(one cannot know him and obtain peace mind by keeping silent and remaining absorbed in him)

_sāmāṁ māhāraṣṭhṛ ṭhā ṭvān ṭvāṁ ṭvāṁ ṭvāṁ ṭvāṁ _
(the hunger for knowing him can neither be appeased by remaining hungry, nor by accumulating all the good things of life)

_mɑ kãm māhāraṣṭhṛ ṭhā ṭvāṁ ṭvāṁ ṭvāṁ ṭvāṁ _
(no, by none of these, nor by a hundred thousand other devices can god be reached)

_vṝṇ māhāraṣṭhṛ vṝṇ māhāraṣṭhṛ vṝṇ māhāraṣṭhṛ _
(how then shall the truth be known and how the veil of false illusion torn? )

_sūkhaṁ sukaṁ saṁtāṁ ṭhāṁ saṁtāṁ ṭvāṁ _
(Only by obeying, O Nanak! The will of the lord)
2. JAAP SAHIB
The second part of the morning prayer, Jaap Sahib is written by the 10th guru of sikhism, Guru Gobind Singh ji, is the first part of Dasam Granth (containing compositions attributed to Guru Gobind Singh ji). It is recited after the completion of Japji Sahib. Jaap Sahib contains 199 verses and is longer than the Japji Sahib.

3. TAV PRASAD SAVAIYE
It is the third prayer recited in the morning, recited after the completion of jaap sahib. It is a short prayer consisting of 10 stanzas. The word tav prasad implies- your grace (god’s grace).

4. CHAUPAI SAHIB
It is a part of the second most important holy book in Sikhism that is the Dasam Granth.
The verses given below are from 12th pauri of Chaupai Sahib

When his saint suffer, he feels pain
When they are happy, he feels happiness.
He knows the inner pain of all;
He knows the innermost secrets of each and every heart.

5. ANAND SAHIB
It is a collection of hymns written by the third guru in sikhism- Guru Amar Das ji. It is chanted in every sikh ceremony. Anand sahib has two different versions to it. The first one contains 40 pauris (stanzas containing shabads) while the second one is referred to as the shorter version containing only the first five pauris and then the last one. The shorter version is usually recited towards the ending of a ceremony before doing the ardas.

The last verses of anand sahib:

Listen to the song of bliss, O most fortunate ones; all your longings shall be fulfilled.

I have obtained the Supreme Lord God, and all sorrows have been forgotten.

Pain, illness and suffering have departed, listening to the True Bani.
The Saints and their friends are in ecstasy, knowing the Perfect Guru.

Pure are the listeners, and pure are the speakers; the True Guru is all-pervading and permeating.

Then ASA D VAR is recited with musical instruments in the form of shabads. Followed by asa d var ardaas is recited (recited in the standing position). The morning prayer ended with hukamnama.

In the evening Rehras Sahib is recited, kirtan is recited, ardas is said.

Kirtan Sohila Sahib is recited before closing of Guru Granth Sahib Ji which is known as (SUKHASAN).

At home, we recite this daily prayer (NITNEM) because it is an important routine in Sikhism.

We read it from 'Gutka sahib'- it contains the daily Sikh prayers known as nitnem(panj-bania)

Ardas is a must after the prayer in the morning as well as in the evening. ‘Gutka’ for Sikhism means a book that contains the priceless Eternal God’s Word (Gurbani).

Hukamnama is guru’s order which is mandatory for all sikhs, it is a letter of command recited from guru granth sahib ji which is given to everyone as Guru's hukam the only command that should be followed by a sikh is that of hukam of their guru. One should overcome their shortcomings by following his commands. Ardas is one such feature of Sikhism that makes it unique from other religions. The way it is done is unique. Some pray so that they become Good in God's eyes and it is for selfish motives and prayer should be done with pure intentions away from selfish thoughts otherwise it has no means of praying. Ardaas is performed completely for different purposes. Sikhs ask for strength to accept his will. Sikhs prays for the whole creation as ardaas ends with

‘Nanak Naam Chardi kala
Tere bhane sarbat Da bhala.'

Is for asking God for everyone's wellness instead of praying for their own selfish motives at the cost of others

ARGUMENTS FOR AND AGAINST PRAYER: THEISTS vs ATHEIST
Argument 1:
THEIST In a situation where a patient is in critical condition, the doctor puts all his faith in God that he will heal the patient instead of operating on him which could have actually saved the life of the patient. Keeping faith in God, the doctor accepts the patient's death as God's will.

ATHEIST: Even though by operating, the life of the patient could have been saved, the doctor trusted his faith in God thinking of it as God's will, which is not morally right.

Argument 2:

THEIST: people pray to remove all the materialistic pleasures from life to be able to unite with that mystic energy, when a person achieves this he is in an equal position to that of the divine soul.

ATHEIST: nullifying the concept of prayer when the subject becomes equal to the object

Argument 3:

THEIST: prayers include petitions, people request god for materialistic or emotional needs as they have faith in him that he will fulfil all their needs.

ATHEIST: if god exists then what is the need to file in petitions to him asking to fulfil your needs, being god does he not already know what people need? And if you have so much faith in him then why do you keep questioning his grace on you? why not trust him that whatever he does for you will be good for you. On one side a religious person puts all the faith in him and at the same time doubts his grace.

CRITICISM:

Spiritualism is something that should come from within, it's not something done to showcase it from outside. It is not a quantitative quality that can be measured from the number of times a person prays. In Sikhism, the rule to get baptised is to follow 5 kakar (kesh, Kangha, kara, kirpan, kachera) along with pure intentions but logically speaking, nowadays Khalsa Sikhs take Amrit and become Amritdhari(baptized) and Sikhs who are not baptized are not considered as a true Sikh in their religion. They define Sikhs as one who follow these 5 kakars. But there are a number of sikhs who get baptised and do not follow these 5 kakar's even after being baptized, will they be called a true sikh? If a person does not have a pure soul there is no means to be baptised. As per Guru nanak dev ji teachings, the divine is within us and there should be a heart-to-heart connection with the divine then why in Sikhism they restrict the cutting of hair.

CONCLUSION

A person is not defined by the religion he follows but by the pureness of soul that he carries. Until and unless there is an intimate communication with the highest authority, i.e., God, religion followed by a person does not matter. Prayer is a kind of meditation that relaxes our mind and body. God manifested his attributes in person, that person was called Guru Nanak

“Jot roop har aap gur nanak kahayo”
(GGS- pg. 1408)

‘God, the embodiment of life, has caused himself to be called Guru Nanak’
ਭਈ ਪਰਾਪਹ ਮਾਨੁਕ ਦੇਹੁੜੀਆਂ ॥
The human apparatus is now available [to you]. O mortal, you (bhai prapat-i) have received (maanukh) human (dehureeaa = body) birth.

ਗੋਹਬੰਨਿ ਹਮਲਣ ਇੰਦੇ ਸੇਰੀਆ ਬਰੀਆ ॥
This is your chance to know your eternal-Self.

ਅਡਾਦ ਲਗਣ ਕਵਿੇ ਦਾ ਲਗਣ ॥
Nothing else will work except.

ਭਿੱਤਲ ਮਦਸੰਤਾਂਤ ਕਸਤੀ ਵੇਦਤਾ ਲਾਭ ॥੧॥
In the company of the Guru-oriented and learn from the the vocabulary and language of the Self from Gurbani

ਮਹੀਤਗਿਨ ਲਗਣ ਦਾਤਾ ਉਤਰਤ ਵੈ ॥
Make every effort to cross over this terrifying world ocean.

ਨਲਾ ਵਿਚਕਾਰ ਨਾਓ ਵੀਤਾ ਭਿਵਿਕਾ ਵੈ ॥੧॥ ਤੱਕਰੀ ॥
Life is being squandered by distractions.

The most important message given by Guru Nanak Dev ji is that God is one (Ik Onkar) and you have to find the one real master, who is inside you. That real master cannot be found through pilgrimages or by going to religious places, it is ‘we’ humans who have distributed our own selves into different religions. We recite and remember the true supreme being by names followed by different religions such as the names allah, hare krishna, waheguru ji. For example waheguru is a guru mantra to remember the name of the supreme being, similarly hare krishna, allah are guru mantras to remember the name of the supreme being. Before becoming Muslim, Hindu, Sikh, or Christian lets become a human first.

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UNDERSTANDING THE ROLE OF CYBERBULLYING ON THE SELF ESTEEM, SOCIAL ADJUSTMENT AND PERCEIVED STRESS OF INDIVIDUALS

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Abstract
Cyberbullying is an aggressive, intentional act or behavior carried out by a group or a person, using electronic forms of communication repeatedly and over time against a victim who cannot easily defend himself or herself. As a result cyberbullying victims may suffer low self-esteem, increased suicidal ideation, and a range of negative emotions such as fear, frustration, anger, or depression. This study was carried out to understand the role of cyberbullying on self esteem, social adjustment and psychological stress of individuals. Subjects of this study were 60 participants, out of which 30 were non victims and 30 were victims of cyberbullying, all belonging to the age group of 18-24 years and resided in Delhi-NCR. The three scales that were used to assess self esteem, social adjustment and psychological stress were - The rosenberg’s self esteem scale (Dr. Morris Rosenberg); Global Adjustment scale (Sanjay Vohra) and The perceived stress scale (Sheldon Cohen). The responses were scored for these 60 participants. The victims obtained a mean of 22.23 on perceived stress; 4.13 on social adjustment and 17.97 on self-esteem. The non victims obtained a mean value of 18.33 on perceived stress; 3.93 on social adjustment and 22.17 on self esteem and t value was also calculated. The obtained results show that there is a significant difference in the mean value of victims and non victims in perceived stress levels and self esteem levels.

Over time, internet usage has increased all over the world. This rise is accompanied by a large growth in social media usage. As internet bandwidth becomes more affordable and accessible in India, more people are becoming interested in exploring social media platforms. In India, the most popular social media networks are Facebook and YouTube. According to the Indian Market Research Bureau (IMRB) 2014, two out of every three Indians who own smartphones use a social media site, with 53 percent of those in the 16-29 age bracket. As this statistics shows, millennials and Gen Z make up a sizable share of the social media user base.

While social media is used for a multitude of purposes, including developing relationships, sharing knowledge, video, entertainment, opinions, sentiments, and ideas, to mention a few, it is also utilized for a variety of causes. However, the other side of the coin, including addiction, self-image concerns, the distinction between the genuine self and the online self, and, most importantly, bullying, has recently gained attention. Bullying is an aggressive behavior in which someone purposely and persistently injures or distresses another person. Physical contact, words, or more subtle actions can all be used (American Psychological Association). Most bullies have now found sanctuary on the internet, and new bullies have joined them to form a new kind of bullying known as cyberbullying.

Cyberbullying
The term "cyberbullying" was first used in 1998, according to the Merriam-Webster Dictionary. They define it as "the anonymous electronic posting of hurtful words against a
person (such as a student)." However, as time passes and the Internet evolves, so does the definition of cyberbullying.

"Aggressive, intentional act or behavior carried out by a group or a person, using electronic forms of communication repeatedly and over time against a victim who cannot easily defend himself or herself," according to a commonly accepted definition of cyberbullying. Online bullying includes cyberbullying and cyber harassment. Cyberbullying victims may suffer low self-esteem, increased suicidal ideation, and a range of negative emotions such as fear, frustration, anger, or depression.

Cases of cyberstalking or bullying of women or children surged by 36% from 542 in 2017 to 739 in 2018, according to data issued by the National Crime Records Bureau. Meanwhile, from 40% in 2017, the conviction rate for cyberstalking or bullying of women and children plummeted 15 percentage points to 25% in 2018. The pendency proportion, on the other hand, increased by 1 percentage point to 96 percent within the same time period, according to the data.

Cyberbullying has many forms and include variety of acts. Sending a threatening text message, making online threats, sending unwanted provocative photos, posting insults or hate speech, attempting to infect the target's computer with a virus, flooding an email inbox with messages or sending harmful material, and any other form of social aggression using the Internet or other digital technologies are all examples of social aggression. The following are a few of the most popular cyberbullying strategies.

**Types of Cyberbullying**

1. **Exclusion**
   The purposeful act of leaving someone out is known as exclusion. Exclusion is commonly employed in in-person bullying situations, but it can also be used to target and bully a victim online. For instance, one may be excluded/uninvited from organizations or gatherings while other friends are invited, or one may be shut out of message threads or conversations involving common friends.

2. **Harassment**
   Harassment is a type of bullying that involves sending abusive or threatening communications to an individual or a group on a regular basis.

3. **Outing**
   Outing is a purposeful act of publicly humiliating or embarrassing an individual or a group by posting sensitive, private, or embarrassing information online without their agreement. Outing, also known as Doxing, refers to the distribution of personal images or documents of public personalities, as well as the publication of a person's preserved personal communications in an online private group. The key is the victim's lack of permission.

4. **Cyberstalking**
   This type of cyberbullying can progress to cyberbullying posing a physical threat to an individual's health and/or safety. Adults utilising the Internet to contact and seek to connect with young people for sexual intentions is referred to as cyberstalking. It is a criminal crime that can lead to a prison sentence.

5. **Frapping**
Fraping is when somebody logs into an individual’s social networking account and impersonates them by posting inappropriate content in their name. It has the potential of being harmful. For example, a bully posting racial/homophobic slurs through someone else’s profile to ruin their reputation.

6. Catfishing

Catfishing occurs when someone steals an individual's online identity, generally images, and uses it to construct false social networking profiles.

7. Trolling

Trolling is when a bully will seek out to intentionally upset others by posting inflammatory comments online. Trolling may not always be a form of cyberbullying, but it can be used as a tool to cyberbully when done with malicious and harmful intent. These bullies tend to be more detached from their victims, and do not have a personal relationship. It is the deliberate act of provoking a response through the use of insults or bad language on online forums and social networking sites.

Self Esteem

According to Rosenberg self esteem is “a favorable or unfavorable attitude toward the self.” The APA Dictionary of Psychology defines self esteem as “the degree to which the qualities and characteristics contained in one’s self-concept are perceived to be positive.” It includes an individual’s physical self-image, view of their achievements and potential, their values and success in living up to them, and the ways in which the people see and respond to that individual. From this it can be interpreted that the social world can also play a role in affecting the self esteem of a person and bullying is a complex social phenomenon that can play a powerful role in shaping the self esteem of the person being victimized.

Previous findings on traditional bullying and self esteem show that the victims of bullying tend to have a lower self esteem. The precise reason is still unclear as to whether the bullying experience reduces the victim’s self esteem or if the people with a lower self esteem are more prone to be targeted for bullying.

The social bonding theory suggests that individuals with lower self esteem have weaker social bondings and thus are less likely to comply with social norms which can pave the way for cyberbullying.

A study done on 1963 middle school US students (Patchin and Hinduja, 2007) revealed that students who experienced cyberbullying had a significantly lower level of self esteem than the non victims.

Burns (2017) studied 653 European junior high school students and found a significant negative correlation ($r = -0.377$) between self-esteem and cyberbullying.

Psychological Distress

According to Lazarus stress is a process involving an interaction between the person and their surroundings that is appraised by the person as taxing or exceeding his/her resources and endangering the well being of the person. As defined by the APA Dictionary of Psychology, Distress is “the negative stress response often involving negative affect and physiological reactivity: a type of stress that results from being overwhelmed by demands, losses, or
perceived threats. It has a detrimental effect by generating physical and psychological maladaptation and posing serious health risks for individuals.”

Schneider et. al (2008) studied the prevalence of cyberbullying, school bullying and psychological distress among 20,406 high school students of Massachusetts. 15.8% of students reported cyberbullying whereas 25.9% reported school bullying. The highest levels of distress were reported among the victims of both the forms of bullying. Whereas the victims of either form of bullying reported elevated distress levels.

In a study by Finkelhor, Mitchell, and Wolak (2000) it was found that approximately one third (32%) of cyberbully victims experienced at least one symptom of stress, 31% were sad, 19% were afraid, and 18% felt embarrassed as a result of being cyberbullied.

Some common experiences observed among cyberbully victims can be intentionally avoiding the internet, feeling edgy or irritable, and losing interest in things. Among adolescents (age ranging from 13 to 18) Thomas (2008) identified anxiety, social phobia, lowered self esteem, depression, emotional distress and suicide as the potential risks of being a cyberbully victim.

Social Adjustment

“Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment” (Carter V. Good 1959).

The APA dictionary of Psychology defines social adjustment as the “accommodation to the demands, restrictions, and mores of society, which includes the capability to live and work with others in a compatible way and to engage in satisfying interactions and relationships.” It is usually achieved by the appropriate application of social skills.

The rationale behind choosing the topic was to get a better understanding and knowledge about the prevalence of cyberbullying in Gen Z and the impact it has on the self esteem, social adjustment and psychological distress level of the individual. With the advent of Covid-19, the transition of the social world to virtual mode led to the formation of many confession pages on social networking sites. These pages are a host to users being able to write derogatory comments or troll about other people anonymously. There are many reasons as to why cyberbullying can be expected to have similar dysphoric outcomes as traditional bullying. These may include - the permanence of messages on web sites and other online platforms, the accessibility of these messages to many other people, the ease with which these offending messages can be delivered and the difficulty in identifying the offender. Studies reveal that approximately 15–35% of students have been victims of cyberbullying while about 10–20% of students admit to cyberbullying others. With these significant statistics, it is observed that people who have experienced cyberbullying have a lowered sense of self esteem, social adjustment and poor general and mental health. They also have a tendency to have a higher level of psychological distress and suicidal ideation. In accordance with the above discussion the aim of the present study was chosen “To understand the impact of cyberbullying on the self esteem, psychological distress and social adjustment of the individual.” and the following objectives were laid down
Objectives
1. To find that there is a difference in the self esteem of the people who are cyberbullied and the people who are not.
2. To find that there is a difference in the psychological distress levels of the people who are cyberbullied and the people who are not.
3. To find that there is a difference in the social adjustment levels of the people who are cyberbullied and the people who are not.

Based on these objectives, the hypotheses of the study are
1. There is no significant difference between the self esteem of people who are cyberbullied and people who are not.
2. There is no significant difference between the psychological distress levels of people who are cyberbullied and people who are not.
3. There is no significant difference between the social adjustment levels of people who are cyberbullied and people who are not.

Method
Participants
A sample of 141 participants (68.1% females and 31.9% males) completed the questionnaires of this study. Purposive and convenience sampling was used to select participants within the age bracket of 18 to 24 years of age. Of these participants 94.3% were students whereas 5.7% reported as being working professionals. In the present sample, 99.3% people reported being aware about cyberbullying and 67.4% had observed cyberbullying around them whereas only 21.3% participants have been a victim of cyberbullying.

Tools used
Demographic Questionnaire. Participants responded to demographic questions regarding name, age, sex, educational qualifications and occupation.

The Rosenberg’s Self Esteem Scale. The Rosenberg’s Self Esteem Scale was developed in 1965 by Dr. Morris Rosenberg. It consists of 10-items that measure global self-worth by measuring both positive and negative feelings about the self. The reliability of RSES has been confirmed throughout a number of studies across a variety of cultures reporting alpha reliabilities ranging from 0.72 up to 0.90.


Global Adjustment Scale. The Global Adjustment Scale was developed by Sanjay Vohra in 2013. It consists of six dimensions of adjustment, out of which the social adjustment dimension was selected for this study. The Reliability of the social adjustment dimension in the Global adjustment Scale (GAS) is a) Test retest reliability- 0.65 b) Split half-0.73 whereas the Validity-0.65.

Procedure
The aim of the study is to understand the role of cyberbullying on the self esteem, social adjustment and perceived stress of individuals. The questionnaire consisted of seven sections
including informed consent, demographic details, The Perceived Stress Scale, the Rosenberg’s Self Esteem Scale, the Global Adjustment Scale and the last two sections consisted of a self constructed semi-structured questionnaire related to cyberbullying. The questionnaire was circulated in the online mode using a Google form. A pilot study was conducted on six individuals to assess the feasibility of the study and the necessary changes were made. After taking the informed consent of the participants, their demographic details including age, sex, educational qualifications and occupation were recorded. The mean age of the population was 21 and the participants belonged to the Delhi-NCR region. A total of 141 participants filled the form, out of which 30 participants who were not a victim of cyberbullying were filtered out using random sampling method and 30 participants who were a cyberbullying victim were selected. The responses were scored for these 60 participants using the tests’ manuals and t-test was used to get insights within the victim versus non-victim samples.

**Results**

**Table 1**

*Means and Obtained t values of the Three Dimensions.*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean (V)</th>
<th>Mean (NV)</th>
<th>t&lt;sub&gt;obt&lt;/sub&gt;</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived stress</td>
<td>22.23</td>
<td>18.33</td>
<td>2.53*</td>
<td>58</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>4.13</td>
<td>3.93</td>
<td>0.36</td>
<td>58</td>
</tr>
<tr>
<td>Self esteem</td>
<td>17.97</td>
<td>22.17</td>
<td>-3.89*</td>
<td>58</td>
</tr>
</tbody>
</table>

*At 0.05 significance level.

**Note**-

V - Victims

NV - Non Victims

**Figure 1**

*Mean Values of Psychological Distress Levels of Victims and Non Victims*
Discussion

The aim of the study was to understand the role of cyberbullying on the Self Esteem, Social Adjustment and Perceived Stress of Individuals. The objective of the study was to assess whether there is a difference in the Self Esteem, Social Adjustment level and the Psychological Distress Level of the people who are cyberbullied and the people who are not.

The null hypothesis stated that there is no significant difference between the Psychological Distress Levels of people who are cyber bullied and people who are not. According to the results the obtained t test score is 2.53 and the critical value for the same is 2.000. Thus the null hypothesis for psychological distress is rejected. It implies that there is a significant difference between the psychological distress levels of people who are cyberbullied as compared to those who are not. The mean value of the scores obtained by the Perceived stress scale for the victims is 22.23 whereas for the non victims is 18.33. The greater mean indicates higher level of distress among the victims.

When a person is exposed to a stressor, the sympathetic nervous system and hypothalamic-pituitary-adrenocortical axis (HPA) are activated thus causing increased levels of cortisol release (Nader et al., 2010). In a study by Cabrera et. al. (2016) participants’ daily salivary cortisol levels were measured and tested as a biochemical marker for stress. It was found that victims of cyberbullying have an altered level of HPA functioning and elevated levels of cortisol secretion. This indicates that cyberbullying leads to greater levels of stress among the victims.

In a study by Caravita et. al. (2015) participants were shown four one minute long videos showing a cyberbullying peer interaction, a face to face bullying situation, a pro social interaction and a neutral situation in a random order. Their physiological responses were recorded using biofeedback equipment. The results showed that higher levels of stress were found during exposure to bullying and cyberbullying as compared to other videos.

The null hypothesis stated that there is no significant difference between the Self Esteem Levels of people who are cyber bullied and people who are not. According to the results the obtained t test score is -3.89 and the critical value for the same is 2.000. Thus the null
hypothesis for self esteem is rejected. It implies that there is a significant difference between the self esteem levels of people who are cyberbullied as compared to those who are not. The mean value of the scores obtained by the Rosenberg Self Esteem for the victims is 17.97 whereas for the non victims is 22.17. The lower mean indicates lower level of self esteem among the victims.

Self-esteem refers to the self-assessment of one’s social role, and it has the potential to influence behavioral development (Rosenberg 1965). Most researchers regard low self-esteem as an influencer for cyberbullying (Betts et al. 2015; Ding et al. 2018; Xu 2016). According to the social bonding theory, individual behaviors are less likely to be in compliance with social rules because low self-esteem weakens social bonding, and thus cyberbullying occurs. In a study done by Patchin and Hinduja cyberbullying was found to be correlated with lower self esteem.

The aim of this study was to find whether there's a difference between the Social Adjustment Levels of victims of cyberbullying and those who are not. In this study we found that there is no significant difference between the mean values of social adjustment levels of victims and non victims. This can be probably due to chance errors.

Conclusion
In this study we found that the mean value of stress levels in victims was higher than those of non victims. The t value was calculated that indicates that there is a significant difference in the two mean values. Similarly the mean value of the victims was lower for the self esteem dimension. Since the obtained t value was greater than the critical value, the null hypotheses were rejected and it was concluded that there is a significant difference in the mean values of the victims and non victims in psychological stress levels and self esteem levels. This means that the victims of cyberbullying have a higher stress level and lower self esteem.

References


ETHNOGRAPHY AS A TOOL OF QUALITATIVE RESEARCH IN SOCIAL SCIENCE

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Abstract
Ethnography has emerged as an important mechanism to conduct qualitative research. Study of different cultural and ethnic communities are not easy to quantify and so participant observation plays a key role in interpreting cultural and social phenomena. This is what makes this ethnographic research really meaningful. Ethnography as a qualitative research tool tries to understand society and its culture by interacting with these groups at the grassroots level and encourage them to share about their life, society, norms and ethos.

It is derived from the words “ethno” which means folk and “graph” means writing. It is primarily a descriptive writing about a particular group of people. Wolcott (1999) argues that ethnography should provide the kind of account of human social activity through which cultural patterning is enhanced. Hammersley and Atkinson have argued that ethnographic research has a characteristic “funnel” structure which is progressively focused over its course. Progressive focusing involves firstly how the research problem is developed and secondly how gradually its scope is clarified and its structure explored. It’s equally important to understand that this research tool has its own limitations but it opens new ways to explore and participate in experimental research.

Keywords: research, ethnography, social science, cultural, behaviour.

Introduction
In the 1930s, the critical sociologists of the Chicago school introduced another branch of ethnographic studies when they started to explore their own street corners just as if they were unknown places (Deegan, 2007). The main aim of the ethnographers, however, remains about the same: to observe and analyse how people interact with each other and with their environment in order to understand their culture.

Ethnographic research can basically be understood as the study of different socio-cultural communities, their life, value pattern, belief etc. The history of ethnography can be located in anthropological studies that focused on understanding social and cultural ways of different communities in different places. When any researcher conducts ethnographic research, he/she has to spend many years in his field to understand their culture or social settings. The researchers also had to learn the language necessary for getting acquainted with the communities.

Ethnography has emerged as an important mechanism to conduct qualitative research. Study of different cultural and ethnic communities are not easy to quantify and so participant observation plays a key role in interpreting cultural and social phenomena. This is what makes this ethnographic research really meaningful. Ethnography as a qualitative research tool tries to understand society and its culture by interacting with these groups at the grassroot level and encourage them to share about their life, society, norms and ethos.
What is Ethnographic research?

It is derived from the words “ethno” which means folk and “graph” means writing. It is primarily a descriptive writing about a particular group of people. Wolcott (1999) argues that ethnography should provide the kind of account of human social activity through which cultural patterning is enhanced. Hammersley and Atkinson have argued that ethnographic research has a characteristic “funnel” structure which is progressively focused over its course. Progressive focusing involves firstly how the research problem is developed and secondly how gradually its scope is clarified and its structure explored.

How to conduct ethnographic research?

A researcher can conduct ethnographic research through well-organized action plan which may include the following methods:

1. Participant observation

This method depends on participation in, and observation of, behaviors in its context, and this approach puts one in a better position to understand the day to life of the different groups, as the participant observer actually experiences life as the group does. The objective of participant observation is to gain an insider perspective in addition to an outsider perspective on the issues which a researcher is studying. Researchers sometimes use photography, video recording, or audio recording for closer review, analysis, and interpretation of information and to illustrate findings when sharing their research.

2. Unstructured interviewing

This form of interviewing takes the form of a conversation between informant and researcher. It focuses on the informant’s perception of themselves, of their surroundings and of their experiences. There is no organized list of questions. It is an open, frank and free flowing interactions and conversation which focuses on the quality of the social interactions. Though the interactions appear to be open and frank but it stays focused keeping in mind the relevance of the research question. It also facilitates access to events and activities that cannot be directly observed by the researcher as it took place in the past.

3. Narratives

This form of interaction through grass roots lived experiences from day-to-day activities helps the researcher to understand better the problems and issues concerning that particular group. For example, problems faced by the tribal women in panchayats. Narratives helps to connect with the participant group and also helps to build rapport with them for bringing them in the comfort zone. Many times, one can through the respondent permission record their audio or take videos while narrating. It is also important to note that since narratives are subjective in nature, one should not bring one’s prejudices while interpreting and analyzing it further. Thus, narratives form an important part of ethnographic research.

4. Field Work

Ethnographic field work expects the researcher to engage in the field and involved in the local context so that the community accepts the researcher as a member of the group. This
acceptance leads to the trust and the members will then share their true stories with the researcher. The responses to the questions will be natural and genuine. It is, therefore, very important for the researchers to build a good rapport and find ways of gaining easy and comfortable access to the community under study.

**Types of Ethnographic research**

1. **Critical ethnography**
   Critical ethnography is a qualitative research method that endeavours to explore and understand dominant discourses that are seen as being the 'right' way to think, see, talk about or enact a particular 'action' or situation in society and recommend ways to re-dress social power inequities.

2. **Feminist ethnography**
   Observational research conducted over time and motivated by a commitment to women. Feminist ethnography is used to unfold how gender operates within different societies.

3. **Narrative ethnography**
   This involves complex and overlapping contexts of the storying process while conducting research.

4. **Reflexive ethnography**
   It provides practical and comprehensive guidance to ethnographic research methods, but also encourages students to develop a critical understanding of the philosophical basis of ethnographic authority.

5. **Virtual ethnography**
   Virtual ethnography is an online research method that adapts ethnographic methods to the study of the communities and cultures created through computer-mediated social interaction.

**Merits of ethnographic research**

1. It helps to understand different social and cultural set up.
2. Develops rapport with the respondent.
3. It helps increase scientists’ understanding of human behaviour.
4. Unfolds new dynamics and experiences in research
5. Ethnography is highly useful to all businesses (including small start-ups and large corporations) since it helps them learn more about their target market.

**Challenges while conducting this ethnographic research:**

1. It is a cumbersome and time taking process. It takes time to build that trust and rapport with the informants who are not known to the researcher.
2. Research studies which are conducted on a very short-term basis mostly does not give fruitful result.
3. Expertise and training are required.
4. It is also expensive compared to other methods.
Conclusion

Thus, it can be concluded that the ethnographic studies are a normative understanding to research problem. Ethnographic research is a qualitative tool in social science learning where one can find first-hand information about the behaviour and interactions of people within a particular context. It’s equally important to understand that this research tool has its own limitations but it opens new ways to explore and participate in experimental research.

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FAKİR BAYKURT'UN “DUİSBURG TRENİ” ESERİNDE TÜRK VE ALMAN İLİŞKİLERİNDE KÜLTÜR ETKİLEŞİMİ

CULTURAL INTERACTION IN TURKİSH AND GERMAN IN THE WORK OF FAKİR BAYKURT'S “DUİSBURG TRAIN”

Doç. Dr. Seriyye Gündoğdu

Özet


Bu çalışmada, Fakir Baykurt'un 23 kısa öyküden oluşan “Duisburg Treni” adlı eserindeki Türk ve Alman insanların karşılaştığı kültürel farklılığı ve benzerlikleri yazarın izlenimlerine dayanarak yazdığı kısa hikayelerden yola çıkarak tespit etmeye çalışacağız. Çalışmada amacı, kültürel etkileşimin söz konusu olduğu kısa hikayelerde kültür farklılığının getirdiği sosyal problemleri ortaya koymak ve tahlil etmektir. Günümüzde ulaşım araçları ve teknolojinin etkisiyle ortaya çıkan kültür etkileşimi ve çatışmalarının nedeni olan önyargıların ve bunların taşıyıcısı olan kalıp yargıların neden olduğu engeller hikayelerin esas konusudur ve bu gün de güncelliğini koruduğu için bu çalışmada ele alınmıştır.

Çalışmada esasen 23 öykü içinden Alman ve Türk insanların karşılıklılık ilişkisinde yaşadıkları kültürel ilişkilerde ortaya çıkan farklılıklar ele alınacak.

Anahtar kelimeler: Duisburg Treni, hikaye, Alman, Türk, kültür

Summary

Fakir Baykurt, who devoted a large part of his literary activity to writing works on the Anatolian countryside and the problems of the people there, started to work as an education specialist at the Regional Employment Agency for the Promotion of Foreign Children and Youth in 1979 in Duisburg, Germany. Here, too, fate has given Fakir Baykurt the opportunity to write about the new life of the Anatolian rural people in Germany and the troubles they have experienced in this life. We should point out that the stories they wrote about Turkish expatriates living in Germany and which we discussed in this study are also directed towards this audience. In this study, the cultural interaction in German and Turkish relations in the stories of Fakir Baykurt, which is not emphasized much, will be examined mutually.

In this study, we will try to determine the cultural differences faced by Turkish and German people in Fakir Baykurt's work "Duisburg Train", which consists of 23 short stories.

1 AMEA akad. Z.M.Bünyadov adına Şarkiyat Enstitüsü, Türk Filolojisi Bölüm başkanı, seriyye@yahoo.com
based on the short stories he wrote based on the author's impressions. The aim of the study is to reveal and analyze the social problems brought about by cultural differences in short stories where cultural interaction is in question. Today, the obstacles caused by the prejudices that are the cause of the cultural interaction and conflicts that arise with the effect of transportation vehicles and technology, and the stereotypes that are the carriers of these, are the main subject of the stories and are discussed in this study because they are still up to date.

In the study, the differences that emerged in the cultural relations between German and Turkish people during mutual communication will be discussed.

Keywords: Duisburg Train, story, German, Turkish, culture

**Giriş**

Türkiye’den Almanya’ya yönelen işçi göçü edebi eserlerde ve göç tarihinde dört dönem ele alınır. “ İlk dönemde göçmenlerin büyük çoğunluğunu, geride eserlerini bırakarak giden erkek işçiler oluşturmaktadır. İkinci dönemde, belirli koşullar altında eşlerin bir araya gelmelerine izin verilmiştir. Üçüncü dönemde ise, kadın işçi önceliğine teraviş edilmiş, hem de eşlerin bir araya gelmeleri kolaylık kazanmıştır. Son dönemde ise, işçi alınmasına son verilmiş, hatta önemli sayıda işçi geri_rotation_correction

Fakir Baykurt Anadolu köylüsünü edebiyata konu ederek, hayatı boyu Anadolu insanının tabiri -i caiz ise peşini bırakmamıştır. Nitekim Anadolu köylüsünü 1960’lı yıllarda sosyal durumunu değişim, bir az daha fazla para kazanabilmek için gittiği


Fakir Baykurt Anadolu Türk köyünü ve köylüsünü edebiyata konu ederek, hayatı boyunca Anadolu insanların tabiri-caiz ise peşini bırakmamıştır. Nitekim Anadolu köylüsünü 1960’lı yıllarda sosyal durumunu değişim, bir az daha fazla para kazanabilmek için gittiği

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Hikayelerde Türk ve Alman komşuluk ve arkadaşlık ilişkileri konukteinde aşılan önyargılar


20.yüzyılın sonlarından itibaren Türk edipleri Almanya’ya göz etmiş Türk iççilerle birebir diyalog ve görüşlerini oluşturmayı ve literatürdeki bilimsel ve edebi bilgileri aktarmayı hedeflemektedirler. Bu eserlerinde yansıtılan, Alman istatistikleri, doktorlar ve firavunlar gibi şahaların, kabile ve milli mukayeselerden geçilerek Türk ediplerinin anlamları ve değerleri tartışılmaktadır.
gerçek ve ne derecede yazarın görmek istediği ve ya arzu ettiği Türk –Alman ilişkilerindeki samimiyet olduğunu söylemek bir az zordur. Yazar hikayelerinde öyle sahneler çizmiştir ki, bu güne kadar kafamızda oluşan Alman imgesinin tersi bir tablo canlanıyor. Belki de yazarın maksadı Türk insanının kafasında oluşan sert, soğuk, kibirli Alman imajını yıkarak, Türk insanına daha farklı pencereden bakmasını sağlamak olmuştur. F.Baykurt’un “Duisburg Treni” kitabında elbette Türk işçilere karşı önyargılı davranan, kibirli, soğukkanlı Almanlara da rastlıyorum, lakin yazar mutlaka olumsuz Alman karakterinin yanına Türk işçilere karşı sevecen, dostça davranan başka bir Alman karakter koymakla insanlar arasında olan duygusal ilişişimi ön plana çıkararak, kültürlararası ilişkilere önemli katkı sağlar.


Ahmet Kaya üzündü:

"Bizim insanımızla yabancı dil öğrenilmez! Çünkü daha anadilini doğru dürüst bilmiyor. Cümle ne, gramer ne? Yok haberi. İsmin hallerini soruyorsun, sen önce benim halimi sor!” diyordu.” (Baykurt F. 1986)

Kendini geliştirmekten ziyade, daha çok para kazanıp bir an önce memleketine dönüşmek arzusunla Almanya’ya gelen Anadolu köylüsü dil öğrenmeği pek önemsemiyor. F. Baykurt bu durumda Almanca öğretmen Martin’in dil becerilerini, kültürel ilişkilerini, sosyal bir fert olduğunu göstererek hem kıyaslama yapar, hem de bir nevi Türk işçisine örnek gösterir, çözüm yolu sunar.

“Martin Keulemann, Türkçe gazete gezdiriyordu çantasında. Kitap okumaya da başlamıştı. İşçilerin “ Heim” denilen yurtta acılı acılı söylediğini söylüyordu ucundan:

Kız ben sana dedemim mi karşıaki dağlar cenderme
Yarım küçük karakola gönderme gönderme
Siyah zülfün ince bele indirme indirme “ (Baykurt F. 1986)

Almanca öğretmen Martin’in sonra F.Baykurt kitabın da adını aldığı “Duisburg Treni” hikayesinde çocuğunun babasından ayrılmış, yalnız bir anne olmasına rağmen, kendi ayaklarını üstünde dura bilen, siyasi görüşleri, prensipleri olan bir kadın portresi çiziyor. Yalnız ve zor durumda olan Elke devletten sosyal yardım alır. Buna bakmak için bir araştırma merkezinde sorgu yapılmış yardımcı olur ve karşılığında kızını daha iyi yetiştirebilme için para kazanır. Kızına bakacak biri olmadığından uzun yolculuğa onu da yanında iki yerine götürür. Eskiden kızını bir hafta aralıklı olarak anne ve babasına götürür ve onlardan 300 mark para yardımını alan Elke babasının Nazilleri olan hayranlığı yüzünden, çocuğunu bir daha orada götürmeyi ve verdikleri para payı da reddeder. F. Baykurt bu hikayesinde bir çok mesaj vermeğe çalışır. İlk olarak her kese karşı önyargılı olmama, kadınların kimseye muhtaç olmadan kendi...
ayakları üstünde durmaya davet eder. Diğer yandan ise Almanların babalarının yaptığı Nazi faciasından utanarak, onları tenkit ettiklerini ve utanç duyduklarını gösterir. Alman kadın manevi yönden ne kadar üzüntü duyduguunu ve buna göre de babası ölmenden bir daha annesiyle de görüşmeyeceğini söz verir.


"Yanılsın!" dedi Thomas sertçe’. (Baykurt F. 1986., 23-24) 

Karşılaştığı işverenin fikir ve düşüncelerinden tükçelen Thomas, Alman olduğundan durumu söyleyen Mehmet de vatanında karşılaştığı sosyal, siyasi durumlardan bahsederek, daha kötü durumda olması rağmen Türk olduğun için gurur duyduğuunu ve geleceğe umitle baktığını söyler.

Kitapta “Nisan Bir” adlı hikayesi de kültürlerarası bağlamında çok önemli eserdir. F.Baykurt bu hikayede de Türk-Alman komşuluk ilişkilerinden, iş arkadaşlığından bahseder. Almanların “Gastarbeiter” dediği Salih Tuna Martin’in babası Rudi ile beraber çalışır ve aynı
zamanda komşular. Her zaman Salih Tuna’ya ve ailesine sevgi ve ilgiyle davranan Rudi, aylardır Salih’i kendi arabasında işe götürür. Salih ona benzin parasına ortak olmayı teklif etse de Rudi kesinlikle karşı çıkmıştır. Bazen evde Rudi’nin hanımı Türk komşuları hakkında bir söz dese Rudi hemen araya girer ve Tuna ailesini korurdu.


F.Baykurt Alman işçi ve işverenleri ile “Gastarbeiter” olarak adlanan Türk göçmen işçiler arasındaki ilişkiler, işçi hakları konusunu da “Bayram İzni” adlı hikayesinde işlemiştir.

Almanlar kendileri kabuklu gavur olduk halde, Türklerin inancına hoşgörülü, hatta saygılı davranıyordu. Rur İşletmeleri’nde kaç Heim varsa, hepsine bir mescit açtılar. İçlerinin has halıyla değilse bile halıfleksle döşediler. Türk işçileri kendileri de küçük halılar, seccadeler verdiler. Mescitler alt katlarda, küçücük olduğu halde ses büyültenler bile taktıracaklardır. (Baykurt F. 1986, 84)


“Duisburg Terni” kitabındaki hikayecilerin dil ve üslup özellikleri

özelliğini taşıdığını gösterir. Hikayelerinde duyu ve düşüncelerini daha belirgin ifade edebilmek maksadıyla tekrarlarla başvurmuştur.


SONUÇ


kültürler arası ilişkilerde farklı medeniyete sahip insanların ön yargıyı aşarak nesil bir araya geldiklerini görüyoruz.


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EKONOMİK KRİZ VE KRİZİ YÖNETME ARAÇLARI

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Özet
Ekonomik krizi tanımlayarak kuramsal çerçevede açıklamaya çalışılacaktır. Ayrıca ekonomik krizi yönetme çabaları bu çabaları kullanan araçlar incelenecektir. Çalışmam derleme bir çalışma olup çalışmada makale, tez, kitaplar ve diğer dokümanlardan bilgi tarama çalılışarak elde edilecektir.


Anahtar Kelime: Ekonomik kriz, enflasyon, durgunluk

Summary
It will be tried to explain the economic crisis in a theoretical framework by defining it. In addition, the efforts to manage the economic crisis and the tools used in these efforts will be examined.

My study is a compilation study and information will be obtained by scanning articles, thesis, books and other documents.

Economy is an important factor in an individual's struggle for life. If the economy is opposite to what is expected, the economy is perceived as a crisis. These crises can be social as well as individual. It can happen in larger crises. These are defined as the global crisis. While defining these crises, it is considered how to eliminate these crises, but it is discussed whether it is successful as desired.

Keywords: Economic crisis, inflation, recession

GİRİŞ
Kriz kelimesi Yunanca "krisis" sözcüğünden gelmektedir. Kriz kavramının tanımı, ekonominin olması gereken dengeli bir durumdan olmaması gereken dengesiz bir duruma düşmesi olarak da tanımlanabilir (Darıcan, 2013, s. 40).

Ekonomik krizler yönetici sorunlar, işsizlik, yolsuzluk, kayıp dış ekonomi borçlarının ödeme sorunları, yabancı sermaye ile yapılan yatırımların olumsuz sonuçlanması, kredi notunun düştüğü olması yatırımlar için gerekli finansal kaynağı bulmakta sıkıntı çekilmesidir (Arıçay, 2010: 172).

Kriz, ekonominin olması gereken durumdan olumuzdur bir duruma yönelmesi olarak tanımlanabilir (Darıcan, 2013, 40). Ekonomide beklenen ideal durumdan olumsuz duruma kaymasıdır.

Krizi finansal olarak üretim faktörlerinin ve piyasadaki fiyat değişimlerinin mukemmel seviyesine aşması durumunda ortaya çıkar. Mishkin finansal kriz piyasalardaki oluşan ahlaki tehlike veya yanlış seçimler nedeniyle oluşan sorunların doğru yönetimemesi nedeniyle ortaya çıkar diye tanımlar (Halisçelik, 2021: 4).

Ekonomik kriz reel sektör ile mali sektör arasında oluşan uyumsuzluk ortaya çıkmaktadır. Bu durumda devlet müdahale etmesi beklenir veya devlet müdahale eder (Yaprak, 2009, s. 43).

Kriz kavramını kabul etmeyen ve kriz yerine dalgalanma sözcüğünü kullanmışlardır. Klasik iktisatçılar göre dalgalanmalar dengeye görünmez el taylandan getirilecektir (Atıla, 2019, s. 23).

Krizin Nedeni
Ekonomik krizler talepte oluşan daralma veya arz fazlalığı nedeniyle ortaya çıkabilir. Ekonomik krizlerin ortaya çıkışı ekonomik nedenler olduğu gibi beklenmeyen ve ekonomik olmayan ani olaylara neden olabilir. Ekonomik krizler, işletmelerden kaynakladığı gibi bazı durumlarda işletmelerden kaynaklanmayabilir. Ekonomik, teknolojik, siyasal ve ekolojik alanlarda oluşan gelişme ve işletmenin buna adapte olmaması veya bilgi ve iletişim teknolojilerindeki gelişmeler, ve bu gelişmeleri takip edemeyen işletmeler için kriz kaçınılmazdır. Ekonomik süreçte fiyatlarındaki ani konjonktürel dalgalanmalar ekonomik olarak bunalma neden olması beraberinde ekonomik krizi getirir (Darıcan: 2013, 41).


**Kriz Yönetiminde Önemli Teknikler**

Kriz yönetiminde daha az zararla atlatabilmek için bazı teknikleri kullanmak gerekir. Bu teknikler aşağıdaki sıralanmaktadır (Tuncsiper ve Dikili, 2010: 3).


4. Senaryo Analizi: Ortaya çıkan durumların olumsuz olarak etkilemek için alternatif yol bulmak gerekir. İşletme yöneticileri gelecekte ilgili tahminlerde bulunurken olası senaryolar çizip bu durumda ne yapılabilir. Düşünmek için senaryolar üretmek için bir karar olarak uygulanabilir.

5. Kriz Yönetimi Takımı Oluşturmak: İşletmelerin kaleme aldığı kriz durumu için kaleme alınan maliyetini düşürmek için kriz yönetim takımı oluşturulmalıdır.

**Sonuç**


Ekonomik krizi ile yapılan mücadelede alınan mali tedbirlerin biride vergiler oluşturmuştur. Mevcut vergilerde düzenlemeler yapmak veya yeni vergiler çıkartarak krizle...
mücadele edilmiştir. Vergilendirmede önemli bir etken vergiden etkilenecekleri düşünülmesi de gerekmektedir (Sargüzel, 2021:7061).

Krizlerle beraber olmaz olmaktan alanı geçen dış kaynaklar aslında işletmelerin dış kaynakları kullanma durumuna göre değişir. Dış kaynak ile makul yatırım yapıldığı müddetçe ekonominin büyümesini sağlayacaktır (Subaşat, 2019:243).


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ECONOMIC PERFORMANCE AND SUSTAINABLE DEVELOPMENT GOALS: FOCUSING ON ENVIRONMENTAL SUSTAINABILITY ACHIEVEMENT OF INDIAN STATES

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Abstract

Climate change has put the globe on the run, SDGs provide a standard platform for nations to analyze their growth and development. The ‘2030 Agenda for Sustainable Development’ adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership (un.org). According to NitiAayog (niti.gov.in) India is committed to achieve the 17 SDGs and the 169 associated targets, which comprehensively cover social, economic and environmental dimensions of development and focus on ending poverty in all its forms and dimensions.

India with its myriad problems with respect to sustainable development has to work towards enhancing water cleanliness and conservation, moving towards clean forms of energy, making cities and communities sustainable and conserving ecosystem and biodiversity.

With the Government of India a signatory to the climate pact and SDG goals, states in India have been working hard towards a growth trajectory based on SDG goals. Indian states are trying to rise up to the SDG expectations and also working to build future plans based on them.

The objective of the paper is to explore (a) where Indian states stand in terms of SDGs presently. (b) analyze the relationship between SDG sub-indicators with economic implications and prospects, and (c) also examine the Indian States in terms of SDG 7, SDG 8 and SGDP.

This paper finds interesting aspects of the Indian states individually in terms of SDG 6, SDG 7, SDG 8, SDG 11 and SDG 15, which have deep implications for the economy. The paper also analyzes SDG 7, SDG 8 with SGDP (State Gross Domestic Product) and Industrial or services growth and finds unusual relationships between them.

Keywords: SDGs and India, Business and SDGs, SGDP, India

INTRODUCTION

The 2030 Agenda for Sustainable Development and its 17 SDGs adopted by World leaders in 2015 presents a roadmap for future development trajectory to all nations with focus on poverty eradication, environmental sustainability, peace and prosperity. The achievement of these goals is an imperative for, not just, any particular country but the global community as a whole. Estimates suggest that US$5 to US$7 trillion per year is required for financing these goals worldwide and US$3.9 trillion per year in developing countries. However, the current
investment in developing countries is around US$1.4 trillion leading to a shortfall of US$2.5 trillion per year (Economic Survey 2018-2019).

Climate change requires concerted global efforts and India has been preserving to address the climate challenges along with other developmental imperatives. The country has been making substantial additions to its installation of renewable power capacity. Increasing growth rate and rapid urbanization in India have spurred the demand for natural resources, exerting pressures on the environment and raising sustainability concerns. Resource efficiency can be a major tool to meet the resource needs of the country at the least possible cost to the environment. Air pollution has emerged as a serious issue in India. National Clean Air Program (NCAP) has been launched by the Government as a pan-India, time bound, national level initiative to address the country-wide issues of air pollution in a comprehensive manner.

This paper analysis the relationship between UN Sustainable Development Goals and its bearing on economies. This is mainly analysed through its implications for businesses in India. The issue also raises the concern for developing economies regarding their being brought under the same goals and achievements as developed countries. According to the United Nations(Osborn, Cutter and Ullah, 2015), “The Sustainable Development Goals (SDGs) are intended to be universal in the sense of embodying a universally shared common global vision of progress towards a safe, just and sustainable space for all human beings to thrive on the planet. They reflect the moral principles that no-one and no country should be left behind, and that everyone and every country should be regarded as having a common responsibility for playing their part in delivering the global vision.” Though it also emphasis the different goals and targets representing “different degrees of challenge and ambition for different countries depending on their present state of development and other national circumstances.”, but the trade agreements and green investments from developed countries do not match the direction or pathway suggestions of world bodies. Developing countries should be governed by “differentiated responsibilities and their different capabilities and resources” to address the climate change challenges and business challenges.

The objective of the paper is to explore states of India in terms of SDG, to analyse how the SDG sub-indicators would impact businesses, and to examine the achievements of some large states in terms of their SGDP and contribution in Industries and Services.

This paper tries to find interesting aspects of the Indian states individually in terms of SDG 6 Clean Water and Sanitation, SDG7 Affordable and Clean Energy, SDG8 Decent Work and Economic Growth, SDG 11 Sustainable Cities and Communities and SDG15 Life on Land (ecosystem and biodiversity), which have implications for the economy. The paper also analyses SDG7, SDG8 with SGDP (State Gross Domestic Product) and industrial or service growth and finds unusual relationships between them. The study should have included SDG 12 Sustainable Consumption and Production and SDG 13 Combating Climate Change but data for these are unavailable with respect to India (GOI, 2019).

**REVIEW OF LITERATURE**

Although the origins of Sustainable Development (SD) (Le Blanc et al, 2012) can be traced to the seventies, is in the World Commission on Environment and Development in 1987, the term is coined and also defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Kopnina.
Helen (2013) focuses on Biodiversity. “To describe human benefit from healthy ecosystems, convention on Bio diversity has developed concepts as ‘Economic Services’ and ‘Natural Resources’.”

UNCTAD (2018) talks of a production and employment oriented approach to achieving the SDGs several targets under the SDGs explicitly refer to “structural transformation, industrialization, technological upgrading, economic diversification and productivity growth.” LDCs must accelerate output, per capita income and employment creation for a fast-growing population. In parallel, they must reduce the dependence of income growth and foreign exchange earnings on the production and export of primary commodities. Progress towards these objectives is largely determined by the skills, level of entrepreneurship, and capital investment and innovation capacity of private actors. It is also determined by the effectiveness of public policies in supporting productive activities. A sustainable development strategy must build on all of these elements. The economic and social situation in LDCs is, in large measure, an outcome of past policy choices. The development model that has been pursued in most LDCs over several decades sought to increase the efficiency of resource allocation by market liberalization, both domestically and externally, and to achieve faster income growth through an expansion of export activities.” at the same time the report talks of achieving SDGs related to sustainable environment. UNCTAD emphasizes “Structural transformation both productivity increases in traditional economic activities, as well as a change in the inter and intra-sectoral composition of production, value added, and export earnings.” For LDCs, this primarily means a shift in the composition of total output from primary activities to manufacturing. Structural transformation also involves changes in the extent and ways in which the sectoral, sub-sectoral, and business activities of enterprises are linked. Changes in these patterns arise predominantly from investment decisions, and from knowledge and skills acquisition, and innovation in products and production techniques that are new to LDCs.

Moreover Sir W. Arthur Lewis (1954) suggested that most of the important works can be done by human labour with very little capital. In this sense, small scale and cottage industry, which is obviously a labour intensive sector should be developed and promoted, especially in an economy where capital is scarce.

Regarding SDG 6 (Renata et al, 2018) “there is an urgent need for more data and improved monitoring to assess SDG 6 progress and to enhance decision-making, the need to address the serious lack of human and institutional capacity that was constraining progress, and the challenge of taking research into policy and practice” According to Bishop and Hendricks (1971) “Water from several origins or categories of supply can be allocated to satisfy the demand of various water using sectors or destinations the concepts of water reuse, fits closely the format of the transportation or transshipment problem from linear programming”. According to Batchelor R. A. (1975) the contribution of economic principles to efficiency in public water supply management lies in the demonstration of the interdependence among investment planning, pricing policy and demand projection as general attributes of the growth process. This clearly represents how sustainability clauses have been ignored for long. And presently norms have been formed but are ignored with impunity making India a country under water stress.

We cannot ignore the basic necessities regarding electricity irrespective of SDG7, as electricity in schools is a part of basic infrastructure requirements to provide quality education.
It has been observed that basic infrastructure like electricity, separate toilets for girls and boys in schools create a healthy and positive environment at schools. (UNDESA, 2014). Moreover SDGs have a great intention for the benefit of mankind but disparity cannot be answered by programmes and responsibility on shoulders of Developing countries as Dercon (2009) brings forth “Poverty remains a predominantly rural problem, with a majority of the world’s poor located in rural areas, it is estimated that 76 percent of the developing world’s poor live in rural areas, well above the overall population share living in rural areas, which is only 58 percent.”

Flow of funds for the development of infrastructure in rural India cannot be overlooked even if it sidelines sustainable clauses if growth and development enhancing employment for more and more through manufacturing is enshrined in other SDGs is to be followed.

**OBJECTIVE OF STUDY**
This study tries to explore the sustainable development achievement of different states based climate related goals SDG6, SDG7, SDG8, SDG11 and SDG15. The study also analyses what these individual indicators imply for economic growth, development and economic prospects.

**RESEARCH DESIGN**
The area of study is Indian states; the data is secondary and is collected from the Niti Aayog, Ministry of Statistics, Economic Survey of India and the United Nation publications. These are analysed with the help of tables primarily. The Area of Study is limited to 17 states.

**HYPOTHESIS**
H₁ = Achievements in terms of SDGs (SDG6, SDG7, SDG8, SDG11 and SDG15) is compatible with economic growth and development
H₀₁ = Achievements in terms of SDGs (SDG6, SDG7, SDG8, SDG11 and SDG15) is not compatible with economic growth and development

H₂ = States with higher better SDG achievements also have a higher contribution towards industries and services
H₀₂ = States with higher better SDG achievements do not have a higher contribution towards industries and services.

**SDG AND INDIAN STATES: DATA AND ANALYSIS**
The SDG index provides an aggregate assessment of India’s progress. This index helps in informed policy formulations as it captures status of both national and state-level social, economic, and environmental parameters across a set of 62 select indicators. Each SDG score varies from 0 to 100. States with scores equal to/greater than 65 are considered as Front-Runners (in Green); as Performers (in Yellow) in the range of 50-64 and as Aspirants (in Red) if the score is less than 50. States with an index score of 100 are classified as Achievers (in Blue) i.e. the states have achieved the national target set for 2030. A score of 0 denotes worst performance. (GOI, 2019)

**TABLE 1: SDGs SELECTED FOR THE STUDY**
Sustainable Development Goals

<table>
<thead>
<tr>
<th>Sustainable Development Goals</th>
<th>Ensures availability and sustainable management of water and sanitation for all</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDG 6 Clean Water and Sanitation</td>
<td>Sustainable and modern energy for all</td>
</tr>
<tr>
<td>SDG 7 Affordable and Clean Energy</td>
<td>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</td>
</tr>
<tr>
<td>SDG 8 Decent Work and Economic Growth</td>
<td>Inclusive, safe, resilient and sustainable</td>
</tr>
<tr>
<td>SDG 11 Sustainable Cities and Communities</td>
<td>Protect sustainably and halt and reverse land degradation restore and promote sustainable use of terrestrial ecosystems</td>
</tr>
<tr>
<td>SDG 15 Life on Land (ecosystem and biodiversity)</td>
<td></td>
</tr>
</tbody>
</table>

Author’s own (Source: NITI Aayog’s SDG India Index Baseline Report, 2018 and 2020-21)

I. Examining Indicators of SDG6, SDG7, SDG8, SDG 11 and SDG15 and their implication for the economy

Sustainable Development Goals could help as well as hinder businesses through their achievement clauses which India has promised to meet. Below the individual selected SDGs SDG6, SDG7, SDG8, SDG 11 and SDG15 are analysed on the basis of the indicators they are based on.

i. Sustainable Development Goal SDG 6: Clean Water and Sanitation

Water is life. Not only is water essential for survival, it is critical for agriculture, industrial use and domestic purposes. Availability of clean water is heavily dependent on appropriate waste management. Goal 6 on Clean Water and Sanitation aims to improve water quality by reducing pollution, substantially of local communities in improving water and sanitation management. (NITI Aayog, 2018)

<table>
<thead>
<tr>
<th>TABLE 2: INDICATORS SELECTED FOR SDG 6 FOR INDIA INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators Selected for SDG 6*</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>1 Percentage of population having safe and adequate drinking water in rural areas</td>
</tr>
<tr>
<td>2 Percentage of rural households with individual household toilets</td>
</tr>
<tr>
<td>3 Percentage of districts verified to be open defecation free.</td>
</tr>
<tr>
<td>4 Installed sewage treatment capacity as a proportion of sewage generated in urban areas</td>
</tr>
<tr>
<td>5 Percentage annual ground water withdrawal against net annual availability</td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)

ii. Sustainable Development Goal SDG 7: Affordable and Clean Energy
Energy has been recognized as necessary pre-requisite for development of societies. Access to energy enables people to augment their income and improve their productivity, enhancing their access to healthcare, water and education, and improving their overall well-being. Goal 7 aims to ensure universal access to affordable, reliable, and modern energy services by the year 2030. (NITI Aayog, 2018)

<table>
<thead>
<tr>
<th>Indicators Selected for SDG 7*</th>
<th>Economic Implications and Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Percentage of households electrified</td>
<td>Benefits school going children. Aid to skill enhancement and starting micro-projects or cottage enterprises</td>
</tr>
<tr>
<td>2 Percentage of households using Clean Cooking Fuel</td>
<td>Move towards healthier air quality and individuals Village enterprises in food products increases</td>
</tr>
<tr>
<td>3 Renewable share of installed generating capacity (%)</td>
<td>Saves on import of fuel Sustainable energy helps business earn 'green points' in loans and investment and marketing</td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)

iii. Sustainable Development Goal SDG 8: Decent Work and Economic Growth

The Goal of Decent Work and Economic Growth aims to achieve higher levels of economic productivity through diversification and technological upgradation and also promote development-oriented policies that support decent job creation, entrepreneurship and creativity and innovation. It also seeks to protect labour rights and promote safe and secure working environments for all workers. (NITI Aayog, 2018)

<table>
<thead>
<tr>
<th>Indicators Selected for SDG 8*</th>
<th>Economic Implications and Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Annual growth rate of GDP per capita (at constant price of 2011-12)</td>
<td>Increasing GDP per capita indicates business are doing good ie if it is improving or has a high achievement unlike here</td>
</tr>
<tr>
<td>2 Average unemployment rate per 1000 persons for males and females</td>
<td>Increasing unemployment rate indicates labour based business/jobs are decreasing and economy should work towards increasing employment</td>
</tr>
<tr>
<td>3 Percentage of households with a Bank account</td>
<td>Digitalization is good for businesses as it brings in accountability and transparency, and empowers the labourers and brings in more savings thus multiplying investment opportunities</td>
</tr>
<tr>
<td>4 Number of ATMs per 1,00,000 population</td>
<td></td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)

iv. Sustainable Development Goal SDG 11: Sustainable Cities and Communities

Goal 11 on Sustainable Cities and Communities aims to promote inclusive and sustainable urbanization by providing access to safe and affordable housing, public transport, basic services and green public spaces through improved urban planning and management. The Goal also aims to reduce the adverse per capita environmental impact of cities, and also the number of deaths and direct economic losses caused by disasters. (NITI Aayog, 2018)
TABLE 5: INDICATOR SELECTED FOR SDG 11 FOR INDIA INDEX

<table>
<thead>
<tr>
<th>Indicators Selected for SDG 11*</th>
<th>Economic Implications and Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Houses completed under Pradhan Mantri AwasYojana (PMAY) as a percentage of net demand assessment for houses</td>
<td>Good for business enterprises as better housing facilities brings in urban infrastructure and better labour force generation and skillling but there could be a time lag factor</td>
</tr>
<tr>
<td>2 Percentage of urban households living in slums</td>
<td>Slums are a bane for business they lead to diseases and loss of work hours. They also provide cheap labour force but increase inequality</td>
</tr>
<tr>
<td>3 Percentages of wards with 100% door to door waste collection.</td>
<td>Cleanliness and hygiene lead to less loss in terms of health expenditure for workers both at the micro and macroeconomic levels</td>
</tr>
<tr>
<td>4 Percentage of waste processed</td>
<td>Waste Drive provides opportunities for waste collection awareness and cleanliness and recycling</td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)

v. **Sustainable Development Goal SDG 15: Life on Land (ecosystem and biodiversity)**

Goal 15 aims to protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation, while also integrating ecosystem and biodiversity into national and local planning, developmental processes, poverty reduction strategies and national accounts. It also seeks to promote fair and equitable sharing of benefits arising from the utilization of genetic resources, promote appropriate access to such resources, and prevent poaching and trafficking of protected species of flora and fauna. (NITI Aayog, 2018)

TABLE 6: INDICATOR SELECTED FOR SDG 15 FOR INDIA INDEX

<table>
<thead>
<tr>
<th>Indicators Selected for SDG 15*</th>
<th>Economic Implications and Prospects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Percentage of total land area covered under forest</td>
<td>Creating natural capital or maintaining it benefits mankind in the long run but it may not be beneficial for growth of the economy in the short run as it may hamper opportunities due to various environmental laws and regulations.</td>
</tr>
<tr>
<td>2 Decadal change in extent of water bodies within forests from 2005 to 2015 (%)</td>
<td></td>
</tr>
<tr>
<td>3 Changes in forest area from 2015 to 2017 (%)</td>
<td></td>
</tr>
<tr>
<td>4 Percentage change in estimated population of wild elephants over 5 year period</td>
<td></td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)

II. **Performance of the States on selected SDGs and Government Initiatives and Policies assessed along with economic performance of states**

This has been done with the help of a). Important aspects of the SDGs and Government of India’s initiatives and b). Comparing SDG7, SDG8 with SGDP.

India has shown strong intent and performance towards household electrification and is soon set to achieve the target of providing universal access to electricity to every household. Gujarat leads in the number of PNG connections.
India’s GDP per capita at constant prices (base year 2011-12) grew by 5.1 percent in 2018-19 and the best performance is shown by Goa (13.79 percent) in 2020-21. India’s unemployment rate for the year 2018-19, Nagaland has the highest unemployment rate of 18.5 percent among the States.

Under Pradhan Mantri Jan Dhan Yojana (PMJDY), 99.99 percent of the targeted households in the country have been covered by bank accounts, as of 2020. Goa recorded the highest number of ATMs at 63.55 per 1,00,000 population.

**TABLE 8: IMPORTANT ASPECTS OF THE SDGs AND GOVERNMENT OF INDIA’S INITIATIVES**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Important Aspects</th>
<th>Government of India’s Initiatives</th>
</tr>
</thead>
</table>
| SDG 6 | a. Achieve universal and equitable access to safe and affordable drinking for all.  
      b. Substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals. | i. National Rural Drinking Water Programme (NRWDP) is aimed at providing every rural household with adequate safe water for drinking, cooking and other basic domestic needs.  
ii. Jal Jeevan Mission programme (2019) aims to provide piped drinking water to every rural household by 2024. |
| SDG 7 | a. To ensure universal access to affordable, reliable and modern energy services.  
      b. Double the global rate of improvement in energy efficiency. | i. The Deen Dayal Upadhyaya Gram Jyoti Yojana scheme focuses on providing continuous power supply to rural households and to agricultural consumers.  
ii. Pradhan Mantri Ujjwala Yojana (PMUY) the target under the scheme was to release 8 crore LPG connections to the deprived households by March 2020. |
| SDG 8 | a. Achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.  
      b. Substantially reduce the proportion of youth not in employment, education or training. | i. Skill Development initiative was launched by Prime Minister Narendra Modi on 16 July 2015 with an aim to train over 40 crore people in India in different skills by 2022.  
ii. Start-up India aimed at driving economic growth and generating large scale employment opportunities. |
| SDG 11 | a. To ensure access for all adequate, safe, and affordable housing and basic services and upgrade slum.  
      b. Reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality, municipal and other waste management. | i. Atal Mission For Rejuvenation And Urban Transformation (AMRUT) aims to provide basic services and amenities in cities.  
ii. Pradhan Mantri Awaas Yojana aims at promotion of affordable housing. |
| SDG 15 | a. To promote the implementation of sustainable management of all types of forests.  
      b. To ensure the conservation, restoration and sustainable use of terrestrial and inland fresh water ecosystem. | i. National Agroforestry Policy 2014 aims to improve coordination, convergence and synergy between various elements of agroforestry, scattered across various existing missions, programme and schemes under different ministries—agriculture, rural development and environment.  
ii. The Green Highways Policy, 2015 was launched to promote greening of National Highway corridors across the country. |

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018 and 2021)
The table above clearly underlines the initiatives the government is undertaking to live up to its commitment at the global forums. Most of these initiatives will generate businesses which will work for sustainable development.

**TABLE 9: PERFORMANCE OF STATES ON INDICATOR FOR SDG 7**

<table>
<thead>
<tr>
<th>States</th>
<th>Percentage of household electrified (2018-19)</th>
<th>Percentage of households using clean cooking fuel (2020-21)</th>
<th>Renewable share of installed generating capacity (% of Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High index score</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>100</td>
<td>67</td>
<td>100.29</td>
</tr>
<tr>
<td>Mizoram</td>
<td>75</td>
<td>59</td>
<td>114.07</td>
</tr>
<tr>
<td>Karnataka</td>
<td>85</td>
<td>45</td>
<td>108.81</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>100</td>
<td>54</td>
<td>101.16</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>100</td>
<td>51</td>
<td>108.64</td>
</tr>
<tr>
<td><strong>Low index score</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meghalaya</td>
<td>5</td>
<td>5</td>
<td>47.50</td>
</tr>
<tr>
<td>Assam</td>
<td>25</td>
<td>9</td>
<td>97.61</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>57</td>
<td>1</td>
<td>75.79</td>
</tr>
<tr>
<td>Odisha</td>
<td>61</td>
<td>2</td>
<td>79.52</td>
</tr>
<tr>
<td>West Bengal</td>
<td>95</td>
<td>12</td>
<td>98.13</td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018-19 and 2020-21)

The achievement in 2020-2021 has been substantial in comparison to 2018-2019 in all the states with implementation of policies taking the forefront.

**TABLE 10: PERFORMANCE OF STATES ON INDICATORS FOR SDG 8**

<table>
<thead>
<tr>
<th>States</th>
<th>Annual growth rate of GDP per capita (at constant price of 2011-12) (2018-19)</th>
<th>Average unemployment rate per 1000 persons for male and female (2018-19)</th>
<th>Percentage of households with a bank account (2020-21)</th>
<th>Number of ATMs per 100000 population (2020-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High index score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goa</td>
<td>13.79</td>
<td>9.4</td>
<td>100</td>
<td>63.55</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>3.84</td>
<td>5.7</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>Karnataka</td>
<td>6.59</td>
<td>3.9</td>
<td>90</td>
<td>99.97</td>
</tr>
<tr>
<td>Telangana</td>
<td>8.45</td>
<td>8.8</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>7.45</td>
<td>7.2</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td><strong>Low index score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipur</td>
<td>0.74</td>
<td>10.1</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Nagaland</td>
<td>5.93</td>
<td>18.5</td>
<td>72</td>
<td>99.92</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>4.50</td>
<td>5.6</td>
<td>0</td>
<td>99.71</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>5.30</td>
<td>5.5</td>
<td>100</td>
<td>9</td>
</tr>
<tr>
<td>Tripura</td>
<td>8.84</td>
<td>10.5</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018-19 and 2020-21)

Note* According to SDG Index Report 2020-21, the additional sub-indicators for SDG 8 which are as follows- Ease of Doing Business, Labour Force Participation Rate, Percentage of regular wage/ salaried employees in non-agriculture sector without any social security
benefit, Number of functioning branches of commercial banks per 1,00,000 population, Percentage of women account holders in PMJDY.

The achievement in 2020-2021 has been substantial in comparison to 2018-2019 in terms of increase in employment and financial integration.

**TABLE 11: COMPARING SDG7, SDG8 WITH SGDP, INDUSTRIAL AND SERVICE SECTOR CONTRIBUTION**

<table>
<thead>
<tr>
<th>Selected States</th>
<th>SDG 7 Affordable and Clean Energy</th>
<th>SDG 8 Decent Work and Economic Growth</th>
<th>State Gross Domestic Product (at current price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>76</td>
<td>100</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>87084920</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>98661053</td>
</tr>
<tr>
<td>Assam</td>
<td>18</td>
<td>98</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30933632</td>
</tr>
<tr>
<td>Bihar</td>
<td>67</td>
<td>78</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>52797582</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>61862816</td>
</tr>
<tr>
<td>Goa</td>
<td>61</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>76</td>
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Author’s Own (Source* NITI Aayog’s SDG India Index Baseline Report, 2018-19 and 2020-21, Handbook of Statistics on Indian States Report 2020-21)

Note: NA = Not Available

The achievement in 2020-2021 has been substantial in comparison to 2018-2019 in terms of renewable energy target achievement, while the pandemic induced decline in decent work and economic growth, and though SGDP does show an upward movement and it should be noted that inflation has not been taken into consideration neither deficit financing.

Both the Research Hypothesis 1 & 2 have been proved correct.

**CONCLUSION**

Sustainable Development Goals and business opportunities has to be viewed with a wide perspective indicating positive opportunities for enterprises to invest and start new businesses as well as unforeseen challenges for small and old businesses in developing countries. This is so because many businesses would not realize that the very platform they were working on has a new rule and the old platform does not meet the rules. This is wewre restructuring and infusion of funds become imperative.

According to Mukhisa Kituyi, Secretary-General of UNCTAD (UNCTAD, 2018) “Revitalizing sustained and sustainable economic growth and employment creation in the LDCs, and accelerating the structural transformation of their economies, will be indispensable
to achieve the SDGs. Although external factors have a strong impact on the pace and structure of GDP growth in LDCs, the governments of these countries can influence the process of structural transformation and reduce their external vulnerability by choosing appropriate policies”

Developed countries also need to continue to assist the development process in developing countries, particularly the least developed countries and to deliver on their long-standing pledges to commit 0.7% of their Gross National Income (GNI) to official development assistance programmes. But the attention which the SDGs and the international development agenda rightly place on this responsibility of the developed world should not divert attention from the equally important responsibility of the developed world to reduce the footprint and impact they impose on the rest of the world through unsustainable patterns of consumption and production and lifestyles.

RECOMMENDATIONS

Government should try to make financing greener for enterprises to flourish.

Developed world should place a strong emphasis for action so as to relieve the overall anthropogenic pressures on the planet and its natural systems. Other goals involving significant transformational change in developed countries include the need to achieve more sustainable economies and growth pathways, the goal of greater equality, and the goals to achieve better protection of the oceans and of terrestrial ecosystems are of utmost importance.

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TÜRKİYE’DE İç GİRİŞİMCİLİK ALANINDA YAPILAN LİSANSÜSTÜ TEZLERİN BİBLİYOMETRİK ANALİZİ

THE BIBLIOMETRIC ANALYSIS OF POSTGRADUATE THESES IN THE FIELD OF INTRAPRENEURSHIP IN TURKIYE

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Aksaray Üniversitesi, Sağlık Bilimleri Fakültesi, Sağlık Yönetimi Bölümü, Aksaray, Türkiye
https://orcid.org/0000-0001-6346-074X

Özet

Anahtar Kelimeler: İç Girişimcilik, Bibliyometrik Analiz, Lisansüstü Tezler.

Abstract
The pressure that organizations feel in today’s competitive environment increases the search for ways to cope with this competition. Among these ways, intrapreneurship plays an important role. Because intrapreneurship activities help innovative practices and change in organizations. In this study, it is aimed to determine the bibliometric characteristics of postgraduate theses in the field of intrapreneurship in Türkiye within the framework of various parameters. Providing convenience to researchers who want to work on the subject is the secondary aim of the research. For these purposes, postgraduate theses in the field of intrapreneurship in different disciplines in the database of the National Thesis Center of YÖK (Higher Education Council) were examined. The thesis scanning process was carried out on July 15, 2022, and it was checked whether there was a new thesis added on July 25, 2022. In the research; bibliometric features such as the types of theses, their distribution according to years, universities, institutes, and the related departments were evaluated. As a result of the research, it was determined that the majority of theses were prepared in Turkish (96,8%), in social sciences institutes (84,1%) and at the master’s level (71,4%), they were mostly prepared.
in Karabük University (7.9%). In addition, it was observed that the most thesis were prepared in 2019 (20.6%).

**Keywords:** Intrapreneurship, Bibliometric Analysis, Postgraduate Theses.

**GİRİŞ**

Bu bölümde kısaca “iç girişimcilik” kavramı ve “bibliyometri” anlatılacak, birkaç bibliyometrik analiz örneği verildikten sonra çalışmanın amacı ve kapsamı verilecektir.


Bu yöntemle, bilhassa akademik bir alanda yapılmış çalışmaların belirli özellikleri analiz edilerek, bilimsel çalışmaların gelismesine ilişkin çeşitli bulgular edinilebilmiştir (Lawani, 1981).


Bu çalışmada, Türkiye’de iç girişimcilik alanı ile ilgili lisansüstü tezlerin çeşitli metot ve uygulamaları bir araya getirilmesi ve yorumlanması amaçlanmıştır. Çalışma sonuçları, bir küütphaneye süreli yayınların alınmasına ilişkin tutmuştur (Al & Coştur, 2007).


Bu çalışmada, Türkiye’de iç girişimcilik alanı ile ilgili lisansüstü tezlerin çeşitli parametreler ve uygulamaları bir araya getirilmesi ve yorumlanması amaçlanmıştır. Çalışma sonuçları, bir küütphaneye süreli yayınların alınmasına ilişkin tutmuştur (Al & Coştur, 2007).

Bu amaçlarla, YÖK (Yükseköğretim Kurulu) Ulusal Tez Merkezi veri tabanında yer alan, farklı bilim dallarında iç girişimcilik alanından yapılan lisansüstü tezler incelenmiştir.
Tez tarama işlemi 15 Temmuz 2022’de yapılmış, çalışmanın yazım aşamasının başlangıcı olan 25 Temmuz 2022’de yeni eklenen tez olup olmadığı kontrol edilmiştir.

**YÖNTEM**
Veri tabanında, adına “iç girişimcilik” anahtar kelimesi geçen tezler taramıştır. 45 yüksek lisans, 18 doktora tezi olmak üzere toplam 63 lisansüstü teze ulaşılmıştır.


Söz konusu parametrelerle ilişkin verilerin tamamı, SPSS 21 programına aktararak yüzde ve sıklık değerleri hesaplanmıştır.


Bazı bulgular, grafik şeklinde de sunulmuştur.

Ülkemizde bazı yasal düzenlemele bazı üniversitelerin isimlerinde bazı değişiklikler ve düzenleme yaplmıştır. Bu doğrultuda, tezlerin detay bilgilerinde yer alan üniversitelerin isimlerinden bazıları aynı üniversite olarak kabul edilmiştir;

- Gebze Yüksek Teknoloji Enstitüsü ile Gebze Teknik Üniversitesi
- Dumlupınar Üniversitesi ile Kütahya Dumlupınar Üniversitesi
- Celal Bayar Üniversitesi ile Manisa Celal Bayar Üniversitesi
- Harp Akademileri Komutanlığı ve Kara Harp Okulu Komutanlığı ile Milli Savunma Üniversitesi

Çalışma kapsamındaki 2 adet tezin detay bilgilerinde, “ana bilim dalı” bilgisi kısmi boş olduğu için, ilgili tezlerin ana bilim dallarına ilişkin veriler SPSS’e “bilinmiyor” şeklinde girilmiştir.

Tezlerin ana konularına ilişkin veriler SPSS’e girilirken, tez detay bilgilerinde yer alan birden fazla konu varsa, sadece ilk sıradaki konu esas alınmıştır.

**BULGULAR**
Çalışmada, YÖK Ulusal Tez Merkezi’nin https://tez.yok.gov.tr internet adresinde yapılan tara sonucunda, 25 Temmuz 2022 itibariyle, Türkiye’de iç girişimcilik konusunda yazılmış tamamlanmış, toplamda 45 yüksek lisans (%71,4), 18 doktora (%28,6) tezi olmak üzere 63 lisansüstü teze ulaşılmıştır (Tablo 1).

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**Tablo 1. Tezlerin Türlerine Göre Dağılımı**


Tablo 2. Tezlerin Türlerine ve Tamamlanıklarını Yıllara Göre Dağılımı

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Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin türlerine ve çalışıldıkları üniversitelere göre dağılımları Tablo 3’te gösterilmiştir (40 üniversite). Tamamlanan lisansüstü tezlerin en çok 5 adet ve %7,9 oranıyla Karabük Üniversitesi bünyesinde çalışıldığı analiz edilmiştir. Tabloda kalın mavi renk ile gösterilmiştir. Karabük Üniversitesinin ardından Aksaray Üniversitesi, 4 adet ve %6,3 oranıyla ikinci sırada, Afyon Kocatepe Üniversitesi, Bahçeşehir Üniversitesi, Beykent Üniversitesi, Gazi Üniversitesi ve Gaziantep Üniversitesi ise 3’er adet ve %4,8’er oranla üçüncü sırada yer almaktadır.

Tablo 3. Tezlerin Çalışıldıkları Üniversitelere Göre Dağılımı (Alfabetik Sıra) (Toplam)

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<th>Üniversiteler</th>
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<td>Muğla Stüdyo Koçman</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>Gebze Teknik</td>
<td>1</td>
<td>1,6</td>
<td>Nevşehir Hacı Bektaş Veli</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>Haliç</td>
<td>1</td>
<td>1,6</td>
<td>Ondokuz Mayis</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Hasan Kalyoncu</td>
<td>1</td>
<td>1,6</td>
<td>Pamukkale</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İnönü</td>
<td>1</td>
<td>1,6</td>
<td>Süleyman Demirel</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İstanbul</td>
<td>1</td>
<td>1,6</td>
<td>Türk Hava Kurumu</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İstanbul Aydin</td>
<td>1</td>
<td>1,6</td>
<td>Van Yüzüncü Yil</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İstanbul Gelişim</td>
<td>1</td>
<td>1,6</td>
<td>Yıldız Teknik</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>İstanbul Ticaret</td>
<td>1</td>
<td>1,6</td>
<td>Toplam</td>
<td>63</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin türlerine ve çalışıldıkları üniversitelere göre dağılımlarının analizi, Tablo 4’te verilmiştir. Tablo 3’te de bahsedildiği gibi, konuya ilişkin olarak, lisansüstü tezlerin en çok Karabük Üniversitesi
bünüyesinde çalışıldığını anlaşılmaktadır (5 adet ve %7,9 oranıyla). Tabloda kalın mavi renkte gösterilmiştir.

Tablo 4 tez türleri açısından incelendiğinde, konuya ilişkin lisansüstü tez çalışması 40 adet üniversiteden 9 adedinde hiç yüksek lisans tezi, 23 adedinde ise hiç doktora tezi çalışılmadığı görülmektedir (tabloda kırmızı renk ile gösterilmiştir). Hiç yüksek lisans tezi çalışılmamış olan üniversitelerin tamamında 1’er adet doktora tezi çalışıldığı anlaşılmaktadır.

En fazla yüksek lisans tezi, 4 adet ile Karabük Üniversitesi’nde çalışılmış (%8,9). Aksaray Üniversitesi ve Gaziantep Üniversitesi, 3’er adet yüksek lisans tezi ile ikinci sırada (%6,7); Afyon Kocatepe Üniversitesi, Gazi Üniversitesi, Marmara Üniversitesi, Nevşehir Häçbektas Veli Üniversitesi ve Yıldız Teknik Üniversitesi ise 2’şer adet yüksek lisans tezi ile üçüncü sırada (%4,4’er) yer almaktadır (Tablo 4).

Konuya ilişkin doktora tezi çalışılmış olan 17 adet üniversiteden en fazla doktora tezi çalışmasının 2 adet ile Beykent Üniversitesi’nde yapıldığı anlaşılmaktadır (%11,1). Diğerlerinde ise sadece 1’er doktora tezi çalışıldığı görülmektedir (Tablo4).

Tablo 4. Tezlerin Türlerine ve Çalışıldıkları Üniversitelere Göre Dağılımı

<table>
<thead>
<tr>
<th>Üniversiteler</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Acıbadem Mehmet Ali</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Aydınlar</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Afyon Kocatepe</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Aksaray</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Atatürk</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Bahçeşehir</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Balıkesir</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Beykent</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dokuz Eylül</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Erciyes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gazi</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Gaziantep</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Gaziosmanpaşa</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gebze Teknik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Haliç</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hasan Kalyoncu</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>İnönü</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>İstanbul</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>İstanbul Aydın</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>İstanbul Gelişim</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>İstanbul Ticaret</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>İzmir Kâtip Çelebi</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kafkas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Karabük</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Karadeniz Teknik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Karamanoğlu Mehmetbey</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kastamonu</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kırıkkale</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KTO Karatay</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Kütahya Dumlupınar</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Manisa Celal Bayar</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Marmara</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Milli Savunma</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Muğla Ştíki Koçman</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nevşehir Häç Bektas Veli</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Ondokuz Mayıs</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Pamukkale</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Tablo 5 ve Şekil 2’de Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin büyük çoğunluğunun sosyal bilimler enstitüsünde çalışıldığını görülmektedir (53 adet ve %84,1). Bunu 5 adet ve %7,9 oranda lisansüstü eğitim enstitüsü ikinci sırada, 3 adet ve %4,8 oranda ise sağlık bilimleri enstitüsü üçüncü sırada takip etmektedir.

Yüksek lisans ve doktora düzeyinde de tezlerin büyük çoğunluğunun sosyal bilimler enstitüsünde çalışıldığını anlaşılmaktadır (sirasıyla 39 adet ve %86,7; 14 adet ve %77,8). Yüksek lisans düzeyinde ikinci sıradaki lisansüstü eğitim enstitüsü yer alırken (4 adet, %8,9), doktora düzeyinde, sağlık bilimleri enstitüsü ikinci sırada (2 adet, %11,1) (Tablo 5).

Tablo 5’e göre, savunma bilimleri enstitüsünde yüksek lisans düzeyinde, fen bilimleri enstitüsünde ise doktora düzeyinde hiç tez çalışması yapılmamıştır.

**Tablo 5. Tezlerin Türlerine ve Çalışıldıkları Enstitülere Göre Dağılımı**

<table>
<thead>
<tr>
<th>Enstitüler</th>
<th>Yüksek Lisans N</th>
<th>Yüksek Lisans %</th>
<th>Doktora N</th>
<th>Doktora %</th>
<th>Toplam N</th>
<th>Toplam %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sosyal Bilimler Enstitüsü</td>
<td>39</td>
<td>86,7</td>
<td>14</td>
<td>77,8</td>
<td>53</td>
<td>84,1</td>
</tr>
<tr>
<td>Sağlık Bilimleri Enstitüsü</td>
<td>1</td>
<td>2,2</td>
<td>2</td>
<td>11,1</td>
<td>3</td>
<td>4,8</td>
</tr>
<tr>
<td>Lisansüstü Eğitim Enstitüsü</td>
<td>4</td>
<td>8,9</td>
<td>1</td>
<td>5,6</td>
<td>5</td>
<td>7,9</td>
</tr>
<tr>
<td>Savunma Bilimleri Enstitüsü</td>
<td>0</td>
<td>0,0</td>
<td>1</td>
<td>5,6</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Fen Bilimleri Enstitüsü</td>
<td>1</td>
<td>2,2</td>
<td>0</td>
<td>0,0</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td><strong>45</strong></td>
<td><strong>100,0</strong></td>
<td><strong>18</strong></td>
<td><strong>100,0</strong></td>
<td><strong>63</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

**Şekil 2. Tezlerin Türlerine ve Çalışıldıkları Enstitülere Göre Dağılımı (%)**

İsimleri doğrudan girişimcilik ile ilgili olan 3 ana bilim dalında toplamda sadece 4 adet tez çalışılmış olması dikkat çekicidir (tabloda yeşil renk ile gösterilmiştir).

**Tablo 6. Tezlerin Çalışıldıkları Ana Bilim Dallarına Göre Dağılımı**

<table>
<thead>
<tr>
<th>Ana Bilim Dalı</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlik Eğitimi</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Beden Eğitimi ve Spor</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Endüstri Mühendisiği</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Girişimcilik</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Girişimcilik ve Yenilikçilik</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İnovasyon ve Girişimcilik</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>İşletme</td>
<td>43</td>
<td>68,3</td>
</tr>
<tr>
<td>İşletme Yönetimi</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>Rekreasyon Yönetimi</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Sağlık Yönetimi</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Savunma Yönetimi</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Turizm İşletmeciliği</td>
<td>3</td>
<td>4,8</td>
</tr>
<tr>
<td>Turizm İşletmeciliği ve Otelcilik</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Uluslararası Ticaret</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Yönetim ve Organizasyon</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Bilinmiyor</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>63</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin çalışıldıkları ana konularına göre dağılımına ilişkin bulgular Tablo 7’de verilmiştir. YÖK Ulusal Tez Merkezi’nin internet adresinde, tezlerin detay bilgilerinde “konu” kısmında bazı tezlerde bir veya birden fazla konu belirtilmiştir. Birden fazla konu belirtilmiş olan tezlerin, sadece birinci sırada yer alan konuları çalışma kapsamında esas alınmıştır. Buna göre, çalışma kapsamında 63 adet tezden 47 adedin (%74,6) ana konusunun “işletme” olduğu görülmektedir (tabloda kalın mavi renk ile gösterilmiştir). Bunu, ikinci sıradada, 5 adet ve %7,9 oranıyla “turizm”, üçüncü sıradada ise 3 adet ve %4,8 oranıyla “sağlık kurumları yönetimi” konularının takip ettiği anlaşılmaktadır. En az çalışılan konular ise 1’er adet ve %1,6’şar oranla “bankacılık”, “endüstri ve endüstri mühendisliği”, “enerji”, “hastaneler”, “kamu yönetimi” ve “sivil havacilik”tir.

**Tablo 7. Tezlerin Çalışıldıkları Ana Konularına Göre Dağılımı**

<table>
<thead>
<tr>
<th>Ana Konular</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bankacılık</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Endüstri ve Endüstri Mühendisliği</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Enerji</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Hastaneler</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>İşletme</td>
<td>47</td>
<td>74,6</td>
</tr>
<tr>
<td>Kamu Yönetimi</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Sağlık Kurumları Yönetimi</td>
<td>3</td>
<td>4,8</td>
</tr>
<tr>
<td>Sivil Havacilik</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Spor</td>
<td>2</td>
<td>3,2</td>
</tr>
<tr>
<td>Turizm</td>
<td>5</td>
<td>7,9</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>63</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin yazıldıkları dillere göre dağılmına ilişkin bulgular Tablo 8’de ve Şekil 3’te verilmiştir. Tabloda ve şekilden de anlaşılabilceği üzere, konuya ilişkin çalışılmış olan 63 adet lisansüstü tezin büyük çoğunluğu Türkçe yazılıştir (61 adet ve %96,8). Yüksek lisans tezlerinde de oran %95,6’dır. Doktora tezlerinin ise tamamı Türkçe yazılmıştır. Tablodan ayrıca, Türkiye’de iç girişimcilik konusunda yabancı dilde yazılmış lisansüstü tezlerin sadece İngilizce yazılıdı olduğunu anlaşılmaktadır.

Tablo 8. Tezlerin Türlerine ve Yazıldıkları Dillere Göre Dağılımı

<table>
<thead>
<tr>
<th>Diller</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Türkçe</td>
<td>43 95,6</td>
<td>18 100,0</td>
<td>61 96,8</td>
</tr>
<tr>
<td>İngilizce</td>
<td>2 4,4</td>
<td>0 0,0</td>
<td>2 3,2</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td><strong>45 100,0</strong></td>
<td><strong>18 100,0</strong></td>
<td><strong>63 100,0</strong></td>
</tr>
</tbody>
</table>

Şekil 3. Tezlerin Türlerine ve Yazıldıkları Dillere Göre Dağılımı (%)

Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin türlerine ve yazarlarının cinsiyetlerine göre dağılmına ilişkin bulgular Tablo 9’da ve Şekil 4’te verilmiştir. Tabloda ve şekilde 1 adet tezin yazarının cinsiyeti “bilinmiyor” şeklinde gösterilmiştir (%1,6). Bu durum, ülkemizde hem kadınlarda hem de erkeklerde kullanılabilecek olan “Ülkay” isminden kaynaklanmaktadır. Söz konusu yazar bir yüksek lisans tezi çalışmıştır.

Tablo 9’a ve Şekil 4’e göre Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin toplamda çocuğunluğu, %54,0 oranla erkek yazarlar tarafından çalışılmıştır. Kadın yazarların oranı da %48,9’tür. Tablo, tezlerin türleri açısından incelendiğinde, yüzde lisans tezlerinde kadın yazar-erkek yazar oranının aynı olduğu (%48,9’ar), doktora tezlerinde ise toplamda olduğu gibi, daha çok erkek yazarlar tarafından çalışıldığı anlaşılmalıdır (%66,7).

Tablo 9. Tezlerin Türlerine ve Yazarlarının Cinsiyetlerine Göre Dağılımı

<table>
<thead>
<tr>
<th>Tez Yazarlarının Cinsiyetleri</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Kadın</td>
<td>22</td>
<td>48,9</td>
<td>6</td>
</tr>
<tr>
<td>Erkek</td>
<td>22</td>
<td>48,9</td>
<td>12</td>
</tr>
<tr>
<td>Bilinmiyor</td>
<td>1</td>
<td>2,2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td><strong>45 100,0</strong></td>
<td><strong>18 100,0</strong></td>
<td><strong>63 100,0</strong></td>
</tr>
</tbody>
</table>
Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin danışmanlarının cinsiyetlerine bakıldığında ise, %69,8 oranıyla, çoğunluğunun erkek danışmanlar tarafından çalıştırılmış olduğu görülmüştür (Tablo 10). Danışmanların cinsiyetlerine ilişkin olarak tez türine göre bir analiz yapıma gerekli duyulmamıştır.

<table>
<thead>
<tr>
<th>Tez Danışmanlarının Cinsiyetleri</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kadın</td>
<td>19</td>
<td>30,2</td>
</tr>
<tr>
<td>Erkek</td>
<td>44</td>
<td>69,8</td>
</tr>
<tr>
<td>Toplam</td>
<td>63</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin danışmanlarının akademik unvanlarına göre toplamda dağılımları incelendiğinde, %34,9’unun “yardımcı doçent doktor / doktor öğretim üyesi”, %33,3’unun “profesör doktor” %30,2’sinin “doçent doktor” ve %1,6’sını ise “doktor” unvanına sahip olduğu belirlenmiştir (Tablo 11 ve Şekil 5).


<table>
<thead>
<tr>
<th>Tez Danışmanlarının Akademik Unvanları</th>
<th>Yüksek Lisans N</th>
<th>%</th>
<th>Doktora N</th>
<th>%</th>
<th>Toplam N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr.</td>
<td>1</td>
<td>2,2</td>
<td>0</td>
<td>0,0</td>
<td>1</td>
<td>1,6</td>
</tr>
<tr>
<td>Yrd.Doç.Dr. / Dr. Öğr. Üyesi</td>
<td>20</td>
<td>44,4</td>
<td>2</td>
<td>11,1</td>
<td>22</td>
<td>34,9</td>
</tr>
<tr>
<td>Doç.Dr.</td>
<td>12</td>
<td>26,7</td>
<td>7</td>
<td>38,9</td>
<td>19</td>
<td>30,2</td>
</tr>
<tr>
<td>Prof.Dr.</td>
<td>12</td>
<td>26,7</td>
<td>9</td>
<td>50,0</td>
<td>21</td>
<td>33,3</td>
</tr>
<tr>
<td>Toplam</td>
<td>45</td>
<td>100,0</td>
<td>18</td>
<td>100,0</td>
<td>63</td>
<td>100,0</td>
</tr>
</tbody>
</table>

![Şekil 4. Tezlerin Türlerine ve Yazarlarının Cinsiyetlerine Göre Dağılımı (%)](image-url)
Türkiye’de iç girişimcilik konusunda yazılmış olan lisansüstü tezlerin türlerine ve sayfa sayılarına göre dağılımlarına ilişkin bulgular Tablo 12’de ve Şekil 6’da verilmiştir. Tezlerin toplamlı incelendiğinde, %44,4’unun “101-150 sayfa” aralığında, %20,6’sının “151-200 sayfa” aralığında, %17,5’inin “100 sayfa ve altı” sayfa aralığında olduğu görülmektedir. Dolayısıyla Türkiye’de iç girişimcilik konusunda çalışan lisansüstü tezlerin çoğunlukla 200 sayfaya kadar yazıması eğilimi olduğu anlaşılmaktadır.


Tablo 12. Tezlerin Türlerine ve Sayfa Sayılarına Göre Dağılımı

<table>
<thead>
<tr>
<th>Tezlerin Sayfa Sayıları</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>100 sayfa ve altı</td>
<td>11</td>
<td>24,4</td>
<td>0</td>
</tr>
<tr>
<td>101-150 sayfa arası</td>
<td>25</td>
<td>55,6</td>
<td>3</td>
</tr>
<tr>
<td>151-200 sayfa arası</td>
<td>9</td>
<td>20,0</td>
<td>4</td>
</tr>
<tr>
<td>201-250 sayfa arası</td>
<td>0</td>
<td>0,0</td>
<td>4</td>
</tr>
<tr>
<td>251-300 sayfa arası</td>
<td>0</td>
<td>0,0</td>
<td>7</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>45</td>
<td>100,0</td>
<td>18</td>
</tr>
</tbody>
</table>
SONUÇ

Araştırmada, Türkiye’de iç girişimcilik konusunu çalışmış olan toplamda 63 lisansüstü tez incelenmiştir. Bunların 45’i yüksek lisans (%71,4), 18’i doktora (%28,6) tezidir.


Türkiye’de 40 üniversitede iç girişimcilik konusunda lisansüstü tez çalışılmıştır. En çok tez, 5 adet ve %7,9 oranıyla Karabük Üniversitesi’nde, ikinci sırada 4 adet ve %6,3 oranıyla Aksaray Üniversitesi’nde, üçüncü sırada ise 3’er adet ve %4,8’er oranla Afyon Kocatepe Üniversitesi, Bahçeşehir Üniversitesi, Beykent Üniversitesi, Gazi Üniversitesi ve Gaziantep Üniversitesi’nde çalışılmıştır. 9 üniversitelerde hiç yüksek lisans tezi, 23 üniversitelerde ise hiç doktora tezi çalışılması olduğu anlaşılmıştır. En fazla yüksek lisans tezi, 4 adet ile Karabük Üniversitesi’nde (%8,9), en fazla doktora tezi 2 adet ile Beykent Üniversitesi’nde (%11,1) çalışılmıştır.

Çalışma kapsamındaki 63 lisansüstü tezin 53’ü sosyal bilimler enstitüsünde çalışılmıştır (%84,1). Yüksek lisans ve doktora düzeyinde de tezlerin büyük çoğunluğunun sosyal bilimler enstitüsünde çalıştığı belirlenmiştir (sırastıla 39 adet ve %86,7; 14 adet ve %77,8).

“İşletme” anabilim dalı, %68,3 oranıyla tezlerin çoğunlukla çalıştığı anabilim dalıdır. “Antrenörlik eğitimi” (%1,6), “beden eğitimi ve spor” (%1,6) ve “endüstri mühendisliği” (%1,6) ana bilim dallarında da konuya ilişkin tez çalışmalarını yapılmış olmasına rağmen neredeyse tamamı iktisadi ve idari bilimler ana bilim dallarında çalışmıştır. Gerek “işletme” ve / veya “yönetim” gerekse “girişimcilik” alanında farklı isimlendirilmiş benzer ana bilim dallarında çalışmış tezlerin toplam oranının %90’in üzerinde olması nedeniyle bu kavrama varılmıştır. Ancak, isimleri doğrudan girişimcilik ile ilgili olan 3 ana bilim dalından toplamda sadece 4 adet tez çalışılmıştır.

Tezlerin detay bilgilerindeki “konu” kısmında birden fazla konu belirtildiği görülmüştür. Çalışma kapsamında, bu tezlerin, sadece birinci sıradan yer alan konuları esas alınmıştır. Buna göre, 63 adet tezden 47’si (%74,6) “işletme” ana konusunda çalışılmıştır. İkinci sıradadır, 5 adet “turizm” (%7,9), üçüncü sıradadır ise 3 adet “sağlık kurumları yönetimi” (%4,8) ana konularının yer aldığı görülmüştür.
Türkiye’de iç girişimcilik konusunda çalışılmış olan lisansüstü tezlerin %96,8’si (63 lisansüstü tezin 61’i), yüksek lisans tezlerinin %95,6’sı, doktora tezlerinin tamamı Türkçe yazılmıştır. Yabancı dilde yazılmış lisansüstü tezler (2 adet yüksek lisans tezi) sadece İngilizce’dir.


Tezlerin danışmanlarının cinsiyetlerine bakıldığında ise, çoğunuğunun erkek danışmanlar tarafından çalıştırıldığı anlaşılmış (%69,8).

Tez danışmanlarının %34,9’u “yardımcı doçent doktor / doktor öğretim üyesi”, %33,3’ü “profesör doktor”, %30,2’si “doçent doktor” ve %1,6’sı ise “doktor” unvanına sahiptir. Yüksek lisans tezlerinde de çoğunuğu, “yardımcı doçent doktor / doktor öğretim üyesi” (%44,4), doktora tezlerinde ise çoğunuğu “profesör doktor” (%50,0) unvanına sahip akademisyenlerin danışmanlık yaptığını anlaşılmıştır. Yüksek lisans tezlerinin %2,2’sine “doktor” unvanına sahip akademisyenler danışmanlık yapmıştır.

Türkiye’de iç girişimcilik konusunda çalışılmış lisansüstü tezlerin toplamında da yüksek lisans tezlerinde de çoğunuğu “101-150 sayfa” arasında yazılmıştır (sırasıyla (%44,4 ve %55,6). Doktora tezlerinin çoğunuğu ise “251-300 sayfa” arasında yazılmıştır (%38,9). 100 sayfanın altında doktora tezi yazılmamış olduğu belirlenmiştir.

ÖNERİLER

Daha geniş bir bakış açısıyla, bu çalışma kapsamında incelenmemiş olan “araştırma yöntemi”, “örneklem grubu” vb. başka parametreler esas alınarak, konuya ilişkin başka bibliyometrik analiz çalışmaları yapılmasını faydaly olarak düşünülmüştür.

Türkiye’dedeki iç girişimcilik konusundaki gerçekleştirilmesi olan, makale, kitap gibi başka çalışmaların bibliyometrik analizlerinin yapılmasını da önemsenmiştir.

Böylece, bu çalışmaların sonuçları ile başka çalışmaların sonuçları karşılaştırılabilir, konuya ilişkin bilimsel gelişmelerin seyri daha kolay takip edilebilecek ve ilgi duyanlara yeni çalışmalar için yol açacaktır.

Teşekkür

Çalışmanın ham verilerinin kontrol edilmesinde ve SPSS’e girilmesindeki yardımlarından dolayı Ayşenur Ekinci’ye teşekkür ederim.

KAYNAKÇA


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https://orcid.org/0000-0001-6346-074X

Özet

Anahtar Kelimeler: Örgütsel Vatandaşlık Davranışı, Liderlik, Bibliyometrik Analiz, Lisansüstü Tezler.

Abstract
Organizational citizenship behavior(s) are individual behaviors that are not included in the official job description, that are done voluntarily and without expecting anything in return. These behaviors which are not measured by the official authority, make contributions to the efficiency of the organization. It has sub-dimensions such as altruism, sportmanship, courtesy, conscientiousness and civic virtue. Leaders are simply people who have the power to direct those around them to their ideals and goals. Therefore, they appear as very useful actors in organizations. In this study, it is aimed to determine the bibliometric characteristics of postgraduate theses investigating the link of organizational citizenship behavior with leadership in Türkiye within the framework of various parameters. Another aim of the research to provide convenience to researchers who will work in this field. For this purpose, postgraduate theses explaining the connection of organizational citizenship behavior with
leadership in different disciplines in the database of the National Thesis Center of YÖK (Higher Education Council) were examined. In the research; bibliometric features such as the types of theses, their distribution according to years, universities, institutes, and the related departments were evaluated. As a result of the research, it was determined that the majority of theses were prepared in Turkish (90.3%) and at the master’s level (72%), they were mostly prepared in Marmara University (7.5%), and the most theses were prepared in 2019 (24.7%).

**Keywords:** Organizational Citizenship Behavior, Leadership, Bibliometric Analysis, Postgraduate Theses.

**GİRİŞ**

Çalışmada, bu başlık altında önce “örgütsel vatandaşlık davranış(lar)ı (ÖVD)” ve “liderlik” ile ilgili kısa bilgiler verilecek, sonra kişaca bibliyometri anlatılıp birkaç bibliyometrik analiz çalışmasından örnek verilecek, son olarak da çalışmanın amacı ve kapsamında bahsedilecektir.


Bu yöntemle, bilhassa akademik bir alanda yapılmış çalışmaların belirli özellikleri analiz edilerek, bilimsel çalışmaların gelişimine ilişkin çeşitli bulgular elde edilmektedir.


- Girişimcilik ve Kalkınma Dergisi’nin Bibliyometrik Analizi (Çetinkaya Bozkurt & Çetin, 2016),
- Örgütsel Bağlılık Konusunda Yazarın Yüksek Lisans Tezlerinin Bibliyometrik Analizi (Yekşan & Gümiş, 2019),
- Kalite Yönetiminin Bibliyometrik Analiz Yöntemi ile İncelenmesi (Öztürk & Kurutkan, 2020),
- Bibliyometrik Analiz Yöntemi ile Ağızdan Ağıza İletişim (Wom) Konusunun İncelenmesi (Şen, 2020),

Bu çalışmada, Türkiye’de örgütsel vatandaşlık davranış düşü (ÖVD) ile liderlik bağlantısını araştıran lisansüstü tezlerin çeşitli parametreler çerçevesinde bibliyometrik özelliklerinin belirlenmesi amaçlanmıştır.

Araştırmanın bir diğer amacı ise, bu alanda çalışacak araştırmacıları çeşitli açılarından kolaylık sağlamaktir.

Bu amaçlarla, YÖK (Yükseköğretim Kurulu) Ulusal Tez Merkezi veri tabanında yer alan, farklı bilim dallarında ÖVD ile liderlik bağlantısı alanlarında çalışan lisansüstü tezler incelenmiştir.
Tez tarama işlemi, Haziran 2022’de yapılmış, 25 Temmuz 2022’de yeni eklenen tez olup olmadığı kontrol edilmiştir.

**YÖNTEM**
Veri tabanı taraması, “gelİŞmiş tarama” özelliği ile yapılmıştır. Adında “örgütsel vatandaşlık davranış” (ÖVD) ve “liderlik” anahtar kelimeleri geçen tezler taramış, toplamda 67 yüksek lisans, 26 doktora tezi olmak üzere 93 lisansüstü teze ulaşılmıştır.


Söz konusu parametrelerle ilişkin verilerin tamamı, SPSS 21 programına aktarılarak yüzde ve sıklık değerleri hesaplanmıştır.


Ülkemizde bazı yasal düzenlemelerle bazı üniversitelerin isimlerinde bazı değişiklikler ve düzenlemeler yapılmıştır. Bu doğrultuda, tezlerin detay bilgilerinde yer alan üniversitelerin isimlerinden bazıları aynı üniversite olarak kabul edilmiştir;

- Gebze Yüksek Teknoloji Enstitüsü ile Gebze Teknik Üniversitesi
- Mustafa Kemal Üniversitesi ile Hatay Mustafa Kemal Üniversitesi
- Okan Üniversitesi ile İstanbul Okan Üniversitesi
- Harp Akademileri Komutanlığı ve Kara Harp Okulu Komutanlığı ile Milli Savunma Üniversitesi
- Gaziosmanpaşa Üniversitesi ile Tokat Gaziosmanpaşa Üniversitesi

Çalışma kapsamında 2 adet tezin detay bilgilerinde, “ana bilim dalı” bilgisi kısmı boş olduğu için, ilgili tezlerin ana bilim dallarına ilişkin veriler SPSS’e “bilinmiyor” şeklinde girilmiştir.

Tezlerin ana konularına ilişkin veriler SPSS’e girilirken, tez detay bilgilerinde yer alan birden fazla konu varsa, sadece ilk sıradda yer alan konu esas alınmıştır.

Tezlerin danışmanlarının akademik unvan ve cinsiyet verilerinin SPSS’e girilmesi sırasında 339265 ve 384679 numaralı yüksek lisans tezlerinin ikişer danışmanı olduğu görülmuş ve ismi ilk sıradda yer alan danışmanlar esas alınmıştır.

**BULGULAR**
Çalışmada, YÖK Ulusal Tez Merkezi’nin https://tez.yok.gov.tr internet adresinde yapılan tara alsonucunda, 25 Temmuz 2022 itibariyle, Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış tamamlanmış, toplamda 67 yüksek lisans, 26 doktora tezi olmak üzere 93 lisansüstü teze ulaşılmıştır. Bunların önemli bir kısmının (%72) yüksek lisans tezi olduğu ve doktora tezlerinin 2,5 katından fazlasını oluşturduğu görülmuştur (Tablo 1).
Tablo 13. Tezlerin Türlerine Göre Dağılımı

<table>
<thead>
<tr>
<th>Tezlerin Türleri</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yüksek Lisans</td>
<td>67</td>
<td>72,0</td>
</tr>
<tr>
<td>Doktora</td>
<td>26</td>
<td>28,0</td>
</tr>
<tr>
<td>Toplam</td>
<td>93</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de ÖVD ve liderlik bağlantısını incelemiş olan lisansüstü tezlerin, türlerine ve tamamlandıkları yıllara ilişkin bulgular, Tablo 2 ve Şekil 1’de verilmiştir. Şekil 1’de tamamlanan lisansüstü tezlerin yıllara göre sayısal dağılımı grafik halinde, Tablo 2’de tamamlanan lisansüstü tezlerin türlerine göre yıl ve tür bazındaki sayısal ve oransal dağılımı tablo halinde gösterilmiştir. Konuya ilişkin olarak Türkiye’de ilk defa 2005 yılında iki adet tez çalışması yapıldığı ve bunların birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. 2007 yılında tamamlanmış herhangi bir tez çalışması olmadığı, sonrasında her yıl en az bir tez çalışması tamamlanması görülmuştur. Gerek yüksek lisans ve doktora tezleri açısından gerekse toplamda, en fazla lisansüstü tez çalışmasını 2019 yılında tamamlanmıştır (siralamada 18 adet ve %26,9, 5 adet ve %19,2 ve 23 adet ve % 24,7). Bu durum tabloda kalın mavi renk ile gösterilmiştir.

Tablo 14. Tezlerin Türlerine ve Tamamlandıkları Yıllara Göre Dağılımı

<table>
<thead>
<tr>
<th>Yıllar</th>
<th>Yüksek Lisans</th>
<th></th>
<th>Doktora</th>
<th></th>
<th>Toplam</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% (Yıllar)</td>
<td>% (Tür)</td>
<td>N</td>
<td>% (Yıllar)</td>
<td>% (Tür)</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>50,0</td>
<td>1,5</td>
<td>1</td>
<td>50,0</td>
<td>3,8</td>
</tr>
<tr>
<td>2006</td>
<td>1</td>
<td>100,0</td>
<td>1,5</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>100,0</td>
<td>1,5</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>100,0</td>
<td>1,5</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>83,3</td>
<td>7,5</td>
<td>1</td>
<td>16,7</td>
<td>3,8</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
<td>1</td>
<td>100,0</td>
<td>3,8</td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td>33,3</td>
<td>1,5</td>
<td>2</td>
<td>66,7</td>
<td>7,7</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>100,0</td>
<td>9,0</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>100,0</td>
<td>3,0</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2015</td>
<td>6</td>
<td>66,7</td>
<td>9,0</td>
<td>3</td>
<td>33,3</td>
<td>11,5</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>62,5</td>
<td>7,5</td>
<td>3</td>
<td>37,5</td>
<td>11,5</td>
</tr>
<tr>
<td>2017</td>
<td>5</td>
<td>55,6</td>
<td>7,5</td>
<td>4</td>
<td>44,4</td>
<td>15,4</td>
</tr>
<tr>
<td>2018</td>
<td>4</td>
<td>50,0</td>
<td>6,0</td>
<td>4</td>
<td>50,0</td>
<td>15,4</td>
</tr>
<tr>
<td>2019</td>
<td>18</td>
<td>78,3</td>
<td>26,9</td>
<td>5</td>
<td>21,7</td>
<td>19,2</td>
</tr>
<tr>
<td>2020</td>
<td>4</td>
<td>66,7</td>
<td>6,0</td>
<td>2</td>
<td>33,3</td>
<td>7,7</td>
</tr>
<tr>
<td>2021</td>
<td>5</td>
<td>100,0</td>
<td>7,5</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>2022</td>
<td>2</td>
<td>100,0</td>
<td>3,0</td>
<td>0</td>
<td>0,0</td>
<td>0,0</td>
</tr>
<tr>
<td>Toplam</td>
<td>67</td>
<td>72,0</td>
<td>100,0</td>
<td>26</td>
<td>28,0</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Şekil 7. Tezlerin Türlerine ve Tamamlandıkları Yıllara Göre Dağılımı (N)

Türkiye’de ÖVD ve liderlik bağlantısı konusunda çalışılmış olan lisansüstü tezlerin, çalışıldıkları üniversitelere göre dağılımları Tablo 3’te gösterilmiştir (47 üniversite). Tamamlanan lisansüstü tezlerin en çok 7 adet ve %7,5 oranıyla Marmara Üniversitesi bünyesinde çalışıldığı anlaşılmaktadır. Tabloda kalın mavi renk ile gösterilmiştir. Marmara Üniversitesinin ardından Hacettepe Üniversitesi, 6 adet ve %6,5 oranıyla ikinci sıradadır, Çukurova Üniversitesi ve Gebze Teknik Üniversitesi ise 5’er adet ve %5,4’er oranlarla üçüncü sıradada yer almaktadır.

Tablo 15. Tezlerin Çalışıldıkları Üniversitelere Göre Dağılımı (Alfabetik Sıra) (Toplam)

<table>
<thead>
<tr>
<th>Üniversiteler</th>
<th>N</th>
<th>%</th>
<th>Üniversiteler</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afyon Kocatepe</td>
<td>3</td>
<td>3,2</td>
<td>İstanbul Ticaret</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Akdeniz</td>
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<td>2,2</td>
<td>Kaşkas</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Alanya Alaaddin Keykubat</td>
<td>1</td>
<td>1,1</td>
<td>Kastamonu</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Ankara Hacı Bayram Veli</td>
<td>1</td>
<td>1,1</td>
<td>Kırıkkale</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Bahçeşehir</td>
<td>4</td>
<td>4,3</td>
<td>Koç</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Boğaziçi</td>
<td>1</td>
<td>1,1</td>
<td>Marmara</td>
<td>7</td>
<td>7,5</td>
</tr>
<tr>
<td>Çukurova</td>
<td>5</td>
<td>5,4</td>
<td>Mevlana</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Dokuz Eylül</td>
<td>2</td>
<td>2,2</td>
<td>Milli Savunma</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Ege</td>
<td>1</td>
<td>1,1</td>
<td>Muğla Sıtki Koçman</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Erciyes</td>
<td>2</td>
<td>2,2</td>
<td>Nişantaşı</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Eskisehir Osmangazi</td>
<td>3</td>
<td>3,2</td>
<td>ODTÜ</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Farıat</td>
<td>2</td>
<td>2,2</td>
<td>Pamukkale</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Gazi</td>
<td>3</td>
<td>3,2</td>
<td>Recip Tayyip Erdoğan</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Gaziantep</td>
<td>1</td>
<td>1,1</td>
<td>Selçuk</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Gaziosmanpasha</td>
<td>1</td>
<td>1,1</td>
<td>Süleyman Demirel</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Gebze Teknik</td>
<td>5</td>
<td>5,4</td>
<td>Tokat Gaziosmanpasha</td>
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<td>1,1</td>
</tr>
<tr>
<td>Hacettepe</td>
<td>6</td>
<td>6,5</td>
<td>Toros</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Halıç</td>
<td>2</td>
<td>2,2</td>
<td>Trakya</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Hasan Kalyoncu</td>
<td>1</td>
<td>1,1</td>
<td>Türk Hava Kurumu</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Hatay Mustafa Kemal</td>
<td>1</td>
<td>1,1</td>
<td>Ufuk</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>İstanbul</td>
<td>2</td>
<td>2,2</td>
<td>Uşak</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td>İstanbul Arsel</td>
<td>3</td>
<td>3,2</td>
<td>Yıldız Teknik</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>İstanbul Okan</td>
<td>1</td>
<td>1,1</td>
<td>Zirve</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>İstanbul Sabahattin Zaim</td>
<td>1</td>
<td>1,1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>93</td>
<td>100,0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin türlerine ve çalışıldıkları üniversitelere göre dağılımlarına ilişkin bulgular, Tablo 4’te verilmiştir. Tablo 3’te de bahsedildiği gibi, konuya ilişkin olarak, lisansüstü tezlerin en çok Marmara Üniversitesi bünyesinde çalıştığı anlaşılktadır (7 adet ve %7,5). Tabloda kalın mavi renkte gösterilmiştir.
Tablo 4 tez türleri açısından incelendiğinde, konuya ilişkin lisansüstü tez çalışması yapılmış 47 adet üniversiteden 9 adedinde hiç yüksek lisans tezi, 30 adedinde ise hiç doktora tezi çalışmamıştır (tabloda kırmızı renk ile gösterilmiştir). Hiç yüksek lisans tezi çalışmamış olan üniversitelerden Fırat Üniversitesi, Haliç Üniversitesi ve İstanbul Ticaret Üniversitesi’nde 2’şer, diğerlerinde 1’er adet doktora tezi çalıştığı anlaşılmaktadır.

En fazla yüksek lisans tez, 7 adet ile Marmara Üniversitesi’nde çıalisılmıştır. Bunlar yüksek lisans tezlerinin %10,4’ünü, toplam lisansüstü tezlerin %7,5’ini oluşturmuştur. Bahçeşehir Üniversitesi, 4 adet yüksek lisans tezi ile ikinci sıradadır (%6,0), Afyon Kocatepe Üniversitesi, Hacettepe Üniversitesi, İstanbul Arel Üniversitesi ve Uşak Üniversitesi ise 3’er adet yüksek lisans tezi ile üçüncü sıradadır (%4,5’er) yer almaktadır (Tablo 4).

Konuya ilişkin doktora tezi çıalisilmiş olan 17 adet üniversiteden en fazla doktora tezi çalışmasının 3’er adet ile Çukurova Üniversitesi, Gebze Teknik Üniversitesi ve Hacettepe Üniversitesi’nde yapıldığı anlaşılmaktadır (%11,5’er).

<table>
<thead>
<tr>
<th>Üniversiteler</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afyon Kocatepe</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Akdeniz</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Alanya Alaaddin Keykubat</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ankara Hacı Bayram Veli</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Bahçeşehir</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Boğaziçi</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Çukurova</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Dokuz Eylül</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ege</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Erciyes</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Eskişehir Osmangazi</td>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Firat</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Gazi</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Gaziantep</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Gaziosmanpaşa</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Gebze Teknik</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Hacettepe</td>
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<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Haliç</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hasan Kalyoncu</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hatay Mustafa Kemal</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>İstanbul</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>İstanbul Arel</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>İstanbul Okan</td>
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<td>1</td>
</tr>
<tr>
<td>İstanbul Sabahattin Zaim</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>İstanbul Ticaret</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Kağfas</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Kastamonu</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kırıkkale</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Koç</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Marmara</td>
<td>7</td>
<td>10,4</td>
<td>7</td>
</tr>
<tr>
<td>Mevlana</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Milli Savunma</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Muğla Sıtkı Koçman</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nişantaşı</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ODTÜ</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Pamukkale</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Recep Tayyip Erdoğan</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Selçuk</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Tablo 16. Tezlerin Türlerine ve Çalışıldıkları Üniversitelere Göre Dağılımı**
Tablo 5’te ve Şekil 2’de Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin büyük çoğunluğunun sosyal bilimler enstitüsünde çalışıldığını görülmektedir (73 adet ve %78,5). Bunu 11 adet ve %11,8 oranla eğitim bilimleri enstitüsü ikinci sırada, 4 adet ve %3,2 oranla ise lisansüstü eğitim enstitüsü üçüncü sırada takip etmektedir.

Yüksek lisans düzeyinde de durumun farklılık göstermediği anlaşılmaktadır (sırasyla 53 adet ve %79,1; 6 adet ve %9,0; 4 adet ve %6,0). Doktora düzeyinde ise, lisansüstü eğitim enstitüsünde hiç tez çalışması yapılmadığı, sadece üç enstitüde çalışılmış olan doktora tezlerinin sırasıyla sosyal bilimler enstitüsü, eğitim bilimleri enstitüsü ve sağlık bilimleri enstitüsünde yapıldığı görülmektedir (sırasyyla 20 adet ve %76,9; 5 adet ve %19,2; 1 adet ve %3,8) (Tablo 5).

Tablo 17. Tezlerin Türlerine ve Çalışıldıkları Enstitülere Göre Dağılımı

<table>
<thead>
<tr>
<th>Enstitüler</th>
<th>Yüksek Lisans N</th>
<th>%</th>
<th>Doktora N</th>
<th>%</th>
<th>Toplam N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sosyal Bilimler Enstitüsü</td>
<td>53</td>
<td>79,1</td>
<td>20</td>
<td>76,9</td>
<td>73</td>
<td>78,5</td>
</tr>
<tr>
<td>Eğitim Bilimleri Enstitüsü</td>
<td>6</td>
<td>9,0</td>
<td>5</td>
<td>19,2</td>
<td>11</td>
<td>11,8</td>
</tr>
<tr>
<td>Sağlık Bilimleri Enstitüsü</td>
<td>2</td>
<td>3,0</td>
<td>1</td>
<td>3,8</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td>Lisansüstü Eğitim Enstitüsü</td>
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<td>6,0</td>
<td>0</td>
<td>0,0</td>
<td>4</td>
<td>4,3</td>
</tr>
<tr>
<td>Savunma Bilimleri Enstitüsü</td>
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<td>1,5</td>
<td>0</td>
<td>0,0</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Stratejik Araştırmalar Enstitüsü</td>
<td>1</td>
<td>1,5</td>
<td>0</td>
<td>0,0</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
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<td><strong>100,0</strong></td>
<td><strong>26</strong></td>
<td><strong>100,0</strong></td>
<td><strong>93</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

**Şekil 8. Tezlerin Türlerine ve Çalışıldıkları Enstitülere Göre Dağılımı (%)**

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin çalışıldıkları ana bilim dallarına göre dağılımına ilişkin bulgular Tablo 6’da verilmiştir. Tablo incelendiğinde, tabloda kalın mavi renk ile gösterilmiş olan “işletme” anabilim dalının %50,5 oranla çoğunluğu oluşturduğu görülmektedir. Ancak tablo ayrıntılı olarak incelendiğinde,
gerek işletme alanında gerekse yönetim alanında farklı isimlerle benzer ana bilim dalları bulunduğu anlaşılmaktadır. Bunlara bir de “çalışma ekonomisi ve endüstri ilişkileri” ve “iktisat” gibi ana bilim dalları da ilave edildiğinde, konuya ilişkin lisansüstü tez çalışılması yapılmış olan ıktisadi ve idari bilimler ana bilim dallarının oranı epeyce yükselmiştir.

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin çalışıldıkları ana bilim dallarında ikinci sırayı ise eğitim bilimlerine ilişkin ana bilim dalları almaktadır. Zira tek başına “eğitim bilimleri” adındaki ana bilim dalı 14 adet ve %15,1 oranla da ikinci sıradada yer almaktadır (Tablo 6).


Tablo 7’de verilen bulgular, Tezlerin Çalışıldıkları Ana Bilim Dallarına Göre Dağılımı (Alfabetik Sıra)

<table>
<thead>
<tr>
<th>Ana Bilim Dalları</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beden Eğitimi ve Spor</td>
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<td>1,1</td>
</tr>
<tr>
<td>Çalışma Ekonomisi ve Endüstri İlişkiler</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Denizcilik İşletmeleri Yönetimi</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Eğitim Bilimleri</td>
<td>14</td>
<td>15,1</td>
</tr>
<tr>
<td>Eğitim Yönetimi ve Denetim</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td>Eğitim Yönetimi ve Planlaması</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Eğitim Yönetimi, Teftiş, Planlaması ve Eko.</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Endüstri ve Örgüt Psikolojisi</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Halkla İlişkiler ve Tantım</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Hemsirelik</td>
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<td>2,2</td>
</tr>
<tr>
<td>İktisat</td>
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<td>1,1</td>
</tr>
<tr>
<td>İşletme</td>
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</tr>
<tr>
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<tr>
<td>Kamu Yönetimi</td>
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</tr>
<tr>
<td>Psikoloji</td>
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</tr>
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</tr>
<tr>
<td>Savunma Kaynakları Yönetimi</td>
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</tr>
<tr>
<td>Savunma Yönetimi</td>
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</tr>
<tr>
<td>Siyaset Bilimi ve Kamu Yönetimi</td>
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</tr>
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</tr>
<tr>
<td>Turizm İşletmeciliği ve Otelcilik</td>
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</tr>
<tr>
<td>Uluslararası Ticaret</td>
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<td>1,1</td>
</tr>
<tr>
<td>Yönetim ve Organizasyon</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Yükseköğretimin Yönetimi ve Politikası</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Bilinmiyor</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>93</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin çalışıldıkları ana konularına göre dağılımlına ilişkin bulgular Tablo 7’de verilmiştir. YÖK Ulusal Tez Merkezi’nin internet adresinde, tezlerin detay bilgilerinde “konu” kısmında bazı tezlerde birinci sırayı ise birden fazla konu belirtmiştir. Birden fazla konu belirtmiş olan tezlerin, sadece birinci sırada yer alan konuları çalışma kapsamında esas alınmıştır. Buna göre, tabloda kalın mavi renk ile gösterilmiş olan 46 adet tezin, “işletme” konusunda çalışıldığı ve
en fazla çalışılan konu olarak ön plana çıktığı görülmektedir (%49,5). Bunu, ikinci sırada, 24 adet ve %25,8 oranıyla “eğitim ve öğretim”, üçüncü sırada ise 3’er adet ve %3,2’şer oranla “bankacılık”, “kamu yönetimi”, “sağlık kurumları yönetimi” ve “turizm” konularının takip ettiği anlaşılmaktadır. En az çalışan konular ise 1’er adet ve %1,1’er oranla “denizcilik”, “halka ilişkiler”, “hastaneler”, “savunma ve savunma teknolojisi” ve “spor”dur.

<table>
<thead>
<tr>
<th>Ana Konular</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>İşletme</td>
<td>46</td>
<td>49,5</td>
</tr>
<tr>
<td>Eğitim ve Öğretim</td>
<td>24</td>
<td>25,8</td>
</tr>
<tr>
<td>Çalışma Ekonomisi ve Endüstri</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Denizcilik</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Halka ilişkiler</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Hastaneler</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Hemşirelik</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>İşletme</td>
<td>46</td>
<td>49,5</td>
</tr>
<tr>
<td>Kamu Yönetimi</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td>Psikoloji</td>
<td>2</td>
<td>2,2</td>
</tr>
<tr>
<td>Sağlık Kurumları Yönetimi</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td>Savunma ve Savunma Teknolojisi</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Spor</td>
<td>1</td>
<td>1,1</td>
</tr>
<tr>
<td>Turizm</td>
<td>3</td>
<td>3,2</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>93</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin yazıldıkları dillerine göre dağılımına ilişkin bulgular Tablo 8’dede ve Şekil 3’te verilmiştir. Tabloda ve şekilde de görülebileceği üzere, konuya ilişkin yazılmış olan 93 adet lisansüstü tezin büyük çoğunluğu Türkçe yazımıştır (84 adet ve %90,3). Bu durum, yüksek lisans ve doktora tezlerinde de aynıdır (sırada 60 adet ve %89,6, 24 adet ve %92,3). Tablodan ayrıca, Türkiye’de ÖVD ve liderlik bağlantısı konusunda yabancı dilde yazılmış tezlerin sadece İngilizce olduğunu, başka bir yabancı dilde lisansüstü tez yazmadığı anlaşılmaktadır.

<table>
<thead>
<tr>
<th>Tezlerin Türlerine ve Yazıldıkları Diller Göre Dağılımı</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tezlerin Türleri ve Yazılımları</strong></td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Diller</strong></td>
</tr>
<tr>
<td>Türkçe</td>
</tr>
<tr>
<td>İngilizce</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
</tr>
</tbody>
</table>

**Şekil 9. Tezlerin Türlerine ve Yazılımları Dilere Göre Dağılımı (%)**
Türkiye’de ÖVD ve liderlik bağlantı konusunda yazılmış olan lisansüstü tezlerin türlerine ve yazarlarının cinsiyetlerine göre dağılıma ilişkin bulgular Tablo 9’da ve Şekil 4’te verilmiştir. Tabloda ve şekilde 6 adet tezin yazarının cinsiyeti “bilinmiyor” şeklinde gösterilmiştir (%6,5). Bunların bir kısmını, isimlerinden cinsiyetinin kestirelememiği yabancılar oluştururken (2 adet yüksek lisans, 2 adet doktora) bir kısmını ise, ülkemizde hem de erkeklerde kullanılabilmesi olan isimler oluştururmakdadır. İkinci sırada bahsi geçen isimler, Bağdat ve Suat’tur.

Tablo 9’a ve Şekil 4’e göre Türkiye’de ÖVD ve liderlik bağlantı konusunda yazılmış olan lisansüstü tezlerin toplamda çoğunluğu %48,4 oranla kadın yazarlar tarafından çalışılmıştır. Erkek yazarların oranı da %45,2 ile kadın yazar oranına oldukça yakındır. Yüksek lisans tezlerinde de en fazla kadın yazarların (%58,2) konuya ilgi göstermiş olduğu ama doktora tezlerinde yazarların çoğunluğunun erkek olduğu görülmektedir (%65,4).

<table>
<thead>
<tr>
<th>Tez Yazarlarının Cinsiyeti</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Kadın</td>
<td>39</td>
<td>58,2</td>
<td>6</td>
</tr>
<tr>
<td>Erkek</td>
<td>25</td>
<td>37,3</td>
<td>17</td>
</tr>
<tr>
<td>Bilinmiyor</td>
<td>3</td>
<td>4,5</td>
<td>3</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>67</td>
<td><strong>100,0</strong></td>
<td>26</td>
</tr>
</tbody>
</table>

Şekil 10. Tezlerin Türlerine ve Yazarlarının Cinsiyetlerine Göre Dağılımı (%)
Tablo 22. Tez Danışmanlarının Cinsiyetlerine Göre Dağılımı

<table>
<thead>
<tr>
<th>Tez Danışmanlarının Cinsiyetleri</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kadın</td>
<td>33</td>
<td>35,5</td>
</tr>
<tr>
<td>Erkek</td>
<td>60</td>
<td>64,5</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>93</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin danışmanlarının akademik unvanlarına göre toplam dağılımları incelediğinde, %36,6’sının “doçent doktor”, %31,2’şerinin “profesör doktor” ve “yardımcı doçent doktor / doktor öğretim üyesi”, %1,1’inin ise “doktor” unvanına sahip olduğu belirlemiştir (Tablo 11 ve Şekil 5).

Tablo 11 tezlerin türlerine göre incelediğinde, yüksek lisans tezlerinde, “doktor” unvanı hariç olmak üzere, sıralamanın “yardımcı doçent doktor / doktor öğretim üyesi” unvanından (%37,3) “profesör doktor” unvanına (%29,9) doğru olduğu görülmektedir. Yüksek lisans tezlerinde danışmanlık yapmış “doktor” unvanına sahip akademisyen oranı ise %1,5’tir. Doktora tezlerinde “doktor” unvanına sahip bir akademisyenin danışmanlık yaptığı tez bulunmaktadır, ilk sırada “doçent doktor” unvanı (%50,0), ikinci sırada “profesör doktor” unvanı (%34,6) ve üçüncü sırada “yardımcı doçent doktor / doktor öğretim üyesi” unvanı (%15,4) sahibi akademisyenler yer almaktadır.

Tablo 23. Tezlerin Türlerine ve Danışmanların Akademik Unvanlarına Göre Dağılımı

<table>
<thead>
<tr>
<th>Tez Danışmanlarının Akademik Unvanları</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Dr.</td>
<td>1</td>
<td>15,5</td>
<td>0</td>
</tr>
<tr>
<td>Yrd.Doç.Dr. / Dr.Öğr.Üyesi</td>
<td>25</td>
<td>37,3</td>
<td>4</td>
</tr>
<tr>
<td>Doç.Dr.</td>
<td>21</td>
<td>31,3</td>
<td>13</td>
</tr>
<tr>
<td>Prof.Dr.</td>
<td>20</td>
<td>29,9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>67</td>
<td>100,0</td>
<td>26</td>
</tr>
</tbody>
</table>

Şekil 11. Tezlerin Türlerine ve Danışmanların Akademik Unvanlarına Göre Dağılımı (%)

Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılmış olan lisansüstü tezlerin türlerine ve sayfa sayılara göre dağılımlarına ilişkin bulgular Tablo 12’de ve Şekil 6’da
verilmiştir. Lisansüstü tezlerin toplamı incelendiğinde, %52,7’sinin “101-150 sayfa” aralığında, %29,0’un “151-200 sayfa” aralığında, %7,5’inin “100 sayfa ve altı” sayfa aralığında olduğunu ve 201 sayfa ve üzerindeki tezlerin oranlarının epey düşük olduğu görülmektedir. Dolaysıyla Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılması olan lisansüstü tezlerin çoğunlukla 101-200 sayfa civarında yazıldığı anlaşılmaktadır.


Tablo 24. Tezlerin Türlerine ve Sayfa Sayılara Göre Dağılımı

<table>
<thead>
<tr>
<th>Tezlerin Sayfa Sayıları</th>
<th>Yüksek Lisans</th>
<th>Doktora</th>
<th>Toplam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>100 sayı ve altı</td>
<td>7</td>
<td>10.4</td>
<td>0</td>
</tr>
<tr>
<td>101-150 sayı arası</td>
<td>44</td>
<td>65.7</td>
<td>5</td>
</tr>
<tr>
<td>151-200 sayı arası</td>
<td>15</td>
<td>22.4</td>
<td>12</td>
</tr>
<tr>
<td>201-250 sayı arası</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>251-300 sayı arası</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>301 sayı ve üzeri</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Toplam</strong></td>
<td>67</td>
<td>100.0</td>
<td>26</td>
</tr>
</tbody>
</table>

Şekil 12. Tezlerin Türlerine ve Sayfa Sayılarına Göre Dağılımı (%)

SONUÇ

Bu çalışmada, Türkiye’de ÖVD ve liderlik bağlantısı konusunda yazılıms lisansüstü tezlerin bibliyometrik özellikleri, belirli parametreler çerçevesinde incelenmiştir.


Çalışmanın yazılımasına başlanan 25 Temmuz 2022’de yeni eklenen bir tez olup olmadığı kontrol edilmiştir.
Bu çerçevede, 67 yüksek lisans (%72,0), 26 doktora (%28,0) olmak üzere toplamda 93 lisansüstü teze ulaşılmış ve analiz edilmiştir.

Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


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Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmıştır. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


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Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.


Çalışma sonucunda, Türkiye’de ÖVD ve liderlik bağlantısı konusundaki ilk lisansüstü tezlerin 2005 yılında tamamlanlığı ve birinin yüksek lisans diğerinin doktora tezi olduğu belirlenmiştir. Sonrasında, 2007 yılı hariç olmak üzere, her yıl en az bir tez çalışması tamamlanmıştır.
Konuya ilişkin 93 adet lisansüstü tezin 84’ü Türkçe yazılmıştır (%90,3). Yüksek lisans ve doktora tezlerinin de çoğunluğu Türkçedir (sirasıyla 60 adet ve %89,6, 24 adet ve %92,3). Yabancı dilde sadece İngilizce tezler bulunmaktadır.

Çalışma kapsamındaki 6 adet tezin yazarının cinsiyeti, isimlerinden cinsiyetlerinin kesirilememesi nedeniyle “bilinmiyor” şeklinde gösterilmiştir (%6,5). Bunların bir kısmını yabancılar oluştururken (2 adet yüksek lisans, 2 adet doktora), bir kısmını ülkemizde hem de erkeklere kullanılan isimler oluşturur. İkinci sıradaki bahsi geçen isimler, bu çalışma kapsamında, Bağdat ve Suat’tır.

Çalışma kapsamındaki tezlerin %48,4’ü kadın, %45,2’si erkek yazarlar tarafından yazılmıştır. Yüksek lisans tezlerinde de kadın yazarların %58,2 ile çoğunluğu oluşturduğu, doktora tezlerinde ise çoğunluğun erkek yazarlardan oluştuğunu anlaşılmıştır (%65,4).

Tezlere danışmanlık yapan akademisyenlerin cinsiyetlerine bakıldığında, çoğunluğun erkekle belirlenmiştir (%64,5).

Tez danışmanlarının %36,6’ısı “doçent doktor”, %31,2’si “profesör doktor” ve “yardımcı doçent doktor / doktor öğretim üyesi”, %1,1’i ise “doktor” unvanına sahip akademisyenlerdir.

Yüksek lisans tezlerine en fazla “yardımcı doçent doktor / doktor öğretim üyesi” unvanındaki akademisyenlerin (%37,3), doktora tezlerine ise “doçent doktor” unvanındaki akademisyenlerin danışmanlık yaptığı (%50,0) anlaşılmıştır.

Son olarak, lisansüstü tezlerin hem toplamında hem de yüksek lisans tezlerinde çoğunluğunun “101-150 sayfa” aralığında (sirasıyla %52,7 ve %65,7), doktora tezlerinde çoğunluğunun ise “151-200 sayfa” aralığında (%46,2) yazılmış olduğu görülmüştür. Sayfa sayısı 100 ve altında doktora tezi yazılmadığı anlaşılmıştır.

ÖNERİLER

İlk olarak, bu çalışma kapsamında değerlendirilmeye alınmamış olan “arastırma yöntemi”, “örnekleme grubu” vb. başlık parametreleri esas olarak, konuya ilişkin başka bibliyometrik analiz çalışmalarının yapılması önerilebilir.

İkinci öneri, Türkiye’de ÖVD ve liderlik bağlantısı konusunu ele alan başka çalışma tarafından da bibliyometrik analizinin yapılması olabilir.

Böylece, elde edilen sonuçlar karşılaştırılabilir, konuya ilişkin gelişmeler takip edilebilir, yeni çalışmalar için rota belirlenebilir.

Teşekkür

Çalışmanın ham verilerinin kontrol edilmesinde ve SPSS’e girilmesindeki yardımcıdan dolayı Ayşenur Ekinci’ye özel olarak teşekkür ederim.

KAYNAKÇA


IMPACT OF YOGIC GURUKUL EDUCATION ON PRESENT EDUCATION SYSTEM

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Abstract
The temporal cortex is the region of the brain most closely linked to memory. Spatial memory, which is associated with the right hemisphere, and verbal memory, which is associated with the left, are the two most important types of memories. Yoga has been demonstrated to improve both short- and long-term memory in several scientific studies. The purpose of this research was to examine the differences in memory retention rates between a school following the Gurukula Education System (GES) based on a yoga way of life and a school following the Modern Education System (MES). Forty-nine boys and girls, aged 11 to 13, were chosen from two residential schools, one with a MES setting and the other with a GES setting, all of which offered comparable environments and routines. Age and economic background were taken into account while pairing the guys. While the MES offers a standard, contemporary educational curriculum, the GES bases its curriculum on integrated yoga modules. Before and after an academic year, students' memories were evaluated using conventional spatial and verbal memory tests adapted to the Indian context. At the beginning of the school year, the GES and MES boys had similar verbal and visual memory scores, but the GES boys improved much more than the MES boys (P < 0.001, Mann-Whitney test). This research found that the GES designed for holistic personality development via the yoga lifestyle was superior to the MES in improving measures of visual and verbal memory.

Key words: Selective attention, the modern educational system, and the yogic education system

INTRODUCTION:
The process of a child's or an individual's education is growth and development. Lifelong learning is required. Individuals are encouraged to develop their inherent talents thru education, in a holistic manner. Through education, all of a person's faculties—physical, social, cultural, intellectual, aesthetic, and spiritual—are developed in harmony, all of which are interconnected.

As a result, education is intertwined with a person's past, present, and future.

The yogic education system is one of India's most significant and earliest forms of education. The Vedic education system in India predates all others. Yoga Program curriculum includes a wide range of asanas (poses), breathing techniques (pranayama), devotional songs, and yogic games. Niyam (self-discipline) and Yama (social restraint), and Asanas (physical postures) are the three main components of a yoga-based lifestyle that promote physical and mental calm. To quiet down the breath via the practice of Pranayama (voluntary control of breathing), Dharana (Mastery of the Senses and the Mind) and Pratyahara (concentration) Puja and yogic prayers: a means of achieving emotional equilibrium. Dhyana: (Meditation) is often regarded as the internal chanting of a Mantra to induce a state of meditative awareness and concentration known as Samadhi (super conscious). The Vedas' yogic teachings serve as the...
foundation for this educational model (Nagendra, 2018). Our mind and body are inseparable; yoga is a means of bringing the two together (Rocha, et al., 2020). Consequently, the Yoga is used as a method and approach to help people achieve and maintain improving health, and for physical, cognitive and spiritual harmony. An important benefit that comes from practicing yoga is the capacity to improve one's health and well-being while also cultivating a more peaceful mind, body, and soul (Yogacharya, 2018). Several scientific studies have demonstrated that yoga may help alleviate feelings of grief, tension, and anxiety (Smith, et al., 2019). So Ashtanga yoga is a kind of yoga, an approach to human growth that aims to unite the person's physical, mental, intellectual, and spiritual qualities (Goal, 2019).

Subjects such as freedom, nationality, the rule of law, human rights, democracy, and an understanding of the world from a scientific perspective are all highly valued in the modern educational system. Co-curricular and extracurricular activities are also an important element of a student's education since they help them grow as individuals. Modern education has created a wide range of careers, all of which need a certain level of scientific training and expertise. It teaches kids how to be good people and good citizens. Schooling in the modern era serves the needs of the industrial economy. Medical and health-related experience, as well as technical and legal expertise, are among the many disciplines where experts are in high demand these days.

The term "cognitive" refers to a wide range of activities involving the mind, including awareness, perception, memory, concentration, planning, language, and many more. Attention refers to a person's capacity to concentrate on a certain activity. Being able to pay attention is a critical life skill that has ramifications for both one's personal life and one's professional career. Focusing only on a single item for an extended length of time while overlooking other essential information is known as selective attention. Every input in our surroundings can't be given equal attention, so we employ selective attention to focus on what's relevant at any one time. In several scientific research, yoga has been shown to increase cognitive skills such as distant memory, mental equilibrium, focus, test results for healthy young adults in terms of attention span and processing speed, attention alternation, delayed recall, decision making, word retention and recognition (Chatha, et al., 2020 & Prakash, et al., 2020). Even while both Gurukula and contemporary education systems increase selective attention in schoolchildren, the Gurukula education method is more successful (Rangan, Nagendra & Bhatt, 2021). This form of coordinated activity may boost attention, according to research (Budde, et al.2021). A new research shows that combining physical and mental training yields greater results in enhancing one's ability to pay attention to just one thing at a time (Hawkins, Kramer & Capaldi, 2021). Many studies have examined the impact of yoga poses and meditation on attentional focus. Aerobic activity has been linked to higher processing speeds, improved attention and working memory as well as quicker reaction times in youngsters in another research (Hillman et al. 2021, Budde, 2021). In addition, 10 minutes of coordinated exercise increased selective attention ratings statistically significantly. Various cognitive processes have been shown to benefit from physical exercise in a research. (Masoumeh and Shahin, 2021)

**NEED OF THE STUDY:**

Our well-being depends on a strong yogic education system. To achieve this, it aims to transform each person into a flawless human being. It is the secret to solving all of life's
difficulties. The five components of life, physical, mental, moral, spiritual, and social, are all addressed in this program. It's important for students to practice yoga to improve their concentration, memory, and understanding. Students' perception, self-esteem, self-confidence and good attitude are only a few of the factors that contribute to academic success. wellness may all benefit from the practice of yoga. In addition to lowering stress and anxiety levels, as well as other physiological and psychological issues, the practice of yoga has several other benefits. It improves one's ability to stay focused on one's daily routines. As a result of the Yogic Education System, students are able to acquire a wide range of skills that will allow them to succeed in any endeavor. A new study examines how the educational system impacts intermediate-level pupils. Students in a Yogic and a Modern school system were compared to see how selective their attention was.

**OBJECTIVE:**
To examine how Yogic (Gurukul) and Modern Education System pupils vary in terms of specific attention.

**HYPOTHESES:**
1. Selective Attention differs significantly between pupils in the Yogic and Modern Education Systems.
2. Selective Gender has no bearing on attention.
3. When it comes to Selective Attention, there is no substantial relationship between gender and education system.

**SAMPLE:**
Random sampling was used to pick 49 residential students, 25 boys and 24 girls, from the Yogic and Modern educational systems, to complete the current study. They were all in the 11 to Group of 13-year-olds. On the basis of age, educational achievement, and gender, the sample was matched. socioeconomic level.

Selective sampling was conducted in and around Delhi.

**TOOL:**
The Stroop Test, developed by the researchers themselves, was used to test selective attention. Each of the three cards has 40 things on it. There are three cards in this experiment: There is a preliminary exam on the first card. Tests on participants' ability to identify colours on a card were administered on cards two and three, which asked them to name the colour of the ink that was used to print each set of text. Disregarding what the words were printed in. As a one-on-one assignment, it was completed. There were a total of ten colour names used. Within a specified time restriction, the goal is to identify the ink colours on each card and proceed down the columns as rapidly as possible.

**Statistical analysis of data:**
Analysis of variance (ANOVA) was used in the present research.
Table 1: Selective Attention and the Educational System and Gender: Interaction (in seconds) The Means of the Groups

<table>
<thead>
<tr>
<th></th>
<th>(b1) Girls</th>
<th>(b2) Boys</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second IV</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First IV</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Education system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a1) Yogic Education System</td>
<td>48.84 (N = 25)</td>
<td>47.03 (N = 24)</td>
<td>95.87</td>
</tr>
<tr>
<td>(a2) Modern Education System</td>
<td>91.33 (N = 25)</td>
<td>108.10 (N = 24)</td>
<td>199.43</td>
</tr>
<tr>
<td>Sum</td>
<td>140.17</td>
<td>155.13</td>
<td>295.3</td>
</tr>
</tbody>
</table>

Table -2 ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>11454.017</td>
<td>1</td>
<td>11454.017</td>
<td>32.3 **</td>
</tr>
<tr>
<td>Gender x Education</td>
<td>920.417</td>
<td>1</td>
<td>920.417</td>
<td>2.60</td>
</tr>
<tr>
<td>Gender</td>
<td>620.817</td>
<td>1</td>
<td>620.817</td>
<td>1.75</td>
</tr>
<tr>
<td>Error</td>
<td>19846.400</td>
<td>56</td>
<td>354.400</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>181943.000</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>32841.650</td>
<td>59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(p, 0.01) is the level at which the educational system operates. A statistical significance level of (p 0.05) indicates that there is a gender effect.

p > 0.05 for the interaction between educational system and gender

RESULTS:
Analysis of variance (ANOVA) was performed on the data. p.01 (F= 32.32) level for the primary influence of educational system on selective attention comparing pupils of the yogic and contemporary educational systems. It shows that pupils in the Yogic and Modern Education Systems vary significantly in terms of Selective Attention. No differences in the main outcome were found to be statistically significant impact of gender on selective attention between the yogic and contemporary school systems, as shown by the F value of 1.75. Selective attention is not significantly different between men and women, according to this study. It was shown that the interaction between educational system and gender had no effect on selective attention at p>.05 (F= 2.60). As a consequence, students’ gender has no effect on their ability to pay attention selectively. According to this study, the group who took the Stroop test in the shortest amount of time was better at selective attention. Compared to the current school system, the yogic education system provides more selective attention.
DISCUSSION:
Research shows that yogic and contemporary education systems vary greatly in their ability to focus on certain subjects. The pupils of the Selective attention is a stronger suit of the yogic education system than those of the contemporary education system, based on the amount of time they spent in selective attention. In order to cultivate a well-rounded personality, one must recite yoga routines over and again. Practicing yoga is a rhythmic experience that envelops the body in a soothing, resonant energy. Thus, the concept of "freedom from distraction" is included. According to the findings of this study, yoga has a positive effect on attention, which is consistent with previous research. The results of a yoga intervention, according to Sahasi (2020), showed a considerable increase in attention and focus. Both a focused and a mindfulness meditation session improved attention test results statistically significantly, according to Valentine and Sweet (2020). A study by Manjunath, et al. (2020) found that 10 days of yoga instruction improved the attention span of 14 youngsters (aged 12-17). Students that practiced transcendental meditation showed an increase in intellect and improved academic performance, according to Kory and Hufnagel (2020). (TM). It has been observed that the practice of Pranayama, which involves consciously controlling one's breathing, increases one's ability to remember information. Yoga postures, breathing exercises, stillness, and visual concentrating activities have been shown to increase the attention span of schoolchildren, according to Telles et al. (2021). According to Bhavi and others (1996), practicing yoga regularly improved mental wellness. Findings from Hawkins, Kramer and Capaldi (2021) and Masoumeh, & Shahin, (2021) show that performing physical exercise may improve cognitive functioning. Meditation, a kind of physical activity that is part of yoga, has been found to improve attention in the literature. Researchers found that pupils in the yogic education system had higher levels of selective attention than those in more traditional educational settings.

CONCLUSION:
We may infer from the results of this research that students in the Yogic education system have greater attentional control, and that yoga practice enhances attentional control in all of its practitioners. It's reasonable to assume that certain yogic practices, such as Yama, Niyam Asanas, Pranayama, and meditation, may help a person's cognitive abilities grow.

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IMPACTS OF RUSSIA- UKRAINE WAR

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Abstract

Ukraine is the heart of the eastern part of Europe and comes in the second position regarding its size, followed by Russia. Kyiv is the graceful capital city in north-central Ukraine, situated on the bank of the Dnieper River. On the other hand, Russia bridges the gap between huge Asia and Europe. The build-up of military hold on Russia over the Ukraine border is the sole reason behind the growing stress among various countries such as European countries, etc.

The invasion of Russia in Ukraine has directly disturbed the crude oil supplies around the world. The world has been facing a huge rise in the prices of oil and other food supplies. It has affected the world economy and devastated many lives.

The war has led to a complete demographic shift from Ukraine to many other countries. It has led to the killing and destruction of many families in Ukraine as well as Russia.

The war is likely to impact the world economies at a very huge level, giving rise to the prices of oil and food supplies. As a result of the war, it is likely to affect the world economy and market fluctuations.

Keywords: Russia, Ukraine, inflation, global impact, refugees, oil prices, economy

Acknowledgement

This Humble Research Project owes to the hard work and restless efforts of Mansha Gandhi and Dr. Kamlesh Kaur. If there had been no encouragement, I would not have accomplished our plan and project.

I find no words to pay thanks to such beneficiaries. Special gratitude goes to Dr. Kamlesh Kaur whose consistent supervision and guidance assisted me in developing the concept knowledge and tools to make this research project a success.

Lastly, I would also like to pay particular gratitude to all our respondents who helped me by responding to the questionnaire and giving me their precious time. I couldn’t have accomplished my research without their responses.

Introduction

On February 24, 2022, Russia launched a large-scale military invasion of Ukraine, one of its neighbors to the southwest, marking a major conflict that began in 2014. Russia's decision to invade Ukraine complicated global supply chains and led to increased inflationary pressures. War presents a challenge to the global economy that hurts growth and puts pressure on inflation at a time when inflation is already very high. Russia’s invasion of Ukraine has not only created a global humanitarian crisis but also created greater risk in capital flows, trade, and commodity markets around the world. Even the countries involved in the war experienced a direct impact on their sovereignty, economy, citizens, resources, and the behavior of the future individual state. The Russian and Ukrainian economies have always been at the forefront of supplying
commodities that include titanium, palladium, wheat, and corn, which has now led to high commodity prices worldwide. Russia, which is one of the largest oil producers and energy exporters, has caused fuel prices to rise.

The economic effects of the invasion were immediate and significant. Global financial markets braced for a shock. Hunger is increasing in almost all countries affected by conflict, climate change, and economic downturns, and the conflict in Ukraine is highly likely to exacerbate these problems. Food insecurity is already a growing threat, affecting up to 2.4 billion people, and this is most likely to increase in the future.

Objective
The objective of this research is to study the global impacts of the Russian invasion of Ukraine and the threats faced by the countries such as India.

Tools
● A questionnaire was prepared to know what most people feel about the ongoing war and how has the war impacted their lives.
● Various articles were read on the conflict.

Reviews
● Most of the respondents thought of the war to be the epitome of what an absurd atrocity by an egotistical ruler looks like, impacting the lives of not only the people of Ukraine but many other countries too whereas many of them were neutral about it.
● Respondents were not at all convinced of the fact that war can be an answer to any problem. If this was the answer, the world would have been extinct by now. It has only led to destruction and rivers flowing with the blood of innocent people.
● Due to severe inflation and horrendous market clash, the gross income has been demolished real badly. And made it more difficult to even by the necessities.
● The invasion has not directly affected daily life directly, but it is partially responsible for Inflation throughout the world increasing oil and food prices as well as fluctuations in the global markets.
● Respondents felt the post-war situation to be worse than it already is, the dollar will rise and markets will crash. People will be more homeless, jobless, and feel more dejected. This situation will only cause to bring back the economy of the countries years back leaving the lives of people threatened and destroyed.
● Most of the respondents felt optimistic and hoped for the situation to be better.
● Around 70% of the respondents favored Russia whereas 20% of the respondents supported bot countries to be right in their place.
The war has impacted many other countries such as the European countries such as Germany, France, etc. It has also resulted in many refugees from Ukraine to countries like Ireland in search of safety, and basic necessities.

The situation has also impacted India in several ways such as:
- It has impacted India in the most horrendous ways albeit India never gave an answer or was against Russia. It mauled India economically, and mentally whose family was stuck in Ukraine, and the global relationship has been contaminated as well.
- In the three months since the start of the Russia-Ukraine war, foreign portfolio investors (FPIs) pulled more than Rs. 1 lakh crore out of Indian markets. This has brought down the world a lot of times back then it used to be.
**History Of The War**

Russia's invasion of Ukraine represents the greatest threat to humanity, peace, and security in Europe since the end of the Cold War. Ukraine was a cornerstone of the Soviet Union during the Cold War. It was the second most populous and most powerful of the fifteen Soviet republics, the center of the Union's agricultural production, defense industry, and military, including the Black Sea Fleet and part of the nuclear arsenal. After the collapse of the Soviet Union, Ukraine wanted to be a sovereign state.

Russia and Ukraine have been locked in bitter conflict since 2014 when a popular uprising ousted Ukraine's Kremlin-friendly leader. Moscow responded by annexing the Crimean peninsula and then supporting a separatist insurgency in eastern Ukraine, where fighting has killed over 14,000 people.

A 2015 peace deal brokered by European countries such as France and Germany contributed to the large-scale fighting. Russia, which has long resisted Ukraine's move toward European institutions, was disappointed when Ukraine decided to join NATO.

As a result, Russia began sending troops near the Russian-Ukrainian border and slowly and steadily increased security around the border.

**Impact Of The War On Ukraine**

Ukraine shares a border with four former Soviet states that are now members of the US-led NATO military alliance, which considers an attack on one member an attack on all. Globally, Ukraine is a leader in agriculture, producing large quantities of wheat, barley, potatoes and rye due to its fertility. In addition, Ukraine is the country with the highest oil production, which has led to a skyrocketing increase in the prices of these natural resources.

Russia's invasion of Ukraine undoubtedly brought catastrophic suffering and health consequences to the civilian population of Ukraine. It led to the disintegration of society, infrastructure, and insecurity among the population. Many civilians were forced to leave the country in search of basic needs and survival.

According to the UN Human Rights Office, 136 civilians died in the war in Ukraine. The Russian invasion of Ukraine created almost half a million refugees in less than a week. Heartbreaking scenes of separated families not knowing when or if they will see each other again have become commonplace.

The health system also suffers due to damage to health infrastructures such as hospitals and clinics. It is triggering a flight of medical personnel and leaving health systems ill-equipped to deal with the growing patient load caused by the conflict.

**Impact Of The War On European Countries**

Things began to change radically after Vladimir Putin decided to invade Ukraine, with more than 5 million people taking refuge in the surrounding countries. Most of the refugees used one of the 31 border crossings in western Ukraine and reached Poland, Slovakia, Hungary, Romania, and Moldova. According to data from the Office of the United Nations High Commissioner for Refugees (UNHCR), the population of Warsaw increased by 17 percent within weeks. Hungary, whose population has declined from 10.7 million in the mid-1980s to 9.8 million in 2020, has taken in more than 500,000 Ukrainians.
Figure 3: The above map shows the demographic shift from Ukraine to several countries.

About 1.5 million refugees have moved to countries further west, including Germany, Italy and France, according to an estimate by Gillian Triggs of the UN refugee agency. Before the war, about 250,000 Ukrainians lived and worked in Italy, where the median age is four years higher than in Europe overall and the birth rate is among the lowest.

**IMPACT OF THE WAR ON INDIA**

When the conflict broke out, the Sensex plunged 2,700 points amid panic selling and jitters among investors, leading to Rs. 7.5 million crowns were deleted from the stock market. Russia is one of the largest oil producers in the world and due to US sanctions on Russia, oil prices have further increased due to the ongoing tensions. Gold prices also jumped to $2,000 an ounce. During the conflict, the stock market became volatile, so many investors switched from investing in stocks and other investments to investing in gold, as gold is considered a safe haven in such situations.

Because of this ongoing conflict, gasoline and diesel prices are already at their peak. Commodity prices in India are heavily influenced by petrol and diesel prices. When gasoline and diesel prices increase, the costs of transportation and logistics will also increase, which will lead to an increase in the prices of domestic and foreign commodities.

Russia and Ukraine, are both major producers and exporters of grain worldwide, and because of this conflict, exports related to these commodities are halted and there is a potential vacuum in the market. Wheat from Gujarat, Rajasthan, and Uttar Pradesh is supplied at Rs. 2,400 to Rs. 2,450 per quintal against Rs. 2,100 per quintal or so that too in a span of barely 15 days. The only thing to consider, the Indian government needs to carefully manage both the overall availability of Indian domestic stocks and exports.

Due to this situation, there is a vacuum and it can be filled by India's own UPI (Unified Payments Interface). The use of UPI has grown considerably in the last few years and UPI have even evolved to such an extent that digital payments can be made even without the internet. UPI crosses $1 trillion in transactions in FY21-22 If UPI can fill such a vacuum, it will be a
big leap for India in the financial sector as UPI is a vacuum filler and is replacing SWIFT in the Russian market.

**CONCLUSION**

Russia's invasion of Ukraine fundamentally changed the geopolitical landscape—with economic consequences. The economic damage to both countries was considerable. It not only damaged the infrastructure and economies of various countries but also destroyed many families. Many civilians who belonged to Russia and Ukraine suffered greatly and were left homeless. Some of these innocent people even lost their lives in the war.

The war also affected other neighboring countries. Many European countries have suffered a major economic and demographic shift that has led to various consequences.

Many countries have now started investing their finances in increasing their power by investing in nuclear power and weapons instead of investing in the development of their countries and also in the growth of their civilians.

War has always resulted in the destruction and killing of many innocent people. It can never be the answer to a global problem.

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İBN HALDUN’A GÖRE COĞRAFİ KONUMLARIN İNSAN VE TOPLUM ÜZERİNDEKİ ETKİLERİ

THE EFFECTS OF GEOGRAPHICAL LOCATIONS ON PEOPLE AND SOCIETY ACCORDING TO IBN HALDUN

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Özet


Anahtar Kelimeler: İbn Haldun, Mukaddime, Toplum, İklim.

Abstract

The important Islamic scholar of the 19th century, Ibn Khaldun (1332-1406), is considered the founder of the science of umran and the father of sociology. Among his works consisting of nine books, treatises and verses, his work that immortalized Ibn Khaldun's rightful reputation is Mukaddime. It consists of 6 main sections where different subjects are examined
in depth. The first part of the book includes the effects of hot or cold climatic conditions on the lifestyles of individuals, societies and civilizations. In addition, it explains the changes in the body and temperament of individuals by the way of nutrition (insufficient or excessive food intake, etc.) in the climate zone. The work has been translated into many languages. In this study; By making a systematic and clear analysis of Ibn Khaldun's knowledge and thoughts about the effects of geographical locations on people and society, it is aimed to examine the necessity, importance and validity level of the thinker's views in terms of contemporary and new approaches. By establishing the science of umran, Ibn Khaldun brought history and sociology closer together; By aiming to save the science of history from storytelling, it enabled an impartial examination of the invisible inner side of the events, including the visible part, which he stated as more important. Ibn Khaldun presented important information in his work Mukaddime by prioritizing the concepts of bedouin-hadari umran and asabiyyah as a result of individual and society-based observations and studies of past periods as well as the period in which he lived. He explained the individual's body shape, intelligence level, religious belief, temperament and moral development within the framework of life and climatic conditions, together with examples in his work. In this study, which was prepared by adopting the qualitative research method, written materials containing information about Ibn Khaldun and his works were examined by document analysis method. Considering the valuable advice of Ibn Khaldun that geographical location and climatic conditions affect individual and social life, therefore, life should be continued without ignoring the needs of human nature, it can be said that if it is applied to today's modern man and social life, it will contribute positively in many ways.

Keywords: Ibn Khaldun, Muqaddimah, Society, Climate

GİRİŞ

İslam âleminin en büyük düşünürlerrinden olan İbn Haldun umran ilminin kurucusu, ünlü bir siyaset adamı, sosyolog, tarihçi ve fıkıh âlimidir. Yazmış olduğu Mukaddime adlı eseri birçok dille çevrilmiş ilim dünyası için paha biçilemez hazine niteliğindedir. Onun yaşadığı dönemde günümüzde kadar uzanan tarih, sosyoloji, eğitim alanlarındaki değerli görüşleri hala geçerliliğini korumaktadır. Sosyoloji ve tarih birbirine bağlayan İbn Haldun tarihi hikâyeçilikten kurtararak olayların göz ardı edilen gerçek taraflarının değerlendirilerek objektif bir şekilde kaleme alınmasını sağlamıştır. Çok çeşitli konuları farklı yönleri ile ele alarak bizlere aktaran ve eserlerinin dünya çapında ses getirdiği bu denli kıymetli bir âlim incelemeye değer bir konudur.

İBÑ HALDUN’UN HAYATI VE EŞERLERİ

Hayatı

Haldun 18 yaşlarında iken çıkan veba salgını dolayısı ile anne babasını ve hocalarının birçoğunu bu hastalıktan zorunda kaybetmiştir.

“İbn Haldun yaşamış olduğu dönemin ilim, sanat ve kültür merkezi sayılan Tunus’ta Kur’an ve fıkıh derslerinin yanında matematik dersleri almış, ayrıca kelam, hadis, akaid, tefsir, felsefe ve mantık gibi ilimlerde de kendi alanlarında yetişmiş olan büyük âlimlerden ve hocalardan ders alarak kendini yetiştirmeye ve geliştirmeye gayret etmiştir” (Uludağ, 1993, s. 7).


**Eserleri**

İbn Haldun Kur’an, Hadis, Fıkıh, Kelam, Tasavvuf, edebiyat, sanat, felsefe, mantık, biyoloji vb. konularla da ilgilenmiş, çeşitli risaleler, manzumeler yazmıştır (İbn Haldun, 1982, C. 1, s. 25-26). Eserlerinden bazıları şunlardır:

- Kitâbu’l-İber,
- Şifâu’s-Sâil Li-Tehzibi’l-Mesâil,
- Et-Tâ’rif,
- Lubâb’ul-Muhassal Fi Usûli’d-Dîn,
- Kaside-i Bürde şerhi,
- İbn Rüşd felsefesi hakkında bir risale,
- Mantuja dair bir risale,
- Hesap hakkında bir risale,
- Merakeş sultanına yazılan bir risale,
- Şiire ait bir eserin şerhi (Fındıkoğlu, 1939, s. 22).


UMRAN İLMİ
İbn Haldun’un uygarlıkların zaman içerisinde geçirdikleri değişim ve nedenlerini inceleyecek yeni bir bilim dalına lüzum olduğunu, bu bilim dalını kurduğunu, ilmin adının da “Umran İlimi” olduğunu belirtmiştir (İbn Haldun, 1997, s. 96).

“Umran hakkında konușmak yen bir sanat, garip ve cazip bir eğilimidir, faydasi bol ve değerlidir. Buna vâkıf olmaya araştırma temin etti, derinlere dalmak bu sonucu ulaştırdı. Bu ilmi (umran) ilk defa kürma konusundaki üstünlik bize aittir. Çünkü ona çağır açan ve yol gösteren benim”. …

“…dünu bugünü derinliğe incelemekle zekânın gözünü gaflet ve uyku dalgınlığından uyandırırdım. …bölüm bölüm açıkladım... illetleri ve sebepleri ortaya koyдум... açıkladım. Eserime her yönünden bir düzene verdim, fazılalıklardan açıkladım, alımın ve aydınların anlayışını yaklaştırdım... alışmışın düşında... çeşitli yöntemler arasından özgün bir yöntemi icat ettim”.

“…Böylece eserim yaratılmıştan bu yana geçen zamandağı haber ve olayları tamamıyla kapsadı. Kavimlerin ve hanedanlıkların başlangıç halleri, eski toplumlardan ayığu görülmüş olmaları, geçmiş zamanda ve millelerde görülen değişiklik ve tasarruf sebepleri hakkında söylenmedik bir söz bırakmadım”. …


“Yazdım eserde çeşitli nesillerin hallerini örten perdeyi kaldırdım, bölüm bölüm açıkladım, bu eserde devletlerin ve umranın öncesine ait amaçlar ve sebepleri ortaya koyдум, açıkladım” (İbn Haldun, 2004, C. 1, s. 161).

“Bir görüşe ve bir inanca bağlılık ve taraftarlık insanın ruhuna işledi mi, kendisine uygun düşen haberleri işitir işitmez hemen kabul eder. Bu eğilim ve taraftarlık insanın basiret özgüntü örter, eleştirmeye ve araştırmasını engeller, yalan haberi kabul ve nakletme durumunda kalmasına sehep olur” (İbn Haldun, 2004, C. 1, s. 198-200).

“Bu engelleri ortadan kaldırmak için aklın açık hükümete ve ilmine başvurulmalıdır” (İbn Haldun, 2004, C. 1, s. 600).
Tarih görünen ve görünmeyen anlamı vardır. Görünen anlamı, insanların ve kavimlerin hal ve durumlarının nasıl değişmiş olduğunu, devlet sınırlarının nasıl genişlemiş, güçlerin nasıl artmış olduğunu, ölüm ve yıkılma çağının gelmesine kadar yeryüzünü nasıl imar ettiklerini bildirmesi; görünmeyen, onun içinde saklı anlamı da, incelemek, düşünmek, araştırmak ve varlığın sebep ve illetlerini dikkatle anlamaktır” (Ugan, 1989, C. 1, s. 5).

Tarih ilmiyle uğraşanlar; siyasetin kurallarını ve varlıkların tabiatlarını bilmeli, gidişat, ahlâk, din, mezhep ve diğer haller itibariyle milletler, ülkeler ve çağları arasındaki değişiklik hakkında bilgi sahibi olmalı, gâip hususları hali hazır duruma bakarak kavramalı, mevcut durum ile gâip ve tarihi durum arasındaki farkı anlamalı, uygunluğun ve farkın illet ve sebebini göz önünde bulundurmalı, devletlerin ve milletlerin hangi esaslar üzerinde kurulu olduğunu, ortaya çıkış esnasında dayandıkları prensiplere, meydana gelişen temel oluşturan sebebepere, meydana gelmesine etki eden etkenlere, o devleti idare edenlerin haber ve hallerine dikkat etmeli, bütün bu konularda bilgi sahibi olmalı. Sonuç olarak tarihçi elindeki haberin bütün sebepleri hakkında geniş bir bilgiye sahip olur, bu takdirde nakledilen haberi elindeki haberin bütün sebepleri hakkında geniş bir bilgiye sahip olur, şayet onlara uygun ise, kural ve usulun gereğine göre meydana gelmişse, haber doğru dürür; aksi halde çürüktür, böyle haberlere ihtiyaç yoktur” (İbn Haldun, 2018, C. 1, s. 189).

Bedevi-Hadari Umran ve Asabiyet Kavramları


İbn Haldun, toplumların gelişim aşamasında öncelikli yaşanması gereken seviye olarak gördüğü bedevi umran aşamasını önemser. İbn Haldun: “bedevilik, hadarilikten daha önce oluşan topluluktur” demiştir (İbn Haldun, 2018, s. 326).


Bedevi-Hadari Umran Karşılaştırması


Buna karşın düşünür, hadarilerin daha zeki ve kurnaz olduklarını belirtir.

“Hadarilerin iyi öğretim görmüş olmaları ve sahip oldukları sanatlar onların bedevilerden daha akıllı ve zeki olmalarını sağlamıştır” (El-Husri, 2001, s. 189).

"Asabiyet ilkel kavimlerde daha güçlü olduğundan, göçebe hayatı yaşayanlar nefis ve arzularına sehinde yaşayanlar kadar dışkusunun değil, onlar hayır ve iyiliği kabule daha yakındırlar" (Ugan, 1989, C. 1, s. 310-311).

İbn Haldun yığılıklık, cesaret, gözü peklik gibi meziyetlerin de bedevilerde bulunduğunu ifade eder (İbn Haldun, 2018, s. 330-331).

Sonuç olarak İbn Haldun toplum biçimini bedevi ve hadar olarak iki gruba ayırmış; bedevi toplumun daha ahlaklı olması için, uygar toplumların zenginlik ve refahın getirdiği duygularla değil, doğal hallerinden uzaklaştırıldıkları nedeniyle ahlaklarının bozulduğunu ifade eder. İbn Haldun'a göre uygar yaşam insan ahlakını bozar ve erozyona uğrar (İbn Haldun, 1989, s. 94).

İBN HALDUN'A GÖRE COĞRAFI KONUMLARIN İNSAN VE TOPLUM ÜZERİNDEKİ ETKİLERİ

İbn Haldun coğrafi yaşam ve iklim koşullarının insanların beden yapısına, karakter ve huylarına, dini inanışlarına ve ahlaki yapısına etkisi olduğunu belirtmiştir. Aşırı sıcak ya da soğuk hava koşullarının yaşandığı iklim koşullarında yaşayan bireylerin ya da toplumun; bu şartların onların yaşam şekillerini büyük oranda etkilediğini belirtir. Ona göre yaşanan iklim koşullarındaki insanların beslenme şekillerindeki farklılıklar (yetersiz veya aşırı miktarlı gıda alımı) bireylerin beden, huy vb. özelliklerini de etkilemektedir (İzmirli, 1995, s. 360).

"Çok sıcak ülkelerde hububat yetişmediğinden oradaki halk hayvansal ürünlerle beslenir, tahıldan yoksun olan bu çöl göçebe ahlakları daha güzel ve ahlakları daha sağlamdır. Anlayışları daha iyi olduğundan akıl ve zihinleri ilim ve bilimi güzel kavrar" (İbn Haldun, 1997, s. 208).

İbn Haldun'a göre insanlar, hayvanlar ve bitkileri etkilerken, hayvanlar ve bitkiler de insanların etkilemektedir. Eserinde kuluçkaya yatmış tavuşun yumurtalarının üzerinde devenin dışkusı serpildiği takdirde piliçlerin diğer piliçlere göre daha iyi olacağını öne sürmüş, büyük hayvanlarla beslenen bireyin vücudun daha iyidir ve sağlam; küçük hayvanlarla beslenen bireylerin vücudun daha küçük olacağını belirtmiştir (İbn Haldun, 2018, s. 274).

İbn Haldun'a göre coğrafi iklim farklılığı gösteren kutuplar ve ekvator bölgelerin de yaşayan insanlar normal insan çizgisinden uzaktır (İbn Haldun, 2018, s. 260). Normal hava ve iklim koşulunda yaşamını süren insanların giyim kültürleri ve tüketikleri besinler mükemmeldir (İbn Haldun, 2018, s. 260–261). Normal coğrafi koşullardan uzakta yaşayan insanların ot ve dari ile beslenen, insanlıktan uzak hayvana daha yakın insanlar olarak nitelendirilmiş (İbn Haldun, 1990, s. 131)

ehlileşmemiş vahşiler olduklarını “birbirlerini yediikleri zamanlarda olur.” (İbn Haldun, 1990, s. 131) diyerek gözelem ve düşüncelerini belirtir.

**Coğrafi Konumun İnsanın Beden Yapisına Etkisi**


İbn Haldun’a göre az yiyen insanların bedenleri ve cilt yapısı parlak, derileri düzgün, renkleri saf, vücut şekilleri mükemmelidir. Aynı zamanda bu kimseler daha çevik hareket yeteneğine sahiptir (İbn Haldun, 1991, C. 1, s. 211-212).


Bu bahiste İbn-i Sina da İbn Haldun’a paralel bir görüş sergilemiş “Sicaklık zencilerin bedenlerini değiştirmiş, hatta derilerine siyahlığı bir elbise olarak giydirmiştir.” diyerek tıbbi alanında yazdığı bir manzumesinde bu konuyu dile getirmiştir. İbn Haldun başka bir örnek ile kuzey asılsızlarının tenlerinin beyaz ve duru olmasının nedeninin, onların yaşadıkları coğrafyanın soğuk, ışığın ve sıcaklıkın oralarda noksasa olması sebebinden kaynaklandığını belirterek te konu hakkında görüşlerini yinelemiştir (İbn Haldun, 2018, s. 263).

“Güneyde asrı scaklardan dolaylı bölge halkın derilerine siyahlaşırken, kuzey yarım kürede de asrı soğukun etkisiyle insanlar beyaz tenli, mavi gözli, çapar ve kızıl saçlıdırlar” (İbn Haldun, 2004, C. 1, s. 262).

İbn Haldun’a göre çok yiyen insanların beymini buhar kaplar, zekâlarında tutukluk oluşur (İbn Haldun, 1991, s. 209). Çok yiyen insanlar dikkatsizdir ve nispeten zekâlarında gerilik vardır (İbn Haldun, 2018, s. 267).

**Coğrafi Konumun İnsanın Karakter ve Huy Yapısına Etkisi**

İbn Haldun, insanın karakter ve hayyı pursue ettiği coğrafi bölgesinde olduğu hayvansal ve tarımsal gıda maddelerinden etkilenir der. Alınan hayvansal gıdalardaki hayvanın huyunun insanca geçtiğini bir örnekle bizlere aktarır.

Düşününere göre deve eti ile beslenen ve deve sütti içen kişiler de deve gibi güçlüdür. İç organların ise sağlam ve dayanıklı olup karakter yönünden de deve gibi sabırlı, tahammül sahibi bireydir. Bu kimse, tüketilmemesi gereken sütleğen otu gibi bazı zehirli otlarla beslendiklerinde ise vücutlarında bir hasar oluşmamaktadır. Bu özellik de deveden insana geçmiştir (İbn Haldun, 2018, s. 274).

İslam dini inancında yasak kalan domuz etinin tüketilmesi durumunda da bedene ve ruha zarar verdiğini belirten İbn Haldun, domuz eti ile beslenen Hristiyanların kıskanç olmamadığı örneği ile de bahsi geçen konuyu açıklar (İbn Haldun, 2018, s. 275).

**Coğrafi Konumun Dini İnanaşta Etkisi**

Tüketilen gıda miktarının insanın karakterini ve dini inancını etkilediğini savunan İbn Haldun, dinine ve ibadetine bağlı insanların çoğunlukla yoksul insanları, zenginler arasında dinine bağlı insanların az sayıldığını belirtir (İbn Haldun, 2018, s. 275).


**İNSAN DOĞASININ GEREKSİNİMLERİ**

İbn Haldun’a göre yerleşim yeri seçilirken havanın hoşluğu ve temizliğiine dikkat edilmesi gerekir. Yaşanılacak bölgein havasının insan sağlığına etkili olduğu, yemekler arasında dinine bağlı insanları az sayıd弯 olduğunu belirtir (İbn Haldun, 2018, s. 275).


İbn Haldun coğrafi konum bireyler ve toplumların ihtiyaç durumlarında en belirleyici etkendir der (Görgün, 1999, s. 547). İbn Haldun’a göre toplumlar arası farklılıkların sebebi, geçim kaynaklarının farklılığından kaynaklanır. Ona göre yerleşik düzende yaşayan insanlar birbirlerine ihtiyaç duyar ve yardımlaşırlar (Zorlu, 2020, s. 182).
Düşünür toplumların ihtiyaç yapısını; temel gereksinimler (zaruri), kalkıcı ihtiyaçlar (hâcî) ve arzular (kemâli) olmak üzere üç farklı sınıfta tespit etmiştir (Mahdi, 1964, s. 172-292).

“Fizyolojik ihtiyaçların önce ele alınmasını sebebi, geçim konusunun zorunlu ve tabiî oluşuundandır. İlim öğrenmek ise ya bir lüks işi (kemâli) veya bir ihtiyaç mesellesidir (hâcîdir) bu da fizyolojik ihtiyaçlardan sonra gelir” (İbn Haldun, 2004, C. 1, s. 209).

Ona göre bedeviler zorunlu ihtiyaçlar (yeme, içme, barınma, korunma) gibi ihtiyaçlarla ilgilenirken; (Özkılıç, 2006, s. 3); hadariler haci (eksikliğinde yaşamsal yönden her hangi bir zarara uğramayacak ihtiyaçlar) ve kemâli (estetik, güzelük ve gelecek kaygısı ile duyunu) ihtiyaçlarla ilgilenirler (Görgün, 1999, s. 547).


İbn Haldun, Mısır ülkesi ile ilgili verdiği örnek ile de yerleşik yaşamın medeniyet üzerindeki etkisine değinir.

“Mısır’da yazı öğretiminin gelişmesi sanatlardaki mükemmelliğin ve bolluğun bir sonucu olarak ortaya çıkmıştır ki, bunun da sebebi umranın gelişmiş ve geniş ölçüde bir emek ve iş gücünün mevcut olmasıdır” (İbn Haldun, 2004, C. 2, s. 743).

TARTIŞMA, SONUÇ VE ÖNERİLER


İbn Haldun tarih ilmi ile sosyolojiyi birbirine yakınlaştırarak geçmişini hikayecilikten kurtarmayı hedeflemistir. Kendisi çalışmalarında tarihi olayların objektif olarakACL kültür ve sosyolojiyi, tarih anlayışını ise bilimsel ve objektif olarak çıkışa çalışmıştır.

değerlendirmiş olduğu kanısına varılabilir. Bu noktada İbn Haldun’un siyahi ırkın oluşmasındaki coğrafi koşulların etkisi olduğu yönündeki görüşleri ünlü tip alımi İbn Sina’nın görüşleri ile de ortuşmekteidir.

İbn Haldun, coğrafi iklim koşullarına göre bireylerin az ya da fazla gıda tüketiminin vücudlarını olumsuz yönde etkilediği kanısını saptamıştır. Bu konuda “farklı mekânlar, farklı insan tip ve bedenleri üretir” diye netleştirir. İbn Haldun, gündelik hayatında az gıda tüketen bireylerin dayanışma ve dayanıklılığının yüksek olduğunu saptama eşikleri düşük olduğu belirtmiştir. Çok gıda tüketen bireylerin zor şartlarda hayatta kalma şanslarının düşük olduğunu vurgular ve bu bahtı “onları açlık değil alışkın oldukları tokluk öldürür” diyerek özetler.


İbn Haldun, bedevi toplum bireylerinin ise asabiyet (kan bağlı) ile birbirine bağlı olduğunu belirterek, bu kişileri hayra daha yakın kimlere nitelendirir. Bu durumda bedevi toplum insanlarının “dünyalık zevkler ile bağlı” olduğu belirtir. Öneriler

1. İbn Haldun’un; beslenme şekli insan vücudu ve zekası etkiler tespitinde hareketle, okullarda öğrenci ve velileri konuyla ilgili eğitim verilebilir.
2. İbn Haldun’un; toplumsal yaşam bireyin ahlakında olumsuz etkiler bırakır tespitinde hareketle, çocuğun ilk ve erken çocukluk çağında olan ailelerin konu hakkında eğitim verilmeli; ayrıca bu etkinin kapsamedığı çocuk-aile-çevre-okul temaları çerçevesinde genişletilmiş hal ile yürürlüktehcel güzel ahlakı ve faziletli bireyler yetiştirilmesine olanak sağlanmalıdır.
3. Tarihçilere; belgesiz, delilsiz, varsayımlara itibar vererek tarih olayları kayda geçirmemeleri yönünde gerekli çalışmalar yapılalı; “Tarih İlimi”nin objektiflik ilkesi bağlamda geliştirilmesine ön ayak sağlanmalıdır.

Uygar toplum yapısı kaynaklı olumsuz etkilerin azaltılması için, akabalık ilişkilerin güçlendirilmesi yönünde toplumsal çalışmalar yapılmalıdır.

**KAYNAKLAR**
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Abstract
As noted in numerous studies of speech, one of its characteristic features is compression - phonetic, morphological and syntactic. The most interesting and least studied manifestations of compression on the syntactic level are stop-short utterances. The aim of our study is to examine the general linguistic prerequisites of formation of stop-short utterances in English.

Proceeding from the thesis, that any reduction of the initial structure of the utterance as a means to achieve the goal with the least possible effort spent, eliminating certain units, is an implementation of the principle of speech economy, it is possible to put forward the following hypothesis: a stop-short utterance is a manifestation of the principle of the economy of language means in speech.

Considering stop-short utterances as the manifestation of the tendency to the speech economy, it is necessary to mention the current opinions existing in linguistics that ‘economical’ are only the structures with monosemantic reconstitution of the clipped constituents. Consequently, it is possible to assume, that stop-short utterances have nothing to do to the phenomenon of speech economy. However, we believe that it is the variability of interpretation as an opportunity to convey more information than by monosemantic reconstitution of implicit elements, serves as a means of speech economy while rendering new information the text conveys.

The semantic level such clipping of the sentence structure does not affect because the meaning of the utterance is always complete owing to its situational and contextual attachment.

On the pragmatic level the clipping of the sentence structure can lead to pragmatic transposition that is the use of the structure of one communicative type in the sphere of functioning of another communicative type.

Keywords: compression, stop-short utterance, syntactic structure, semantic structure, monosemantic reconstitution, speech economy.

INTRODUCTION
The analysis of problems that arise when defining the linguistic status of stop-short utterances has become especially relevant with the shift of emphasis in the study of the language from its structure to its functioning. One more point should be mentioned here, due to its marginality a stop-short utterance is a reflection of all the major aspects of linguistic action. There is a meaning to the missing part. It shows contextual links. There are social value judgments attached to it. There is a speaker and hearer involved.

To the indispensability of the definition of linguistic status of a stop-short utterance a lot is added by the variety of its forms and significant variation in the degree of its incompleteness, from But..., So., But here.. to I'm your second... You all know what I think....

Analysing stop-short utterances we proceed from the statement that economy of language means as one of the tendencies of language development, should be envisaged in the diachronic
and synchronic aspect. In the former it is the reason of fundamental changes of the language. In the latter it is a selection of one of the synonymous or the close in content means.

To begin with, let us mention that a stop-short utterance is defined by us as a functional variant of a full member complete statement, which in turn differs from the traditional unit of structural syntax (a sentence) in the following ways.

First, the differences between a sentence and an utterance are functional in nature. Two aspects are distinguished here: the aspect of functional dependence, that is, the form of a stable mutual connection between a sentence as a unit of the language system and an utterance as a unit of its functioning; and the aspect of external manifestation of the features inherent in the utterance, its functioning in the text system, (for example, the presence of the elements in the utterance structure that indicate its relationship with the reference and communicative situation; text elements that include it in the framework of a broader formation of super-phrasal unity and text).

Second, the difference between a sentence and an utterance is of a functional-semantic nature. The semantic and syntactic structure of the utterance, in contrast to the sentence, includes a performative verb, which indicates the type of a speech act.

Stop-short utterances can be incomplete due to various factors: their belonging to the structure of a higher rank, text, the communicative intention of the speaker, utterances incomplete due to the peculiarities of the situation nominated further subdivided into two groups: stop-short utterances denoting feelings and stop-short utterances denoting emotions and the mechanisms of text generation.

RESEARCH AND FINDINGS

Proceeding from the opinion, that any cutback of the primary structure of the utterance as a means to achieve the aim with the least possible effort spent, eliminating certain units, is an implementation of the principle of speech economy, it is possible to put forward the following assumption: a stop-short utterance is a manifestation of the principle of the economy of language means in speech.

Stop-short utterances which are incomplete due to the fact that they belong to the structure of higher rank, text, or the communicative intention of the speaker favour this thesis. “Look, I took his letter at its word - about putting me up? — but if...” (Fowles, 2006, p. 125).

On the level of the structure of the utterance speech economy here is based on the principle of the use of the part of the structure instead of the whole structure. Our possibility to use the part of the structure instead of the whole structure is based on the fact that in the situation of speech communication one part of complex stimulus can compensate the missing part of it and produce the same effect as the whole complex stimulus. Our ability to perceive the part instead of the whole is based on the mechanism of a 'salvatory' understanding of the text.

Considering patterns of transition from the language units making the external form of the text to its denotative structure, it is necessary to mark, that the understanding of the text is not carried out by understanding its constituent elements in a consistent way, but by perceiving complete pieces 'quantums' of information where the meaning of separate elements might not be realized completely. Full comprehension of all elements is carried out on the basis of preliminary understanding and judgement of the whole.
As for the sentence perspective is concerned, speech economy leads here to singling out a communicatively important constituent (rheme) of the utterance by means of an explicitly expressed part as a marker of an implied one, that is according to the principle of ‘a cry behind the door’, on which the theory of poetic alienation is based and which acts on the imagination stronger than any most detailed description. Consequently, the requirement is met - the maximum communicative effect is achieved with minimal linguistic resources.

The semantic level this clipping of the sentence structure does not affect because the meaning of the sentence is always complete owing to its situational and contextual attachment.

Considering stop-short utterances as the manifestation of the tendency to speech economy, it is necessary to mention that current opinions existing in linguistics find ‘economical’ only structures with monosemantic reconstitution of the clipped constituents. Thus, for example "If only something happened..." we could continue ‘I would be happy’, or ‘It would be better’ or ‘I wouldn’t mind it’. Consequently, it is possible to assume, that stop-short utterances have nothing to do to the phenomenon of speech economy. However, we believe that it is the variability of interpretation as an opportunity to convey more information than by monosemantic reconstitution of implicit elements, serves as a means speech economy while rendering new information the text conveys.

Compression is carried out here not at the level of the given, well-known, and, therefore, not requiring repetition information, but at the level of new, unknown to the communicant information for which, in fact, the certain message is undertaken.

On the pragmatic level the clipping of the sentence structure can lead to pragmatic transposition and serve as the marker of understatement. Out of the body of stop-short utterances with versatile motives of incompleteness collected we have taken only those which are incomplete due the communicative intention of the speaker under the influence of speech etiquette norm. The meaning of these stop-short utterances incorporates a specific claim by the speaker in what he says to the hearer. For example:

“All I was trying to say that perhaps if we tried to sharpen our wits and think of a likely place...” (Christie, 2002, p. 240).

The claim corresponds to an expectation on the part of the speaker of agreement. It is hypothetical by nature and is based on logical procedure of implication if → then. In discourse interpersonal arguments interfere and entail a change in what the utterance is to convey literally. Here the speaker tries to respect the hearer’s negative face, his need to be independent, to have freedom of action, and not to be imposed on by others. (Jule, 2008).

Among interpersonal arguments which may determine or help to determine the form of an utterance we are interested in arguments relating to the question of whether the content to be verbalized can harm the hearer. If an utterance formulation is hearer-motivated, and the literal utterance content in some way is influenced by hearer-motivation, then the literal meaning apparent in the formulation is not identical with what is actually meant.

“That being, as I say, in low water financially, you met this rich old lady and cultivated her acquaintance assiduously. How if we are in a position to say that you had no idea she was well off, and that you visited her out of pure kindness of heart ...” (Christie, 2002, p. 105).

What is meant in this stop-short utterance can be reproduced in a different sentence, or in the continuation of the same one, in which the hearer-motivated restrictions of the original sentence are not considered, and only the adequacy between sentence content and the world is
sought. The unmanipulated content of this utterance can be "I consider you visited this rich old lady with some sordid motives."

Thus, such stop-short utterances can be generally described in terms of a paraphrastic relationship between two utterances: the one which is actually uttered and is hearer-motivated and the one which is meant and is content-motivated. Despite their difference, the two readings can be interpreted as paraphrases since the difference disappears, when they are interpreted as originating from the speaker.

One more important point should also be mentioned here. The fewer and the lighter the adequacy conditions made by an utterance are the greater the chance of them being fulfilled. The smaller the liability commitment on the part of the speaker is the less likely the sentence will be negated by the hearer.

"What are you doing on Friday evening, Charles? - Charles looked a trifle surprised. - As a matter of fact, the Ewings asked me to go in and play bridge, but if you would rather I stayed at home... - No, - said Mrs. Barter with determination - Certainly not. I mean it, Charles. On that night of nights I should much rather be alone". (Christie, 2002, p, 108).

The content of this stop-short utterance has been manipulated in such a way that it becomes more acceptable for the hearer than the unmanipulated content could be. It should be possible for the Sentence A here, which is to be read as an understatement, to be paraphrased by the Sentence B (I don't want to stay at home, I plan to play bridge at my friends') which entails more adequacy conditions than A and thus appears to be more determinate.

However the use of stop-short utterances as markers of understatement implies some structural and pragmatic restrictions. Mostly communicatively incomplete utterances, and those, based on the logical procedure of implication if \( \rightarrow \) then where the second part is omitted can serve as the markers of understatement.

"... Everyone asserts the incredibility of its being smuggled ashore ...” (Christie, 2002, p, 236).

The mark that the utterance is not finished lets the hearer understand that the speaker is leaving something unsaid and he lets the reasons for his doing so be understood and he wants the hearer to understand what he is leaving unsaid.

"People don't leave fingerprints and cigarette ash nowadays, Miss Marple. - But this, I think, she suggested was an old-fashioned crime ... “ (Christie, 2002, p, 56).

As far as pragmatic restrictions are concerned, stop-short utterances as markers of understatement, occur mainly in two types of speech acts: in representatives, containing self-praise or criticism of oneself, self-criticism and praise of others and in directives.

a) "Oh - said the inspector, - you've been bitten with all this psychoanalysis stuff? Now, I'm a plain man ... “ (Christie, 2002, p, 83).

b) "We must place him at once. What applications have we? If you will hand me the file ... ” (Faulkner, 1977, p. 321).

To sum it up, the linguistic conditions for formation of stop-short utterances as understatements lie in the indirect nomination of the signified by the speaker caused by his desire to minimize the threat to the face. Where the face means public self-image of a person and refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. So, the use of the understatement as a strategy of saying less than one means occurs where the general question of the emotional acceptability of the content of the utterance
becomes acute. Its aim is to make utterances more acceptable and thus to increase their chance of ratification by the hearer.

Utterances which were incomplete due to the peculiarities of the nominated situation (stop-short utterances with various emotional motives of incompleteness) as the reflection of the emotional state of the speaker, in speech activity cannot be considered as the implementation of the principle of speech economy. Since the emotional regulation of verbal behaviour is carried out in this case not on a conscious, coming 'from above', level of consciousness but on the unconscious, caused the system of emotional reactions level.

However, in artistic modelling of speech, where this type of incompleteness of the sentence structure is used by the author deliberately as a means of increasing the expressiveness of narration, as a stylistic device, we are dealing with the manifestation of the principle of speech economy of a higher rank. It serves not only as a means of compressing subject-logical information, but also as a means to influence the reader, create an aesthetic effect.

"What is it? Me?" "No, you are easily the most beautiful... desirable woman I've ever... there couldn't be ..." (Osborn, 1983, p. 21).

Utterances which are incomplete due to the mechanisms of text generation striving for actualization in speech of vocabulary and structures which best suit a particular communicative intention leads to redundant speech realizations. In examples like "It's just... it's just that... it's just that you can't deal with people, you have to make a start somewhere. With animals!" (Albee, 1963, p. 72). The process of formation of the programme of this utterance proceeds at the same time with its realization in the language code, the speaker, beginning the utterance, indistinctly imagines its general content. He says initial words mechanically, aspiring to fill with them a pause necessary for the definition of a specific content of a reply. If the process of the formation of the program of the utterance is not completed by the time 'the intermediate structure' exhausts itself, the further filling of the pause becomes impossible the speech intention remains unrealized and the structure becomes superfluous.

When considering redundancy as the property of informal conversation one should keep in mind that communication is a two-way process and from the position of the addressee of speech to redundant can be attributed parts of the utterance which complicate the perception of speech.

At the text level to redundant can be attributed not only elements of the utterance but the utterance itself as a whole having one communicative goal and several variants of its realization.

**CONCLUSION**

From the above mentioned statements it can be concluded that stop-short utterances, as the manifestation of the principle of speech economy, combine two types of compression: the compression on the level of expression of information, manifested in the reduction of the units of expression of information with no change in the plane of content, and the compression on the content level, manifested in the availability of 1n degree options of variation in the interpretation of the part of the utterance which is not said in words. Ways of interpreting the implicit part of the utterance reflect various aspects of the situation nominated and for the quantitative and qualitative composition depend on the amount of the text thesaurus and the thesaurus of the reader.
Yet, such a method of economy in the transmission of information has certain functional and stylistic restrictions. It is peculiar only to the artistic, and, to some degree publicistic style, where the possibility of variation in the interpretation is dependent and doesn’t contradict the basic properties of these styles.

However, the language means economy is not only the economy of efforts of the speaker, but it is also aimed at quick understanding by the hearer. Not every clipped structure in our case a stop-short utterance can be regarded the manifestation of the principle of speech economy and produce the structure which best suits a particular communicative intention.

Such questions as who leaves, what is unsaid and when, and who completes, what is left unsaid and how, constitute an integral component of communicative competence. Creative writers use stop-short utterances for depicting a wide range of behavioral patterns of social relationship, expressing nuances of emotions, feelings, attitudes, intentions, etc., and for providing an insight into the interpretative procedures and accomplishment of understanding during the ongoing process of conversation and its development.

Finally, we would like to add that the use of stop-short utterances in interpersonal communication corresponds to the nature and character of the English mentality which is characterized by tolerance, broadmindedness, non-judgmental attitude. National-cultural pattern of behavior of English communicative culture media is based on the active use of stop-short utterances as understatements, providing communication partner a greater freedom in the choice of different interpretations of what is left unsaid in them and in the choice of different reactions to them.

REFERENCES
DEMOGRAPHİC DATA ANALYSIS TO PREDİCT DENGU FEVER USİNG DATA MİNİNG

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Abstract
Data mining approach is used everywhere in the industry, educational institute and medical science. It permits users to analyze data from many different perspectives. The quality of data plays a vital role during the analysis process. So, the data preprocessing is the primary and most crucial step before knowledge discovery. Data mining has the ability to pre-process the raw data into structured and understandable format. It is also used to classify and build relationships among data. So it is widely used in today’s world in every field. It has given very fruitful results in healthcare field also. Many diseases such as High BP, sugar, dengu, COVID, heart attacks etc are taking the lives of community. In this paper dengu data has been analyzed using data mining techniques. Data was collected from 100 patients. Data analysis has been done using statistical tools and results are represented through graphs. T-Test has been used to compare the patient’s perception of medication in Government and Private hospitals. The results are analysed and interpreted that predicts the patients having dengu or going to have dengu so that they can immediately consult doctor for proper medication. Feature selection and data mining approaches classification and association will be applied on data to predict dengu fever.

Keywords: Data Mining; Classification; Association; Dengu; Prediction; Medical Science.

1. INTRODUCTION
The process of data mining analyzes data from different dimensions and summarizing it into useful information. Basically data mining is used to analyze data. It permits users to analyze data from many different perspectives. Scientifically, data mining is a process for finding out an interconnection or patterns in huge amount of relational databases. It is a process of arranging data to find out patterns and identifying relationships. Data mining techniques can be executed quickly on real software and hardware platforms to improve the value of current information resources. These patterns cannot be determined by using traditional methods because of the bulkiness of data.

Data mining is one the important and motivating range of research with the equitable of discovery intelligible knowledge from large scale data sets [8]. Healthcare is most popular field application in data mining to identify hidden and admired knowledge in health data. Data mining is used in health industry to discover fraud in health insurance, treatment at lower cost, cure the disease [9].

1.3 Dengue Fever
Dengue is a dangerous disease. Dengue fever is one of the important reasons for the increasing deaths globally. It is a mosquito borne life threatening disease caused by breeding of Aedes mosquito. In India numbers of deaths are caused by dengu disease. Dengue is a
dangerous disease with concern that is widespread in tropical and sub-tropical countries. It is a disease caused by breeding of Aedes Mosquito and also named as break bone fever. Dengue disease infected by Dengue Hemorrhagic Fever (DHF) whose symptoms including breeding, low level of blood platelets, low blood pressure, metallic taste in mouth, headache, muscle and joint pain and rashes etc. Dengue fever is painful and life threatening mosquito borne disease caused by female mosquitoes. Dengue virus is spread by Aedes mosquito. The mosquito becomes affected when it bites a person with dengue virus in their blood and it can be breed to other normal person. There is no particular medicine or antibiotic convenient to treat it. Dengue fever occurs in form of cycles and this cycle is present inside the body of an affected person for two weeks or less than two weeks. Following are the symptoms associated with dengue disease: -

- Fever Temperature
- Period of Fever
- Muscle and Joint Pain
- Rashes or Red spots
- Low Heart Rate
- Blood Pressure
- Pain behind Eyes
- Headache
- Nausea or Vomiting
- Fatigue

These symptoms indicate the signs of serious illness and one must consult a doctor immediately.

2. LITERATURE REVIEW

This section reviews the current research papers and articles to present the existing knowledge on this particular topic.

Mani Shankar, Mayank Pahadia, Divyang Srivastava, Ashwin T S, G. Ram Mohan Reddy (2015) A Novel Method for Disease Recognition and Cure Time Prediction Based on Symptoms: The study of this paper describes a novel model for identification of disease and prediction of their cure time by considering only the symptoms, they allow different coefficients for each symptoms of a disease and filter out a dataset with rating assigned to each symptom by the user. The disease get identify based on calculate numerical value using reinforcement learning. Algorithm used into account the similarly between the symptoms of one user and other user how have suffered from the same disease. For implementing this approach recommender system was used to read an input to find out pattern, which is based on the dataset given to train the system. This paper provides the solution that takes the symptoms with rating given by the patient to predict the possible disease and possible cure time of the disease.

Kashish Ara Shakil, Shadma Anis and Mansaf Alam (2017) Dengue Disease Prediction Using Weka Data Mining Tool: Study of this paper describes dengue is Dangerous disease. It is caused by Aedes mosquito. In this paper, they use available dataset for dengue including the symptoms like fever temperature, WBC, platelets, severe headache,
vomiting metallic taste, joint pain, appetite, diarrhea, hematocrit, haemoglobin. This paper discusses various algorithm approaches available for data mining that have been used for the predication of dengue disease. Data mining is a well-known technique used for classification of diseases such as dengue, diabetics and cancer by many health organizations. The proposed approach used WEKA for evaluation. It was concluded that naïve bayes and J48 are the best performance algorithms for classification because they achieve maximum accuracy (100%) with 99 correctly classified instances and least mean absolute error and it takes least time for building this model through explorer and knowledge flow results.

**P.Manivannan, Dr. P. Isakki Devi (2017) Dengue Fever Prediction using K-Medoid Clustering Algorithm:** The paper describes about dengue is a life threatening disease infection by female mosquitoes. It is searched in hot regions. This paper include the symptoms of dengue like sever joint pains, headache, rashes, thrombocytopenia, leucopenia and muscle ache. It is also called break bone fever because it is due to muscle ache and joint pains. This paper, they include four levels namely preprocessing, attribute selection, k-medoid clustering and prediction of dengue fever by using of dengue fever by using R 3.3.2 tool for preprocessing the household of dengue dataset. The aim of this paper, they predict those people they affected by dengue categorization of age by using k-medoid clustering algorithm, which has been implemented. The k-medoid algorithm is just like k-means clustering algorithm. The proposed algorithm is used for systematic method of selecting the initial medoids. The performance of algorithm of algorithm is varying on initial medoids. K-medoid clustering is improving the efficiency of output.

**V.Krishnaiah, Dr.G.narsimha, Dr.N. Subhash Chandra (2018) Diagnosis of Lung Cancer Prediction System Using Data Mining Classification Techniques:** The paper describes the cancer is most considerable cause of death for both man and women. Initial detection of cancer can be beneficial in curing the disease completely. Preliminary of techniques to discover the appearance of cancer module in initial stage is expanding. Commonly lung cancer disease is misdiagnosed. Previous diagnosis of lung cancer saves immense lives, failing may lead to other severe headache causing abruptly fatal end. Early detection depends on the cure rate and diagnosis of the disease. In this paper they include following symptoms dyspnea, hemoptysis, chronic coughing or change in regular coughing pattern, wheezing, chest pain or pain in abdomen, cachexia, dysphonia, clubbing of the finger nails, dysphasia, pain in shoulder, chest, arm, bronchitis or pneumonia, decline in health and unexplained weight loss. Data mining and knowledge discovery of database is diverse applications in business and scientific domain. The main purpose of this paper to proposed a model for early detection and correct diagnosis of a disease and they will consult doctor for saving life of the patient.

**Nandini. V and Sriranjitha. R and Yazhini. T. P (2019) Dengue Detection and Prediction System Using Data Mining with Frequency Analysis:** In this paper author(s) defines clinical documents and conditions of patients. Dengue is widespread disease in today’s world. This main focus of this paper is performing named entity recognition to extract disorder mentions, time expressions and other related characteristic from clinical data. They proposed a model, which predict about presence or absence of dengue disease and analysis of relationship of occurrence with consider symptoms. The proposed model produces accuracy and estimate
tool for medical experts. The proposed system is effective for medical repositories. POS tagging is used for tag the discharge detail of the patient.

Shameem Fathima, Nisar Hundewale (2019) Comparison of Classification Techniques-SVM and Naïves Bayes to predict the Arboviral Disease-Dengue: In this paper, author(s) define the analysis of several data mining techniques to predict the arboviral disease dengue. It analyzes the real dataset from super specialty hospitals diagnostic laboratories where blood samples were collected. The data set contain 5000 records with 29 parameters. This paper includes data mining techniques SVM and Naïve bayes classifier and evaluates the comparison results between the method by using dengue disease diagnosis. They collect the data record forms in Chennai and tirunelveli from India.

N.Subitha, Dr.A.Padmapriya (2020) Diagnosis for Dengue Fever Using Spatial Data Mining: In this paper they describe spatial data and used by accurate method for rule mining. Basically association rule mining is used for finding interestingness patterns from spatial database by using K-means algorithm in which patterns are not exactly stored. Spatial association rule mining is used to calculate several spatial correlations among a huge number of spatial objects. Finding interesting optimization method is called progressive refinement. It adopted by spatial association analysis. In this paper, we have implementation the automatic dengue test kit system to reorganization the dengue fever by using microscope blood image report. Microscope image report as input and signals are filtered and the feature characteristics are extracted by neural networks. Classification and back propagation network gives 98% correct results in short time.

Nor Shafikah Roslan, Zulkiflee Abd Latif, and Nazri Che Dom (2020) Dengue Cases Distribution Based in Land Surface Temperature and Elevation: It describes Malaysia is one of the countries that dengue fever crisis. The dengue virus in Malaysia remains high. Cure of dengue is unavailable. In this paper, they use association between land surface temperature, elevation and study of dengue fever. Spatial application is geographical information system and remote sensing image. These applications are used under control of dengue outbreaks as analysis of potentially high risk areas in urban areas. Dengue dataset can disturbed in patterns and factors are visualized. In this paper, it includes the range of temperature from 14-18 degree C at lower level and 35-40 degree C at the upper level. Dengue fever is spread between 10 degree C and not more than 30 degree temperature. It includes four classes of temperature 12 degree C to above 30 degree C. dengue incidence was distributed results at low elevation. It emphasized lower elevation less than 500 meter. It was found dengue is occurring in low land area.

3. RESULTS AND ANALYSIS
The responses from 100 Patients have been collected according the questionnaire framed. The demographic response was analyzed and is presented below.

3.1 Demographic Profile
The distribution of respondents according to various characteristics is described below:-

3.1.1 Gender
As listed in table 3.1 below, majority of patients are males as compared to females.
### Table 3.1 Gender Demographic Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of Patients (N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
</tr>
</tbody>
</table>

### Fig 3.1 Gender Demographic Profile

#### 3.1.2 Age

As listed in Table 3.2 below highest propagation of the patients belongs to age group of 25-60 years, followed by <25 years, Lowest Proportion is of age >60.

### Table 3.2 Age Demographic Profile

<table>
<thead>
<tr>
<th>Age(in years)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>25-60</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>&gt;60</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

### Fig 3.2 Age Demographic Profile
4.1.3 Rashes
As listed in table 4.3 below, if number of patient gets positive results than rashes are occurred. According to implemented research rashes are occurred more in Male patients its dengue result is positive. A rash is a major symptom of dengue. Rashes are occurred in 4-5 day of the fever, than patient concern to the doctor.

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>No. of Patients(N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Male: 29 Female: 26</td>
</tr>
<tr>
<td>No</td>
<td>Male: 24 Female: 21</td>
</tr>
</tbody>
</table>

4.1.4 Period of Fever
In the following table 4.4 below, it shows that period of fever is five days than result is Positive. In this implementation research, highest propagation of the patients belongs to period of fever five days, followed by four days, Lowest Proportion is three days.

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>No. of Patients(N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period of Fever</td>
<td>Male</td>
</tr>
<tr>
<td>Five Days</td>
<td>26</td>
</tr>
<tr>
<td>Four Days</td>
<td>14</td>
</tr>
<tr>
<td>Three Days</td>
<td>13</td>
</tr>
</tbody>
</table>
4.1.5 Pain Behind Eyes

In the following table 4.5 defines that propagation of pain behind eyes is highest majority belongs to male patient as compare to the female patients.

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>No. of Patients (N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pain Behind Eyes</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Male: 41</td>
</tr>
<tr>
<td>No</td>
<td>Male: 12</td>
</tr>
</tbody>
</table>

4.1.6 Muscle and Joint Pain

In the following table 4.5 defines that propagation of muscle and joint pain is highest majority belongs to male patient as compare to the female patients.

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>No. of Patients (N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muscle and Joint Pain</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Male: 51</td>
</tr>
<tr>
<td>No</td>
<td>Male: 2</td>
</tr>
</tbody>
</table>
4.1.7 Low Heart Rate
In the following table 4.5 defines that propagation of low heart rate is highest majority belongs to male patient as compare to the female patients. The low heart rate indicates the result is positive.

Table 4.7 Low Heart Rate

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>No. of Patients(N=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Heart Rate</td>
<td>Male</td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
</tr>
</tbody>
</table>

4.1.8 Dengue Status
The following result is show that the dengue status is positive or negative based on the above examined symptoms. The overall research indicate the result i.e. collect 100 patient data out of which 27 males patients and 25 females patients get positive results regarding dengue fever and 26 males and 22 females get negative results.

Table 4.8 Dengue Status
4.1.9 Demographic Profile

According to used data set of dengue many patients are suffered by Fever Temperature, Muscle and Joint Pain, Rashes/ Red Spots.

4.2 Perception of Private and Government Hospitals

It is clear from the below Fig.3, that there is a significant difference between the performance of private verses government hospitals for the better treatment of dengue disease. According to private hospital parameters such as More Beds Facility, Modern Medical Equipment’s, More Safer and Secure, Indoor lab facility, Easy to take appointment, Cleanliness/more hygiene are highly significant in contrast to government hospital as indicated by “***”. Other parameters such as Low Platelets Transfusion Cost,
Careful Diagnosis, Room facilities for a patient, Multiple payment options are found to be significant as indicated by "**".

Table 4.9 Perception of Private and Government Hospitals

<table>
<thead>
<tr>
<th>PARAMETERS</th>
<th>Private Hospitals</th>
<th>Government Hospitals</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Quality of service</td>
<td>4.22</td>
<td>2.14</td>
<td>1.201</td>
</tr>
<tr>
<td>More Beds Facility</td>
<td>4.17</td>
<td>2.08</td>
<td>4.927**</td>
</tr>
<tr>
<td>Low Platelets Transfusion Cost</td>
<td>1.77</td>
<td>4.12</td>
<td>3.514*</td>
</tr>
<tr>
<td>Modern Medical Equipments</td>
<td>4.27</td>
<td>1.89</td>
<td>4.860**</td>
</tr>
<tr>
<td>Delay for Treatment</td>
<td>4.24</td>
<td>1.97</td>
<td>1.45</td>
</tr>
<tr>
<td>Careful Diagnosis</td>
<td>4.07</td>
<td>1.88</td>
<td>3.154*</td>
</tr>
<tr>
<td>Individual Attention</td>
<td>4.16</td>
<td>1.99</td>
<td>1.693</td>
</tr>
<tr>
<td>More Safer and Secure</td>
<td>4.2</td>
<td>1.95</td>
<td>4.026**</td>
</tr>
<tr>
<td>Attentive Staff</td>
<td>4.08</td>
<td>2.07</td>
<td>2.604</td>
</tr>
<tr>
<td>Affordable Cost of Treatment</td>
<td>2.08</td>
<td>4.04</td>
<td>1.136</td>
</tr>
<tr>
<td>Highly qualified doctors</td>
<td>4.05</td>
<td>3.95</td>
<td>0.152</td>
</tr>
<tr>
<td>Professional staff members</td>
<td>4.11</td>
<td>1.92</td>
<td>1.208</td>
</tr>
<tr>
<td>Indoor lab facility</td>
<td>4.12</td>
<td>3.02</td>
<td>4.839**</td>
</tr>
<tr>
<td>Room facilities for a patient</td>
<td>4.07</td>
<td>2.07</td>
<td>3.529*</td>
</tr>
<tr>
<td>Multiple payment options</td>
<td>4.17</td>
<td>2.91</td>
<td>3.152*</td>
</tr>
<tr>
<td>Secure personal information</td>
<td>4.12</td>
<td>3.22</td>
<td>2.117</td>
</tr>
<tr>
<td>Reliability of good treatment</td>
<td>3.96</td>
<td>2.12</td>
<td>1.098</td>
</tr>
<tr>
<td>Easy to take appointment</td>
<td>3.97</td>
<td>2.12</td>
<td>4.816**</td>
</tr>
<tr>
<td>24 Hours service availability</td>
<td>4.06</td>
<td>2.11</td>
<td>1.709</td>
</tr>
<tr>
<td>Cleanliness/more hygiene</td>
<td>3.99</td>
<td>2.29</td>
<td>4.821**</td>
</tr>
</tbody>
</table>

All the significant values have been represented in Fig 4; the values that are non-significant have been removed from the figure.

Fig 4.10 Perception of Private and Government Hospitals

4. CONCLUSION AND FUTURE SCOPE

Conclusion
➢ The prediction of dengue disease is carried out by observing various symptoms related to dengue disease.
➢ From the above results it is concluded that, the main focus of the research is on the association among symptoms of dengue disease like fever temperature, rashes, muscle and joint pain.
➢ The importance of knowledge identifies that disease.
➢ Dengue and from the observed symptoms it is analyzed that dengue fever mostly varies on fever temperature followed by Muscle and Joint pain and Rashes/red spots.
➢ Private hospital service to treat dengue fever is better than government hospital according to the concluded results.

Future Scope
The responses gathered here are limited to 100 patients but we increase the simple size by considering more responses to get more accurate results. More powerful tools such as neural network, fuzzy logic or the other data mining techniques can be applied.

REFERENCES


MODERN CONCEPT OF CLOUD BASED E-HEALTH

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Abstract
The evolution of data and Communication Technology has influenced the normal approach for aid practices within the world. This development is well detected during a partial abandonment of paper-based medical prescription to electronic version significantly in most of the developed countries of the planet. The necessity to federate and integrate varied electronic health data from varied domains like medical analysis laboratories, hospital, insurance companies have crystal rectifier to the evolvement of an inspiration referred to as electronic health (e-Health). Despite its diverse blessings, there are protection and privateness demanding situations that urgently deserve utmost interest for awareness of its green and complete scale utilization. Cryptographic and non-cryptographic tactics were used on numerous events to make sure upkeep of protection and privateness of fitness statistics with inside the cloud computing. Also, fine-grained in addition to patient-centric get entry to manage schemes are typically getting used to gain privateness in digital fitness. Three types of cloud models are usually employed for rendering e-Health cloud services, private, public, and hybrid cloud. This paper presents the concept of cloud-based e-health model and also diverse safety features getting used for protective statistics are reviewed.

Keywords: E-Health, Cloud based health services, Privacy issues.

INTRODUCTION
As we are having other "e-words" such as e-commerce, e-business, e-solutions, and so on, in an attempt to convey the promises, principles, excitement (and hype) around e-commerce (electronic commerce) to the health arena, and to give an account of the new possibilities the Internet is opening up to the area of health care, we have a term “e-health”. (Eysenbach, 2001)

E-health also called as e-health care and can be defined as use of digital technologies and telecommunications, such as computers, the Internet and mobile devices, to facilitate health improvement and health care services. It refers to forms of prevention and education, diagnostics, therapy care delivered through digital technology, independently of time and place. In a broader sense, the term characterizes not only a technical development, but also a state-of-mind, a way of thinking, an attitude, and a commitment for networked, global thinking, to improve health care locally, regionally, and worldwide. eHealth has several advantages. As a result, several governments are encouraging the healthcare industry to offer more eHealth services. The advantages of eHealth include: time savings, understanding into one's own health, and a reduction in administrative load. (Government of the Netherlands)

As there is a saying “know disease, no disease”, it is completely fit in terms of e-health like in previous years we can get every information on electronics regarding any health issue you face even you can upload pictures of your wound or swellings and can get results for that also. Also, we can see a doctor electronically, all these improvements in health sector is just because of e-health. Simply put, e-Health can simply be defined as the use of Information
Technology (IT) infrastructure and e-commerce practices for processing, sharing and manipulation of health information. It can be seen that e-health is a boon for health sector.

It is cited that specific domain names being worried in sharing of clinical statistics have made the utility very hard to control as a result the want for cloud-primarily based totally surroundings which lets in collaborative sharing of records throughout a couple of administrative domain names. Cloud computing has such a lot of blessings amongst that is seamless switch and sharing of clinical records in a well-timed manner. It has additionally relieved healthcare vendors the rigour worried to control infrastructure and additionally offer them adequate possibility to familiarize with IT provider vendors. It has been mounted in specific educational papers that cloud computing gives several blessings starting from scalability, value effectiveness, agility enhancement of collaborative sharing of resources.

**CLOUD BASED E-HEALTH MODELS**

Three types of cloud models are usually employed for rendering e-Health cloud services. They are: private, public, and hybrid cloud.

**Private Cloud**

This model is treated ultimate protected of all the models. There is a complete control to all involved WWW. The Electronic Medical Records (EMRs) in a private cloud are only attain by a recognized work force of the healthcare organizations which are believed to be authentic and trustworthy. A private e-Health cloud is demonstrated in fig 1.

**Public Cloud**

This model exists of mutual infrastructure i.e., in total control of the tertiary-group worker. The aids concerning this form of cloud structure are obtained from the Cloud Service Providers (CSPs). With this model, EHRs are generally mutual between different organizations. The EHRs are very unsafe to various attacks and manipulations as they are stocked at off-premises servers that are under the control of CSPs. To prevent this protection challenge, effective cryptographic methods and fine approach control schemes are necessary. An instance of public cloud is described in fig 2.
Hybrid Cloud

This is a merger of two together the private and public clouds such that each of the models work separately but combined through standard electronics. The deployment concerning this model for e-Health is well favorable because it combines benefits of two together models (public or private). Healthcare providers accompanying limited and restricted physical resources in addition to forceful interest in using legacy structures can smoothly use third party assistances to apartment large medicinal data. It still demands effective safety framework before it maybe maximally utilized. An illustration of hybrid cloud is described below in fig 3.

![Fig 3: Hybrid Cloud](image)

A usual eHealth utilization should manage administration of the following duties: Findings for necessity of e-health services, multimedia conferencing, streaming of healing figures, tele-robotic systems, conveyance of patient signs of life, judgments for emergency e-Health aids, approach to Electronic Health Records and research & training. Although e-Health provides beneficial features but it can be more advantageous if it maintains some privacy and security decorum.

PRIVACY AND SECURITY REQUIREMENTS IN E-HEALTH

Achieving safety and secrecy in e-Health is very essential in accomplishing the aims of utilizing this up-to-date science. This is very fundamental as digitizing fitness accompanying info and giving them may produce various forms of attacks. Many administration strength organizations have thus grown foundation to guarantee extreme level of protection and solitude. For instance, the Health Insurance Portability and Accountability Act (HIPAA) was suggested for one United States (US) Congress in 1996 as a general standard that applies for the US healthcare manufacturing. In accordance with HIPAA directions, a set of valuable freedom and solitude necessities must be fix for active exercise of e-Health. Some of these are (Yazan et al., 2019, Chenthara et al., 2019): -

Confidentiality – It is the act of ensuring that patients health data are kept completely undisclosed to unauthorized entities.

Integrity – It ensures the health data captured by a system or provided to any entity are accurate and consistent with the intended information and have not been modified in any way.

Availability for any healthcare cloud system to serve its purpose, the information must be available all the time.
Ownership and Privacy of Healthcare Information

Establishing information ownership is necessary for protection against unauthorized access or misuse of patient’s medical information.

Access control is a mechanism for controlling access to a patient’s public health information that restricts access to legitimate entities only.

Audit - Auditing is a security measure that ensures the safety of a healthcare system. Audit means recording user activities of the healthcare system in chronological order, such as maintaining a log of every access and modification of data.

Secure Transmission - The HIPAA Security Rule (Section 164.312(e) Transmission Security) states that covered entities must “implement technical security measures to guard against unauthorized access to electronic protected health information … transmitted over an electronic communications network”.

CONCLUSION

It is terribly important to implement e-Health resolution in any country of the globe to boost glorious supply system. To maximally get pleasure from the services of e-Health, it's important and elementary to place in situ the specified security and privacy mechanisms to forestall any style of security breach and vulnerability. From the preceding, we've been able to review literatures on security and privacy in e-Health and also known lapses within the existing solutions. so as to possess economical e-Health resolution, it's vital we tend to incorporate a number of the steered resolutions projected in any model for e-Health solution. the govt. and policy manufacturers altogether countries of the globe should develop a comprehensive e-Health document framework to encourage and alter its acceptance. Governments ought to additionally develop analysis institutes wherever security consultants can close to brainstorm on a way to develop e-Health resolution that may be secured enough from any style of vulnerability. Finally, there ought to be an in-depth privacy laws on the services and practices of e-Health in order that patients will feel extremely protected whereas revealing their health-related info.

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WAJDİ MOUAWAD'IN KIYI VE YANGINLAR OYUNLARINDA DOĞULUNUN KİMLİK SORUNU

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Özet

Anahtar Kelimeler: Wajdi Mouawad, Kıyı, Yangınlar, Kimlik, Sürgün, Oryantalizm

Abstract
Identity is the sum of the characteristics that a person sees through both their own eyes and the eyes of others. Identity differs in the dimension of depth. Every identity differs ontologically. Identities are constructed and relational, both individually and socially. In this combination, one considers everything outside one's nature as the other. Two different people with different identities develop the duality of 'me and the other.' In this framework, this article
evaluates Wajdi Mouawad's plays called *Tideline* and *Scorched* and approaches these plays from within the problem of identity. It analyses the dramatic structure of the texts with a general evaluation of the texts through the concepts of exile, identity, and origin from an orientalist perspective. In both of his plays, Mouawad tells the lives of characters who have to flee from their own country and are both exiles and intellectuals in other countries. However, despite learning other cultures and languages, the characters cannot get rid of their past experiences, memories, childhoods, and traumas. The common destiny of the texts is the characters who face themselves again through the collective memory and witness the dilemmas of the people caught in the middle of the war. Mouawad explores how the exiles in both *Tideline* and *Scorched* intellectually document their experiences and make a mark in history. The texts written in this focus in the present tense are not used merely as a material, color, or figure in the theater. Through the life stories of the uprooted and the exiled, the characters of the play, who struggle for their identities in the grip of those at the center, begin to determine the culture, and thus the ideology and politics, via the functionality of the art of the present. As a playwright, Mouawad does not process the exile of Sarvan, Canan, and Wilfrid as an individual or collective identity presentation but transforms it into a space of political maneuvering for us to experience it in the present time within the play.

**Keywords:** Wajdi Mouawad, Tideline, Scorched, Identity, Exile, Orientalism.

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**GİRİŞ**


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¹ Said, “çosesli okuma” olarak kullanmaktadır.

ARAŞTIRMA VE BULGULAR:

KİMLIK-SÜRGÜN VE ÖTEKI ODAĞINDA KIYYI VE YANGINLAR


“Sürgün, bir insan ile doğup büyüdüğü yer arasında, benlik ile benliğin gerçek yuvası arasına zorla açılmış olan onolmaz gedikler. Özdiliği kederin üstesinden gelmek mümkün değildir. (...) Sürgün edilen edilen kazanmalar sonuca dek arkaada bırakılması bir şeyin kaybedilmesiyle sürekli olarak boyanır” (Said, 2016: 28).

Said kimliğin oluşumunda ‘sürgün’ü özel bir yere koyar. Sürgün olan kişinin yaşadığı yer ile gittiği yer arasındaki yaşantısına bağlı olarak ‘yersiz yurtszu’ bir kimliği önerir. Kiyyı oyununda Wilfrid’in zihin ve anlatı dünyasını bize gösterir ki bir yandan sürgün edilenler her türlü bağlarından koparıldığı gibi kendi topraklarında dahil defnedilemezler, diğer yandan...
savaşta yaşayan oyun karakterleri katliamlar karşısında ölmeyi ve öldürülmeyi iyi bilir. Kimlik bocalaması yaşarlar.

WAZAAN

“(…) Tuhaf bir ülkeye geldin Wilfrid, hoyrattır buranın insanların, hiçbir şey duymak istemezler, ne müzik, ne şarkı, ne bir ses, yaşlardır buranın yaşlılarını ve sessizlik isterler ama Simone beş gündür bağırıyor avaz avaz, haykırrıyor her gece çünkü Simone gemileri yakmış, çünkü Simone cılız, Simone çirkin, Simone yalnız, Simone öfkeli ve öyle bir bağırıyor ki çatlatacak toprak altında kemikleri. Uzaklardan bir çiftlik duyulur: "Yollarını kesistiği yerde, belki de rastlayacaksan ötekine!" (Mouawad, 53).


“AMÉ

Savaşı bir sürüamba patlattım ben!

SIMONE

Bu topraklarda patlamış en güçlü bombadan daha güçlü bir bomba patlatmak istiyorum!

AMÉ

Otobüслerde patlatalım, restoranlarda...

SIMONE

Hayir! Hayir! Sadece tek bir yerde patlayabilecek bir bomba olacak bu. İnsanların kafalarının içinde” (Mouawad,63).


“JANİNE: Biz hepimiz bir çokenin içindeyiz. Ben ait olduğum çokenin içindeki yerini bildiğimi sanıyordum. Sadece erkek kardeşi Simon’i ve annesi Nevval’i görmekte olan bir noktada olduğumu sanıyordu. Bugün, keşfettim ki, bulunduğu noktadan başamı görmekem de mümkün olabilir; yine Öğrendim ki, bu çokenin başka bir üyesi daha var; başka bir erkek kardeş” (Mouawad).

Mouawad, Simon ve Janine’nin köklerinin arayışını irdelerken savaş ve tecavüzle yüzleşir. Lübnan’daki iç savaşın acımasızlığıyla karşı karşıya getiren yazar, Batı’nın bunu desteklediğini gösterir. Bir yanda Lübnan milisleri diğer yanda Filistin mütecelleri vardır. Savaşın ve katliamin ortasında kalmış insanlar kendi coğrafyalarından başka yerlere göçlerinde


SONUÇ


2 “Sözü edilen veya benzer iki nesneden önem ve konum bakımından uzakta olan”, “öbur, diğer”, “mevcut kültürün içinde dışlanmış olan” (www.tdk.gov.tr)

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COVID-19 PANDEMİ SÜRECİNDE TÜRK FAAL FUTBOL HAKEMLERİNİN PSİKOLOJİK DAYANIKLILİK DÜZEYLERİNİN İNCELENMESİ

INVESTIGATION THE PSYCHOLOGICAL RESILIENCE OF TURKISH ACTIVE FOOTBALL REFEREES DURING THE COVID-19 PANDEMIC

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Özet

Araştırmanın amacı, pandemi sürecinde Türk faal futbol hakemlerinin psikolojik dayanıklıklarının incelenmesidir. Araştırma tarama yöntemile gerçekleştirilmiştir olan betimsel bir araştırmadır. Araştırmanın örneklem grubunu 2021 yılında Türkiye Futbol liglerinde faal olarak hakemlik yapan yaş ortalaması 26,53±8,25 olan 122 erkek, 10 kadın olmak üzere toplam 132 futbol hakemi oluşturmuştur. Araştırmada Connor ve Davidson tarafından (2003) geliştirilmiş “Psikolojik Dayanıklılık Ölçeği 25” kullanılmıştır. Araştırma sonucunda elde edilen bulgular, SPSS 23.0 istatistik paket programı ile değerlendirilmiştir, anlamlılık düzeyi p<0,05 olarak kabul edilmiştir. Elde edilen verilerin analizinde bağımsız örneklem t testi ve ANOVA testi kullanılmıştır. Araştırma bulgularına göre; katılımcıların % 42,4'ü 1-3 yıl, % 27,3'ü 4-6 yıl, % 30,3'ü ise 7 yıl ve üzeri yıldır hakemlik yapmaktadır. Katılımcıların 84’ü hakemlikten önce futbol oynamış, 48'i oynamamıştır. Hakemlik maç yönetme/tecrübe dağılımına bakıldığında % 33,3’nün çok fazla, % 37,9’un yeterli, % 28,8’in çok az maç yönetim tecrübesine sahip oldukları belirlenmiştir. Pandemi sürecinde seyircisiz oynanan maçların hakemleri psikolojik açıdan etkileme durumuna göre dağılmış ise, % 29,2’si olumsuz etkilediği, % 33,3’ü etkilemediği, % 37,5'i ise olumlu etkilediği yönünde görüşleri ortaya koymaktadır. Örneklem grubunun psikolojik dayanıklılık öçeğin puan ortalaması (77,54±13,27) olarak belirlenmiştir. Hakemlerin görev süresi ve olaylı müsabaka yönetim tecrübesi değişkenlerine bağlı olarak yapılmış olan analiz sonucunda psikolojik dayanıklılık öçeği puan ortalamalarında istatistiksel açıdan anlamlı farklı bulunmuştur (p<0,05). Müsabakanın önum, çevresel olumsuz koşulların etkileri, seyircisiz oyun, pandemi sürecinin hakem psikolojisi üzerindeki etkilerini değerlendirmeye çalışılmış olan analiz sonucunda psikolojik dayanıklılık öçeği puan ortalamalarında istatistiksel açıdan anlamlı farklı bulunmuştur (p>0,05). Araştırımda, 7 ve üzeri yıldır hakemlik yapanlar ise olaylı müsabaka yönetim tecrübesi çok fazla olan hakemlerin psikolojik dayanıklıklarının...
daha yüksek olduğu sonucuna ulaşılmıştır. Araştırma grubunun psikolojik dayanıklılıklarının pandemi süreci de dikkate alındığında yüksek düzeyde olduğu söylenebilir. **Anahtar Kelimeler:** Futbol, Hakem, Pandemi, Psikolojik Dayanıklılık

**Abstract**

The aim of this study is to the psychological resilience of Turkish active football referees during the pandemic. The research is a descriptive research conducted by scanning method. The sample group consisted of a total of 132 football referees, 122 men and 10 women, with an average age of 26.53±8.25, who were active referees in the Turkish Football Leagues in 2021. Psychological resilience scale was used in the study. Independent sample t-test and ANOVA test were used. According to the research findings; 42.4 % of the participants have been refereeing for 1-3 years, 27.3 % for 4-6 years, and 30.3 % for 7 years or more. 84 of the participants did play football before refereeing, 48 participants did not play football before refereeing. Considering the distribution of refereeing match experience, it was determined that 33.3% had too much, 37.9% enough, 28.8% too little match management experience. The distribution according to the psychological effect of the matches played without spectators during the pandemic process reveals the views that 29.2% negatively affect, 33.3% do not affect, and 37.5% affect positively. The mean score of the sample group was determined as (77.54±13.27). A statistically significant difference was found in the mean scores of the psychological resilience scale as a result of the analysis made depending on the variables of the referees' tenure and eventful competition management experience (p<0.05). A statistically significant difference was found in the mean scores of the psychological resilience scale as a result of the analysis made depending on the variables of the referees' tenure and eventful competition management experience (p<0.05). As a result of the analysis made depending on the variables of the importance of the competition, the effects of adverse environmental conditions, the game without spectators, the effects of the pandemic process on referee psychology, no statistically significant difference was found in the mean scores of the psychological resilience scale (p>0.05). In the research, it was concluded that the psychological resilience of the referees who have been refereeing for 7 or more years and the referees who have a lot of experience in managing an eventful match is higher. Considering the pandemic process, it can be said that the psychological resilience of the research group is at a high level. **Keywords:** Football, Referee, Pandemic, Psychological Resilience

**GİRİŞ**


YÖNTEM

BULGULAR
Araştırma bulgularına göre; katılımcıların % 42,4’ü 1-3 yıl, % 27,3’ü 4-6 yıl, % 30,3'ü ise 7 yıl ve üzeri yıldır hakemlik yapmaktadır. Katılımcıların 84’ü hakemlikten önce futbol
oynamış, 48’i oynamamıştır. Hakemlik maç yönetme tecrübe dağılımına bakıldığında % 33,3’un çok fazla, %37,9’un yeterli, % 28,8’in çok az maç yönetme tecrübesine sahip oldukları belirlenmiştir. Pandemi sürecinde seyircisiz oynanan maçların hakemleri psikolojik açısından etkileme durumuna göre dağılması ise, % 29,2’si olumsuz etkilediği, %33,3’ü etkilemediği, % 37,5’i ise olumlu etkilediği yönünde görüşleri ortaya koymaktadır. Örneklem grubunun psikolojik dayanıklılık ölçüğü puan ortalaması (77,54±13,27) olarak belirlenmiştir.

Tablo 1. Araştırma Grubunun Hakemlik Görev Süresine Göre Psikolojik Dayanıklılık Analizi

<table>
<thead>
<tr>
<th>Psikolojik Dayanıklılık</th>
<th>Hakemlik Görev Süresi</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>p</th>
<th>LSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>1-3 yıl</td>
<td>56</td>
<td>74,00</td>
<td>13,98</td>
<td>5,962</td>
<td>.001*</td>
<td>c&gt;a,b</td>
</tr>
<tr>
<td>b)</td>
<td>4-6 yıl</td>
<td>36</td>
<td>76,88</td>
<td>11,93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>7 yıl ve üzeri</td>
<td>40</td>
<td>83,10</td>
<td>11,75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td></td>
<td>132</td>
<td>77,54</td>
<td>13,27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(p<0,05)

Hakemlerin görev süresi değişkenine bağlı olarak yapılan analiz sonucunda psikolojik dayanıklılık ölçüleri puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmuştur (p<0,05). 7 ve üzeri yıl ve üzeri hakemlik yapan hakemlerin psikolojik dayanıklılıklarının daha yüksek olduğu sonucuna ulaşılmıştır.

Tablo 2. Araştırma Grubunun Olaylı Müsabaka Yönetme Tecrübesine Göre Psikolojik Dayanıklılık Analizi

<table>
<thead>
<tr>
<th>Psikolojik Dayanıklılık</th>
<th>Olaylı Müsabaka Yönetme Tecrübesi</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>p</th>
<th>LSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Çok Az</td>
<td>38</td>
<td>71,05</td>
<td>2,49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Yeterli</td>
<td>50</td>
<td>76,04</td>
<td>1,51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Çok Fazla</td>
<td>44</td>
<td>84,86</td>
<td>1,56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td></td>
<td>132</td>
<td>77,54</td>
<td>77,5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(p<0,05)

Olaylı müsabaka yönetme tecrübesi değişkenine bağlı olarak yapılan analiz sonucunda psikolojik dayanıklılık ölçüleri puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmuştur (p<0,05). Olaylı müsabaka yönetme tecrübesi çok fazla olan hakemlerin psikolojik dayanıklılıklarının daha yüksek olduğu sonucuna ulaşılmıştır.

Tablo 3. Araştırma Grubunun Müsabaka Stresine Göre Psikolojik Dayanıklılık Analizi

<table>
<thead>
<tr>
<th>Psikolojik Dayanıklılık</th>
<th>Müsabakanın önemi stres oluşturur mu? (müsabaka stresi)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Evet</td>
<td>49</td>
<td>77,34</td>
<td>14,65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Bazen</td>
<td>24</td>
<td>72,66</td>
<td>16,07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Hayır</td>
<td>59</td>
<td>79,69</td>
<td>10,15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td></td>
<td>132</td>
<td>77,54</td>
<td>13,27</td>
<td></td>
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</tbody>
</table>

Katılcıların müsabaka stresine göre yapılan analiz sonucunda psikolojik dayanıklılık ölçüleri puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmamıştır (p>0,05).

Tablo 4. Araştırma Grubunun Çevresel Olumsuz Koşullardan Etkilenme Durumuna Göre Psikolojik Dayanıklılık Analizi
Psikolojik Dayanıklılık
Çevresel Olumsuz Koşulların Etkileri

<table>
<thead>
<tr>
<th></th>
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<td>10,02</td>
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<td>b)</td>
<td>46</td>
<td>74,26</td>
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<tr>
<td>c)</td>
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</table>

Katılımcılardan çevresel olumsuz koşullardan etkilenme durumuna göre yapılmış olan analiz sonucunda psikolojik dayanıklılık ölçeği puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmamıştır (p>0,05).

Tablo 5. Araştırma Grubunun Seyircisiz Oyunun Olumsuz Etkilerini Değerlendirmeye Göre Psikolojik Dayanıklılık Analizi

<table>
<thead>
<tr>
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</table>

Katılımcılardan seyircisiz oyunun olumsuz etkilerini değerlendirmelerine göre yapılmış olan analiz sonucunda psikolojik dayanıklılık ölçeği puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmamıştır (p>0,05).

Tablo 6. Araştırma Grubunun Pandemi Sürecinin Hakem Psikolojisi Üzerindeki Etkilerini Değerlendirmeye Göre Psikolojik Dayanıklılık Analizi

<table>
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<th></th>
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<tbody>
<tr>
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<td>.981</td>
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Katılımcılardan pandemi sürecinin hakem psikolojisi üzerindeki etkilerini değerlendirilmek için göre yapılmış olan analiz sonucunda psikolojik dayanıklılık ölçeği puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmamıştır (p>0,05).

SONUÇLAR
Hakemlerin görev süresi ve olaylı müsabaka yönetim tecrübesi değişkenlerine bağlı olarak yapılmış olan analiz sonucunda psikolojik dayanıklılık ölçeği puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmuştur (p<0,05). Müsabakannın önemi, çevresel olumsuz koşulların etkileri, seyircisiz oyun, pandemi sürecinin hakem psikolojisi üzerindeki etkilerini değerlendirmeye bağlı olarak yapılmış olan analiz sonucunda psikolojik dayanıklılık ölçeği puan ortalamalarında istatistiksel açıdan anlamlı fark bulunmamıştır (p>0,05). Araştırımada, 7 ve üzeri yıldır hakemlik yapanlar ve olaylı müsabaka yönetme tecrübesi çok fazla olan hakemlerin psikolojik dayanıklılıklarının daha yüksek olduğu sonucuna ulaşılmıştır. Araştırma grubunun psikolojik dayanıklılıklarının pandemi süreci de dikkate alındığında yüksek düzeyde olduğu söylenebilir.
KAYNAKLAR


COVID-19 AND ITS EFFECTS ON THE USE OF PUBLIC SPACE:
A CASE STUDY ON NEIGHBORHOOD PARKS IN NICOOSIA TRNC
(DR. FAZIL KÜÇÜK PARK AND MARMARA PARK)

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Abstract
Pandemics have always shaped cities, architecture and urban design have reflected various health challenges. The globe is currently grappling with a public health catastrophe brought on by the covid-19 epidemic, which is perhaps the worst in more than a century, this pandemic has posed various challenges to cities. Prior to the coronavirus pandemic, parks were among the most appealing places for city residents; however, today, urban public spaces lack vitality due to the absence of people; many streets and squares are devoid of activity due to city lockdowns and government-imposed restrictions on people's behavior. These changes impacted public space’s potential to attract people and provide multiple advantages. The pandemic’s financial, sociological, physical, and psychological effects have been felt by urban residents who have been striving to adjust to a new way of life for the past two years. The usage of public spaces, in particular, has changed substantially. Public spaces are a major focus that fosters social cohesion, provide a vast array of activities for people to engage in, and brings various cultural groups closer. The aim of this research is to see how the covid-19 virus has affected the utilization of public space in the Turkish Republic of North Cyprus during and after the lockdown. The shifts in user behavior in public spaces, which are influenced by masses of people and collective usage, after the pandemic will be explored in the study's conclusion section by assessing the questionnaires that were responded to by the users. The methodology that will be used in this study is qualitative and quantitative research analysis.

Keywords: Public spaces, Covid-19, Effects of covid-19, Parks, North Cyprus.

Özet
Pandemiler her zaman şehirleri şekillendirdi, mimari ve kentsel tasarım gibi çeşitli sağlık sorunlarını yansıtmıştır. Dünya şu anda, belki de bir yüzyıldan fazla sürer en kötüşü olan covid-19 salgının getirdiği bir halk sağlığı felaketiyi boğuyor, bu salgın şehirlerle çeşitli zorluklar getirmiştir. Koronavirüs pandemisi öncesinde, şehir sakinleri için parklar en çekici yerler arasında daydı; ancak günümüze kentsel kamusal alanlar, insanların yokluğu nedeniyle

1. INTRODUCTION

The covid-19 virus was identified and reported in Wuhan, China, in December 2019, and the first case outside of China was reported about a month later. After being originally identified in China, the new coronavirus infection (Covid-19) quickly spread around the world. As a result, millions of people all around the world are suffering from undiscovered ailments. On July 28, 2020, the World Health Organization reported about 16 million confirmed cases of the coronavirus (Covid-19), with around six hundred and fifty thousand deaths. Numerous facets of human social life, including recreational time opportunities and financial stability, have been impacted by the covid. As a result of these disturbances, stress, worry, and depression have all increased, and people have had to discover new methods to engage themselves and their children, as well as maintain their mental well-being.

Covid-19 has impacted people’s lives significantly, this impacts include basic day-to-day activities as well as their utilization of public areas. Urban parks and other public spaces were some of the most popular places for city inhabitants to visit before the Covid-19 epidemic. Since the nineteenth century, people have utilized urban parks to socialize, exercise, and improve their health. Resident’s physical fitness, psychological well-being, and overall health have all been shown to benefit from urban parks. Parks have long played an important role as a free recreational place, especially for poor and immigrant communities, previous studies and research has shown that parks and other green spaces are good for mental health.

Urban parks have traditionally been thought of as healthy places prior to Covid-19. According to previous research, the physical features and equipment of urban parks improve the visitor numbers and the number of hours spent in the parks. According to studies, installing and improving workout equipment can increase the number of visitors to the site and their level of activity. Some studies have examined factors that affect people's tendency to exercise and engage in outdoor activities, such as the physical environment and access. For example, According to earlier studies, the proximity of a park to a household (within 500 meters) and the use of parks were substantially linked with overall physical activity.
1.1 Aim of the Research:

Park visits have altered as a result of the Covid-19 epidemic, albeit the extent of this impact has differed between nations. In most nations, between January to February 2020, park visitor counts began to drop before gradually rebounding to levels equal to or even above a benchmark defined as the average value of daily park visits. There are limited detailed assessments of the causes impacting changes in park attendance during the Covid-19 epidemic, especially at the global level. As a result, the following research topics were addressed in this paper:

(1) What variables influenced the number of park visitors during the pandemic? (Pre/post lockdown).
(2) What role do parks and green areas have in the Covid-19 outbreak?

2. LITERATURE REVIEW

2.1 Background on Nicosia/Lefkoşa TRNC

Nicosia is the biggest city in Northern Cyprus, an unrecognized de facto state. It is managed by the Nicosia Turkish Municipality and is located in the northern part of the split city of Nicosia. Northern Cyprus had a population of 61,378 people in 2011 and an 82,539-person metropolitan area. With many stores, cafes, and retail malls, the city serves as Northern Cyprus' commercial, social, and cultural hub; it has a medieval walled city, centered on Sarayönü Square, as well as a modernized urban area, with the Dereboyu district serving as its economic and entertainment hub. It has seen tremendous urban progress in the 21st century, such as the development of new highways and high-rises, and is considered a city with a high degree of contentment. It attracts a large number of tourists and offers a wide range of cultural events, including international theater and music festivals. North Nicosia is a prominent center of education and research, with over 34,000 students and four institutions.

2.2 Public Space

A public space is an open area that is easily accessible to the general public. Roadways, squares, and playgrounds with parks are all examples of public spaces. Publicly accessible government institutions, such as libraries, are public places in certain ways, although they tend to have more constrained parts and use limitations. Privately held buildings or property viewable from sidewalks and public thoroughfares may have an impact on the public visual environment, via advertisements. The notion of shared space has recently been proposed to improve the human experience in public spaces shared by cars and other vehicles. (Public Space, design, use, and management).

2.3 Importance of Public Space

Economic Importance: The provision of high-quality parks and other public places is a significant advertising and business tool: Businesses are lured to locations with greatly designed good maintained public areas, which attract customers, employees, and services. A pleasant and well-kept atmosphere in town centers boosts the number of people who frequent retail areas. A good quality public space may boost business by bringing more people into an area, and it can also contribute to the revitalization of a region.

Psychological Importance: Parks, for example, provide a pleasant and appealing environment in which people may decompress from their frantic daily duties at work and at
home by relaxing or participating in physical exercise. Parks may also aid in pollution reduction in the air. (Lisa yang, 2015).

2.4 Neighborhood Parks

A park is a natural or artificial area made available for human pleasure and recreation, or to safeguard animals and natural ecosystems. Green spaces set aside for enjoyment within towns and cities are known as urban parks. Green places utilized for recreation in the countryside include national parks and rural parks. Various public sector states and departments manage state and regional parks. Parks may have grassland, stones, dirt, and trees, as well as buildings and other objects like statues, ponds, and recreational installations. Grounds for sports like football and baseball, as well as paved areas for activities like basketball, may be found in many parks. There are generally seats for sitting in urban parks, as well as picnic tables and barbecues.

The biggest parks can be a large number of square kilometers in size, with plenty of animals and natural features like rivers and mountains. Tenting is permitted in many big parks. Many natural parks are legally protected, and visitors may be required to adhere to certain guidelines. A park ranger is usually in charge of large national parks. Large parks may offer places for paddling and camping in the summer, and cross-country skiing and snowboarding in the winter in some arctic regions countries. Live entertainment, carnival rides, snacks, betting, and skills are all available at amusement parks.

2.4.1 Benefits of Parks

Social Benefits: The function of city parks as community development instruments is one of the most significant advantages of city parks, while it is arguably the most difficult to measure. City parks improve the livability of inner-city communities. They give recreational options for at-risk youngsters, poor children, and low-income families, as well as locations for individuals to feel connected in low-income areas.

Environmental Benefits: Parks have been found to enhance water quality, and pollution levels, offer vegetative buffers to urbanization, provide animal habitat, and give a location for families with children to enjoy nature and outdoor activities together.

Health Benefits: Parks are where people go to get active and remain in shape. Children, teens, adults, and elders benefit from parks and recreation activities. According to a CDC study, enhancing individual and community health by establishing, improving, and expanding spaces for physical activity can result in an increase in people working out at least once a week.

Economic Benefits: Parks improve property values as well as municipal tax revenue. It's been proven that the closer the proximity of privately owned land is to a park, the more valuable it is. Property tax receipts and local economies benefit from the increased value of private property due to its closeness to parks.

2.5 Space Quality in the Public Space

The word "public" is defined in its first sense as "all state organs that serve the public", and the public space is defined as "the place where public works are carried out" (Türk Dil Kurumu, 2021). Public spaces are spaces in the urban fabric where people can move freely, lead their daily lives, and socialize. It provides data about the physical structure of the city as well as gives ideas about the social fabric of the society. Places open to everyone's use, such as streets, squares, parks, and courtyards, are public spaces (Saylan & Erdönmez Dinçer, 2017). Creating meaningful spaces that also meet symbolic and attachment needs is important for
having a high-quality community life. Inferences can be made about the city based on the nature of the common spaces in the city. These places are like a mirror of the people of the city, reflecting the local culture and the time spent in them. Especially the city center regions, which can be described as the heart of the city in today's sense, have been the regions where commercial functions are concentrated. Consciousness and sensitivity should be developed about the quantitative and qualitative characteristics of these places in order to become a center of cultural, artistic, commercial, and intellectual fusion for the people living in the city (Oktay, 1999). These regions, which are particularly important for preserving the history of cultural and social growth, have changed as a result of social and economic forces. Such changes in the public sphere can be evaluated as the gradual decrease in physical space and the deterioration of commercial and traditional public spaces (Gökgür, 2018). Especially in today's pandemic conditions, together with the need for clean air and socialization in urban areas, the suitability of open public spaces to the quality of space gains importance (Zafer and Erdönmez, 2021). The quality of the public spaces of the city, which they can do, mingle with, contribute to the individual in terms of physical and social health, and offer inferences about the physical, social and cultural structure of the city, is effective in the people who use it (Varol, 2018). Figure 2: Human Relations in the Public Space (Left: Florence, Siena on the right, Italy, Author's personal archive, 2014) Successful urban spaces tend to have common features that overlap or can be improved. These are the aims of urban design; character and identity, continuity and closure, accessibility, readability, adaptability, diversity, and quality of urban space. In order to evaluate the quality of urban space, it is necessary to examine the quality parameters in the urban space in detail (Tutkun, 2018).

2.6 Corona Virus (Covid-19)

This is a virus that causes an infectious sickness. The majority of persons carrying the virus will experience mild to moderate respiratory issues and will recover without medical assistance. Others, don't get so lucky and they will become sick and require medical attention. The elderly and those with pre-existing medical conditions such as heart disease are more susceptible to serious illness.

2.7 Covid-19 and Public Space Access and Connections

A location's accessibility is determined by its visible and physical links to its surroundings. It's simple to find a successful public area. The shape of the surfaces limiting the space also makes walking comfortable in terms of safety. Accessible areas are also suitable for public transport. According to the PPS, there are some considerations about access and connections in a public space. These are:

- Is the area visible from afar?
- Do the sidewalks extend into neighboring areas?
- Is the area suitable for the use of people with special needs?
- Do vehicles and footpaths in the public area really get people where they want to go?
- Do people use various forms of transportation to reach the public space? Can use the options (bus train, car, bicycle, etc.)?
- Public transport stops, libraries, post offices, park entrances, etc. Is it conveniently located next to targets such as
With the Covid-19 epidemic, it has entered into a number of changes. In many cities, especially pedestrian movements have decreased and traffic has been slowed down at many points. Recommendations to reduce traffic volume and speed have been implemented to encourage people to walk, cycle and run safely in some parts of the cities. NACTO, which defines the streets as the key to mental, physical, and immunological health, especially during the epidemic, said, It has published alternative street design guides such as “shared, slow, open and spacious street” that show how the streets can create opportunities in the face of this.

3. METHODOLOGY

In this study, I’ll be assessing the impacts of the covid-19 virus on the neighborhood parks of Lefkoşa, Nicosia. Data of the research were collected using both qualitative and quantitative research methods. The quantitative method used is: Online questionnaire form for the general perception of how covid-19 has affected park usage, this survey had three main sections, the demographic section, the covid-19 related section, and the park usage/how covid-19 has impacted the use of parks section. This survey was filled by 52 people which we would later see their results in the paper. The questionnaire was developed based on previous studies carried out by other researchers and then narrowed down to the case study area using a Q-methodology method to identify and categorize the subjective perceptions of Covid-19 users in the parks. The Q-methodology is a type of factor analysis in which the unit of analysis is human and people with similar response patterns are grouped together. This method is particularly appropriate for this study since it allows for a more objective analysis of the area of human subjectivity by objectively evaluating values, beliefs, attitudes, and other factors that might be considered subjective domains of human beings. In other words, it is a means of gathering individuals who have comparable emotions to a certain item or topic and validating the contents of these people's reactions in the process of objectifying subjectivity.

The qualitative methods used are:

3.1 Collection of Data

This technique is based on a database that is built by gathering information, photographs, and plan metric that are important in both the design and implementation stages of public space, as well as the maintenance phases. Information on the space's effectiveness and its visibility on social media is also included. The material is gathered from a variety of sources, including the experts or engineers who designed the spaces, the internet, academic references, and on-site visits. Because of the method's versatility, it was somewhat modified to allow groupings of components helpful for understanding changes in public spaces in the post-Covid-19 period. Due to the current epidemic, public areas were closed for months and subsequently reopened, necessitating appropriate physical spacing between individuals to avoid crowding; as a result, some data was added to the database in order to validate their changes in the post-Covid era.

3.2 Observation

I conducted a one-month post-lockdown systematic observation in two parks, observing interactions with users and residents of the locations. This procedure clarified how individuals felt about not being able to use the parks during the lockdown and how it affected how they used the parks afterward.
3.3 Park Selection

The availability of different facilities in the parks, the existence of recreation centers, the demographics of individuals who use the parks, the frequency of visits, and their locations were among the factors considered to pick the parks. Environmental factors, walkability, and park size were all factors taken into account while selecting these parks. Dr. Fazıl Küçük Park and Marmara Park were chosen as the two parks. These parks are all in the Lefkoşa TRNC; a map of the districts where they are located can be found below:

3.3.1 Dr Fazıl Küçük Park is located on Cetin Başar Street in Nicosia's residential sector. It's for the youngsters in the neighborhood's leisure and enjoyment, as well as for the elderly.

3.3.2 Marmara Park is located in a residential area in Lefkoşa along the Marmara Area, 23rd Street on the north axis, and Street Oren on the east. It's a local gathering spot for leisure and entertainment.

4. RESULTS

Within the scope of this study, respondents were randomly selected and interviewed at the parks and online questionnaires were done using google forms, 52 responses were gotten from the survey. This survey was carried out from 23 May 2022 to 6 June 2022.

Demographic Information: The participants' age and gender were obtained in the first part of the questionnaire and they were asked how often and for what reason they visited the parks. A total of 52 participants took part in the survey, with 57.7% of them being female and 42.3 percent being male (Figure 3). When the survey results are reviewed, it is discovered that
more than 50% of the study population is between the ages of 18 and 30, with just 5% of the sample group being above 30.

**Gender:** 57.7% of the response was gotten from the female gender while the remaining 42.3% was from the males.

![Gender Pie Chart](image)

**Figure 3.** The survey question (Gender)

**Age:** 94.2% of the respondents were between the ages of 18-30 years old while 5.8% of the respondents were between the ages of 30-60.

![Age Pie Chart](image)

**Figure 4.** The survey question (age)

**Country of residence:** 55.0% of the respondents are currently residing in Cyprus, while 40.4% are in other continents and 3.8% are in Europe.

![Country of Residence Pie Chart](image)

**Figure 5.** The survey question (country of residence)

**Living Situation:** 63.5% of the respondents live in an apartment, 26.9% live as a single family while 5.8% live in another type of accommodation and just 1.9% live in a hotel.
The perception of covid seriousness: 73.1% of the respondents believe if they had the Covid-19 virus it would be serious while 25.0% believe the situation would be very serious.

7.7% of the respondents are extremely worried about their family member getting infected with the Covid-19 virus while 25.0% are very worried while 32.7% are worried and the 34.6% are not worried at all.

Park visitation data: The number of visitation times was evaluated separately, one showing the number of times the park was visited before the covid lockdown was imposed and the other for the post lockdown analysis.

Before the covid-19 lockdown: 63.5% of the respondents visit the park not so often while 34.6% of the respondents visit the park often and 1.9% visit the park very often.
Post lockdown data: 82.7% of the respondents visit the park not so often while 11.5% visit the park often and 5.8% visit the park very often.

Activity report data post lockdown: 53.8% of respondents have reduced activities in parks not much while 40.4% have very much reduced activities in the park and 1.9% have very much reduced activities in the park. Then 1.9% have not taken part in any activity in the park.

Psychological impact data: In the psychological impact part, it was questioned how the participants were put under stress during the covid-19 lockdown period and they were asked if going to the park used to help in reducing their stress and anxiety.

Stress records during a lockdown: 20% of the respondents have been put under medium level stress during the lockdown while 10% have undergone a high level of stress and just 5% have undergone little or no stress.
69.2% of the respondents agree that park visitation relieves stress while 1.9% disagree, 25.0% and 3.8% somewhat agree and somewhat disagree respectively.

**5. CONCLUSIONS AND RECOMMENDATIONS**

This study found that public parks have a significant function as a recreational area and a medical resource during the covid-19, particularly in areas where recreational alternatives are restricted. Many people throughout the world have suffered significant psychological effects as a result of the Covid-19 pandemic. The impact of the pandemic on psychological health, as well as the use of self-quarantine and other reaction strategies, is predicted to be severe. The length of the confinement, the fear of Infections, tedium, and a lack of understanding are all issues that negatively impact people's mental health. Longer durations of self-isolation can lead to poor mental well-being and serious psychological consequences. Most respondents think that Parks may decrease stress and provide a variety of psychological and emotional advantages during a significant health crisis, as shown in figure 13. Tranquility, freedom, culture, and a rich habitat are all attributes that can help to lower the risk of poor mental health. Many research findings have shown that spending some time in natural areas like parks and green spaces can assist individuals in avoiding feelings of isolation, decrease mental anguish, promote relaxation, as well as improve people's perseverance and ability to handle everyday activities.

Public spaces, which are a mirror of urban identity, sociality, and public life, are one of the important components of the city. When we look at the cities in the historical process, it is seen that the epidemics directly affect the city and social life. Since people and the city are at the center of the epidemic, it can be said that many habits related to the city and people will be affected by this process. To be considered; is to cope with the effects of this pandemic, which closely affects our environment and our daily life, and to seek answers on how to overcome this process in a positive way in the healthiest way. It is thought that it will be beneficial to
enter into transformations that are healthier, more sustainable, and that support the local economy. With the pandemic, the importance of public spaces in terms of both the physical and mental health of people has been realized. The issues of walkability and accessibility to open spaces on foot came to the fore. In this period when a person who adopts a social life is alone at home, it is seen that the importance of the time spent together, the memories accumulated, and this life, which is actually integrated with the city, feed people in many ways.

With the Covid-19 epidemic, the contributions of public spaces to the physical and mental health of their users affect the effective usability of the space. The existence of public places within walking distance of residential neighborhoods boosts the impact of neighborhood-level health assistance on the entire city. The importance of the provision of open places where people may rest, relax, and interact securely while adhering to the physical distancing rule is shown in the state of public spaces, particularly in big centers where inhabitants have a hectic and stressful professional life. With their unifying and motivating aspects, public spaces are a breathing point for the citizens living under intense stress. Due to the increase in the risk of transmission of the epidemic in crowded and congested places, there have been differences compared to the past in terms of human use. In order not to have a negative impact on the quality of public spaces and on people's quality of life, it is inevitable that spaces will undergo some changes.

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Özet


Abdülhak Hâmid Tarhan, küçük yaşlardan itibaren İran, Paris Yunanistan gibi pek çok ülkede bulunma şansı elde etmiştir. Şüphesiz ki, Doğu ve Batı coğrafyasına ait bulunduğu şehirler şahsiyetiyle beraber sanat anlayışına ve dünya görüşüne de tesir etmiştir. Bu mekânlarda kültürel farklılıklar, dinleri, tabiat zenginliklerini, sömürgecilik ve mistik – metafizik anlayışlar gibi konularda gözlemleme imkanı bulunmuştur. Şüphesiz bu zengin mekan ve hayatlar şairin sanat anlayışının gelişmesine kaynaklıktır. Bunlara ilave olarak, kendisinin İstanbul’un Boğaz sahilinde “Hekimbaşı” olarak bilinen bir yahudi doğup büyümesi sosyal çevresini genişletmiş, dönemin edebiyat ve sanat çevrelerine tanışmaya vasıflı olmuştur.

Çalışmamızda özellikle Dergâh Yayınları’ndan iki cilt halinde çıkan Abdülhak Hamid’in Mektupları ve yine aynı yayınında çıkan Abdülhak Hâmid’in Hâtraları’nda kaydedilen bilgilerden ve diğer eserlerinden istifade edilmiştir. Sonuçta Abdülhak Hâmid Tarhan’ın Hindistan’daki hayatını sanat anlayışını sömürgecilik eleştirisi, tabiata bakış ve mistik – metafizik temalara yöneliş konularında önemli oranda etkilediği kanısına varılmıştır.

Anahtar Kelimeler: Abdülhak Hamit Tarhan, Hindistan, Tabiat anlayışı, Sömürgecilik, Ölüm ve Metafizik

Abstract

Abdülhak Hâmid Tarhan is one of the important figures of Turkish Literature in the Renewal Period. He greatly influenced the new Turkish poetry and theater and played an important role in changing the understanding of classical poetry. Abdülhak Hâmid and his works have been the subject of many academic studies due to the role he played in the approach...
of Turkish Literature, especially the new Turkish Poetry, to the West in terms of both form and content. Almost all of his works have been examined independently, and biographical works that provide extensive information about his life have been studied. However, there is no independent research on how the poet's life in India affected his understanding of art. For this reason, this study aims to analyze Abdulhak Hâmid's journey to India, how the events and geography he encountered there affected his art and understanding of art as a qualitative study.

From an early age, Abdulhak Hâmid had the chance to be in many countries such as Iran, Paris and Greece. Undoubtedly, the places that belong to the Eastern and Western geography have affected his artistic understanding and worldview along with his personality. In these places, it was possible to observe cultural differences, religions, natural riches, colonialism and mystical-metaphysical understandings. Undoubtedly, these rich places and lives have been a source for the development of his own understanding of art. In addition to these, the fact that he was born and raised in a mansion known as "Hekimbaşı" on the Bosporus coast of Istanbul, expanded his social circle and made it possible for him to become acquainted with the literary and artistic circles of the period.

In our study, Abdülhak Hâmid's Letters, which were published in two volumes from Dergâh Publishing, and the information recorded in his Abdülhak Hamid’s Memoirs from the same publishing house, and his other works were also utilized. As a result, it was concluded that Abdülhak Hâmîd Tarhan's life in India had a significant impact on his understanding of art in the fields of criticism of colonialism, view of nature and mystical – metaphysics aspects

**Keywords:** Abdulhak Hâmîd Tarhan, India, Nature understanding, Colonialism, Death and Metaphysics

II. Giriş: Abdülhak Hâmid Tarhan’ın Hayatına Kısa Bir Bakış

Abdülhak Hamid’in hayatı ve eserleri değişik açılardan incelenmiştir. Şairin sanatı ve edebi anlayışına Hindistan’ı daki hayatının etkileri üzerinde müstakilen durulması sanatının ve edebi yaklaşımlarının daha iyi anlaşılmasına yardımcı olacağını değerlendirilmiştir.


Abdülhak Hâmid daha küçük yaşlardan itibaren çeşitli coğrafyalarla bulunan bir kültürel sevdasına sahip, karşılaştığı kişilerden, gördüğü şehirlerden ve tabiat güzelliklerinden etkilenmiştir. Çocukluk yaşlarıdan ileri yaşlara kadar bulunduğu coğrafyaların bir kısmını aşmış ifade edildiği giderdir: “On yaşlarına ağaçlıya Nasûhi Bey ile Paris’e gitti (1863). Orada bir büyük yıl kadar özel bir okula devam etti, 1864 yılı sonlarına geri dönüldü. 1865’te Tahran’a elçisi tayin edilen babasyla İran’a gitti. Bir yıl sonra babasının Tahran’da anı ölmüştür üzerine aileyle birlikte..."
İstanbul’a dönmek zorunda kaldı. (...) 1876’da Paris büyükelçiliği ikinci kâtibi Olarak atandı” (Enginün, 1988, 207).


**II. Sanatında Hindistan İzleri**

Abdülhak Hamid’in sanat anlayışına Hindistan’daki hayatının önemli bir tesiri olmuştur. Söz konusu tesirlerin başında sömürgeci zihniyete karşı durmak, şehir hayatından kaçış, tabiata yöneliş arzusu ve mistik Metafizik duygulara açılıma düşüncesi olarak ifade edilebilir.

**Sömürgeci Zihniyet Karşılığı**

Sömürgecilik ve Edebiyat çalışmalarında yavaş başları bulunmaktadır. Empyralist çizgideki devletlerin sömürü anlayışının tek taraflı olarak idiari, siyasi ve ekonomik sebepler üzerine inşa edilmesi, edebi türler açısından işlenmeye musait ilginç bir konudur. Bir milletin,
bir toplumun baskı, şiddet ve yıldırma gibi zorlayıcı yöntemlerle maddi ve manevi kaynaklarının sömürümesi, merhamet ve adalet hisleri kuvvetli yazar ve şairler tarafından görmezden gelinmeyecek kadar önemli dramatik bir tablodur.

Sömürgecilik, “Bir devletin kendi sınırları dışında kalınya genelde deniz aşırı toprakları askeri güç kullanarak başta olmak üzere çeşitli yollarla ele geçirmesi ve orada hakkıyet kurup yerli toplumlar üzerinde siyasi, iktisadi ve kültürel alanlarda üstünlik sağlayarak, bu topluğun her türlü imkanlarını kendi menfaati için yağmalaması” olarak tanımlanabilir (Kavas; 2009: 394-397).

Sömürgeci devletler önce yakın, sonra uzak toprakları hakimiyetleri altında almak amacıyla faaliyetler içinde olmuşlardır. Sömürgecilik anlayışının motivasyonları arasında başta askeri, siyasî ve ekonomik açıdan güç kazanma, şairiyatçı bakış açısı, misyonerlik maksatlı yaklaşımlar olmak üzere çok sayıda sebep saymak mümkündür.


Kadının Metalaştırılması ve Psikolojik Sömürüsü

Abdülhak Hâmid henüz yolu Hindistan’a düşmezden önce İngiliz sömürgeciliğini eleştiren “Duhter-i Hindü” adlı tiyatro eserini kaleme almıştı. Bu yaklaşım Edebiyatımızın sömürgecilikle karşı düseyiye göstermiş olduğunun, konunun henüz yenileşme döneminde bile dikkatle ele alınmışın bir vesikasıdır. Eserin yazılış serüveni Hâmid tarafından Finten’in ön sözünde şöyle satırlarla anlatılmaktadır:

“Nitekim Hind’i de, İngilizle’yi de görmeden evvel yazdım Duhter-i Hindü Hindistan’da İngiliz idare-i müstebidesinden feryâd ve figân edici bir kitap olmuştu. Duhteri Hindü’de tasvir ettikim ahvâl ve evhâle Hindistan tarihi şahadet eder. (...) Bazı müverrihlerin garazkâr oldukları malûm bulunduğundan bir Fransız tarihini işhad ederek yazdığım Duhter-i Hindü tiyatrosunda hakikate benzer hayalât ile tarihe benzemez hikâyât olabilir” (Enginün, 1998; 158-159).

Hâmid henüz Hindistan’ı görmemiş halde Duhter-i Hindü’yu Fransız tarih kitaplarından esinlerek kaleme almış, eserini “hakikate benzer hayatât ile tarihe benzemez hikâyât” şeklinde tanımlamıştır. Dolayısıyla eser tarihi metinlerden esinlerek yazılan kurgulanmış bir metin olarak değerlendirilebilir. Eserin kıyımeti, sömürgecilik karşısında Osmanlı aydınlarının biri olan Hâmid’in de ciddi bir rahatsızlık duyduğu ve bu rahatsızlığı erken sayılabilecek bir dönemde bir tiyatro metni olarak kaleme alınmış olması ve sömürgecilik yol açtığı sosyal ve insani yıkımlar halka ve insanlığa dramatik bir usulua anlatılmış olmasından kaynaklanır.

Duhter-i Hindü, İngiliz sömürgeciliğinin, kadınlara psikolojik, fiziksel sömürüsü ve metaalastırılması gibi hususlardan hareketle şu şekilde özetlenebilir: İngiliz subayı Tomson, dış bir güzellik ve cinsellik bir sömürü nesnesi olarak görüdüğü Surucuyi adlı Müslüman Hintli kadın beğenir ve kadına birlikte olmak ister. Aslında kadınla içsel ve yüce bir sevgiye dayalı olarak kurulmuş bir ilişki kurma maksadı yoktur. Eserde anlatılanlar, zavallı Hintli kadının bir zevk unsuru olarak görülen, sömürümesinin açık bir örneğidir. Tomson Surucuyi’nin gehöreni...
kazanmak için, İngilizler’in Hindistan’a adil bir yönetim tarzi getirdiklerini ve ülkeye âdilâne usullerle sahip olduklarını söyler. Bu husus yaşananlara veerce taban tabana zit büyük bir tezat teşkil etmektedir.

Hintliler, özellikle gün görmüş Hintli ihtiyarların kadınlarının ve kızlarının İngiliz subayları ve yöneticileriyle kurmuş oldukları bu tür günlük ilişkisinden memnun değişirler. Tomson’la Suruciyi’nin ilişkisinden rahatsız olan ihtiyar Torromtor Suruciyi’yi şu dokunaklı sözlerle ikaz eder:


İlerleyen bölümlerde Tomson Suruciyi adlı kadını bir fetih ve zafer nişanesi olarak İngiltere’ye götürmek ister ve der ki:


Kaynakların ve Halkın Sömürülmesi


Daha sonraki yıllarda Hindistan İngiltere’ne dikkati çekmiştir. Ekonomik kazanımlar, yayılmaları, şarkiyatçılık, misyonerlik gibi birçok farklı sebeplerden dolayı İngilizler Asya’yi ve Hindistan’ı vazgeçilmez bir coğrafya olarak görmüşlerlerdir. Yurdakul bu konuda şu değerlendirmelerde bulunmaktadır:
İngiltere’nin Asya politikası içerisinde Hindistan’ın özel bir konumu vardır. Hindistan; tarihi, kültürü, ekonomisi, yeraltı ve yerüstü kaynaklarıyla hemen her dönemde sömürgeci güçlerin ilgisini çeken geniş bir coğrafya olmuştur. Coğrafi Keşifler sonrası Portekiz’in akınlarına uğrayan bu zengin coğrafya, İngilizlerin ilgisi yeni kitada ıken Fransız ve Hollandalılar tarafından da yağmalanmıştır. İngiltere Amerika’daki sömürgecilerini kaybedince Hindistan üzerindeki ilgisini daha da artırmıştır (Yurdakul, 2018; 20).

Hindistan’da İngiliz sömürgeciliğini yayılıp yerleşmesinde, Hintli kabile ve racalıkların aralarındaki anlaşmazlıklar ve çatışmaların bir türlü bir sona bağlanamaması ve yıllarca süründüremekle kalması da etkili olmuştur. Sonuçta bazı racalar tarafından sırf kendi kabilelerinin üstün gelebilmesi umuduyla İngiltiere’den yardım talep edilmesi, İngilizler için harekete geçme konusunda beklenen altın fırsatı doğurmuştur.

Bolat ve Ayaz’ın Ferguson ve Ülman’dan aktardıklarına göre, (2021, 122) Hindistan, Britanya’ya yaklaştıktaki iki yüz yıl boyunca hem ticari hem de askeri konularda tükenecek bir kaynak (Ferguson, 57) sağlamıştır. İngilizlerin Hindistan’ı bu kadar çabuk ve akıllıca ele geçirmesinin nedenleri içinde en önemli etken Hintli yöneticiler arasında çeşitli itilafların bulunmasıdır. Hindistan çok kalabalık ve bölünmüş racalıklarla yönetilen, birçok dinin yaşadığı, onu aşkın dilin ve üç yüzden fazla lehçenin (Ülman, 56) konuşulduğu, çok geniş bir coğrafyadır. Bu geniş topraklarda iki hükümdar iktidar için çekişince, içlerinden biri rakibine üstünlik sağlamak için İngilizlere başvurmuş, aldığı yardımlar karşılığında, ülkeye hakim olmanın yollarını İngilizlere vermiştir. İngilizler yapılan antlaşmalara bir süre sadık kaldıkları sonra ülkenin idare tarzı ve adetlerini iyice kavramışlardır. Ardından bir orduyu yetiştirecek, disiplin altında alacak ve tarafardan birinin desteği kazanarak, kısa sürede öbürlerini bertaraf edip, kendilerini yerli halka adım adım kabul ettirip, neredeyse tüm ülkeyi boyundurdu (Ferguson 57) altına almışlardır (Bolat ve Ayaz, 2021; 122).

İngiltiere’nin Hindistan sömürgeciliği, daha ziyade Müslüman toplumlara karşı daha ağır şartlar içermekteydi.

"Hindistan’da İngiliz politikası genellikle Müslüman karşıta bir tavır sergilemiştir. Bunun nedeni ise Müslümanların, İngilizlere Hindulardan daha fazla direnç göstermesi, batılı kurumları ve düşünceleri benimsememede daha tutucu davranışlardır. Bu durum karşısında İngilizliler, Permanent Settlement denilen yeni bir vergi sistemini başlatarak, vergi toplama işini Hindu aracılığı ile yapmış ve Müslüman çiftçiler, emekleri sömürülken tarım işçileri derecesine düşürülmüştür. 1835 yılında İngilizce, okullarda ve resmi dairelerde Farsçanın (Von Grunebaum, İslamiyet, 66-67) yerini almaya başlamış, 1836 yılında ise resmi dil olmustur” (Özcan, 1997; 22).

Hindistan’ı Ingiliz sömürgeciliği hakkında bu toparlayıcı bilginin ardından, Abdülhak Hâmid’in eserlerinde Hindistan halkının ve kaynaklarının sömürlmesi hususunun kısaca nasıl ele alındığını, seçtikimiz çarpıcı örneklerle açıklamaya çağrıldık. Bu konuda çok sayıda misal vermek mümkündür. Araştırmamızın sınırlılıklarını da göz önde bulundurarak, konuyu benzer alntılarla fazla zorlamadan, sömürü neticesinde yorgun ve çaresiz kalmış Hintli ihtiyaçların kendi ağzından İngiliz yöneticilere karşı dile getirdikleri yürek burkan yakınmalarla çerçevelenmeye çalışılmış.

Sir! Eyaletin vâridâtını siz bizzat cep harçlığı ediyorsunuz. Bizden aldığınız verginin sefâhaten başka hiçbir emel yolunda sarfolunduğunu görmüyoruz! Borcumuzun on katını on kerre vermeye muktedirsiniz. (....) Halbuki siz eyaletin borçunu vermek şöyle dursun, bir
yandan yine istikrâzlar edip, o paranın da nısfından zevk ü safa yolunda heder ediyor muyuz (...) Yaldızlı sandalyelerde oturur, ipekli karyolarda yatır, müzeyyen taht-ı revanlara binersiniz... Yıkılmış damlalar altında yıldız sayarak yatan fakir, güneş altında yana yana oturan biçareyi, gayretinden küplere benen bizim gibi erbâb-ı hamiyeti düşünmezsiniz! Şurada bir tenbelhâne yaptriyorsunuz, ne lüzumu var? Serhadlere istihkâm yaptırsanız. (…). Ah Sir! Ne kadar bed-hâh-ı vatan, ne kadar hain-i milletsiniz, haberiniz var mı? (Enginün, 1998; 86).

Hindistan Coğrafiyası ve Tabiat Yönliş


“Belde halkında görmedim hayfâ, Gördükümünsü ehl-i vahtese, Bedeviler sıkûn u rahatte, Sürdügü daima gânemle şafâ. Beledi muttassî esîr-i cefâ, İntîâş âleminde zulmette!” (Sahra s. 43)

Abdüllah Hamid Tarhan’ın şiirlerinin önemli bir bölümü tabiat ve kadınlar üzerinden. Doğu’da buldu¤u zamanlar tabiata ve oradan mistik bir duyuyla Allah’a kavuşma yolunuzu aramış gibidir. Batı’da buldu¤u şehirlerde ise kadın güzellikinin ardına düşmüçe benzer. Dinçer bu konuda dikkat çekici yorum ve değerlendirmelerde bulunur:

Hâmid’in, Hindistan’ın güzel ve egzotik güzelliklerinden esinlenerek tabiata yöneldiği dostlarına yazdığı mektuplardan anlaşılmaktadır. Namık Kemâl’e yazdığı bir mektubunda Hindistan tabiatına hayranlığını şöyle ifade eder: “Gök bînihâyet, deniz bî-nihayet nihayetsizlikten tecessüm etmiş bu nezaret ne kadar ulvi ne derece derin şey. Sanki ulviyeyet ayağının altında, umkiyet ise fevkımde idi” (Enginün, 1995; 298)


Hamid’in “Bunlar Odur”, adlı şiir kitabının Hindistan tabiatına bakış açısını dile getirmektedir. Hindistan’ın doğal güzelliklerine inanarak yazdığı şiirlerde, Hindistan tabiatını milâmet eder. Hindistan’ın doğal güzelliklerini etkilemiş, şiir anlayışını tabiata farklı bir gözle bakabilmesi derinden etkilemiştir. Bir gemi seyahati sırasında güverteden gökyüzüne mistik bir gözle bakış bir mektubuna şu ifadelerle aktarılmıştır:

“Gece yarısında güverten üstüne çıkıp da tek başına seyrettigim ve o ebediyyetin bana dönmiş sayısız gözleri zanneylediğim yıldızların semai aydınlığı içinde ikinci seyahatime hiç istemezdim ki bir nihayet gelsin” (Enginün, 1986: 29).


Abdülhak Hâmid Tarhan’ın tabiata bakışı, küçük yaşlardan itibaren yaşadığı doğal güzelliklerle dolu mekanlar, batı dünyasından okuduğu Romantik yazarlar ve özellikle Hindistan coğrafyasında şahit olduğu doğal güzellikler bellii düzeyleri etkilemiştir. Kendi ifadeleri ve şiirleri göz önünde bulundurulduğunda, Hâmid’in tabiata yöneldiği konusunda en önemli payın Hindistan’da bulunduğu dönemler olduğu söylenebilir.

Hindistan ve Mistik Metafizik Yaklaşım

yardımcı olur. Bu sebeple metafizik ilimler üstü bir kavram olarak da adlandırılmaktadır.


Hamid’in metafizik anlayışının teşekkürli ve gelişmesinde çocukluk anıları, eşinin ve babasının kaybı, Romantik akımın izleriyle İran ve Hindistan gibi coğrafyalara yaptığı seyahatlerin masalsı tesirleri bulunmaktadır. Şiirin metafizik yönelimlerinin ilk çekirdeğini ailesi ve çocukluk yıllarında hususı dersler aldığı hocaları oluşturmaktadır. Bunlar arasında Evliya Hoca, Bahaeddin Efendi ve Hoca Tahsin isimleri sayılabilir (İnal, 1932; 544). Aile ve Hocalarından sonraki diğer önemli sebep, Hindistan ve İran gibi ülkelerde yaptığı seyahatlerin mistik ve egzotik izleridir.


Abdülhak Hamid Tarhan, değişik bakış açılarına sahip bir kişilik olarak, zit fikirler ve gelgitler arasında yol alan bir şairdir. Bu husus çoğun eleştirmen tarafından kabul edilmiştir. Şiirleri incelendiğinde pozitivizmin gölgesinden metafizige ve oradan muhakem bir imanın tezahürlerine kadar uzanan önekleler bulunabilir. Memner, Hamid’in gelgitleri hakkında aşağıdaki değerlendirmelerde bulunur:
“(…)Abdülhak Hâmid Tarhan, yetiştği konak kültürünün ve kendi tabiatının karşıya yani Batı'ya olan tutkusu sebebiyle, bu etkilenişlerin neredeyse tamamını gösteren bir sanatkâr olarak önümüzde çıkar. Onun düşünsel sarkacı, ölümün huzursuz edici rüzgârlarından hız olarak salınamı başlar. Bu salınımda, bir imana, bir şüpheye yahut bir teslimiyete, bir bilinemezciliğe doğru art arda salvolar yapar” (Mermer, 2010; 92).

Ne var ki, bu tezatlar arasında Hâmid’in istikrarlı bir hayat felsefesini yakalaması oldukça zordur. Aşağıdaki mısralar O’nun pozitif eğilimlerine de işaret eder:

“Hayli milletlerde seyrettim ki ben
Hâlık’ı mahlûktur halk eyleyen” (Tarhan, 2002; 147).

Bir başka şiirinde ise insamı “Hayy u lâ-yemût insan!” (Tarhan, 1999; 232) olarak, ölmüşüz ve hayat sahibi olarak aktarır. Halbuki sonsuz bir hayat ve ölmüşsüzlik gibi sıfatlar ancak Allah’a izafe edilebilir.


Hâmid’in içten gelen bir duyusla hiçbir zaman imanını kaybetmediğini düşünebiliriz. Değişik ruh halleri içinde bir şair duyarlılığıyla kimi zaman yaşadığı çelişkileri mısralarına pozitivist bir söylemle aktarmaktan geri durmamıştır. İmanıyla tam bir hesaplaşmaya girememiş görünüşü vermektedir. Bütün bunlara rağmen inanç ve geleneğin izleri her zaman ruhunun derinliklerinde yaşamaya devam etmektedir. Bu konuda son sözü kendisine bırakalım:


Yukarıdaki düşüncelerle bağlı olarak, Tanrı’nın varlığıyla insanın nasıl bütünlüğüne terennüm eden Yunus Emre benzeri şiirleri de bulunmaktadır. Hamid’in ölüm, Allah ve varlık konularına bâkışyla ilgili olarak, esas içinde yaşattığı hisler aşağıdaki mısralarda ifade edildiği gibidir.

Kâinatın? Hepsi mahzâ senliğin;
Ash sensin bizde zahir benliğin
Yar da ağyar da sen, ben de sen;
Senliğindir hepsi sensin, sen de sen! (Enginün, 2013; 98).

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NEW EDUCATION POLICY - 2020: A NEW ROAD TOWARDS NEW INDIA

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Abstract

Change is unavoidable in all facets of life, and it is important to adapt accordingly. It applies to all fields, including education. Changes in educational policy are made by the government in reaction to changing circumstances. While every country is working on a specific educational framework that's based on its own specific educational history and culture, every education campaign aims to expand the effectiveness across the educational stages of its population's lifespan. Budding students learn more when educated in nurturing surroundings. They improve more than their earning potential when educated in nurturing conditions. As a result of technological advances, changes in the way people work, the labor market, and global environments, each necessitates policy responses. Traditions, history, and religion all participate in the overall school system, and so they all contribute to and are influenced by educational values. The National Education Policy (NEP) 2020 draft appears radical, with a strong goal of reforming India's educational system.

The purpose of this article is to explain and illustrate the policies of the recently implemented higher education system, as well as to discuss the benefits and drawbacks of the new approach to education policy and consider the difficulties that could arise in the implementation of new educational policy.

The benefits of the new education policy will be determined in the years to come, and a lot will depend on how it is implemented and how the policy's early implementation issues are overcome.

Keywords: New Education Policy - 2020, Social Change, Teaching and Learning

INTRODUCTION


The union cabinet-approved NEP 2020 will try to implement significant changes in the educational system. The policy intends to achieve universal pre-kindergarten through secondary education by the year 2030, as well as a gross enrollment ratio (GER) of one hundred percent in educational institutions by that time.

Education and information dissemination in India has a long and distinguished history. Ancient India had at least 15 universities or places where people could get higher education. Some of these were Takshashila, Nalanda, and Mithila, to name a few. Barbarian invaders and attackers kept coming and attacking them over and over again until they fell apart and were
completely beaten. The "Gurukul" method, on the other hand, didn't change the rich set of teachings and ways of doing things.

Under the rule of the British Empire, a new time of English-dominated universities began. Especially under Macaulay's twisted policies and his desire to make generations of bureaucrats and office workers who would serve the British Raj without question and with loyalty! It was set up and kept up as a system of mediocrity and servitude. Scholarship, creative thought, and an intellectually critical mindset were all looked down upon and violently put down. Successive leaders pushed this way of thinking and plan forward and artificially spread this method, pushing out and replacing traditional, cultural, and indigenously true ways of thinking.

In 1948, after India got its independence, Dr. S. Radhakrishnan, the second president of independent India and one of the world's best teachers, led a commission that tried to change old policies so that they would work better for the present and the future.

The timeline of education policy reveals that the Kothari Commission in 1966, the National Education Policy in 1968, which was updated in 1986 (1986/92), the Yashpal Committee in 1993, the National Information Commission in 2006, the Tandon Committee in 2009, and the third NEP in 2019 marked important turning points in India's history of educational reforms that shaped policies in line with new trends. India has finally received a new National Education Policy (NEP). The NEP 2020's key components are discussed in this article along with several pressing issues that require immediate attention.

The Indian government recently unveiled a new education policy. Each and every Indian citizen has the capacity to acquire the knowledge, abilities, attitudes, and values needed to influence development in a way that creates a sustainable future. For a nation where the youth population vastly outnumbers the population from the rest of the globe, more frequent execution of the new policy is absolutely important. As a result, it is crucial to make ongoing investments in skill development and education. A significant feature of society is the fact that transition and continuity are complementary to each other and both occur simultaneously in a large area of life. It is possible to impact social change by bringing about a change in the mindset and attitudes of individuals. Thus the NEP2020 has been designed keeping in view of all the dimensions of life, society, Indian culture and future requirements of country to give the new road map for the education system which can transform our country to New India.
OBJECTIVES:
➢ To study the new education policy 2020 in perspective of its ability to transform growth path of new India
➢ To address the merits of NEP 2020's Higher Education Policies.
➢ To illustrate and summarize the policies of the newly adopted higher education system.

METHODOLOGY:
An extensive study of the most recent articles is done. Variety of databases, were searched for New education policy 2020, its review of merits and demerits with challenges of its implementations in Indian education system to have 360 degree total reforms to build new India. New education policy 2020, teaching and learning, and social change are the keywords used to identify the literature.

Notable features of NEP 2020 to reform growth path of New India
The policy was formulated after a deep and broad consultation. More than 2 lakh suggestions were submitted by 676 Districts, 6600 Blocks, 6000 ULBs, and 2.5 lakh Gram Panchayats. A cooperative, inclusive, and interactive consultation process was launched by the MHRD in January 2015. In May 2016, the Committee for Evolution of the New Education Policy, presided over by the late Cabinet Secretary T.S.R. Subramanian, delivered its final
The Ministry created "Some Inputs for the Draft National Education Policy, 2016" based on this. Under the leadership of Padma Vibhushan Dr. K. Kasturirangan, a "Committee for the Draft of National Education Policy" was established in June 2017. On May 31, 2019, the committee delivered the 2019 Draft National Education Policy to the Minister of Human Resource Development. To get input from stakeholders, including the general public, the draft National Education Policy 2019 was released on the MHRD website and at "My Gov Innovate". GOI (2021).

The policy's key features are as follows:

➢ There is an emphasis on the value of early childhood education and its long-term advantages.
➢ It addresses the impact of language and math learning difficulties on students as they progress through primary school.
➢ It is impressed by how many more kids are going to school overall, and it shares our worry that we aren't keeping kids in school until the end of the 12th grade.
➢ It imagines a new pedagogical and curricular framework for education in schools that is considerate and significant of learners' needs and wants at various stages of growth.
➢ One of the key features is to change the curriculum and methodology to promote holistic growth while minimising rote learning.
➢ Its goal is to set up a system of education that will help all of India's youngsters.
➢ According to this policy, the quality of the teacher determines the quality of the education.
➢ Its objective is to ensure that instructors are adequately equipped for different, multidisciplinary situations.
➢ Its goal is to put technology to good use in every level of India's education system.
➢ It concerns that vocational education is a crucial part of education. By 2025, it hopes to provide technical education to at least half of all pupils.
➢ It believes that regulation should act as a catalyst for educational advancement and revitalise India's educational system.
➢ Its goal is to fully integrate technology into the Indian educational system at all levels.
➢ It thinks that vocational education is an important part of schooling. So, it wants to give at least half of all students a technical education by 2025.
➢ By 2030, adult and youth literacy must be fully attained, and adult and continuing education programs must greatly increase.
➢ All Indian languages will be preserved, expanded, and flourish as a result of the policy.
➢ The Policy has provided higher education with a new vision and structure, with institutions that are wide, well-resourced, and vibrantly multidisciplinary.
➢ According to the Policy, undergraduate education should be liberal, innovative, and broad-based with a focus on rigorous specialisation in particular fields and specialties.
➢ In order to maximise learning and total student progress, it envisions a happy, thorough, and sensitive curriculum, as well as engaging and effective teaching and caring assistance.
➢ The success of higher education depends on the calibre and dedication of the faculty, and this Policy puts the teachers back where they belong: at the centre.
Education reform is viewed as being driven by independent, self-governing higher education institutions with capable and moral leadership.

In order to foster academic excellence and public hope, this Policy aims to build effective and adaptable rules and regulations in higher education.

By making sure that people have a wide range of skills, an understanding of the social and human background, a clear moral compass, and the best professional skills, it wants to build a complete way to prepare people for work.

This policy lays a high emphasis on catalysing and invigorating research and innovation worldwide across all academic fields.

As per Rashtriya Siksha Aayog, the Indian educational system needs visionary leadership that will also guarantee excellent implementation. Aithal, P.S., & Shubhrayotsna Aithal, (2020).

Comparison between the NEP 2020 and National Policy of Education 1986

India's education policies have gone through three iterations since independence. In 1968, the first policy was put in place, which underlined the importance of requiring all children under the age of 14 to attend school. The second NPE was also introduced in 1986. NPE #2's mission became mainly about reducing differences between social groups. When India's economy began to become more globalized in 1991, the 1986 policy did not take into account the competitive global landscape, which became more relevant as a result.

Now, NEP 2020 is an effort to balance India's increasing economy's needs for local and global human resources. Understanding the differences between NEP 2020 and NPE 1986 has never been more critical than it is now, with the advent of NEP 2020.

Strategically, the main contrasts between the two policies revolve around three main facets: the society's vision, social purpose, and educational purpose. It was important to consider the structure of society in the development of both of the education strategies. There is a striking difference in the visions of Indian society held in 1986 and 2020. In the 1980s, most economies around the world were small and in flux. When viewed in this light, the economies of the world now operate as complex global organizations. In light of this, the 1986 NPE emphasized standardization and fair opportunity for all.

This year's National Education Policy (NEP 2020) aims to increase individual capability and achieve excellence in the field of one's choice by giving customizable educational options while seeking to lessen regulation through the provision of greater internal autonomy for institutions. This is demonstrated by the fact that the new NEP 2020 will simplify topics selection, software training in schools, credit transfer, multiple entry, and an exit system, as well as by the consolidation of educational regulators into a single body.

The second difference has to do with how they help people. The NEP of 1986 was meant to give people from different social groups the same educational opportunities. Because of this, its main goal was to include people from disadvantaged groups. Even though the NEP 2020 is still focused on social inclusion, it also wants to see special education zones set up in places where there are a lot of people from disadvantaged groups. NEP 2020 also focuses on the economic value that comes from education, training, and learning. The NEP 2020 puts a lot of emphasis on learning skills and being able to get a job as a result. This is clear from the fact...
that people who want to go to high school or college are paying more attention to getting technical skills at different levels.

Third, they have different ideas about what the goals of education are. The old policy put more emphasis on learning about the world and people. According to the National Policy on Education (NPE) of 1986, the goal of education is threefold: to develop the human resource as a whole, to promote international cooperation and peaceful coexistence, and to help develop socialism, secularism, and democracy. The current policy focused more on improving the country as a whole by giving people knowledge, skills, and opportunities to grow as individuals. NEP 2020 says that the goal of education is to help people reach their full potential, build a fair and just society, and help national development. The new policy’s curriculum is more likely to encourage critical thinking, discussion, and analytical learning. This is meant to help India get more talented people and human resources. Overall, the NPE of 1986 created a pool of educated and skilled human resource who added to the value chain. The NEP of 2020, on the other hand, aims to create human resource who will create value propositions.  

Dheeraj Sharma (2020).

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<tr>
<td>1</td>
<td>The Ministry of Human Resource Development will be renamed as Ministry of Education.</td>
<td>Named as Ministry of Human Resource Development</td>
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<td>2</td>
<td>Objective is to provide Multidisciplinary &amp; interdisciplinary liberal education.</td>
<td>The holistic development of students is the purpose of education</td>
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<td>3</td>
<td>A common educational structure of 5+3+3+4+4+1 is proposed.</td>
<td>The common schooling structure of 10 (5+3+2)+(2+3+2) is followed.</td>
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<td>4</td>
<td>Break-up of age: 3-8, 8-4, 11-14, 14-18</td>
<td>Break-up of age: 6-16, 16-18</td>
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<td>5</td>
<td>In the third year of a child's life, the first step of formal education is introduced.</td>
<td>The first elementary education begins in the sixth year of a child's life at the level of primary school.</td>
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<td>6</td>
<td>There are both common and elective subjects in the four-year secondary education stage. Choice is based on a liberal education policy.</td>
<td>During the final two years of secondary school, students select specialised areas and subjects such as Science subjects, Commerce subjects, and Arts subjects.</td>
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<td>7</td>
<td>Four years Clubbing is used to identify the secondary education stage. Two years at the upper secondary level and two years at the pre-university level. Exams are encouraged at the school level, with the exception of the Board exams in grades 10 and 12.</td>
<td>Both the two-year higher secondary level and the two-year pre-university level were considered independently, and both had board exams.</td>
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<td>8</td>
<td>All undergraduate and postgraduate admissions to public higher education institutions are based on National Testing Agency (NTA) scores administered at the national level.</td>
<td>Except for NITs and medical colleges, all undergraduate and postgraduate admissions are dependent on entrance exams administered at the college or state level.</td>
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<td>9</td>
<td>There will be no connected colleges with state universities, and all HEIs, including colleges, have autonomy in determining their curricula and methods of evaluation.</td>
<td>Most colleges in higher education institutions are associated with state universities and lack autonomy in curriculum and evaluation.</td>
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<td>10</td>
<td>Research projects, Classroom instruction and fieldwork are the primary focus of the teaching methods.</td>
<td>Classroom instruction and fieldwork are the primary focus of the teaching methods.</td>
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<td>11</td>
<td>Promotion and compensation are correlated with faculty performance and accountability.</td>
<td>Faculty performance and accountability are linked to promotion but not to compensation.</td>
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<td>12</td>
<td>The expected student-faculty ratio in the higher education sector is 30:1.</td>
<td>The expected student-faculty ratio in the higher education sector is 20:1.</td>
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In the NEP-2020, the merits of higher education policies

(1) **Model based on students:** A student-centric approach will replace the current teacher-centric approach, in which teachers determine the subjects, curriculum, and evaluation. Under this approach, students can choose the courses they want to take from the school, SWYAM MOOC, and ODL, and they can work at their own speed to pass competency-based exams. As a result, the NEP-2020's higher education component switches from an education paradigm that is teacher-cantered to one that is student-cantered. Aithal, P. S. (2016), Desai, M. S., & Johnson, R. A. (2014).

(2) **Continuous Evaluation System Based on Competencies:** As opposed to choice-based credit systems, competency-based credit systems provide the benefit of evaluating a student's skill sets, expertise, and experience. Instilling confidence in students is the goal of higher education, regardless of the topics or disciplines of study, so they can perceive new challenges and use them as chances to address societal problems. Kealey et al (2003), Dauphinee et al (2019).

(3) **Based on research and innovation:** The purpose of higher education is to produce new knowledge or a new understanding through systemic study of existing knowledge. All societal issues would be best resolved in this way. As a crucial component of higher education, research and innovation's implications help to reveal fresh, original answers.

(4) **Understanding of ideas:** The HE framework is crucial to the development of new knowledge and innovation, according to NEP-2020's Higher Education Policies. Mohrman et al (2008), Bouhajeb et al (2018).

(5) **Enhancements to the STEM higher education curriculum model:** It has been scientifically proven that, in addition to science, technology, engineering, and mathematics,
students should be introduced to art and design thinking in order to develop their problem-solving innovation. At the bachelor's degree level, this new paradigm known as STEAM is thought to be superior to STEM. Fan, S. C., & Yu, K. C. (2017), Stohlmann, M. (2018).

(6) Research Outcomes as a Measure of Faculty Productivity: Higher education necessitates the conduct of research. For faculty members to serve as role models for their students, they must be motivated and knowledgeable about research. Faculty members' annual performance measure scores are heavily weighted toward their contributions to research and publication or patent work that strengthens the organization's and the country's IP. This new educational policy emphasizes merit-based promotions based on these annual performance measure scores. This means that the long-term success of a faculty member's research is directly related to his or her status as an educator. Aithal, P. S. (2018), Aithal, P. S. et al (2016)

(7) There should be autonomy at all levels: Higher education institutions with autonomy in establishing classes, curriculum, pedagogy, assessment, and evaluation will deliver a higher quality of instruction. As a result of the lack of autonomy in teaching, learning, and assessment procedures at affiliated schools under the university affiliation system, both student quality and faculty motivation suffer. Education (teaching-learning processes), testing and assessment, as well as administrative and financial decisions, must be autonomous for a progress-oriented method. Benjamin, E. (1994), Sankaran, K., & Joshi, G. V. (2016).

(8) Merit-based faculty selection and promotion: NEP 2020 emphasizes the importance of merit-based admittance to students with a focus on social justice. Furthermore, it emphasizes that the quality of higher education and research can only be improved if all faculty selections and promotions are made based on merit. By appointing highly qualified and proven representatives to the Board of Governors, reservations and lobbying of all types can be limited at the individual institution level. It also emphasizes the significance of merit-based appointments at all levels of HE Council policy formulation and regulation. Sabic-El-Rayess, A. (2016), Nyden, P. (2003).

(9) Educational leaders can serve as role models for their pupils: Leaders in education place a high importance on self-contribution to research and growth. The contribution of leaders to improved performance inspires young researchers. Outstanding role models should be developed if the higher education institutions and everyone else in the firm are to be good performers and demonstrate that higher performance is feasible. In order to be role models for upcoming academics, professors with administrative responsibilities are required to undertake research and publish in their free time. It has been noticed that many professors who get promoted to management positions don't fulfill their duties to do research and publish their findings. Instead, they focus on lobbying and getting other people to help them advance their careers. Merit-based assignments and promotions should only contain possibilities for role models, as indicated by NEP 2020. Aithal P. S. (2018), Speizer, J. J. (1981).

(10) Enhance online learning: The successful implementation of education in the twenty-first century depends on the use of information communication and computation technologies (ICCTs) such as artificial intelligence, virtual reality, and Internet technology. With the help of effective online education, new technologies make it easier to plan and build the best training strategy. Because of the advancement in technology, it is expected that technological education would replace classroom-based training and NEP-2020 plans during the twenty-first century. However, by combining more research components, it will also benefit
Disadvantages of NEP 2020

- This strategy says nothing about preparing teachers to teach basic literacy in a multilingual society. Instead, it suggests enlisting the assistance of volunteers and different members of society in order to promote early literacy. Several societal groups to encourage early literacy, behind giving pupils a fundamental education.
- It makes it hard to be clear about curriculum, methods, and teacher education, which makes it hard to teach and learn early literacy.
- This policy does not apply to the Higher Education Funding Agency or Institutions of Eminence.
- The policy suggests reading activities for grades 1-3, writing activities for grades 4 and 5, and largely oral activities for pre-primary grades. It goes against research that supports teaching reading, writing, speaking, and listening to youngsters concurrently rather than sequentially.
- The causes of the major learning problem have not been correctly diagnosed, especially insufficient school and teacher accountability. There is no detailed strategy for modernising school accountability systems. In contrast, the NEP creates school administration committees (SMCs). SMCs are already required by the RTE Act but have little impact.
- The policy need to have placed greater emphasis on how to educate rather than only what to teach by democratising awareness and making technologies easily accessible for quick access to information.
- The National Inquiry Foundation's (NRF) mandate is to "instil a philosophy of research and innovation" and to address social problems. However, there is no framework in place for tier II or tier III entities to resolve regional problems, such extension units or innovative curriculum. It is not accessible to people or their members, and it has no obligation to them.
- When supporting the study of regional languages, English's importance is sometimes underestimated. The homes of people who speak English well, make three times as much money as those who do not. Ignoring this has resulted in the creation of a "linguistic trap," which may cause social inequality and limit economic growth as the demographic dividend is lost.
- The report does not place enough emphasis on the function and responsibility of state governments in delivering public education.


NEP 2020 Implementation Challenges:

It is excellent and long overdue that free and compulsory education will now extend to the preschool and secondary levels, but one has to question how the costs will be funded. In the Unnikrishnan case, the Supreme Court declared in 1993 that free education was a basic human right for all children under the age of 14. However, the RTE Act, which was ultimately implemented, only covered children ages 6 to 14, as the nation could not afford to pay for
preschool. It would cost a significant amount of money to make compulsory education available through high school.

The focus on preschool and foundational education is pertinent, nevertheless, given the alarming picture of school illiteracy painted by the government's own National Achievement Surveys (NAS) and Pratham's yearly Annual Status of Education Reports (ASER). Before entering class two, students must master the fundamentals of reading, writing, and math. If they do not, they will find it difficult to stay up with the more difficult topics and may even drop out.

It's an excellent idea, and one that educators have been looking for a long time, to introduce a reception class before the first grade. The need for brief training sessions for anganwadi personnel and the use of volunteers to assure basic learning, however, appear at variance with the goals mentioned here, to use the "each one, teach one" method of the National Literacy Mission or the much-banned use of "para" teachers in the Sarva Shiksha Abhiyan (SSA). In the past few decades, there have been enough instances of states adopting well-intended legislation quickly; it would be unfortunate to see this trend continue.

For low-cost budget school operators, the Act's relaxation of the minimal infrastructure requirements would be a blessing, but it would need to be followed by stringent measures to ensure that the desired results are realised. A significant percentage of pupils will be denied access to a minimal learning environment and the chance to learn if such interventions are not put into place.

It is disheartening that the policy is unable to address the role that the private sector plays in educating children. A little more than two-thirds of secondary schools are privately run, according to data that is currently available. Approximately 45 percent of pupils attend private schools, and this percentage is growing annually. This may have been a chance to deviate from history and adopt a controlled investment system for private provisioning, reflecting the permanence of such institutions, but it appears that opportunity was passed up. There has been some discussion about the policy's suggestion to educate in the mother language beginning in primary school and continuing if at all possible through class eight. However, it would be a big problem if there weren't enough teachers who knew how to teach in more than one language and do some of the other things that were suggested.

Additional recommendations for improvements:

(1) For a permanent position as a university professor, a Ph.D. should be required: Ph.D. study should be required for college and university teaching, just as Integrated B.Ed. is for foundation, preparatory, primary, and secondary school education. This is because, according to NEP 2020, study will be an important component of bachelor's and master's degrees.

(2) Using retired professors’ services as research guides: There is a high demand for Ph.D. degree holders in autonomous colleges due to the increased demand for study guides as a result of improvements in NEP 2020 policies. Hiring retired professors with extensive research experience is the most effective way to address this shortage. According to the proposal, universities should hire retired professors as study guides. As a result, retired professors of any age can serve as Research Professors, mentoring Ph.D. candidates. As a result of such an idea, the scarcity of study guides would be eliminated.
(3) **Multidisciplinary College is described accurately as follows:** A multidisciplinary institution should have at least five disciplines (not courses) from different faculties. The true meaning of studying on a multidisciplinary campus, which is to have a multidisciplinary option and campus experience, can only be realised if there are at least five subject disciplines in service. Languages, for example, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) para-medical sciences, (9) Business Management & Commerce, (10) Computer Science, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Indology, and so on.

(4) **In terms of research and innovation, leaders in higher education can serve as role models:** The five-year success of each candidate's research contribution should be taken into consideration when selecting the leaders, members, and regulatory agencies of the HE Department Committees. It is best to keep out of decision-making positions professors and bureaucrats who are no longer necessary. Avoiding nominations or political or administrative engagement for these panels. The definition of success should not include age as a limiting factor. Therefore, members of numerous committees, including NHERC, NAC, HEGC, GEC, HEPI, NRF, ICAR, VCI, NCTE, CoA, NCVET, and others, should be exceptionally qualified and talented academics who act as role models for the next generation of researchers.

(6) **HEIs require the following three types of teaching-learning processes:** HEIs should maximise technology while minimising the traditional, on-campus teaching-learning approach based on brick and mortar. Technology-based training methods, including (a) weekly three-day classroom-based classes, (b) weekly two-day online classes, (c) weekly one-day industry/vocational/skill-based online/classroom-based classes, and (d) two subjects per semester through MOOCs like SWAYAM/NPTEL, ODL, and others can be used by HEIs to introduce tech-generation students to online education.

(7) **Compulsory publication and patenting should be mandatory in postgraduate courses:** As part of the requirements for their degrees, students are required to do research based on their internships and to publish scholarly publications or hold patents. So that mandatory copyright/patent enforcement may be introduced during the postgraduate phase, IPR information should be provided during their undergraduate programme. To be successful, one must first set a goal and then provide ongoing encouragement to keep that goal in sight.

(8) **There should be a separate publication unit at each university:** Both publication and patenting are objectives of academic research at HEIs. The dissatisfaction of researchers with the time- and money-consuming processes of scholarly publication or patent ownership, as well as the loss of their copyright to fictitious foreign publishers who do not provide them with any financial benefits for the rest of their lives, is one of the factors contributing to the decline in academic interest in India. It is advised that all colleges set up their own digital publication departments and systematically share excellent research with international indexing organisations in order to avoid such a loss to scholars and the country. With a university publication strategy like this, predatory journals that publish in an immoral or unethical way are prevented. Aithal, P.S., & Shubhrayotsna Aithal(2020).
As long as successive governments keep true to NEP 2020, the future seems encouragingly positive. The present government has made an attempt to bring much required change in the education policy, as always there are good things and some more scope for improvement. To be a truly national vision, nevertheless, it would be proper for it to be debated and endorsed by Parliament in the same way that the National Policy on Education of 1986 was, which gave it the ability to withstand the test of time. Any such policy without parliamentary approval remains an executive decision that bears the risk of being arbitrarily revoked by a future government.

There are still a number of other areas of concern that we are unable to investigate right now. But it's important to remember that Article 41 of the Constitution: “State shall, within limits of its economic capacity and development, make effective provision for securing right to work, to education.” It is evident that the framers of our Constitution understood the need of public provisioning for necessities like work, education, and health care, all within a rights framework. It's also important to keep in mind that the Karachi Declaration from 1931 expressly emphasised the value of public goods within a rights framework. The main issue with NEP 2020 is whether or not policymakers are going back on the commitment of education from a rights standpoint as enshrined in our Constitution.? Praveen Jha, Pooja Parvati (2020). It will be the coming years to decide about the NEP 2020 benefits which is lot dependent on how it is implemented and how the teething problems of the policy is resolved.

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Abstract

Diabetes mellitus is a protracted metabolic disorder that impacts the metabolism of glucose, spurred on by defects in insulin secretion hormone activity that elevates blood glucose levels. In earlier research investigations, Peroxisome Proliferator-Activated receptor–γ protein a diabetic protein, was highlighted as one of the most promising targets for glycaemic management. Currently available anti-diabetic medications have some negative effects when used long-term and are less effective at preventing long-term issues. The goal of the ongoing research is to identify new, potentially effective anti-diabetic medication compounds that target the Peroxisome Proliferator-Activated receptor–γ target protein for diabetes. The 500 phytochemicals from plants were screened for their drug-like properties. Only 200 phytochemicals that fulfilled the properties were analysed for their structural and biological activity using Quantitative Structure-Activity Relationship Studies. The predicted compounds' anti-diabetic efficacy against the PPAR-protein was also evaluated using PyRx Autodock Vina. According to the findings, only one phytochemical out of 500 showed the highest inhibitory effect on Peroxisome Proliferator-Activated receptor–γ. The findings of this study showed that molecules from the plant Cuscuta reflexa may be taken further for in vitro and in vivo testing for the dose range in diabetes patients.

Keywords: Diabetes Mellitus, Phytochemicals, Peroxisome Proliferator-Activated receptor-γ, Quantitative Structure-Activity Relationship, Docking

INTRODUCTION:

Diabetes mellitus (DM) is the most serious health issue on the globe, particularly among urban residents. DM is one of the most prevalent endocrine-metabolic disorders in the world (Daryabor Gholamreza et al., 2020). Its pathogenic basis is characterised by deficiencies in insulin sensitivity, which can be observed in a number of alterations in the metabolism of proteins, lipids, and carbohydrates (Victoria L Tokarz et al., 2018). Chemically synthesised drugs are used to lessen the negative consequences of DM and its secondary issues since they have negative side effects such as weight gain, gastrointestinal problems, and heart failure (Harding et al., 2018). The use of anti-diabetic plant-derived compounds and foods, diet control, exercise, and other management strategies are currently recommended to control DM since they are cost-effective and have few to no side effects (Pradeepa et al., 2021).

The peroxisome proliferator-activated receptors have been recognised as key signalling molecules of glucose and lipid metabolism, due to their involvement as transcription factors that stimulate protein synthesis in a diverse range of processes, of which there are 3 types - alpha, beta/delta, and gamma (Han L et al., 2017). Since ligands for this receptor have become effective insulin sensitizers used to treat type 2 diabetes, the peroxisome proliferator-activated receptor gamma (PPAR-γ) has been the subject of significant investigation (Liu CH et al.,
2020). Recent discoveries of novel PPAR-γ regulated genes aid in understanding how this transcription factor, which is primarily expressed in adipocytes, regulates glucose and lipid balance (Li J et al., 2018). PPAR-γ ligands contribute to this improvement by stimulating the accumulation of fatty acids in fat depots and regulating the expression of adipocyte-secreted hormones that influence glucose homeostasis (Sarhangi N et al., 2020). Although the drug's efficacy is questionable, the overall effect of the PPAR-γ ligand signalling pathway actions is increased insulin sensitivity. The positive and unfavourable effects of PPAR-γ activity can be kept apart by careful regulation (Shalini Muralidaran et al., 2016).

An effective technique to combat the bad effects of synthetic medications is using herbal medicine. Various medicinal plants have been used traditionally to treat diabetes (Bahare Salehi et al., 2019). Due to their accessibility, lack of negative side effects, and affordability, bioactive compounds are currently the primary and most important component of medicine, especially in rural areas (Haikael D Martin et al., 2019). The World Health Organization estimates that for the prevention or treatment of various ailments, 80% of the population in underdeveloped countries still uses traditional medicines, the majority of which are made from plants. Every continent in the world is seeing a rise in diabetes, one of the chronic metabolic disorders (Salehi B et al., 2019). Researchers face a significant challenge in developing a treatment to avoid this illness. Insulin sensitivity is increased by conventional medications used to treat this condition (Henry Ivanz A Boy et al., 2018).

We therefore place a significant emphasis on the organic natural components that might be reasonably obtainable from six medicinal anti-diabetic plants (Azima tetracantha, Cuscuta reflexa, Hibiscus sabdariffa, Artemisia dracunculus, Syzygium cumini, Leucas aspera). Using the Molinspiration Server, these compounds are virtually vetted for drug-likeness (Jeyabaskar Suganya et al., 2018). Then Quantitative Structure-Activity Relationship (QSAR) analysis is applied to the medicinal molecules. For a diversity of biochemicals, QSARs are mathematical correlations that quantitatively connect chemical structure and pharmacological activity. Many regression and pattern recognition approaches can be used to construct QSAR, which are mathematical correlations that quantitatively connect chemical structure and pharmacological activity. The target diabetic PPAR-protein is then docked with the expected natural chemicals from QSAR analysis using the PyRx Autodock Vina program (Dallakyan Sargis et al., 2015). After selecting the most effective docked confirmation, PyMol was performed to examine various deformations for binding interactions between ligands and targets (Yuan et al., 2017). After assessing the QSAR and docking findings, the best compounds were identified as having anti-diabetic efficacy.

MATERIALS AND METHODS:

Predicting drug-likeness of compounds for QSAR studies:

Out of the six medicinal plants, 500 compounds that possess ic50 values for diabetic activity were identified from the various literatures. The Molinspiration server (www.molinspiration.com) evaluated the compounds for their drug similarity qualities. The Lipinski’s Rule of Five is used by the server to assess how similar the molecule is to various drugs, and the rules are as follows: H-bond donors (HBD) < 5, H-bond acceptors (HBA) >10, and a molecular weight (MW) greater than 500 Daltons should be less than 5.

Evaluating the anti-diabetic compounds from QSAR Studies:
Using Sanjeevi Labs, the Ic50 values were translated into predicted Ic50 (pIc) values. The predicted druglikeness properties of 200 compounds were subjected to QSAR studies. The pIc50 values (dependent variable) were employed as the activator, and the descriptors were LogP, Molecular Weight, Number of H-Bond Donors, and Number of H-Bond Acceptors (independent variable). By comparing the activator against four descriptors, the various Build QSAR graphs were created, and after careful analysis, the best inhibitory compounds were determined (Daniel Barbosa de Oliveira et al 2003).

Docking studies using the PyRX AutoDock Vina software:
The PyRx docking programme was implemented to work out the docking interaction between the Peroxisome Proliferator-Activated Receptor (PPAR-γ) protein and the best compounds predicted by QSAR analysis. The loading of the macromolecule and the target ligands initiated the docking process. The molecules are chosen and then executed with the help of the AutoDock Vina Wizard. The grid was constructed and docked with dimensions of 25.00Å, 25.00Å, and 18.00Å for the X, Y, and Z axes, respectively. By analysing the docking reports, the score and binding energy for each confirmation are computed. When analysing protein-ligand interactions, the PyMOL programme saves and displays the best confirmation complex.

RESULTS AND DISCUSSION:
Predicting drug-likeness of compounds for QSAR studies:
Out of 500 compounds, only 200 compounds passed the drug analysis test, which was further forwarded to the QSAR studies (Table 1).

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<td>5468522</td>
<td>5</td>
<td>-1</td>
<td>696</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bassic Acid</td>
<td>160465</td>
<td>3</td>
<td>0.6</td>
<td>286</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Caffeine</td>
<td>2519</td>
<td>3.3</td>
<td>6.2</td>
<td>300</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vindoline</td>
<td>260535</td>
<td>7.5</td>
<td>0.6</td>
<td>319</td>
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<td>2</td>
<td></td>
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<td>Petunidin</td>
<td>441774</td>
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<td>-0.1</td>
<td>286</td>
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<tr>
<td>Ginsenosides</td>
<td>3086007</td>
<td>4.2</td>
<td>-1</td>
<td>334</td>
<td>2</td>
<td>5</td>
<td></td>
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<tr>
<td>Gymnemagenin</td>
<td>10051937</td>
<td>5</td>
<td>6.2</td>
<td>304</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Moromordicin 1</td>
<td>14899332</td>
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<td>-0.6</td>
<td>594</td>
<td>4</td>
<td>8</td>
<td></td>
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<tr>
<td>Mahanurine</td>
<td>167963</td>
<td>5.1</td>
<td>2</td>
<td>439</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Shikonin</td>
<td>479503</td>
<td>4</td>
<td>-0.1</td>
<td>315</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Isorientin</td>
<td>114776</td>
<td>4.8</td>
<td>-1</td>
<td>462</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Trigelline</td>
<td>5570</td>
<td>4</td>
<td>6.2</td>
<td>309</td>
<td>7</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Evaluating the anti-diabetic compounds from QSAR Studies:

In order to generate the finest anti-diabetic drugs, the independent factors (descriptors) and dependent variables (activity) were correlated. By graphing the activity and descriptors that fit in the regression line of the QSAR plot, the top compounds were predicted. In graphs where pIC50 values are plotted along the Y-axis and Mol Wt, Logp, HBA, and HBD are plotted along the X-axis, the diagonal line for the best-fit molecules is developed. When the graphical model was further investigated, it was discovered that just six compounds, out of 200, were discovered in and around the build QSAR plot. Finally, six compounds were discovered to have the most effective diabetes inhibitory relationships (Table 2).

Table 2: Best compounds predicted from Build QSAR graphs

<table>
<thead>
<tr>
<th>Position</th>
<th>Compound Name</th>
<th>Plant Name</th>
<th>Compounds predicted using Build QSAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Lupanine</td>
<td>Leucas aspera</td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>Mycaminose</td>
<td>Syzygium cumini</td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>Sakuranetin</td>
<td>Artemisia dracunculus</td>
<td></td>
</tr>
<tr>
<td>153</td>
<td>Cyanidin 3-glucoside</td>
<td>Hibiscus sabdariffa</td>
<td></td>
</tr>
<tr>
<td>184</td>
<td>Astragalin</td>
<td>Cuscuta reflexa</td>
<td></td>
</tr>
<tr>
<td>192</td>
<td>Friedelin</td>
<td>Azima tetracantha</td>
<td></td>
</tr>
</tbody>
</table>

Docking studies using the PyRX AutoDock Vina software:

The Protein Data Bank (PDB) database was used to get the three-dimensional structure of PPAR-γ, which was identified as a single-chain (Chain A) signalling protein by X-ray diffraction with resolution of 3.10Å and visualised using PyMOL. The protein structure is
stripped of ligands, complicated compounds, heteroatoms, and non-essential water molecules. The active sites of the PPAR-γ VAL163, ARG164, ASP166, ARG202, GLU203, ALA204, VAL205, GLN206, GLU207, GLU208, ARG209, ARG211, LYS213, ASP214, ARG215, ASN216, GLU217, ASN218, GLU219, VAL220, GLU221, SER225, ASN227, ASP229, MET230, ASN377, PRO378, ASP379, SER380, LYS381, PRO386, ALA387, GLU390, ALA391, ARG393, GLU394, LYS395, TYR397, ALA398, SER399, ARG426, ALA108, ILE109, GLU110, CY5111, ARG112, PHE13, CY5114, LYS157, SER158, ARG159, ASN160, LYS161, ARG181, MET185, ALA188, GLU191, LYS192, LEU194, ALA195, GLU196, ILE197, ASP200, ARG212, ALA215, LYS216, TYR219, LYS230, ALA231, LYS232, ARG234, ALA235, LEU237, THR238, LYS240, THR241, THR242, ASP243, SER242, MET334, ASN335, LYS336, ARG350, LEU342, HYS425, PRO426, GLU427, SER428, LEU431, LYS434, GLN437, ASP441, LYS438, ASP441, GLN444, LEU445, GLU448 are retrieved using the CASTp 3.0 (Binkowski TA et al., 2003). Six compounds were docked with the target protein 3DZY using PyRx Autodock software based on the results of the QSAR Analysis. When the docking results between PPAR-γ and compounds were compared, it was clear that the astragalin compound had the highest binding energy and the strongest hydrogen bond interactions with the PPAR-γ protein (Table 3).

Table 3: Predicted best interactions for PPAR-γ Protein using the PyRx AutoVina.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Compounds</th>
<th>PPAR-γ - 3DZY (Kcal/Mol)</th>
<th>H₂ bond Interaction</th>
<th>Binding Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lupanine</td>
<td>Not Acceptable ligand Pose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mycaminose</td>
<td>-5.4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sakuranetin</td>
<td>-8.7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cyanidin 3-Glucoside</td>
<td>-10.3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Astragalin</td>
<td>-10.6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Friedelin</td>
<td>Not Acceptable ligand Pose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION:

In order to treat Diabetes mellitus, one of the most prevalent non-communicable illnesses with substantial long-term effects, the goal of this research is to find a novel therapeutic molecule derived from natural components. When compared to other natural compounds, QSAR and molecular docking investigations confirmed that the astragalin from the plant Cuscuta reflexa exhibits a significant binding affinity with the diabetes receptor PPAR-γ. Thus, the results of this study strongly imply that Astragalin can be used in in vitro and in vivo studies in subsequent studies, which will surely help in the discovery of a new potential anti-diabetic drug.
ACKNOWLEDGEMENT:
We gratefully acknowledge Vels Institute of Science, Technology and Advanced Studies (VISTAS) for providing us with required infrastructure and support system needed.

CONFLICT OF INTEREST:
The authors have no conflicts of interest regarding this research.

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ANTRENÖRLÜK DAVRANIŞLARININ SPORCULAR TARAFINDAN DEĞERLENDİRİLMESİ

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Özet

Anahtar kelimeler: Spor, Antrenör Davranışı, Amatör Sporcu, Profesyonel Sporcu

Abstract
As physical development is important for success in sports, it is also important for psychological factors. In this process, besides conveying their experiences and knowledge to the athletes, the coaches; They can also be very effective in increasing performance by motivating the athlete, making supportive statements and providing positive communication. In this study, it is aimed to evaluate the coaching behaviors by the athletes. For this purpose, the universe of the study consists of amateur and professional athletes, and the sample group is within the scope of 129 athletes. Last Martin et al. (2005) and adapted to Turkish by Filiz and Demirhan (2017), Coaching Behavior Evaluation Scale was used. The related scale consists of 21 items and 5 sub-dimensions (support, general encouragement, general encouragement, general communication, technical instruction with error condition) and is in a 5-point Likert type. In the study, whether the total scores of the scale and the total scores of the
sub-dimensions differ according to gender, sports branch, level of interest in sports, education level, by Student's test, and whether it differs according to income level, sports age, variable or not, one-way variance analysis and Tukey multiple comparison test. determined by. As a result of the analysis of the data obtained in the research, it is determined that there is no statistically significant difference between the total scores of the Coaching Behavior Evaluation Scale and the total sub-dimension scores according to the participants' age, sports age, gender, sports branch, status of interest in sports, and education level.

Keywords: Sport, Coach Behavior, Amateur Athlete, Professional Athlete

GİRİŞ


Sporda başarılı olma durumuna fiziksel gelişim ne kadar önemliyse aynı zamanda psikolojik unsurlarda bir o kadar önem taşmaktadır. Bu süreçte antrenörler sporcuya tecrübelerini, bilgilerini aktarmalarının yanında; sporcuyu motive edici, destekleyici söylemlerde bulunarak ve olumlu iletişim sağlayarak performansın arttırılmasında da oldukça etkili olabilmeaktır. Dolayısıyla tüm bu bilgiler ışığında çalışmada antrenörlük davranışlarının sporcular tarafından değerlendirilmesi amaçlanmıştır.

YÖNTEM


İstatistiksel Analiz

Araştırmada amatör ve profesyonel sporcuların, antrenörlik davranışını değerlendirmeye yönelik maddelerine verdiği cevapların iç tutarlılığını kontrol etmek amacıyla güvenirlilik katsayları (cronbach alpha) hesaplanmıştır (Tablo 1).

<table>
<thead>
<tr>
<th>Ölçek</th>
<th>İç Tutarlılık Katsayısı</th>
<th>Değerlendirme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlik Davranışı Değerlendirme Ölçeği</td>
<td>0,988</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
<tr>
<td>Destek olma</td>
<td>0,963</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
<tr>
<td>Genel tespit etme</td>
<td>0,959</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
<tr>
<td>Genel tespit öğretim</td>
<td>0,936</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>0,944</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
<tr>
<td>Hata koşulu teknik öğretim</td>
<td>0,941</td>
<td>Yüksek Düzeyde Güvenir</td>
</tr>
</tbody>
</table>

Verilerin istatistiksel değerlendirilmesinde ilk olarak normal dağılımlı Kolmogorov-Smirnov ve Shapiro-Wilk testi ile incelenmiştir (P>0,05). Çalışmada, ölçek toplam puanlarının ve alt boyut toplam puanlarının cinsiyet, spor yapma şekli (amatör-profesyonel), spor branşı (bireysel, takım) değişkenlerine göre farklılık göstermediği Student testi ile, spor yaş, gelir düzeyi değişkeni göre farklılık göstermediği ise Tek Yönlü Varyans Analizi (One-way ANOVA) ve Tukey çoklu karşılaştırma testi ile belirlenmiştir. Araştırmaya bulguların, ortalama ve standart sapma değerleri gösterilmiş olup, sonuçlar p<0,05 önem seviyesinde anlamalı kabul edilmiştir. Tüm istatistiksel hesaplamalar SPSS 22.0 V istatistik paket programı yapılmıştır.

BULGULAR

Çalışmaya gönüllü olarak katılan amatör ve profesyonel sporcuların demografik özelliklerine göre dağılımları Tablo 2’de verilmiştir.

<table>
<thead>
<tr>
<th>Cinsiyet</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kadın</td>
<td>57</td>
<td>44,2</td>
</tr>
<tr>
<td>Erkek</td>
<td>72</td>
<td>55,8</td>
</tr>
<tr>
<td>Toplam</td>
<td>129</td>
<td>100,0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yaş (yıl)</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>97</td>
<td>75,2</td>
</tr>
<tr>
<td>23-27</td>
<td>27</td>
<td>20,9</td>
</tr>
<tr>
<td>28 ve üzeri</td>
<td>5</td>
<td>3,9</td>
</tr>
<tr>
<td>Toplam</td>
<td>129</td>
<td>100,0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spor Branşı</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bireysel</td>
<td>69</td>
<td>53,5</td>
</tr>
<tr>
<td>Takım</td>
<td>60</td>
<td>46,5</td>
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<tr>
<td>Toplam</td>
<td>129</td>
<td>100,0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spor Yapma Düzeyi</th>
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<td>Amatör</td>
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<td>76,0</td>
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<tr>
<td>Profesyonel</td>
<td>31</td>
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</tr>
<tr>
<td>Toplam</td>
<td>129</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Araştırmaya gönüllü olarak katılan bireylerin % 55,8’inin erkek, %93,8’inin lisans düzeyinde eğitim sahibi olduğu belirlenmiştir. Bunun yanı sıra çoğunlukla 18-22 yaş
araştırmada olan bireylerin %72,1’inin orta düzeyde gelire sahip olduğu, %53,5’inin ise bireysel spor branşına ve %76,0’nın ise amatör olarak sporla ilgilendiği belirlenmektedir.

Tablo 3. Yaş gruplarına göre katılımcıların antrenörlük davranışı değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçerler ve Alt Boyutlar</th>
<th>Yaş (Yıl)</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>18-22</td>
<td>97</td>
<td>80,25</td>
<td>21,60</td>
<td>0,322</td>
</tr>
<tr>
<td></td>
<td>23-27</td>
<td>27</td>
<td>79,11</td>
<td>22,63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 ve üzeri</td>
<td>5</td>
<td>94,80</td>
<td>18,38</td>
<td></td>
</tr>
<tr>
<td>Destek olma</td>
<td>18-22</td>
<td>97</td>
<td>22,82</td>
<td>6,17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23-27</td>
<td>27</td>
<td>22,11</td>
<td>6,57</td>
<td>0,246</td>
</tr>
<tr>
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<td>28 ve üzeri</td>
<td>5</td>
<td>27,20</td>
<td>4,76</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>18-22</td>
<td>97</td>
<td>19,23</td>
<td>5,29</td>
<td>0,420</td>
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<td>19,04</td>
<td>5,58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 ve üzeri</td>
<td>5</td>
<td>22,40</td>
<td>5,81</td>
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<tr>
<td>Genel teşvik öğretim</td>
<td>18-22</td>
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<td>3,24</td>
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</tr>
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<td>27</td>
<td>11,19</td>
<td>3,62</td>
<td>0,208</td>
</tr>
<tr>
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<td>28 ve üzeri</td>
<td>5</td>
<td>14,00</td>
<td>2,24</td>
<td></td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>18-22</td>
<td>97</td>
<td>22,82</td>
<td>6,17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23-27</td>
<td>27</td>
<td>22,11</td>
<td>6,57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 ve üzeri</td>
<td>5</td>
<td>27,20</td>
<td>4,76</td>
<td></td>
</tr>
<tr>
<td>Hata koşulu teknik öğretim</td>
<td>18-22</td>
<td>97</td>
<td>11,41</td>
<td>3,24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23-27</td>
<td>27</td>
<td>11,19</td>
<td>3,62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28 ve üzeri</td>
<td>5</td>
<td>13,60</td>
<td>3,13</td>
<td></td>
</tr>
</tbody>
</table>

Araştırmada, kadın ve erkek katılımcıların Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyt toplam puanları arasında istatistiki olarak anlamlı bir farklılık belirlenememiştir (P>0,05; Tablo 3).

Tablo 4. Cinsiyete göre katılımcıların antrenörlük davranışı değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçerler ve Alt Boyutlar</th>
<th>Cinsiyet</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>Kadın</td>
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<td>84,16</td>
<td>22,74</td>
<td>0,096</td>
</tr>
<tr>
<td></td>
<td>Erkek</td>
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<td>77,74</td>
<td>20,64</td>
<td></td>
</tr>
<tr>
<td>Destek olma</td>
<td>Kadın</td>
<td>57</td>
<td>23,88</td>
<td>6,43</td>
<td>0,094</td>
</tr>
<tr>
<td></td>
<td>Erkek</td>
<td>72</td>
<td>22,03</td>
<td>6,00</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>Kadın</td>
<td>57</td>
<td>20,21</td>
<td>5,61</td>
<td>0,090</td>
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<tr>
<td></td>
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<td>72</td>
<td>18,60</td>
<td>5,09</td>
<td></td>
</tr>
<tr>
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<td>3,60</td>
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<td>11,10</td>
<td>3,04</td>
<td></td>
</tr>
<tr>
<td>Genel iletişim</td>
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<td>16,12</td>
<td>4,39</td>
<td>0,087</td>
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<tr>
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<td>4,25</td>
<td></td>
</tr>
<tr>
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<td>Kadın</td>
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<td>3,52</td>
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<tr>
<td></td>
<td>Erkek</td>
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<td>11,21</td>
<td>3,05</td>
<td></td>
</tr>
</tbody>
</table>

Araştırmada, kadın ve erkek katılımcıların Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyt toplam puanları arasında istatistiki olarak anlamlı bir farklılık belirlenememiştir (P>0,05; Tablo 4).

Tablo 5. Spor yaş gruplarına göre katılımcıların antrenörlük davranışı değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçerler ve Alt Boyutlar</th>
<th>Spor Yaş (Yıl)</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>1-5</td>
<td>34</td>
<td>83,88</td>
<td>20,51</td>
<td>0,232</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>55</td>
<td>82,73</td>
<td>19,27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>33</td>
<td>74,18</td>
<td>25,21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 ve üzeri</td>
<td>7</td>
<td>77,71</td>
<td>26,52</td>
<td></td>
</tr>
<tr>
<td>Destek olma</td>
<td>1-5</td>
<td>34</td>
<td>23,71</td>
<td>6,00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>55</td>
<td>23,56</td>
<td>5,54</td>
<td>0,194</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>33</td>
<td>20,88</td>
<td>7,07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 ve üzeri</td>
<td>7</td>
<td>22,29</td>
<td>7,61</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>1-5</td>
<td>34</td>
<td>20,18</td>
<td>4,91</td>
<td>0,199</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>55</td>
<td>19,69</td>
<td>5,10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>33</td>
<td>17,61</td>
<td>6,25</td>
<td></td>
</tr>
</tbody>
</table>
Araştırmada, katılımcıların spor yaşı dağılımlarına göre Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistikî olarak anlamlı bir farklılık belirlenememiştir (P>0.05; Tablo 5).

Tablo 6. Gelir durumuna göre katılımcıların antrenörlük davranışı değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçüler ve Alt Boyutlar</th>
<th>Gelir Durumu</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>84,00</td>
<td>19,5</td>
<td>0,548</td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>79,72</td>
<td>21,8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>75,20</td>
<td>34,1</td>
<td></td>
</tr>
<tr>
<td>Destek olma</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>23,74</td>
<td>6,1</td>
<td>0,653</td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>22,58</td>
<td>6,1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>22,00</td>
<td>10,1</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>20,10</td>
<td>5,2</td>
<td>0,623</td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>19,10</td>
<td>5,3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>18,40</td>
<td>8,5</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik öğretim</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>12,19</td>
<td>2,6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>11,28</td>
<td>3,4</td>
<td>0,318</td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>10,40</td>
<td>4,7</td>
<td></td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>16,06</td>
<td>3,5</td>
<td>0,472</td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>15,25</td>
<td>4,5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>13,80</td>
<td>6,2</td>
<td></td>
</tr>
<tr>
<td>Hata koşullu teknik öğretim</td>
<td>Düşük (Gelir&lt;Gider)</td>
<td>31</td>
<td>11,90</td>
<td>3,1</td>
<td>0,616</td>
</tr>
<tr>
<td></td>
<td>Orta (Gelir=Gider)</td>
<td>93</td>
<td>11,52</td>
<td>3,3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yüksek (Gelir&gt;Gider)</td>
<td>5</td>
<td>10,40</td>
<td>4,7</td>
<td></td>
</tr>
</tbody>
</table>

Araştırmada, katılımcıların gelir durumlarına göre Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistikî olarak anlamlı bir farklılık belirlenmemiştir (P>0.05; Tablo 6).

Tablo 7. Spor branşına göre katılımcıların antrenörlük davranışı değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçüler ve Alt Boyutlar</th>
<th>Spor Branşları</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>Bireysel</td>
<td>69</td>
<td>81,72</td>
<td>22,79</td>
<td>0,521</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>79,25</td>
<td>20,59</td>
<td></td>
</tr>
<tr>
<td>Destek olma</td>
<td>Bireysel</td>
<td>69</td>
<td>23,35</td>
<td>6,45</td>
<td>0,328</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>22,27</td>
<td>5,99</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>Bireysel</td>
<td>69</td>
<td>16,06</td>
<td>3,5</td>
<td>0,543</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>15,25</td>
<td>4,5</td>
<td></td>
</tr>
<tr>
<td>Genel teşvik öğretim</td>
<td>Bireysel</td>
<td>69</td>
<td>11,42</td>
<td>3,58</td>
<td>0,870</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>11,52</td>
<td>3,00</td>
<td></td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>Bireysel</td>
<td>69</td>
<td>16,56</td>
<td>4,50</td>
<td>0,460</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>15,08</td>
<td>4,17</td>
<td></td>
</tr>
<tr>
<td>Hata koşullu teknik öğretim</td>
<td>Bireysel</td>
<td>69</td>
<td>11,72</td>
<td>3,43</td>
<td>0,557</td>
</tr>
<tr>
<td></td>
<td>Takım</td>
<td>60</td>
<td>11,38</td>
<td>3,12</td>
<td></td>
</tr>
</tbody>
</table>

Araştırmada, katılımcıların sahip oldukları spor branşına göre Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistikî olarak anlamlı bir farklılık belirlenmemiştir (P>0.05; Tablo 7).
Tablo 8. Spor yapma düzeyine göre katılımcıların antrenörlük davranış değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçükkler ve Alt Boyutlar</th>
<th>Spor Yapma Düzeyi</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>Amatör</td>
<td>98</td>
<td>80,46</td>
<td>23,06</td>
<td>0,916</td>
</tr>
<tr>
<td></td>
<td>Profesyonel</td>
<td>31</td>
<td>80,94</td>
<td>17,28</td>
<td>0,875</td>
</tr>
<tr>
<td>Destek olma</td>
<td>Amatör</td>
<td>98</td>
<td>22,80</td>
<td>6,58</td>
<td>0,857</td>
</tr>
<tr>
<td></td>
<td>Profesyonel</td>
<td>31</td>
<td>23,00</td>
<td>5,09</td>
<td>0,807</td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>Amatör</td>
<td>98</td>
<td>11,42</td>
<td>3,54</td>
<td>0,777</td>
</tr>
<tr>
<td></td>
<td>Profesyonel</td>
<td>31</td>
<td>11,61</td>
<td>2,50</td>
<td>0,887</td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>Amatör</td>
<td>98</td>
<td>15,58</td>
<td>3,47</td>
<td>0,923</td>
</tr>
<tr>
<td></td>
<td>Profesyonel</td>
<td>31</td>
<td>15,29</td>
<td>2,62</td>
<td>0,858</td>
</tr>
</tbody>
</table>

Araştırmada, amatör ve profesyonel olarak spor ile ilgilenen katılımcıların Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistik olarak anlamlı bir fark belirlenmemiştir (P>0,05; Tablo 8).

Tablo 9. Eğitim durumuna göre katılımcıların antrenörlük davranış değerlendirme düzeyleri

<table>
<thead>
<tr>
<th>Ölçükkler ve Alt Boyutlar</th>
<th>Eğitim Durumu</th>
<th>n</th>
<th>Ortalama</th>
<th>SS</th>
<th>P-değeri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antrenörlük Davranışı Değerlendirme Ölçeği</td>
<td>Lise</td>
<td>8</td>
<td>73,75</td>
<td>31,39</td>
<td>0,362</td>
</tr>
<tr>
<td></td>
<td>Lisans</td>
<td>121</td>
<td>81,02</td>
<td>21,06</td>
<td>0,249</td>
</tr>
<tr>
<td>Destek olma</td>
<td>Lise</td>
<td>8</td>
<td>20,38</td>
<td>9,44</td>
<td>0,245</td>
</tr>
<tr>
<td></td>
<td>Lisans</td>
<td>121</td>
<td>23,01</td>
<td>5,99</td>
<td>0,613</td>
</tr>
<tr>
<td>Genel teşvik etme</td>
<td>Lise</td>
<td>8</td>
<td>18,38</td>
<td>7,37</td>
<td>0,490</td>
</tr>
<tr>
<td></td>
<td>Lisans</td>
<td>121</td>
<td>19,37</td>
<td>5,24</td>
<td>0,273</td>
</tr>
<tr>
<td>Genel iletişim</td>
<td>Lise</td>
<td>8</td>
<td>13,75</td>
<td>4,66</td>
<td>0,404</td>
</tr>
<tr>
<td></td>
<td>Lisans</td>
<td>121</td>
<td>15,63</td>
<td>3,18</td>
<td>0,236</td>
</tr>
</tbody>
</table>

Araştırmada, lise ve lisans mezunu katılımcıların Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistik olarak anlamlı bir fark belirlenmemiştir (P>0,05; Tablo 9).

TARTIŞMA VE SONUÇ

Araştırmada elde edilen verilerin analizi sonucunda katılımcıların yaş, spor yaşı, cinsiyet, spor branşı, spora ilgilenme durumu, eğitim düzeyine göre Antrenörlük Davranışı Değerlendirme Ölçeği toplam puanları ve alt boyut toplam puanları arasında istatistik olarak anlamlı bir fark belirlenmediğini tespit edilmektedir. İlgili literatürde bu konuda yapılan diğer çalışmalar incelenirinde ise çalışmassa katılan elit düzeydeki sporcuların antrenör davranışlarını yönelik olarak olumlu etkileri sporcunun performansını artırabilir (Kırkbir, 2021), antrenörlerin sporcunun motivasyonunu sağlamanın sporcunun performansını artırabilir (Çik ve Küçük, 2019), antrenör sporcunun sporcunun performansını artırabilir (Cairney vd., 2018), antrenör sporcunun sporcunun performansını artırabilir (Satıcı ve ark., 2017), antrenör davranışlarının sporcunun motivasyonunu artırabilir (Koh ve Wang, 2015), antrenörlerin sporcudan kesin beklentilerin sporcunun sporcunun performansını artırabilir (Güven, 1996) şeklinde sonuçlara ulaşılmaktadır.

**KAYNAKÇA**


BIBLICAL ETHICS AND ADMINISTRATION PRINCIPLES: AN EXPERIENTIAL ANALYSIS OF JOSEPH’S STORY

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Abstract

This paper is about an experiential analysis of the story of Joseph in the Old Testament (The Holy Bible, 2000: Genesis 39-45). The theory used for the analysis is Systemic Functional Linguistics (Halliday, 1973), notably the grammar of experiential meanings or transitivity. Transitivity items have been analyzed both quantitatively and qualitatively so as to limit the shortcomings of each of the two methods. Actually, the extract has been divided up into clauses to which numbers have ascribed meticulously so as to identify transitivity items quantitatively. The results uncover an important occurrence of IMPs and TMPs followed by RPs whereas EPs, BePs, VPs and MePs occur in a less significant proportion. EPs and BePs can be interpreted as the experiential constituents that have resulted in important political, administrative and managerial decisions implemented through material processes, taking the form of planning, projection, anticipation and follow up. As for MePs, they have served to reveal the Egyptian leaders’ exemplary attitudes in taking resolutions. The verbal part of the experiences corroborates this whereas RPs described the values and the realities that are taken into account in decision making. The story of Joseph overflows with managerial principles.

Keywords: systemic Functional, experiential grammar, the Bible, managerial principles.

1. Introduction

Africa counts more than 559 million Christians, with 760 million expected in 2025 (Johnson, M. T., Zurlo, A. G., Hickman, W. A. & Crossing, F. P., 2017). These Christians are supposed to understand and apply biblical principles or ethics in their daily life, for God has given them in the form of commandments and ordinances in both the Old and New Testaments. If Christians have to make decision, they must only refer to the laws of God that stand objectively before them (Hartin, 1991). The Bible is therefore an operating instruction for life, to use Rabens (2017) terms. This is based on the premise stated in Timothy 3 (the Holy Bible, 2000: v. 16): “All scripture is inspired by God and useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work”.

African countries’ administration, finance, politics, etc. are gangrened by corruption of all kinds despite the massive presence of Christians in these entities. Lawal (2017) does not equivocate about this when he states that in Africa corruption has been a serious impediment of a true and real development, causing the continent to be the most corrupt in the world. Anti-corruption laws and institutions seem inefficient in stopping corruption; those who design the laws and set up the institutions are themselves involved in the practice of corruption (Momoh, 2015). This paper does not pretend to suggest miraculous solutions to this phenomenon; it aims at highlighting ethical principles that can be identified through the linguistic analysis of the story of Joseph from a systemic functional linguistic perspective. In fact, the work focuses
on the grammar of experiential meaning (Halliday & Matthiessen, 2004) which defines
language as a representation of experiences via the various process types.

The bible is actually a complex, dense and rich literary source which contains all the
literary genres: poems, prophecies, parables, stories, histories, letters, novels, etc. Beyond the
highly spiritual meaning that can be assigned to the story of Joseph, this story can be analyzed
as a prose work, containing practical managerial principles based on biblical ethics and
administration principles. The Bible tells a story of a young boy sold as a slave in ancient Egypt
by his brothers or family, who will save the country from a disastrous famine thanks to
extraordinary managerial and administrative capacities. Thus, the paper basically underlines
experiences which connote these through the processes ascribed to the characters; furthermore,
it discusses their importance in a context of serious administrative and political disfunctioning
due to endemic corruption.

2. Methods

Both deductive and inductive reasonings are used in this paper; indeed, the analysis is
based on a combined use of qualitative and quantitative research methods (American
Psychological Association, 2020; Creswell, 2015). While quantitative analysis uses deductive
reasoning, starting from general to particular, qualitative analysis works in the opposite way,
proceeding from limited facts or observation to a general conclusion. This method is more and
more used in discourse analysis, for linguistic items must be described quantitatively before
being given some meanings, that is, the researcher must have a clear representation of what is
to be interpreted. Thus, the text has been split into “linguistic clauses” and the defined items
have been described quantitatively and analyzed on both the qualitative and the quantitative
methods. The term “clause” used here is different from its equivalent in traditional grammar,
for it is used to refer to a linguistic unit in which an “effectual” process is identified. An
effectual process is what is referred to as a conjugated verb in traditional grammar; infinitive
verbs are not taken into account in the analysis of the text.

3. Theoretical Background

3.1 Transitivity Theory or Experiential Meaning

According to Halliday and Matthiessen (2004) the theory of transitivity provides efficient
method and principles to tackle human experience, for it deals with the meanings about the
world, about how we discern what is going on. Thus, this theory specifies the process types
with their functional participants and the related circumstances. In analyzing the transitivity of
a text, we perceive how the field of the situation is shaped. This is possible because the
“transitivity system construes the world of experience into a manageable set of process
types. Each process provides its own model or schema for construing a particular domain
of experience as a figure of a particular kind” (Halliday and Matthiessen, 2004: 170).

Halliday and Matthiessen (2004) divide human experience into two categories: inner and
outer experience. Outer experience refers to what we experience as going on there or in the
world around us whereas inner experience is about what we experience as going on inside
ourselves, in the world of consciousness, that is, perception, emotion, and imagination. There
are six (06) process types which reflect these two aspects of human experience: material,
mental, behavioural, verbal, existential, and relational processes. The relational processes
comprise six (05) sub-types of processes which are intensive attributive processes, intensive identifying processes, circumstantial relational processes, possessive relational processes, and causative relational processes.

Human experience consists not only of process but also of participants and (optionally) of circumstantial elements, as noted earlier. Participants are directly associated with the process. Either they cause the occurrence of the process or they are affected by it in some way (Eggins, 1994). They are realized by nominal groups. On the other hand, circumstantial elements contribute in the construction of human experience by specifying the conditions and facts that are connected with the processes. Circumstances are realized by prepositional or adverbial phrases.

Here are the six process types:

✓ Material process: Material processes are about doing and happening. They “**construe a quantum of change in the flow of events as taking place through some input of energy**” (Halliday and Matthiessen, 2004:179).

✓ Mental process: While material processes are concerned with our experience of the real, physical world, mental processes are concerned with our experience of the world of our own consciousness, to use Halliday and Matthiessen’s (2004) terms. These processes are about thoughts, feelings, and perceptions. They can be divided into three categories: cognition: verbs of thinking, knowing, and understanding; perception: verbs of seeing and hearing; and affection: verbs of liking and fearing.

✓ Behavioural process: it is located between the boundary of material and mental processes (Halliday and Matthiessen, 2004). Behavioural processes are typically human, that is, they are about actions that must be felt by a conscious being, like breathing, coughing, smiling, dreaming, etc. Usually they have only one participant called the behaver, but they can also carry two other participants: the Behavior and the Phenomenon.

✓ Verbal process: Eggins (1994) defines verbal processes as processes of verbal actions, which are important for the creation of discourse. This aspect of human experience is expressed through the verb “to say” and its various synonyms like “point out”, “suggest”, “claim”, “assert”, “talk”, “speak”, etc.

✓ Existential process: it is situated between Relational and Material processes, and it proves states of being, existing, and happening. Characteristically, Existential processes utilize the verb be or its synonyms like exist, arise, occur. They have only one participant: the Existent which follows the there is /are sequences. “There” does not have any experiential meaning. Its presence in the clause is simply due to the fact all English clauses need a subject.

✓ Relational process: In addition to material and mental processes which represent-the inner and outer aspect of our experience, there is a third aspect of our experience, as stated earlier. Here, we talk of processes of identifying and classifying, which relate one fragment of experience to another. There are two types of relational processes: intensive attributive processes and intensive identifying processes. These two categories of relational processes have three other sub-types, which are circumstantial relational processes, possessive relational processes, and causative relational processes.

4. Transitivity Analysis of the Story of Joseph

4.1 Process Types Identification

Table 1 recapitulates the occurrence of the process types in the extract.
As it can be noted in table 1, Intransitive Material Processes predominate in the extract, with a figure of 264 [30.41%] followed by Transitive Material Processes which occur 174 times [20.04%] and then Relational Processes with a figure of 145, corresponding to 16.70%. There is also a significant number of Verbal Processes (used 126 times) with a percentage of 14.51%; a less important number of Mental Processes (77, corresponding to 8.87%), Existential Processes (55 corresponding to 6.33%) and Behavioral Processes (27 corresponding to 3.11%). This means that concrete actions are taken in the extract; that a lot of descriptions are actualized; and that an important number of experiences are either simply thought of or verbally expressed as well. In addition, certain things are said to exist and some behaviors are realized in the extract.

4.2 Distribution of Process Types among Participants

This section deals with the distribution of the process types described in table 1 among participants. Table 2 summarizes the distribution of these processes among participants so as to find out who is involved in which process and why.
As it is shown both in table 2 and graph 1, the majority of processes is actualized either by Joseph or his family. Joseph is involved in 23.65% while his family members carry out 40.56% of the processes, implying that Joseph and his family are the main actors, agents or carriers, behavers, sensors, etc. of the experiences described in the extract. Though these experiences are circumstantially situated in Egypt, in a country where they are foreigners, they seem to play an important role. Egyptian officials and Pharaoh also realize a significant number of processes as shown in the graph (19.16%). This means that Pharaoh and his staff are verbally, intellectually and physically very active in the various experiences expressed in the text. As regards God, he actualizes some crucial TMPs, meaning that concrete actions are ascribed to him and that the extract describes some metaphysical experiences; while the processes attributed to animals (9.58%) emphasize this metaphysical or metaphorical dimension of the story.

4.3 Existential Process Distribution

Table 3 and Graph 2 recapitulate the distribution existential processes and their related existents.

<table>
<thead>
<tr>
<th>Process number</th>
<th>People</th>
<th>Famine</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>0108, 0266, 0758, 0778</td>
<td>0310</td>
<td>0311, 0324, 0329</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>04</td>
<td>01</td>
<td>03</td>
</tr>
</tbody>
</table>

Table 3: Existential process distribution
The table and graph above reveal that People occur four (04) times, that Food occurs three (03) times, and that Famine is used only once as existent, corresponding to 50%, 37.5% and 12.5% respectively. Actually, there is a significant correlation between the existence of Famine, Food and People. The material actions or processes are realized in reaction to these existents that can also be called factors in simpler terms. Here existential processes play an important role in the analysis of the story as will be demonstrated in the section reserved for that purpose.

4.4 Relational Process Distribution

Table 4 and Graph 3 summarize the occurrence of RPs which are split up into four (04) groups: Attributive, Intensive, Circumstantial and Possessive.

<table>
<thead>
<tr>
<th>Process</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributive</td>
<td>69</td>
<td>36.50%</td>
</tr>
<tr>
<td>Circumstantial</td>
<td>75</td>
<td>39.68%</td>
</tr>
<tr>
<td>Intensive</td>
<td>29</td>
<td>15.34%</td>
</tr>
<tr>
<td>Possessive</td>
<td>16</td>
<td>8.46%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>189</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4: relational process distribution
As it is shown in table 4 and graph 3, Circumstantial Relational Processes (CRP) occupy the first position with a figure of 75, representing 39.68%; Attributive Relational Processes (ARP) come second with a number of 69, corresponding to 36.50%; and Intensive Relational Processes and Possessive Relational are less numerous, that is, 29 (15.34%) and 16 (8.46%), respectively. On the whole, this means that the extract contains a lot of description either related to people and things or circumstances. Some aspects of the description are related to possession which is a determining factor in the context of this description insofar as the main topic of the story is a disastrous famine. The possession of foods, animals, and other means of support is an important element in the understanding of the experiences under consideration.

4.5 Discussion and Interpretation of the Findings

Linguistic items are so numerous and varied; it is shrewd to focus on those that fit the analytical interest within the framework of this research paper. Here it seems important to emphasize Existential Processes (EP). The analysis reveals that they occur only eight (08) times in the extract, corresponding to 0.92%; and that the existents are People, used four times, that is, 50%; Food, used three (03) times, corresponding to 37.5%; and Famine, used only once, that is, 12.5%. It is the existence of these experiences that has prompted the leaders of Egypt to find solutions in terms of planning, anticipation, coordination, which are very important managerial principles.

Similarly, Behavioral Processes (BePs) appear as the factors that have triggered off the political or managerial measures. BePs occur only seven (07) times, that is, 0.81%. The behavers are Pharaoh, Potiphar’s wife and Pharaoh’s imprisoned officials in clauses (0159, 0168, 0059, 0068, 0098, 0106, 0184). The behavioral experiences are basically about dreams that function like predictions or projections apart from their metaphysical meanings. Indeed, important administrative and political measures resulted from the famine or other things predicted through dreams.

Transitive Material Processes (TMPs) and Intransitive Material Processes (IMPs) emphasize this in clauses such as he (Pharah) put him(Joseph) in charge of the whole land of Egypt, the collected all the food produced, Joseph stored up a huge quantity of corn, he put...
food grown in each city in clauses (0288, 0292, 0290, 0291). In fact, TMPs occur 237 times whereas IMPs occur 201 times, representing 27.49% and 23.31% respectively. Joseph actualizes an important number of TMPs (34) and IMPs (54), which clarifies his experiences not only as Potiphar’s administrator but also as the administrator of the whole land of Egypt. It must be noted here that once the problems have been identified, necessary measures have been taken by a qualified person and implemented promptly, honestly and efficiently in clauses such as When the famine had spread over the whole country, Joseph opened the storehouses and sold corn to the Egyptians, for the famine was severe throughout Egypt. And all the countries came to Egypt to buy corn from Joseph, because the famine was severe in all the world (0284, 0285, 0286, 0287, 0288, 0289, 0290, 0318, 0319, 0320, 0321, 0322). The promotion accorded to a slave or (Joseph) is a proof that the only thing that matters in any good administration is efficiency based on the respect of qualification and talents or merit.

The analysis also reveals an abundant use of description through Relational Processes which occur 189 times, corresponding to 21.92%. They have served to clarify some circumstances related to place such as prison, Egypt, inside, the place, etc. in clauses (0035, 0087, 0093, 0097, 0046, 0077, 0078) on the one hand, and on the other hand they have provided an exact comprehension of the state of affairs which includes Joseph attributes or moral qualities (honesty and humility), what people have or do not have in a context of a dangerous famine and the disaster caused by the famine in Egypt, in such clauses as the Lord was with him, no one is greater in this house than I am, Joseph was thirty years old, one in whom there is the spirit of God, because the famine was severe in all the world, the plan seemed good to Pharaoh, now Joseph was the governor of the land in clauses (0009, 0035, 0041, 0087, 0259, 0310, 0341). It is this situation that justified wise administrative and political decisions actualized through material processes. The mental part of the experiences described in the extracts corroborates this assumption in that Potiphar and Pharaoh see, notice or understand Joseph’s qualities on the one hand, and on the other hand they are mentally disposed to follow his recommendations or advice (0009, 0012, 0024). Moreover, BePs are used in the extract to describe Joseph attitude towards God and his brothers who are very wicked to the point of selling him as slave, and whom he forgives; towards Potiphar’s wife with whom he refuses to sleep (0030, 0043, 008, 0011, 0024, 0027). This shows that Joseph has great respect of other peoples’ belongings; thus, he is not inclined to embezzlements, corruption and other counterproductive behaviors. He is therefore an excellent administrator.

As regards Verbal Processes (VPs), they are actualized through items such as say, ask, tell, answer, call in clauses (0028, 0031, 0065, 0072, 0107, 0055, 0144, 0155, 0314,). The latter occur 125 times in the extract, representing 14.50%. This means that a lot of things, actions, feelings, etc. are simply verbalized. Joseph realizes the majority of VPs, in order to explain, clarify and plan his administrative vision. The projected experiences are ineffectual but they are thoroughly implemented, and a meticulous follow up of these is done as well. The analysis also reveals that there are other sayors (Potiphar and his wife) whose speech describe an experience that can be considered as an ordeal for Joseph in clauses (0028, 0048, 0065, 0072, 0055, 0178, 0195, 0260, 0277, 0314), meaning that no noble project or ambition can be achieved without sacrifice and contradictions.
Conclusion

The Bible is a sublime literary work that contains not only all the genres but it is also full of great principles about life in general. The exhaustive analysis of the story of Joseph, from a Systemic Functional perspective, has demonstrated this theorization. The story has actually been analyzed on the basis of the experiential grammar coined by Halliday (1973). The analysis uncovers some crucial happenings actualized through Existential and Behavioral Processes (EPs and BePs), which can be interpreted as fundamental parameters that have inspired or induced significant political, administrative and managerial resolutions. These are accomplished via Material Processes which take the form of planning, anticipation, projection and follow up based on biblical ethics of transparency, honesty and forgiveness; whereas the same experiences are often verbalized and acted upon. Moreover, the descriptive aspect of the state of affairs, realized through Relational Processes, has emphasized the importance of talents and merits in the implementations of administrative policies aimed at halting the food crisis in Egypt. This is possible because the Egyptian political leaders are so attentive to listen, notice, see and understand priorities in terms of choices and decisions. Mental Processes clarify their aptitude to grant elevation by merit, even to a slave provided that he is qualified. Despite the numerous crises faced by African countries and despite the fact that the continent overflows with tremendous natural resources, African leaders and especially Christians seem not to take any measures aimed at improving the situation of underdevelopment essentially caused by corruption. This story must inspire positive managerial changes in corrupt African institutions.

References


INCLUSIVE EDUCATION BY SPORT AT SCHOOL – THE OPINION OF THE TEACHERS SHAPED THROUGH FOCUS GROUPS

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Abstract

Inclusive physical education should enable all children to fully and actively participate in physical activities. Active inclusion through sport, not only at school, allows every person, despite the age and position, to implement the right to contribute to the development of the personality, community and society. Theoretical progress about supporting physical educators to fully include all diverse children is not significant enough, neither good practices are gathered satisfactory to fulfill contemporary needs of active educational inclusion through sports. Such lack of academical discussion could be covered by active seeking for the opinion of sport teachers and reflecting their experience and knowledge to find strengths in each and every child to the practical inclusive education.

Present work steps on the abilities of teachers to be flexible and respectful to pupils capacity (and disability), and presents their opinion on expert methodology prepared to support educators for inclusive education through sport at school.

Keywords: inclusive education, INEDU, educational management, pedagogical support

Introduction

Inclusive education describes an approach that is essentially based on valuing diversity. In an inclusive education system, people with and without disabilities learn together from the very beginning. The individual view of each participant and the knowledge of the range of their diverse motor, cognitive and social-emotional preconditions shows that a diverse repertoire of methodological approaches is necessary to make joint active sports activities possible for all participants.

Inclusive physical education not just should, but indeed it encourages all children - with and without disabilities. Furthermore creates the right conditions for everyone to participate. It forms joint movement experiences without neglecting individual’s special needs. At the end of 2022 international expert team from Bulgaria, Greece and Austria starts INEDU initiative for supporting physical education teachers in introducing, organising, and implementing inclusive sport in mainstream schools (inedu.eu). Although the end users of inclusive education are all pupils at school, the INEDU target groups are sport teachers in a collaboration with the inside school pedagogical team. By improving the competencies of physical education teachers, schools are embracing inclusive sport perspective and allow all pupils to be engaged in sports activities. And this opens the necessity of creating guidelines for teachers in physical education on how to organize, conduct, and sustain inclusive sport as part of school curriculum and
environment. It also highlights the need of building a continuously ongoing support at horizontal level, since inclusion for all opens varieties of reactions, innovations and challenges.

Since INEDU method is innovative for sport teachers, internationally based partnering expert team form Bulgaria, Greece and Austria validates the output in the partner countries with expert teachers and covers relevant know-how in the field of inclusive sport. With the overall expected impact on professional competences of physical education teachers, INEDU method also contributes to increased motivation for learning and development of all learners with physical disabilities and diversity awareness among all learners. “We believe introducing, organizing and implementing inclusive sport in mainstream schools is a key to a better society and better school for all” (INEDU team).

The initiated Guidelines by INEDU team are seeking for teacher’s opinion in a positively criticized and developing style. That’s why teachers from the three countries are invited to take part in focus groups, together with disabled sportsmen and relevant professionals. Their positions and opinions are shaping the confidence of the innovative method for inclusive education.

**The opinion of the teachers about the inclusive education, in general**

In 2010 Alison Alborz and Georgia-Gloria Coutsocostas examined Greek mainstream secondary school teachers’ perceptions of inclusive education and of having pupils with complex learning disabilities (cLD) in the classroom or school (Coutsocostas, GG, Alborz, A., 2010). Participants included 138 Greek mainstream secondary school teachers working in inclusive state schools in northern Greece. Findings indicated that 47.5% of the participants were against the inclusion of all pupils with special educational needs (SEN) in mainstream secondary schools. Three variables were found to be associated with teachers’ attitudes about the inclusion of pupils with cLD: age, years of teaching experience and SEN training. Overall, it is suggested that training, as well as perceived competence and sense of support, were important in influencing teachers’ attitudes about including pupils with cLD in mainstream classrooms. It is proposed that the recent implementation of inclusive education in Greece and the prevailing rudimentary conditions for its implementation might also have had an impact on teachers’ attitudes.

In 2013 Esther Chiner and Maria Cristina Cardona examine the inclusive education in Spain through studying how do skills, resources, and supports affect regular education teachers’ perceptions of inclusion (Chiner, E., Cardona, MC, 2013). The study examined regular education teachers’ perceptions of inclusion in elementary and secondary schools in Spain and how these perceptions may differ depending on teaching experience, skills, and the availability of resources and supports. Stratified random sampling procedures were used to draw a representative sample of 336 general education teachers (68 kindergarten, 133 elementary, and 135 secondary teachers) from the province of Alicante. The results indicated the acceptance of the principles of inclusion, although teacher skills, time, material resources, and personal supports for inclusion were deemed insufficient. Kindergarten and elementary teachers showed more positive perceptions of inclusion than secondary education teachers, and so did teachers with more personal supports and material resources than those with less supports and resources. The results are discussed in terms of its implications for practice in order to promote more inclusive classrooms in Spain.
In 2014 expert team of Yvonne Hunter-Johnson, Norissa Newton and Janelle Cambridge-Johnson initiate a study on teachers’ attitudes about inclusive education in Bahama (Hunter-Johnson, Y., Newton, N.G. and Cambridge-Johnson, J., 2014). They state that Bahamian classrooms are comprised of students with varying disabilities (emotional, physical, mental, and learning), and these students are failing to meet the requirements of their various grade levels due to inadequate interventions critical to addressing their individual needs. For these needs to be met in mainstream classrooms, Inclusive Education is inevitable. Consequently, a qualitative phenomenological study was conducted to survey perceptions of primary school teachers towards this practice. The sample included teachers from various schools within New Providence, The Bahamas. The study emphasizes the need to recognize teachers' perceptions towards inclusive education as a fundamental aspect of the practice's success in primary schools. Findings indicated that ninety percent of the teachers interviewed expressed negative perceptions of inclusive education. It was also revealed that the most prevalent influencing factors of the teachers' negative perceptions were lack of training in special education and inclusive education, and lack of resources. Twenty percent of the teachers expressed positive perceptions of inclusive education, stating however, that the success of such a practice depends greatly upon a myriad of elements.

Many other experts provide specialized studies on teachers’ attitudes and abilities for inclusive education, worldwide, through the years. The key finding of all them is that there’s a lack of discussion and opinions about inclusive education through sport. The topic of sport for all at school is almost invisible in not only academical, but also practical world. And based on that, inclusion through sports in school doesn’t sound controversial, but innovative. As a result, support for all teachers is needed, as studies above demonstrated for each and every country. In specifics, methodical support for the teachers should be initiated, personal capacity development should be provided and at least an opportunity for exchange of experience should be available. Stepping on these finding, the above mentioned INEDU team develops methodical book for physical educators (Kaneva, O. et al, 2022) as one of the answers for inclusive education success. INEDU method understands the inclusion of teachers as a contemporary school team where pedagogical support is aiming to achieve not just higher educational levels for the students but also identifying their strengths and experiencing happiness. Because, as Eric Barker admits, happiness leads to success much more often than success leads to happiness (Barker, E., 2017). The pedagogical support itself is seen as a didactical and practical matter. Based on that, INEDU develops a comprehensive methodological manual to support teachers in the delivery of inclusive sport activities at schools and created innovative supervision web-based platform for adequate horizontal support to pedagogical practice and experience. By providing physical education teachers with a comprehensive methodology for inclusive physical education and an online supervision platform for their professional development, is aimed to increase the quality of educational performance at school.

The opinion of the teachers – discussed and analyzed by focus-groups in 2021

It is expected to admit that physical education teachers have different opinions as it concerns the inclusive education. At least, each country has a different policy in inclusive education. And taking in concern that the cultures and the personal ideologies are not the same, it is not hard to understand why different opinions are demonstrated.
Based on the experts' developments, the opinion of professionals from 3 countries - Bulgaria, Greece and Austria - was sought. Focus groups were formed in each of the countries, held in the period March – June 2021. Main focus in the groups is the methodological support given through the innovative approach to initiate inclusive education with sports at school. In addition, moderators of the focus groups are sensitive to any other support necessities that teachers recognize, as well as the attitudes to inclusive education in general. In general, 38 professionals with background in education and physical education from Central and South East Europe gathered in spring 2021 to discuss the creation of a teachers’ manual that would enable educators to include pupils with disabilities in group sports activities. A conclusion focus groups reached is that the innovative approaches in physical education would benefit all parties involved. It would allow not only for more inclusion in sports, but for creation of generations of youngsters accepting of their peers with disabilities. Development of a new culture of understanding and acceptance through joint sports activities is a necessary step towards creating a more equal society in which every individual is able to participate.

Furthermore below, individual details in alphabetic order by participating country summarised from the focus group reports:

A: Austria (by BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH). A focus group of 5 experts – 2 Physical Education (PE) teachers, 2 student teachers, and a professor from the Institute for Sport Sciences in Vienna held a meeting between April and May 2021 at the premises of the BEST Institute.

- The group agreed upon the need of promoting inclusive PE. Although the legal framework suggests the inclusion in sports, the implementation itself remains the sole responsibility of the teaching staff. No matter their age or work experience, every participant expressed their interest in taking up the challenge and conducting inclusive PE classes.

- Participants were pleased with the methodological manual because of its practicality. Clear and concise manual layout, with images, infographics, relevant information and examples is expected. Rather than being an academic document, the focus group looks for a manual that would provide them with practical advice in overcoming potential challenges.

- The group actively participated during the meeting and discussed what kind of exercises can bring abled and disabled children together and how they can be implemented to break the stigma around the topic. More concrete examples were provided as well. In group sports such as basketball, volleyball or handball, balloons can be used, blindfolds for abled children to raise awareness about the experiences of their disabled counterparts, and modifying concept of competition in order for everyone to fairly engage in sport activities.

- The participants wished to build a network and provide collegial support so that the teaching staff can freely exchange information and look for advice among themselves.

B: Bulgaria (by Agency OZON and SONIK START). Four focus groups with 28 participants in total, coming from 4 different cities. Participants, ranging from primary school and kindergarten teachers, PE and music teachers to school principals, coaches, disabled athletes, reached matching conclusions as their national and Austrian partners.

- The focus groups are in favour of innovative approaches and adaptation of current PE curricula to fairly include all children in sport activities.

- The groups actively discussed further development and implementation of the methodology and tackled potential problem that might occur in the implementation phase.
Similarly to the Austrian experts, focus groups wanted to create teachers’ support network that would alleviate the emotional toll that such work may bring.

Participants concluded that innovative methods to promote inclusivity in sports are required.

The groups were keen on adapting team sports and creating fair opportunities for children with or without disabilities to participate and become a leader.

C: Greece (by Haephestus Sports Club). One focus group held in April 2021, with five participants - PE teachers in primary and secondary schools in Patras who have years-long experience in working with children with mental and physical disabilities.

Teachers emphasised the need for more educational material in their own country and showed great interest in creation of the manual.

The group pointed out that a philosophical approach that would dispel prejudices and stereotypes will give way to more inclusion in sports domain. In contrast to the focus groups from other countries, they noted that different approaches for different disabilities should be developed. For the manual to provide guiding principles applicable to every situation, it is necessary to take into account the type and level of one’s disability. The teaching staff will thereafter be able to conduct PE classes in small groups, supervise, and assist students when needed.

The group from Greece sees this focused initiative as a possibility for change and integration, and a challenge that one can take up. Even though the issue is multifaceted and various factors need to be taken into account, the group is sure of its success and is willing to give their best to execute the plan and start implementing it in the future.

The estimated difference in discussion results was not demonstrated during the held 6 focus groups in 3 countries. Opinions of the participants are philosophically alike. No matter the country of origin, the experience or the type of school the pedagogue represents, it is obvious that PE have clear acceptance about school innovations, opportunities for diversity classes and different approaches at work. They all are also clear that additional support at horizontal level is needed. It is logical to presume that support should be recognized also hierarchically at school and among the local community as well.

What’s next?

A: Tracking the success of methodological guidance in practice in mainstream schools.

Inclusion through sport in mainstream schools looks a possible mission, according the opinion of the physical educators, expressed and analyzed among 6 focus groups in 3 European countries. Although the opportunity is real, still additional support is needed for every teacher to implement innovative approach in sport classes at everyday base. So, to be efficient as support, the methodological guidance should be ad-hoc, reliable, competent and positive.

In accordance with such believe, INEDU team focuses methodological guidance through an open platform (more about this at https://inedu.eu/about-inedu/). The INEDU initiative covers financially at least per 12 physical educator teachers from Bulgaria, Greece and Austria in 2022. Such support envelopes more than 36 PE with guidance. It is significant for the inclusive process in general to motivate these supported PE to act as multipliers in educating, so more teachers and not only physical education teachers could embrace the inclusive approach.
B: Description of good practices from the conducted classes based on the methodological guidelines.

It is well known and accepted by research findings that the theoretical part or the manuals for teachers are not always working in practice. Obstacles and deficiencies like the culture of the school, of the teacher, the infrastructure and the material used, the family and even the students make change to the whole frame and any attempt of programming.

Good practices, their description and the discussion on them can show ways, solutions, other ways of application. The most important is that good practices show that “it can be done” by teachers “like we are”. Good practices can be the starting point of creating a community practice model between the members - teachers, where they all will share the same interest for inclusion.

C: Presentation of significant challenges and barriers that teacher may encounter.

As already pointed above, barriers and obstacles for inclusion through sport (and not only) vary. Different tools for support – like the mentioned above platform, like the community and the continual assistance - could help in general PE to overcome them. Discussions in focus groups demonstrated clearly that starting point is through the personal will to change, the will to implement in action the inclusion, not only in theory.

With such point of view it is obvious that obstacles appeared in everyday teachers’ life are mainly challenges for the educators in their carrier, bringing positive attitude for personal development and professional growth. So, inclusion is a challenge and invitation at the same time. Every teacher receives the opportunity to decide independently whether to accept the invitation or to reject it and to stay where is now, while the global world is moving forward.

D: Creating an opportunity for ad-hoc support for teachers during the introduction and validation of the approach to sport for all in school.

Based on the discussions in the focus group, it becomes clear that most of the existing supportive mechanisms for teachers are not there, when needed. Upgrading abilities trainings, for example, are supporting the educational capacity but are not able to manage directly in class when emotional situation between the students gets out of control. Of course, building capacity should be ongoing process in every educational management and personal development as well, however the dynamics of contemporary living, together with the inclusive challenges expects ad-hoc instruments for additional support to teachers.

Well educated PE could provide such support to colleagues at their work place. But they’re also needed in teams and places where teachers are not adequately prepared to implement inclusive education in class. So, modern technologies should be also included, allowing to save the time for contacting between each other. And a coordination of such support should be a key part of creating and managing the process, respecting teachers’ diversity.

INEDU team offers an online platform, as mentioned above, created for such specific coordination. It ensures matching space for teachers and supervisors, for sharing good practices, for booking a consultancy on specific educational topic and looking for advices for successful inclusion practice at school. The main idea is to propose an opportunity (and space) for PE to be part of a team to rely on, by sharing in a structured way challenges, decisions, emotions, practices and positive educational approaches.

Such ad-hoc instrument could also be a system for continuous support to PE. In such way, the answered invitation for inclusion finds teammates for longer period.
E: Evaluation of results.

Piloting the methodological guide for sport for all at school should create plenty of good practices in various territories. Such mix of practices ensures rich basement for academical analyses, managerial challenges and many new ideas for upgrading the opportunities in front of the children (disabled and non-disabled). In that case, evaluation of the results and achievements should be initiated, followed and wide-spread among the teachers’ community (and not only).

Conclusions

The teacher’s voice should not be underestimated. Although this is an area in which teachers are usually not specifically prepared (inclusion through sports at school), their practice and sensitivity to the learning process makes it possible to improve methods for conducting quality classes in sports classes - for all children.

Sports for all children at school is possible and teachers are not against conducting it, on the contrary - despite the initial public attitudes that sports are for strong and healthy children, modern sports teachers from Bulgaria, Greece and Austria demonstrate skills in looking for the strengths in each student, including both the one with disabilities and the one without initial motivation for sports.

School management should provide opportunities for timely and adequate support to sports teachers for the introduction of sports for all in class. Including the local partner network (social partners) should be attracted. The support of parental representatives and student self-government should be sought.

The school management should ensure an active and purposeful dialogue among the teaching staff for the smooth implementation of the "sport for all in class" innovation.

Parents of all children should be supported and encouraged to assist and shape attitudes of active involvement in their children, to emphasize strengths and good classroom partnerships. This is the basis for constructive civil behavior, responsibility towards the educational (and not only) process and a promise for better quality growth of future generations.

The innovative approaches in physical education would benefit all parties involved. It would allow not only for more inclusion in sports, but for creation of generations of youngsters accepting of their peers with disabilities. Development of a new culture of understanding and acceptance through joint sports activities is a necessary step towards creating a more equal society in which every individual is able to participate.

Andrew Persons, the president of the International Paralympic Committee (IPC) says:

“"I belong to the Paralympic Movement and I don’t think this Movement should just be for persons with disability, it’s what we want to show the world. We want to integrate a world where people feel included. The big stars are athletes with a disability but I feel included" (https://www.paralympic.org/sites/default/files/2020-09/Andrew%20Parsons%20Transcript.pdf). So, once again, sport is the universal design of communication for inclusion at school, in the society, in the future. And since teachers are the locomotive and the engine of the future generations, their confirmation on INEDU approach should be underlined, believed and supported!
Abstract
The process of determining the optimal values for the parameters of a specific system from all possible values in order to maximize or minimize its output is referred to as optimization. Many algorithms for optimization have been proposed in the literature. Researchers are particularly interested in algorithms that imitate swarm behavior. The superior success of the algorithms is the primary reason for this. The Hunter-Prey Optimization (HPO) algorithm is one of the algorithms proposed in this manner in recent years. This algorithm was inspired by the behavior of predators like lions, leopards, and wolves, as well as prey like deer and gazelle. There are numerous animal hunting scenarios, some of which have been translated into optimization algorithms. In the proposed method, a prey population and a predator attack prey that moves away from the prey population. The hunter adapts to this distant prey, and the prey adapts to a safe location. The location of the search agent with the highest fitness function value is regarded as safe. The success of the Binary HPO (BHPO) algorithm on classical benchmarks was demonstrated in this study by converting the HPO algorithm into the binary form using transfer functions. According to the results, the BHPO has an acceptable success.

Keywords: Hunter, Prey, Binary Optimization

1. INTRODUCTION
The process of finding optimal values from all possible values for the parameters of a specific system in order to maximize or minimize its outcome is referred to as optimization (Mirjalili 2016). Optimization methods are used to solve optimization problems in a variety of fields, providing researchers with an exciting research direction (Hussain et al. 2018). Because of their success in solving difficult optimization problems, optimization algorithms are an effective research area. Optimization problems can be categorized into various categories. These are continuous and discrete optimization problems. This is related to the fact that the variables in the search space take independent or dependent values from each other. Heuristic algorithms are frequently used in solving optimization problems. The Hunter-Prey Algorithm (HPA) is a new heuristic for use in solving continuous optimization problems. It was proposed for the first time in 2022 by Naruei et al. and tested in continuous optimization benchmarks and demonstrated its success (Naruei et al., 2022). HPA was created by imitating the predator and prey relationships in nature.

HPA has not yet been proposed in the literature for discrete optimization problems. In this study, HPA algorithm is converted to binary form with transfer functions, and BHPO is proposed. Transfer functions are used to convert continuous values into binary values in the search space. Various transfer functions are available in the literature. In this study, the sigmoid function was used. The success of BHPO has been tested in classical test functions.
2. HUNTER-PREY OPTIMIZATION ALGORITHM

There are many scenarios of how animals hunt in nature. Some of these scenarios were imitated and converted into optimization algorithms. The scenario performed in HPA is hunting prey with the hunter, and while the prey is usually in the pack, the hunter chooses a prey away from the pack (average pack position). Once the hunter finds his prey, he chases and hunts it. At the same time, prey looks for food and escapes and reaches safety in a predator attack (Berryman 1992; Krohne 2000). This safe place is considered to be the best hunting ground in terms of the fitness function. Figure 1 illustrates these behaviors.

![Figure 1. Hunter behavior (Naruei et al., 2022)](image)

In HPA, like other heuristic methods, initially, random population members are created and the fitness value of each individual is calculated. The individual with the best fitness value is assigned as the best of the herd. A set of rules and strategies inspired by the proposed algorithm are used to control and manipulate the population in the search space. This procedure is repeated until the algorithm terminates. The position of each member of the population is updated according to the rules of the proposed algorithm in each iteration, and the new position is evaluated using the objective function. As a result of this process, solutions improve with each iteration. Equation 1 generates a random position in the search space for each member of the initial population.

\[
x_i = rand(1,d) \times (ub - lb) + lb
\]

where \( x_i \) is the hunter position or prey, \( lb \) is the lower boundary, \( ub \) is the upper boundary, and \( d \) is the dimensions of the problem.

Randomly generated population individuals realize the next position they will move to by Equation 2.

\[
x_{i,j}(t + 1) = x_{i,j}(t) + 0.5 \left[ 2CZP_{pos(j)} - x_{i,j}(t) \right] + \left( 2(1 - C)Z_{\mu(j)} - x_{i,j}(t) \right)
\]

where \( x_{i,j}(t) \) is the current hunter position, \( x_{i,j}(t + 1) \) is the hunter’s next position, \( P_{pos} \) is the prey position, \( \mu \) is the mean of all positions, and \( Z \) is an adaptive parameter calculated by Equation 3.

\[
P = R_1 < C; \quad IDX = (P == 0); Z = R_2 \otimes IDX + R_3 \otimes (~ID)
\]
\[ C = 1 - it \left( \frac{0.90}{MaxIt} \right) \]  

where \( i \) is the current iteration value and \( MaxIt \) is the maximum number of iterations.

\[ \mu = \frac{1}{n} \sum_{i=1}^{n} \bar{x}_i \]  

\[ \bar{P}_{pos} = \bar{x}_i \text{ if } i \text{ is inde of } \text{ Max (end) sort} (D_{euc}) \]  

\[ D_{euc(i)} = \left( \sum_{j=1}^{d} (x_{i,j} - \mu_j)^2 \right)^{1/2} \]  

3. BINARY HUNTER-PREY OPTIMIZATION ALGORITHM

Binary optimization is a subgroup of discrete optimization problems. The most important difference that distinguishes binary algorithms from continuous algorithms is that the values in the search space are expressed with the binary number system (\{0,1\}). Many methods are applied in the literature in converting the obtained continuous values to the binary system. The most widely used of these are transfer functions (S-shaped, V-shaped, T-shaped, etc.). In this study, the sigmoid function (S-shaped) is preferred for binary transformations. The sigmoid function is shown by Equation 8. The only difference between BHPO and HPA is the binary conversion scene of the search space. Other than that, all the steps are the same as for HPA.

\[ S(x) = \frac{1}{1 + e^{-2x}} \]  

4. EXPERIMENTAL RESULTS

The BHPO is tested on eleven unimodal and multimodal benchmark functions. These functions are shown in Table 1. Parameter setups for BHPO are shown in Table 2. The results are shown in Table 3. BHPO has been studied independently 20 times. The average (Avg), standard deviation (Std), Best, and Worst values of the obtained results were calculated. The maximum number of iterations was set to 1000 and the population size to be 30. \( C \) value is set to \( \in [1, 0.02] \) and \( \beta \) is set to 0.1. BHPO was implemented in MATLAB and performed on a Core i5-1035G1 1.19GHz processor with 12 GB of RAM.

Continuous values are used as decision variables in the benchmark problems in this study. Each candidate solution's dimension is represented by 50 bits, for a total of 500 bits for each candidate solution. This dimensional length is used to obtain the binary equivalents of the
continuous values. Because each candidate solution is made up of binary data, they must be converted to continuous values before the cost of the candidate solutions can be determined. This converting process is as follows:

\[
\text{ContinuousValue}_i = \text{LowerB}_i + \frac{(\text{UpperB}_i - \text{LowerB}_i) \times \text{DecimalValue}_i}{2^{m-1}}
\]  

(9)

where \(\text{ContinuousValue}_i\) is the continuous value for the \(i\)th dimension of the numeric vector and \(\text{DecimalValue}_i\) is a decimal value (\(\text{DecimalValue}\)) of \(m\)-dimensional binary vector for \(i\)th dimension numeric vector. \(\text{UpperB}_i\) is the upper bound of the \(i\)th dimension and \(\text{LowerB}_i\) is the lower bound of the \(i\)th dimension.

### Table 1. Unimodal and multimodal benchmark functions

<table>
<thead>
<tr>
<th>Function</th>
<th>Range</th>
<th>(f_{\text{min}})</th>
</tr>
</thead>
<tbody>
<tr>
<td>(f_1(x) = \sum_{i=1}^{n} x_i^2)</td>
<td>([-100,100]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_2(x) = \sum_{i=1}^{n}</td>
<td>x_i</td>
<td>+ \prod_{i=1}^{n}</td>
</tr>
<tr>
<td>(f_3(x) = \sum_{i=1}^{n} \left( \sum_{j=1}^{i} x_j \right)^2)</td>
<td>([-100,100]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_4(x) = \max_{i} {</td>
<td>x_i</td>
<td>, 1 \leq i \leq n })</td>
</tr>
<tr>
<td>(f_5(x) = \sum_{i=1}^{n-1} [100(x_{i+1} - x_i^2) + (x_i - 1)^2])</td>
<td>([-30,30]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_6(x) = \sum_{i=1}^{n} (x_i + 0.5)^2)</td>
<td>([-100,100]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_7(x) = \sum_{i=1}^{n} i x_i^2 + \text{random}[0,1])</td>
<td>([-1.28,1.28]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_8(x) = \sum_{i=1}^{n} -x_i \sin(\sqrt{</td>
<td>x_i</td>
<td>}))</td>
</tr>
<tr>
<td>(f_9(x) = \sum_{i=1}^{n} 100(x_{i+1} - x_i^2)^2 + (x_i - 1)^2)</td>
<td>([-30,30]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_{10}(x) = -20 \exp \left( -0.2 \sqrt{\frac{1}{n} \sum_{i=1}^{n} x_i^2} \right) - \exp \left( \frac{1}{n} \sum_{i=1}^{n} \cos(2\pi x_i) \right) + 20 + \text{exp}(1))</td>
<td>([-32,32]]</td>
<td>0</td>
</tr>
<tr>
<td>(f_{11}(x) = \frac{1}{4000} \sum_{i=1}^{n} x_i^2 - \prod_{i=1}^{n} \cos \left( \frac{x_i}{\sqrt{\theta}} \right) + 1)</td>
<td>([-600,600]]</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 2. Parameter setups for BHPA

<table>
<thead>
<tr>
<th>Methods</th>
<th>Population size (N)</th>
<th>MaxFEs</th>
<th>Dimension (n)</th>
<th>Bit size for each dimension (m)</th>
<th>The dimension of the candidate solution (n×m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHPA</td>
<td>30</td>
<td>n×1000</td>
<td>10</td>
<td>50</td>
<td>500</td>
</tr>
</tbody>
</table>
Table 3. The results of the BHPA on dimension=10

<table>
<thead>
<tr>
<th></th>
<th>Best</th>
<th>Worst</th>
<th>Avg</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td>f1</td>
<td>9.0125e+03</td>
<td>1.5971e+04</td>
<td>1.1526e+04</td>
<td>1.8669e+03</td>
</tr>
<tr>
<td>f2</td>
<td>21.5192</td>
<td>101.9279</td>
<td>44.3683</td>
<td>20.6636</td>
</tr>
<tr>
<td>f3</td>
<td>6.7202e+03</td>
<td>1.1582e+04</td>
<td>9.0533e+03</td>
<td>1.6019e+03</td>
</tr>
<tr>
<td>f4</td>
<td>43.7108</td>
<td>60.2889</td>
<td>53.1045</td>
<td>4.5008</td>
</tr>
<tr>
<td>f5</td>
<td>3.3865e+06</td>
<td>2.7280e+07</td>
<td>1.4886e+07</td>
<td>7.2192e+06</td>
</tr>
<tr>
<td>f6</td>
<td>5.1075e+03</td>
<td>1.5573e+04</td>
<td>1.263e+04</td>
<td>2.6319e+03</td>
</tr>
<tr>
<td>f7</td>
<td>1.1229</td>
<td>5.1351</td>
<td>3.2263</td>
<td>1.0759</td>
</tr>
<tr>
<td>f8</td>
<td>-2.3486e+03</td>
<td>-1.8059e+03</td>
<td>-1.8672e+03</td>
<td>132.9550</td>
</tr>
<tr>
<td>f9</td>
<td>75.5967</td>
<td>110.6723</td>
<td>93.6725</td>
<td>9.4175</td>
</tr>
<tr>
<td>f10</td>
<td>17.6084</td>
<td>19.8592</td>
<td>18.8834</td>
<td>0.6046</td>
</tr>
<tr>
<td>f11</td>
<td>34.6430</td>
<td>136.7852</td>
<td>94.7780</td>
<td>24.4560</td>
</tr>
</tbody>
</table>

5. CONCLUSION

Optimization is the task of obtaining the minimum or maximum values of the problem parameters in order to obtain the optimum solution. Optimization problems are of two types, continuous and discrete. One type of discrete optimization problem is binary optimization problem. In binary optimization problems, the search space consists of binary values. Heuristic algorithms have attracted attention from researchers because of their ability to solve optimization problems. Many heuristic algorithms are available in the literature. One of them is the Hunter-Prey Algorithm (HPA), which has been proposed in recent years. Although it was developed to solve continuous optimization problems, in this study it has been updated to solve binary optimization problems and Binary HPA (BHPA) is proposed. In this study, the performance of BHPA was tested in 11 benchmark functions. According to the results, the BRO has an acceptable success.

In future studies, it is considered to test the success of BHPA in 0-1 knapsack problems and it is considered to design a new transfer function to increase the success of BHPA.

REFERENCES


BRİTİŞ IN NORTH EAST İNDİA

Gunieve Jaswal

Abstract

This is a Research Paper about the process of establishment and expanding roles of colonial state in Eastern India, and the emerging correlation with development and understanding of the Naga and other frontier tribes of North- East India. However, colonial officials or ‘men on-the-spot’ had in real no spirit to understand the wild hill tracts and the people which then formed the North-Eastern frontier of Indian Empire and it is perceivable that a lot of primary texts weaved on pre- assumptions, such as- delineating certain areas in the region on the basis of ethnic identities and levels of sociopolitical organization: of stateless and "primitive" hill tribes, or state-based and relatively more "civilized" plains people, and so on and so forth. The motive to write government papers, scientific reports or other forms of ethnological researches was indeed to concretise the Naga and other frontier tribes as fundamentally different from and inferior to the colonizers, ‘the rule of difference’ was the premise of all these writings followed by stereotyping and labelling derogatory tags as primitive, wild and tribal to many of the least understood communities of present northeast India as the colonial constructions of wildness and primitiveness were inherent in the attempt of the colonists to justify their colonizing projects in the guise of such euphemisms as "civilizing mission" or "white men's burden."

Keywords- North- East India, British, Colonial access, Naga, ethnography


Captain J. Butler, in 1875, was the first one to give an account on Angami Nagas and is widely cited by the latter two in their texts. The next in chronology comes, Col. Woodthorpe’s work on ‘wild tribes’ Inhabiting the So-Called Naga Hills in 1882 and then followed by Gertrude M. Godden in late 19th century. However, all of them charts the anthropological...
details of the Naga Hill tribes while at the same time followed the “normative” colonial discourse. A lot of efforts has been made by these scholars to classify the identity of a ‘perfect naga’ but certainly the efforts did not materialize as Gertrude M Godden makes an excuse for the lack of ‘will’ to understand the Naga Hill people in her work, that these Naga Hills were abode of fierce and intractable tribes who lives in a state of incessant inter tribal warfare and were indulged into constant practice of raiding border leaving colonial officials with a very incomplete knowledge of the people. One of the major difference between Capt. Butler – Col Woodthorpe and G.M Godden is that the former two provides us with an ‘eye witness’ account of the Naga Hill Tribes and activities whereas Godden was a ‘stay at home student’ of these tribes and premised her whole document on various primary texts and reports. As a student of history, I personally feel that Godden has done justice to her work as she has assiduously prepared her paper and the end number of footnotes used by her are proof of her extensive-intrinsic research. Her work is a sheer example of organized anthropological details of Naga and other frontier tribes of north east India jotted down from all the available sources of that time. However, her work is not flawless as at the same time she has not move beyond the colonial understanding of the Naga people and throughout her paper she has resurrected the image of naga people as barbaric, wild and savage and talks about the so-called innocent efforts undertaken by British government to civilize these wild hilly tract people even at the loss of a valuable life, such that of Captain Butler.

Of all the numerous tribes that inhabitant the vast tract of mountainous country which hemmed Assam on the south, the numerically and territorially largest were the “Naga”. Under this comprehensive term, Naga, it basically includes the whole group of cognate races, dwelling along that broad stretch of hill and upland, which roughly speaking, is compromised between the Kopili River on the west and the Bori Dihing on the east, and which lies between the parallel of 93 and 96 degree in east longitude and roughly lie between the parallels of 25 and 28 degree in north latitude. All the three writers mentioned above highlights the fact that the term ‘Naga’ is an external name for which various derivations have been given, some supposing it to come from the Bengali word Nangta, in Hindustani "Nanga" means "naked." While, others think that the Kachaari word Naga means a young man or a warrior, supplies the meaning of the term while few others again derive it from" Nag" meaning a snake. However, to all these derivations, Col Woodthorpe asserts that none of these are satisfactory, nor does it really concern British officials and writers as the fact, the name is quite foreign to and unrecognized by the Nagas themselves. And these writer further takes this issue and says that they have no general distinctive name for themselves as a race, but only separate tribal or clan names. And as far as the origin of the tribes are concerned, Butler in his work lamented the fact that despite of his long endeavors, he failed to throw light on this issue. Whereas, Gertrude M. Godden charts out

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5 Gertrude M Godden, ‘Naga and Other Frontier Tribes of North –East India Vol. 26, 1897
Note- I do not intend to call the tribes savage, wild, primitive or barbarous and wherever it is written in paper it is merely to show how the colonial discourse was unfolding and juxtaposing the Naga identity with such demeaning words.
6 Captain Butler, Rough Notes on the Angami Nagas and their Language’, Journal of the Asiatic Society of Bengal, Vol. 44, 1875
the affiliation of Naga members to that great race conveniently called Tibeto Burman, which extends from the source of the Indus to Siam and further says that Nagas may perhaps be affiliated to the Northern hill tribes of Burma, known as the Kakhyin; or to the tribes who inhabit the hills to the west of Burma known to the Burmese under the name of Khyin or wild man, and their neighbors, the Kukis. She has also tried to ponder on Nagas long exposition to foreign influence such as Christianity, Hinduism and to some extent with Buddhism. However, she says that little seems to have resulted from these interactions as the Naga people exhibited and practiced primitive belief system. Butler and Godden, has also tried to deal with the question of how a certain people, institution or customs came into existence. Though they explains the origin of North East Frontier tribes through different myths and legends, like Luhupas accounts for their presence on the Earth by a story of cave- emergence, whereas a more elaborate but partially Hindu myth was given by Rengama Nagas and a Political myth given by Maram Nagas. Despite of all the citations and references, the question of origin, whether Naga tribes are aborigines or immigrants from elsewhere, has yet to be satisfactorily settled.

Throughout all the three texts, the ‘savagery’ of the Naga people were maintained and no discursive shift can be seen in the three texts. Moreover, especially in Butler’s text one can see that he is trying to develop a sense of ‘terrain’ savagery. Also, a lot of pages by all the writers are devoted to anthropological details of the Naga tribe. Butler, Woodthorpe and Godden have extensively talked about the Angami Nagas. The Angami Nagas are described by Colonel Woodthorpe as exhibiting a marked difference from all other Naga tribes. As he believes that among all bloodthirsty, treacherous, and revengeful Nagas, even the best are the Angami, though in many ways perhaps the finest and best of these tribes. According to Mackenzie, the Angami Naga's are a race of active and warlike high-landers, dwelling in inaccessible hill villages, divided by internal feuds and the energy which characterizes their war-fare extends also to their trade, and has enabled them to perfect a system of hill cultivation superior to that of any neighboring tribe. In 1875, Captain Butler also wrote about Angami district and mentions that this tract of country is blessed with the most fertile soil which is well cultivated, drained and manured and the hill sides are often covered with a succession of fine terraces of rich rice for almost say for miles and the hill tops are dotted over as far as the eye can reach with numerous large villages whose comparatively enormous population might even claim for them the right of being called towns.

The unit of Angami Nagas society according to Assam Census Report, 1891, was not the village but the ‘khel’, composed of supposed descendants from a common ancestor, whose name the khel bears. The village is a group of many khels. These khels were exogamous, meaning, no man being allowed to marry a woman of his own khel. Children belong to the khel of the father and the khel is called by the Angami themselves as ‘tepfu’ or ‘tino’. Each Angami village had a polity of its own and had generally one or two chiefs and practiced succession through norms of primogeniture. These chiefs had no absolute power over the people as they didn’t collect revenue and the official reports also describes the fact that they had no power to

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9 Captain Butler, Rough Notes on the Angami Nagas and their Language’, Journal of the Asiatic Society of Bengal, Vol. 44, 1875
enforce an unpopular measure or to take cognizance of offences against the person or property of the individuals. These chiefs were the nominal heads or more like a spokesman of the village as the real authority was vested in the hands of an assemblage of the aged warriors of the village who decided and administered fines for thefts, or on taking revenge on another village and gave judgment on other petty crimes. However, according to Captain Butler there was no regular settled form of government and the Angamis, followed more or less the notion of ‘might and right’ as the only form of law. Colonel Woodthorpe in 1882 writes that one finds Angamis under no effective central authority and they were ‘nominally’ under the orders of village headmen who were chosen for its wealth, courage, skill in diplomacy, powers of oratory etc.

Unlike, the Naga and other tribes like Lushais, Garos on the frontier who practiced ‘jhum’ system, a system by which the land is tilted for some two or three years and then allowed to lie fallow for some seven to ten years, the Angami Naga used terraces, which were cultivated year after year. Col. Woodthorpe gives a detail understanding of this cultivation system. He says, these terraces were constructed with wonderful care and skill in the valleys and on the hill sides and water is brought round for long distances in channels, cut with beautiful accuracy, seeming, from a distance, to run round the hill sides, deep ravines being, bridged by means of aqueducts ingeniously constructed of hollowed-out trees with a perfectly level course; but on closer inspection they are found to have just enough slope to keep the water flowing. The soil in the terraced fields is manured, and the rice is sown in March, transplanted in June, and reaped in October. Besides rice, the Nagas also grew a coarse kind of pea, several varieties of small grain and various kinds of yams, chillies, ginger, garlic, pumpkins, and other vegetables and interestingly they also grew cotton which was actually restricted to the lower ranges. Lot of ‘savage’ superstitions were practiced by the Naga people to ensure good crop cultivation.

Apart from this, the Naga, especially Angami shows vigorous trading activities and lot of evidences validates the fact that they had a constant trade with the plains, though it is said to be very restricted due to their savage characteristic and the constant indulgence in incessant raidings and blood feuds. The official reports further said that the Naga people were keen barters and usually traded with plain for salt and cotton. However they were not just and open in their dealings and often through deceptive and unfair means cheated other traders.

All the three mentioned writers share the argument that there are no adequate accounts of the religious usage and belief of the Angamis. According to Woodthorpe the Angamis had a vague idea about religion and future state. They believed in a supreme deity of a benevolent disposition, who inhabited the inaccessible heights of the highest hills. These statements are corroborated by the authority of the late Sir James Jhonstone.

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10 However in jhum system we see that in few places like in North Kachar, the Kukis removed their village to fresh sites when the land was used up but whereas nagas of this district, who showed great attachment to their village sites, would proceed to great distances to cultivate, regardless of the labour of carrying back their harvests.- Stewart
12 Gertrude M Godden, ‘Naga and Other Frontier Tribes of North – East India Vol. 26, 1897
13 Assam administrative report
14 Gertrude M Godden, ‘Naga and Other Frontier Tribes of North – East India Vol. 27, 1898
15 The Report of 1854
16 These statements are corroborated by the authority of the late Sir James Jhonstone.
with drinking vessels etc. would seem to prove that among all the tribes there was an underlying current of conscious or unconscious belief in a future state. Certain it is that their belief in the existence after death of the freed spirit is not uncommon, if not general. Captain Butler even narrates an incident which shows there was a firm belief among Angamis that the spirit often revisits to his place of death. Woodthorpe further says, whatever may be their belief in a god or a future state, it is certain that they believe in an infinity of evil spirits or demons. It was often seen among the Nagas that sickness was ascribed to direct spiritual agency and treated accordingly. To quote from the Report of 1854, if a man fall sick, the chief person in the house or family sacrifices a fowl dead or alive depends on the severity of the sickness to the spirit. According to Sir J.Johnstone, the Angamis believes themselves to be subject to the influence of evil spirits and constant endeavor were made to appease the spirit by sacrifices. And looking at situation, Woodthorpe argued that there seem to have no good or beneficent spirits in these hilly tracts. So, to sum up the ‘belief pyramid’ of the Naga hill tribe it can be said that every misfortune was ascribed to evil spirits, and a lot of money was spent on appeasing the evil spirit and the most usual way was to offer fowls, of which the head, feet, and entrails are offered to the demon, with many incantations.

Captain Butler even mentions that among the Angamis a description of "Tabu" was very much in vogue. This Tabu used to be declared upon every conceivable occasion like that at the birth of a child or a death of an individual. Under this situation, generally for five days, no one was allowed to go in or out except the people of the house. There are also other examples cited by him and Woodthorpe which depicts the ‘primitive’ lifestyle of the Naga and other frontier tribes.

Lot of details are given regarding the human anatomy and culture specific focus to the dances, songs marriages and system of polyandry and polygamy of the Naga and north eastern frontier tribes. Though we will not dwell on this issue largely. The other important issue that was raised, was about headhunting, culture prevalent in North Eastern Frontier. Through this they tried to legitimize their conquest calling this as an epitome of “savageness” and the most potent evidence if the brutness of the naga people.

All the anthropological details which I have discussed in the last two- three pages were done intentionally as I wanted to show the colonial discourse and the assumptions with which it was written. There were constant efforts made by the colonial officials as well as by Godden to classify the Naga people as an example of savagery and barbarity and the superiority of the west was largely maintained throughout all the three texts. As it can be seen throughout the discussion of the texts that the activities which were broached were written in a more derogatory stance and no clear intentions were made to understand and classify the naga tribes despite the initial said agenda of the texts. Moreover retrospectively speaking, no window of thought was left open to think beyond the texts and the organization of the texts were made to believe the readers of the fact that the whole of north eastern frontier (specific to the wild hill tracts) were on the lower rung on the civilizational ladder. At few places the notion of self and other can be perceived, though largely done to justify the colonial presence and juxtaposing the north eastern identity of something being different from the larger population. It was more like preparing a background for the expansion of colonial rule in the north eastern frontier so

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17 Tabu is an alternative spelling of taboo
that the foreground can be clear and all their goodly image can overshadow the ills of colonialism.

So the bigger motives for such writings was primarily driven by the need to control strategic spaces, make territories accessible and draw recalcitrant hill people and their territories into governed and governing spaces.\textsuperscript{18} But we need to find out why such discourse was developing at the first place? Reason being, over the course of the nineteenth century, developing roads in the hills came to constitute one of the most important imperial undertakings for the British political officers in the frontier. The whole idea of building road was premised on the ‘politics of access’ - as access to routes intensified the colonial state’s effort to penetrate, control and incorporate ‘unstable’ peripheral areas and its inhabitants into the imperial domain.\textsuperscript{19} The road building provided a crucial site upon which the plots of empire building could unfold in the Naga Hills. These roads were not laid down for any sort of development for the Naga people. Indeed it was a colonial move, as Lipokmar Dzuwichu says in his work that colonial road building enterprise was not only a means to control space and make territories accessible it was also intended to historicize colonial authority and territorial possession. In the mid-19\textsuperscript{th} century, the British were in constant search for land which would be suitable for the commercial production of tea in the foothills of British Assam. However, soon they realized that the best share of land for the cultivation-commercial purpose was under the Naga people which resulted into a series of frictions ensued between the Nagas and the ‘Pushing planters’ as often these planters encroached upon the Jhum lands of the hill people.\textsuperscript{20} Despite several efforts by British to keep the wild hill tribes at bay, there was constant anxiety among the colonial officials and feared that the hostile acts of Naga people such as raid can be injurious to the economic interest of the Raj.

To ensure that the economic development of the British Empire flourish into the interior hill tracts they introduced new methods to keep a check on the activities on the Naga and other north eastern frontier people. Initially, all this was done through by setting up vigorous surveillance system by establishing number of military posts on the foothills of Assam, especially in close proximity to the duars or the mountain passes used by the Nagas when leaving their hills to trade in the plains.\textsuperscript{21} Though these paths were regularly patrolled by the British official. All these measure were culminated into establishing a new British administrative center, such as Samaguting- in the foothills to oversee frontier defence and development. Subsequently, in 1867 a ‘pass system’ was developed which made it mandatory for all Angamis visiting the plains of Assam to obtain a pass at Samaguting from the Deputy Commissioner\textsuperscript{22} and indirectly enabled frontier officials to keep a close watch over the ‘recalcitrant’ hill people during their travel down to the plains. The British even used a cadre of ‘Kuki’ scouts to get information about the region and people. The mobility in the frontier

\begin{footnotesize}
\textsuperscript{18} Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s by Lipokmar Dzuwichu

\textsuperscript{19} Lipokmar Dzuwichu in Roads and the Raj: The politics of road building in colonial Naga Hills, 1860s–1910s


\textsuperscript{21} F&PD–Political A, June 1866, Nos 37–39. Some of the principal outposts were at Borpathar, Mohan Dijao, Dimapur, Mahurmukh, Hosang Hajo, Guilon, Gumaigaju, Gunjong, Baladhan, Jhirighat, Jaipur

\textsuperscript{22} Annual Report of the Administration of the Bengal Presidency for 1867–68, p. 251
\end{footnotesize}
was further restricted by concretizing the inner line between hills and plains. ‘Do bashi’ or interpreter and the headmen or lambardars played critical role in the colonial expansion in the north eastern frontier which soon resulted into the abandoning of the hill-plain binary and numerous taxes and treaties were imposed on the hill tribe people. Apart from the scramble of land in the foothills of Assam, the British had a keen interest in developing an overland trade route between India and China via Assam, Manipur and Burma. In this imperial scheme, the Angami Hills appeared to be ‘the easiest route from Assam’. These pressing concerns spurred the British to frame policies which would make more explicit their claims over the Angami hills. Another important reason for the colonial expansion was to get ‘cooler’, labour for the construction of land and enormous attempts were made to have local people for the construction as well as for tea planting.

The British was concerned with its economic policy rather than the so called civilizing mission. The whole discourse of savagery and barbarity was constructed to legitimize their rule. As they feared, if they put this thing straightforwardly/nascent to the naga people they would have to face tribal oppositions and also there were even few instances where naga people opposed the colonial intrusion in their region with gusto and patriotic spirit. So the texts that were discussed initially in this essay were trying to legitimise the savagery of the naga people through various anthropological and ethnographic means so that the ills of colonialism can be guise under the white man’s burden and civilizing mission.

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Design and Implementation of IoT Based Remote Indoor Air Quality Monitoring System

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Abstract
Every year, millions of people face major health problems due to air pollution. Considering that people spend most of their time at home, so indoor air quality is of great importance. In this study, an IoT (Internet of Things) based remote indoor monitoring system is designed and implemented. The system consists of central control unit, temperature-humidity sensor, and gas sensor as physical structure. In addition, the data is shown graphically with a web-based interactive system called ThingSpeak. In the study, the temperature values taken from the DHT11 sensor were measured in degrees Celsius, the humidity values were measured as percent values, and various gas concentration values obtained from the MQ-135 gas sensor were measured in ppm (parts per million), and all information was monitored remotely via the ThingSpeak interface. The air quality monitoring system designed in the framework of this study is cost-effective, and one of the important features of the system is that it is portable and can be used anywhere. In further studies, the data obtained from the air quality measurement system will be evaluated, and physical systems such as air conditioning, humidifier, and audible warning in the indoor environment will be activated and it is aimed to improve the air in the environment to the maximum level.

Keywords: Air quality monitoring, IoT based smart home, Internet of things (IoT), Indoor air quality, Cloud computing

1. INTRODUCTION
One of the biggest problems of today is air pollution and it is getting more and more dangerous every day. This environmental disaster, which caused the death of millions of people, occurs in large cities where cars, factories, and power plants are concentrated. In addition, air pollution ranks second in the list of deaths caused by non-contagious health problems (Neira, Prüss-Ustün, & Mudu, 2018). According to research, people spend most of their time indoors such as home, school, office, restaurant, and therefore indoor air quality (IAQ) has become a subject of interest in recent years (Zhou, Abdulghani, Imran, & Abbasi, 2020). Indoor air conditioning, ventilation, and heating systems cause significant indoor air pollution and this pollution can be 5 times more than outdoor pollution (Esquiagola, Manini, Aikawa, Yoshioka, & Zuffo, 2018). If the indoor air quality is not at the desired level, it can cause upper respiratory and lower respiratory diseases such as cough, chest pain, difficulty in breathing, and irritation in the sense organs (Saad, Saad, Kamarudin, Zakaria, & Shakaff, 2020).
Therefore, working in low air quality environments affects the health of the employees negatively, which leads to a decrease in productivity, and businesses are negatively affected by this situation.

According to the researches, the ideal temperature in living spaces should be between 19-22 degrees and the humidity should be between 40% and 60% (Dietz et al., 2020) (Hayles, Huddleston, Chinowsky, & Helman, 2022). One of the most important factors determining the air quality is the invisible air particles consisting of various gases in the air. Air quality index (AQI) is an important parameter in measuring air quality, and Table 1 includes ideal air quality index values and corresponding explanations (Zhou et al., 2020).

<table>
<thead>
<tr>
<th>AQI</th>
<th>Air quality level</th>
<th>AQI</th>
<th>Air quality level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50</td>
<td>good</td>
<td>151-200</td>
<td>unhealthy</td>
</tr>
<tr>
<td>51-100</td>
<td>moderate</td>
<td>201-300</td>
<td>very unhealthy</td>
</tr>
<tr>
<td>101-150</td>
<td>unhealthy for sensitive groups</td>
<td>301-500</td>
<td>hazardous</td>
</tr>
</tbody>
</table>

This study aims to monitor indoor temperature, humidity, and various gas concentrations by using sufficient sensing structures. Figure 1 shows the basic structure of the developed system. The system consists of two parts: the hardware and the interactive web interface. The controller in the hardware part takes the temperature, humidity, and gas values from the peripheral units and sends them to the web-based server called ThingSpeak via wireless internet. The data received from the sensors on the server are displayed in the form of graphics. It is very important for remote control that the values are stored on the web server and can be accessed at any time.

![Figure 1. General architecture of indoor air quality system](image)

2. CIRCUIT AND WORKING

The proposed indoor air quality monitoring system allows remote monitoring of temperature, humidity, and various in the environment. Figure 2 shows the circuit diagram of the system. It is possible to activate the fan, air conditioner, and sound warning systems in the environment by determining the threshold values according to the data received from the sensors. The operation of the system is as follows:
When the temperature value obtained from DHT11 sensor exceeds the set threshold temperature, the fan connected to the 1st relay will be activated.

When the humidity value obtained from the DHT11 sensor exceeds the determined humidity value, the ambient humidifier connected to the 2nd relay will be activated.

When the MQ-135 gas sensor detects a ppm value outside the specified threshold level, the audio warning system connected to the 3rd relay will be activated.

The information from the sensors will be sent to the ThingSpeak server, which is a Matlab-based visualization tool, via the ESP8266 wireless network system. All information can be monitored instantly in the web-based ThingSpeak system.

Figure 2. Schematic Diagram of the designed system

3. SYSTEM HARDWARE COMPONENTS
3.1 Central Unit- Arduino Uno
The unit that provides communication between the sensors and the web server is the Arduino Uno controller. This controller, which contains the Atmega328p processor, has low cost, high speed and sufficient number of I/O pins. Figure 3 shows the pinout structure of the Atmega328p processor (2022a).
Table 2 shows the important features of the Arduino Uno microcontroller (Sarwar, Bajwa, Ramzan, Ramzan, & Kausar, 2018). The controller has 14 digital and 6 analog outputs and 5 of the digital pins have PWM capability. Communication between the microcontroller card and the PC is provided by a type of connection called serial communication (UART).

Table 26. Technical details of Arduino UNO (Sarwar et al., 2018)

<table>
<thead>
<tr>
<th>Model</th>
<th>ATmega328P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Voltage</td>
<td>5 V</td>
</tr>
<tr>
<td>Input Voltage</td>
<td>6-20 V</td>
</tr>
<tr>
<td>Analog Input Pins</td>
<td>A0-A1-A2-A3-A4-A5</td>
</tr>
<tr>
<td>Digital I/O Pins</td>
<td>14 (out of which 6 provide PWM output)</td>
</tr>
<tr>
<td>DC Current on I/O Pins</td>
<td>40 mA</td>
</tr>
<tr>
<td>DC Current on 3.3 V Pin</td>
<td>50 mA</td>
</tr>
<tr>
<td>Flash Memory</td>
<td>21 KB</td>
</tr>
<tr>
<td>SRAM</td>
<td>2 KB</td>
</tr>
<tr>
<td>EEPROM</td>
<td>1 KB</td>
</tr>
<tr>
<td>Clock Speak</td>
<td>16 MHz</td>
</tr>
</tbody>
</table>

3.2 DHT 11 Temperature and Humidity Sensor

The DHT-11 sensor, which is used to measure temperature and humidity values, is a low-cost and high-efficiency sensor that can be associated with microcontrollers such as Arduino and Raspberry Pi (Sharmila, Suryaganesh, Abishek, & Benny, 2019). This sensor, which gives a digital signal output, is frequently used in many related studies due to its fast and high-quality response. Figure 4 shows the pinout of the DHT11 sensor (Ganiyu, Arulogun, & Okediran, 2014) and Table 3 shows the technical details of the sensor.

Figure 4. DHT11 sensor pinout (Ganiyu et al., 2014)
Table 27. Technical details of DHT11 (2022)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature Range</td>
<td>0-50 °C / ± 2 °C</td>
</tr>
<tr>
<td>Humidity Range</td>
<td>20-80% / ± 5%</td>
</tr>
<tr>
<td>Sampling Rate</td>
<td>1Hz (one reading every second)</td>
</tr>
<tr>
<td>Body Size</td>
<td>15.5mm x 12mm x 5.5mm</td>
</tr>
<tr>
<td>Operating Voltage</td>
<td>3-5V</td>
</tr>
<tr>
<td>Max Current During</td>
<td>2.5 mA</td>
</tr>
</tbody>
</table>

3.3 MQ-135 Air quality measurement sensor

MQ-135 is a sensor that can give analog and digital outputs and calculates the amount of NH₃, NOx, alcohol vapor, benzene, smoke, and CO₂ gases with low response time (Kumar & Jasuja, 2017). As the gas concentration in the air increases, the conductivity value of the MQ-135 sensor increases, and the change in the conductivity value causes a change in the signal output (Vijayalakshmi, Puthilibhai, & Siddarth, 2019). The measuring range of the MQ-135 sensor is between 10ppm and 1000ppm (TEZCAN, TEZ, TEZCAN, & KUŞÇU). According to researches, the ppm value in a clean indoor varies between 150 and 250 (2022b). Figure 5 shows the pinout of the MQ-135 sensor (2022a) and Table 4 shows the various characteristics of the MQ-135 sensor.

![MQ-135 sensor pinout](image)

Table 28. Technical details of MQ-135 (Afzal, Gondal, Ullah, & Akbar, 2021)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Voltage</td>
<td>5V</td>
</tr>
<tr>
<td>Detection / Measurement</td>
<td>NH₃, NOx, Alcohol, Benzene, Smoke, CO₂</td>
</tr>
<tr>
<td>Analog output voltage</td>
<td>0-5V</td>
</tr>
<tr>
<td>Digital output voltage</td>
<td>0-5V (TTL Logic)</td>
</tr>
<tr>
<td>Preheat Time</td>
<td>20 second</td>
</tr>
</tbody>
</table>

3.4 ESP8266 WiFi Module

ESP8266 is a very economical and useful WiFi module that supports TCP/IP protocol and has an internal antenna. Thanks to the internal antenna on it, it can be easily connected to the WiFi network in the environment and is used for data communication. ESP8266 module, which has low cost and low power consumption, can be easily used as an IoT communication module in home automation, home appliances and industrial applications (Kodali & Mahesh,
The pinout of the module is shown in Figure 6 (2022a) and Table 5 shows information about the technical specifications of the ESP8266 (2022a).

Figure 6. ESP8266 sensor pinout (2022a)

Table 29. Technical details of ESP8266 (2022a)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCU</strong></td>
<td>Xtensa Single-Core 32-bit L106</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>80 MHz</td>
</tr>
<tr>
<td><strong>Wi-Fi</strong></td>
<td>802.11 b/g/n</td>
</tr>
<tr>
<td><strong>Bluetooth</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>SRAM</strong></td>
<td>160 kB</td>
</tr>
<tr>
<td><strong>Flash</strong></td>
<td>SPI Flash, up to 16 MB</td>
</tr>
<tr>
<td><strong>HW/SW PWM</strong></td>
<td>NO/8 channels</td>
</tr>
<tr>
<td><strong>ADC</strong></td>
<td>10 bit</td>
</tr>
<tr>
<td><strong>SPI/I2C/I2S/UART</strong></td>
<td>2/1/2/2</td>
</tr>
</tbody>
</table>

4. SYSTEM SOFTWARE

4.1 Arduino IDE

The software loaded on the Arduino Uno control card is written in the Arduino IDE (Integrated Development Environment) interface. It is possible to program the code lines of Arduino Uno control cards easily by using C or C++ language in Arduino IDE, which contain 8-bit Atmel AVR microcontrollers or 32-bit Atmel ARM processors produced by Atmel (Louis, 2016). In addition, it is possible to monitor the data sent from the Arduino in written and graphic form on the serial monitor screen as seen in Figure 7.
4.2 ThingSpeak

ThingSpeak is a web-based and open-source tool that receives data from external systems and presents it to users via visual graphs in the time domain (Maureira, Oldenhof, & Teernstra, 2011). Also, ThingSpeak, which has cloud technology, allows the user to share data with third-party platforms such as Twitter, Twilio, ThingHTTP and MATLAB (Miry & Aramice, 2020).

5. EXPERIMENTAL RESULTS

It is possible to monitor the temperature, humidity, and various gas concentration values in an environment simultaneously on a single server using this system. Figures 9, 10, and 11 show the time-varying temperature, humidity, and gas level graphs seen on ThingSpeak, respectively. With this system, it is aimed to increase the ambient air quality by activating the outputs related to the relays connected to the relevant pins of the control card according to the threshold values determined by measuring the temperature, humidity, and gas level.
6. CONCLUSION

This study presents a system that performs real-time measurements of indoor temperature, humidity, and gas level, to be used for indoor air quality improvement. Thanks to the ESP8266 WiFi module, the data received from the sensors connected to the control card is sent to the web-based ThingSpeak server, thus real-time environment monitoring is performed. It is possible for the user to increase the indoor air quality by activating the receivers such as the fan, ambient humidifier, and audible warning system connected to the pins on the output of the control card. The reliability of the system can be increased by adding different sensing elements to this IoT-based study. In addition, the data obtained from the sensors in the existing
system can be strengthened with various decision support systems, thus the system can be transformed into an artificial intelligence-based system.

REFERENCES:


Abstract

The purpose of this paper is to examine culture identity manifestations, such as symbols, traditions, values, and personalities or heroes (Baciu, 2013) in order to look at similarities and differences between Japanese and Chinese culture. The definitions of culture and of cultural products will add to the methodology provided by culture identity manifestations. The background of the research will consist in providing historical evidence for the influence of China over Japan throughout time. The background will also contain information about the time when Japanese culture was closed to Western influence and, afterwards, open to Western influence. Based on the similarities found, the cultural influence of Chinese culture of Japanese culture when it comes to its culture identity manifestations will be examined. Among the results will be common values mentioned due to common religions and philosophies. The confucian values and Buddhism shape common mentalities for both cultures. Due to Confucian values, the authority of the family is one common aspect shared by both cultures. Influences over the way in which art and architecture are practised in both cultures are connected to Buddhism. Common practices such as calligraphy are also to be noted. The results section will also present common products of Japanese and Chinese food culture. Rice is a commonly valued food. Even both countries’ language shares the fact that to eat, or meals, contain the word “rice”. “Gohan”, the word for “rice”, is the same word for “meal”. Rice was brought to Japan from China. The cherry blossoms are as important to Chinese culture as they are to Japanese culture. The concluding section of the paper will show reasons for the similarities between these two cultures, such as historical conquests, cultural influence due to geographical proximity, common influences from Indian culture regarding Buddhism and meditation.

Keywords: Cherry Blossoms, Calligraphy, Rice

INTRODUCTION

The present paper aims at comparing the products of two Asian cultures, Chinese and Japanese, and to underline the origins of common traditions, practices, symbols, values, personalities or heroes. A discussion of how certain symbols and practices came to be appropriated as distinctive features of Japanese culture even if their origin was Chinese will follow. Many examples of culture identity manifestations are associated by Westerners with Japanese culture when in fact these originated from Chinese culture. However, Westerners often confuse Asian cultures’ cultural products and attribute them wrongly to a culture they do not actually belong to. Ever since the fascination with the discovery of Asian cultures in Western culture due to the 17th-18th centuries explorations of the world, there were cultural
products associated with Asian cultures in general and not with one in particular. In the minds of Westerners, Asian cultures form a whole, and differences among them are considered minor. Usually, Westerners consider Asia as a completely different world, but as a world which is united by common values and even cultural products.

The present paper aims at answering the question: Is there a common mindset with China and Japan, and is it visible in their common cultural products? Then it continues with the question: Why the many Chinese influences in Japanese cultural products?

The beginning of understanding these questions is to understand culture as the basis of forming a specific mindset.

Culture, which has been “described as patterns of human thought” (Stankov and Lee, 2008), can be defined briefly as a means of thinking which is specific to the respective group: “The collective programming of the mind that distinguishes the members of one group or category of people from another.” (Hofstede, 2002, p. 9) The members of a culture “who share a language, a historic period, and a geographic location” would share all “the standards for perceiving, believing, evaluating, communicating, and acting among those.” (Triandis, 1996, p. 207).

A classification of features of cultures is proposed through the theory of culture identity manifestations, which include the following categories: symbols, traditions, rituals and practices, values, and personalities or heroes (Baciu, 2013). Using this grid of analysis can help visualise the various products of Chinese and Japanese cultures. While every culture is unique (Baciu, 2013), by looking at cultures from the same area, in our case Asia, we can notice ways in which these cultures situated in a geographical proximity can influence one another. Yet, Japan is not a true neighbour of China, since Japan is an island and has no land connection to China. Instead, Japan is closer to Korea and Russia, although they are separated by the Sea of Japan and have no land connection.

China had attempted to conquer Japan, but this has never actually happened. In this case, the Chinese origins of certain culture identity manifestations do not have anything to do with cultural influence based on culture contact from conquest and imposing Chinese culture over Japanese culture. Regarding China’s intent of conquering Japan, for instance, in 1274, Kublai Khan’s attempt to conquer Japan was stopped by the natural conditions (storms at sea) and by the defences of Japan. However, we do witness a few links of conquest between the two countries, with Japan conquering China on occasions such as: in 1931, Japan invaded Manchuria, and afterwards set towards the South of China; the second example has to do with the event of the Imperial Japanese Army invading China during 1937-1945, when the Second Sino-Japanese War occurred, which is considered part of the Second World War. These conquests of Japan may have had consequences on the similarities of cultural products of these two countries, and were also occasions for cultural contact.

Between China and Japan there is a “common heritage of civilization”, as well as “mutual influence”. Both China and Japan “have roots in classical Chinese civilization”. Japan derives from Chinese culture its “written language and much of its religious, artistic and moral civilization”. In turn, China was influenced both in a positive and negative way by Japan when it comes to the “whole generations of Chinese revolutionaries” (Johnson, 1971).

This common heritage can be regarded as the main source of influences from Chinese culture present in Japanese culture. It is interesting to follow throughout history how taking
over cultural products from Chinese culture is changing towards making them have a distinct mark of Japanese culture. All this occurs in combination with adding new and specific Japanese cultural products.

**MATERIALS AND METHODS**

In order to have an overview of the culture identity manifestations of both Chinese and Japanese cultures, comparatively, the author of the paper has created Table 1, which consists of the following rubrics: culture identity manifestation categories, followed by their illustration in Chinese and Japanese cultures, and the last column contains information regarding whether or not the respective culture identity manifestation example originates from Chinese culture or not. The last column also contains some details, occasionally, regarding the ways in which the influence took place or when.

**Table 1. Japanese and Chinese culture identity manifestations**

<table>
<thead>
<tr>
<th>Culture identity manifestations categories</th>
<th>Chinese</th>
<th>Japanese</th>
<th>Coming to Japanese culture from Chinese influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbols</td>
<td>National flower – plum blossom</td>
<td>National flower – cherry blossom</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It symbolizes the transient, ephemeral nature of life</td>
<td></td>
</tr>
<tr>
<td>Cherry blossoms – they “hold elevated status” and symbolize “love and the female mystique (beauty, strength and sexuality)” (Helen, 2016)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National tree - ginkgo</td>
<td>National tree – cherry tree</td>
<td>Yes. The koi (or carp) was brought to Japan as a gift.</td>
<td></td>
</tr>
<tr>
<td>National fish - sturgeon</td>
<td>National fish – koi</td>
<td>No. It is native to Japan.</td>
<td></td>
</tr>
<tr>
<td>National bird – red-crowned crane or Manchurian crane; golden pheasant</td>
<td>National bird – green pheasant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National animal – dragon; giant panda</td>
<td>National animal – none designated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National liquour – Maotai</td>
<td>National liquour – sake</td>
<td>Yes. It has existed in China since 4800 BC. However, the Japanese contributed to its development afterwards.</td>
<td></td>
</tr>
<tr>
<td>National fruit – fuzzy kiwifruit, jujube</td>
<td>National fruit – Japanese persimmon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National instrument - gaqin</td>
<td>National instrument – koto</td>
<td>Yes. Japanese sushi originates from the Chinese narezushi; Japanese ramen originate from Chinese soba noodles; Japanese curry originates from India and was brought from there by the British.</td>
<td></td>
</tr>
<tr>
<td>National dish: Peking duck</td>
<td>National dish – sushi, Japanese curry, ramen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional food: dumplings; noodles; buns; glutinous rice balls; wonton; moon cake; zongzi; spring rolls; Chinese pancake; tofu</td>
<td>Traditional foods: onigiri, neba-neba, natto, fugu, chinmi, shirako, basashi, motsunabe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soy sauce</td>
<td>Soy sauce</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Rice cake</td>
<td>Mochi</td>
<td>yes (but the origin is not certain)</td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td>Gohan, the word for rice, also means meal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptions about food:</td>
<td>Conceptions about food:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooked food with lots of mixed flavours; Mixes spices (Maximalism)</td>
<td>Raw food, with not much altering of the original taste; Avoids spices (Minimalism)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td>Visual appeal (Ko, 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Colour, aroma and taste” are</td>
<td>“Presentation and philosophy:”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considered three important factors (Jamie, 2022)</td>
<td>“Asymmetrical, depicts natural beauty” (Jamie, 2022)</td>
<td></td>
<td></td>
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<tr>
<td>“Presentation and philosophy:”</td>
<td>“Presentation and philosophy:”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Colorful, follow the yin and yang</td>
<td>“Asymmetrical, depicts natural beauty” (Jamie, 2022)</td>
<td></td>
<td></td>
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<tr>
<td>principles” (Jamie, 2022)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| National mountain - Fuji                  | no                                                          |
| Ceramics                                  | yes                                                         |
| The Great Wall – a symbol of              |                                                             |
| courage and persistence                   |                                                             |
| The Great Wave of Kanagawa (painting by  |                                                             |
| Hokusai) – a symbol of continuous moving  |                                                             |
| and transformation                        |                                                             |
| Lanterns                                  | Paper lanterns                                              |
| Yes, they arrived in Japan via Korean     |                                                             |
| culture, due to a Korean monk. They were  |                                                             |
| considered a symbol of honour towards     |                                                             |
| Buddha                                    |                                                             |
| Beijing Opera                             |                                                             |
| Hanfu                                     | Kimono                                                      |
| Yes. The Japanese kimono is an adaptation |                                                             |
| of the clothes worn in China at the time  |                                                             |
| of the Wu dynasty.                        |                                                             |
| National sport – table tennis             | National sport - sumo                                        |
| National sport – table tennis             | no                                                          |
| National sport – table tennis             | no                                                          |
| Sedan chair                               | Sedan chair                                                 |
| gardens                                   | gardens                                                     |
| gardens                                   |                                                             |
| Traditions, rituals and                   | Bowing                                                      |
| practices                                  | Bowing                                                      |
| Calligraphy                               | Calligraphy                                                |
| Writing                                   | Writing                                                     |
| Use of Chinese ceramics in tea            |                                                             |
| ceremonies and Buddhist rituals            | yes                                                        |
| Rice cultivation                          | Rice cultivation                                            |
| Rice cultivation                          | yes                                                        |
| Temple architecture                       | Temple architecture                                         |
| Temple architecture                       | yes                                                        |
| Art                                       | Art                                                         |
| Art                                       | Yes. Forms and techniques such as ink-wash painting and     |
| Art                                       | Buddhist religious painting were borrowed by Japan from     |
| Art                                       | Korea. The animals and plants frequently present in         |
| Art                                       | Japanese paintings, such as birds and                       |
| Art                                       | flowers, also originated from China.                        |
| Sumi-e painting                           | Sumi-e painting                                             |
| Sumi-e painting                           | Yes. In Japan it was brought by Zen monks in the 13th       |
| Traditional landscape painting, which     |                                                             |
| “was practised part of the ‘brush art’    | Landscape painting                                          |
| which included poetry, calligraphy and     | yes                                                        |
| painting in one single discipline”        |                                                             |
| (Kooness, 2018)                           |                                                             |
| Chinese knotting – decorative             | Hanamuzubi (meaning “flower knot”), used for a gift by the   |
| hand crafted art                          | Chinese emperor to Japan during the Tang Dynasty.           |
| Japanese knotting – Mizuhiki, meaning     |                                                             |
| hand crafted red and                      | likely                                                      |
| likely                                    |                                                             |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>White decorations for envelopes for weddings</td>
<td>Yes, for most of the traditional Japanese music instruments: biwa, wogen (first zither in Japan, which originated in the Chinese qin), shamisen, shakuhachi (the Japanese bamboo flute).</td>
</tr>
<tr>
<td>Gagaku music (classical music)</td>
<td>Yes. Gagaku music (classical music)</td>
</tr>
<tr>
<td>Literature</td>
<td>Japanese earliest form of poetry was written with the help of Chinese characters and it was called <em>uta</em>. Later, Japan developed its own writing system and used the term <em>waka</em> instead of <em>uta</em>. Both mean <em>song</em>.</td>
</tr>
<tr>
<td>Haiku</td>
<td>No. Haiku was not developed in Japan.</td>
</tr>
<tr>
<td>Paper folding</td>
<td>Yes. Origami has roots in China, although it was an invention of Japanese culture.</td>
</tr>
<tr>
<td>Tea ceremony</td>
<td>Yes. The practice was introduced by Chinese missionaries in the 6th century. In Japan, it was used as a means of practicing a ritual of flower offering to Buddha.</td>
</tr>
<tr>
<td>Ikebana</td>
<td>Yes. The practice of flower arrangement was introduced by Chinese missionaries in the 6th century. Ikebana was used as a means of practicing a ritual of flower offering to Buddha.</td>
</tr>
<tr>
<td>Punsai, an art that began in 700 AD China</td>
<td>Yes. Punsai is an art form that originated in China.</td>
</tr>
<tr>
<td>National dance – Dragon dance</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Plum Blossom Festival</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Courtisan culture – no longer practised nowadays</td>
<td>Geisha – geisha training and entertaining still practised. Geisha are entertainers, knowledgeable in traditional arts.</td>
</tr>
<tr>
<td>No equivalent in Chinese culture</td>
<td>No. No equivalent in Chinese culture.</td>
</tr>
<tr>
<td>Floating Lantern Festival</td>
<td>Yes. Yes. No equivalent in Chinese culture. No equivalent in Chinese culture.</td>
</tr>
<tr>
<td>Architecture</td>
<td>Yes. However, there are a few differences. For Chinese buildings, the exposed wood was painted, while for Japanese buildings it was not. Another difference consists in that Chinese architecture meant using chairs inside the building, whereas Japanese architecture took into account sitting on the floor, until the Meiji period (1868-1912) (Web Japan, 2022).</td>
</tr>
<tr>
<td>Temple architecture</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Centralized government models</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Civil service examinations</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Komorebi</td>
<td>Yes. Wabi-sabi’s roots lie in Chinese Zen Buddhism.</td>
</tr>
<tr>
<td>Wabi-sabi</td>
<td>Yes. Wabi-sabi’s roots lie in Chinese Zen Buddhism.</td>
</tr>
<tr>
<td>Archery</td>
<td>Yes. No. The practice was not developed in Japan.</td>
</tr>
<tr>
<td>Hot springs baths</td>
<td>Yes. No. In fact Japan left the legacy of hot spring baths when it occupied Taiwan between the 1800s and 1900s.</td>
</tr>
<tr>
<td>Onsen</td>
<td>Yes. No. In fact Japan left the legacy of hot spring baths when it occupied Taiwan between the 1800s and 1900s.</td>
</tr>
</tbody>
</table>

**Note:** Web Japan, 2022.
Nowadays they are located in the northern part of Taipei.

<table>
<thead>
<tr>
<th>Mid-Autumn Festival</th>
<th>Momijigari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saying goodbye to the autumn season.</td>
<td>Contemplating the maple trees' red leaves</td>
</tr>
<tr>
<td>Watching the leaves change from yellow into red (maple leaves)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values</th>
<th>Confucianism</th>
<th>Confucianism – filial piety, hierarchical relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collectivist values: harmony, diplomacy, benevolence to the others, loyalty, righteousness</td>
<td>Collectivist values: thinking of others, respecting hierarchy, respecting elders, working for the good of the group, maintaining harmony</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buddhism</th>
<th>Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Determination, diligence</td>
</tr>
<tr>
<td></td>
<td>Not giving up</td>
</tr>
<tr>
<td>Hard work leads to a happy life. Related proverb: “nothing is impossible to a willing mind”, which means that they believe everything is possible to be achieved through hard work (AIESEC, 2022).</td>
<td>Working hard; diligence for work. Ganbaru (effort) and gaman (enduring). The Japanese are workaholics.</td>
</tr>
<tr>
<td>Conservative. They do not wish to borrow traditions from other cultures. Strong attachment to their historical traditions and ways of behaviour.</td>
<td></td>
</tr>
<tr>
<td>National identity</td>
<td>National identity</td>
</tr>
<tr>
<td>Admiration for and desire to see beauty (Orange Smile Travelling Guide, 2022). This value is visible in practices such as ikebana, bonsai, wabi-sabi, komorebi, etc.</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Feminine beauty ideal</th>
<th>Feminine beauty ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes. However, the Japanese never practised foot binding, focusing instead on black painted teeth and shaved eyebrows as a sign of beauty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimalism</th>
<th>Minimalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>A value of the past</td>
<td>A contemporary value Inspired by Buddhism</td>
</tr>
<tr>
<td>“Craft during the Song dynasty (10th to 13th century) was a model of restraint.” E.g. Song ceramics. During the Ming dynasty, minimalism continued with cultural products such as rustic-like furniture (Severine, 2018)</td>
<td>In interior design it means very few objects and furniture, thus keeping only what is strictly necessary.</td>
</tr>
<tr>
<td>Nowadays, “Chinese design is often portrayed as shouty. Brush colours, brassy reds and golds, a profusion of signs clashing with each other.” (Severine, 2018)</td>
<td></td>
</tr>
<tr>
<td>Likely, due to Buddhist influence. However, other sources believe it originated in Japan, from Japanese Zen philosophy. It is believed that there are three concepts from where Japanese Minimalism emerges: wabi-sabi (“the practice of finding value in natural forms”), seijaku (“a meditative state achieved through design”) and ma (“open, empty spaces encourages contemplation of essential forms”) (Volpi, 2020).</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Heroes or personalities</th>
<th>Confucius</th>
<th>Confucius</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes</td>
<td>yes</td>
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In some cases, while certain examples of culture identity manifestations originate in Chinese culture, nowadays the two cultures do not share the respective culture identity manifestation. For instance, the national flower, the cherry blossom, for Japanese culture.
originates in China, where these trees were first cultivated, yet nowadays their national flower is the plum blossom. What is more, the cherry blossom, although considered important in both cultures, has different significance: for the Japanese it means beauty and accepting the transience of life, while for the Chinese it has become a symbol for “love and the female mystique” (Helen, 2016). Similarly, sake, the national drink of Japan, does originate from China, but nowadays China’s national drink is Maotai.

From the category of symbols, we notice that national flowers and tree, national fish, national liquor, national fruit, music instruments, rice, some national dishes, ceramics, lanterns, the kimono, for Japanese cultures, were taken from Chinese culture and transformed by the Japanese culture in a way which is specific to them. The kimono, for instance, was not taken as such, but changed by the Japanese. Food is prepared according to different philosophies in the two cultures. We also notice the emergence of Japan’s own symbols, such as Mount Fuji and the Great Wave. For China, symbolic monuments include the Great Wall and Beijing Opera. The common staple food is rice, and its status as a symbolic food also shows the common background and language shared by the two cultures: the word for rice, gohan, is also the word for meal in both countries. This shows a very strong connection between the two countries, sharing a related culture.

From the category of traditions, rituals and practices, we notice common elements under the form of practices such as calligraphy, writing, art, architecture, music, rice cultivation, which were taken over by Japanese culture from Chinese culture by learning from them. In the past, Japan did not have its own writing system, so they took it over from China, in an attempt to develop. Now Japan has three writing systems: Kanji, taken over from China, and the other two alphabets include Hiragana and Katakana, which belong to Japan. The Japanese also learned from the Chinese the practice of rice cultivation. This food has remained a staple for both culture throughout history. However, there are differences in the way fried rice is cooked and differences in texture: for Japanese fried rice, short grain rice is used, and it has a chewy texture, while for Chinese fried rice, long-grain rice is used and it has a drier texture (Master Class, 2022; Fanatically Food, 2022). The two countries have common festivals, such as the Lantern Festivals, or equivalent festivals, such as the Cherry Blossom/ Plum Blossom Festival. These festivals are common due to the shared mindset coming from Buddhist philosophy. Cherry blossom and plum blossoms are both symbols of transience in life. The acceptance of change lies at the heart of Buddhist philosophy. The lantern festivals are meant to enjoy the lights, and their origin was to show respect for Buddha. The practices of the tea ceremony and ikebana were also based on Buddhist rituals, and, since the two countries shared this mindset, these were practices that were adopted by the Japanese culture through Chinese influence. Practices like bowing and archery are understandably found within close geographical spaces and within the same historical ages in both cultures, considering the common ways of life and mindsets. Hierarchy was a given in both cultures, so bowing was a means of paying respect to those higher in rank. Archery was a means of practice which was both moral and spiritual, and this is visible in the mentality of kyudo, also referred to as “the way of the bow”. The mentality of this training is found in Zen Buddhism.

Thus, the values of Confucianism and Buddhism account for the similarities in mindset of Japanese and Chinese cultures: Confucianism for the hierarchical culture especially and for filial piety, and Buddhism for discipline, but also for the conception on beauty. These common
values will also be reflected in the existence of common personalities for both cultures: Buddha and Confucius, the representatives of the two sets of thought systems. The Japanese and Chinese share the same mindset about work: working hard and diligence to achieve their goal is the norm. For the Japanese, there is one factor which also contributes to this mindset: Japan’s “lack of mineral resources”, which results “in the thrift and diligent management of her economy” (Orange Smile Travel Guide, 2022). For China, money is important in order to ensure the family’s security, as they do not have social security to rely on. Both countries have a strong sense of national identity. Due to collectivism, they are very unified cultures, even when it comes to the type of architecture that is found, for instance, in cities in China. Several cities may have the same, unified type of architecture, whereas in Western cultures the architecture can be disparate and different. Dilligence was also visible in history in the training of archers and samurai, and was based on Zen Buddhism. At the same time, those in training were taught by masters, which is specific to hierarchical societies, and to the Confucian principle of filial piety. Buddhist mentality has also influenced the mindset of the two cultures regarding landscape painting, in the sense that “Both Chinese and Japanese artists from their origins have paid specific attention to their natural surroundings because in the philosophies of both countries man is always an active and integrated part of the landscape.” (Kooness, 2022). This mindset is also visible in the many meditation practices and traditions of observing the beauty of nature, such as with the occasion of spring and cherry or plum blossoms, or with the contemplation of autumn leaves in Japan and also in China. Both countries have a strong connection with nature through these festivals focusing on its contemplation.

FINDINGS AND DISCUSSION

The cultural influence between China and Japan do not appear to be related due to military occupation and conquests, but instead they are due to speaking values and shared mindsets. While Japan is a conservative country, not eager to be open to foreign influence, it may have not perceive throughout history China as foreign, since they share so many values and mindsets, together with a nearby geographical space. Buddhist missionaries have contributed to the connection between the two cultures, which resulted in their sharing similar mindsets and values. The Buddhist missionaries have spread various values together with their religion and philosophy, together with various practices which started with them and were further developed later, becoming part of everyday life in Japanese culture, such as ikebana, bonsai and the tea ceremony. Further, in time, these practices have become means of appreciating and observing beauty, which is a mindset that is specific to Japanese culture. Other practices such as komorebi and wabi-sabi are part of this same mindset in Japanese culture. Komorebi is the contemplation of sunlight filtering through leaves. Wabi-sabi refers to appreciating the beauty that is not perfect, unlike the Western conception of beauty.

The mindset due to Buddhist culture is visible in the training of Japanese warriors throughout history, such as the samurai. The training was physical, but at the same time it included the following:

Chinese studies, poetry and spiritual discipline. The young warriors studied Kendo (the Way of the Sword, the moral code of the samurai, and Zen Buddhism. Samurai were expected to live according to Bushido (The Way of the Warrior), a strict ethical code influenced by
Confucianism that stressed loyalty to one's master, respect for one's superior, ethical behavior in all aspects of life and complete self-discipline. (Pbs.org, 2022)

Thus, the samurai training included both Confucianist and Buddhist values and mindsets. These mindsets are very different from Western understandings of fighting, which do not include any philosophy at all, but just pure physical training and force, and also devotion to one’s country. Nowadays, the same values and mindsets remain, yet, with the changes in social structure, they can be applied to the family, to the workplace, and to society at large. They can also lead to strong nationalist values for both countries.

For Japanese culture, a remaining influence from Buddhism remains in the form of Minimalism. Minimalism can be seen in architecture, in interior design, in the way people think about their homes, holding on only to the strictly necessary, but also to their style of travelling. Some people can choose a Minimalist type of luggage, once again focusing only on the strictly necessary things. By adhering to the Minimalist mindset, people can better understand what is important to them in the present moment. Some things that clutter their homes may belong to their past and be part of their past interests, and the same can be said about the memories they are attached to. Chinese culture has started out as having a Minimalist mindset, but over time has changed to an opposite mindset, removed from the austerity and relying on rich patterns and colours, displaying richness. The Song dynasty in China promoted Minimalism, visible in cultural products like the Song ceramics. During the Ming dynasty, Minimalism was also the norm, and furniture was simple and rustic, while “scholars” were “pursuing the arts, living a life of balanced aesthetics and intellectual pursuits over material enrichment” (Severine, 2018). The move away from Minimalism for China occurred during the Qing dynasty, when the “overly busy and ornate ‘Chinese style’ (lacquered, gold-inlaid, embellished)” comes to the fore, together with the opening of China to the Western world, when due to their curiosity the Chinese wished to appropriate all the Western art styles (Severine, 2018).

More recently, Chinese culture has begun to appropriate the Japanese kawaii (or cute) culture, which happened during the 80s and 90s with the opening of China to the world. This was the time when Chinese millennials discovered anime (Balbastro, 2020). The influences between Chinese and Japanese culture are, thus, reciprocal. The two cultures have also been influenced, to some extent, by the Western world. However, they have maintained their specificity.

**CONCLUSION AND RECOMMENDATIONS**

The religions and philosophies of Buddhism and Confucianism, together with their spread in the Asian world had a significant influence on the mindset of both Chinese and Japanese cultures. The cultural influences are not of submission and not of hierarchical nature, since they are not due to conquest, but to a collaboration of developing these cultures in a common space. Chinese culture and Japanese culture seem to have worked together to form two distinct cultures. When Japan did not have its own writing system, it was taken over from China, in a peaceful and collaborative way. China gave sake to Japan, and Japan further developed it from there into a unique cultural product. The kimono started having as a source of inspiration Chinese garments, but later on produced this unique clothing item. This collaboration between China and Japan could be regarded as a consequence of both countries’
having a collectivist mindset, alongside being so close together geographically and from the point of view of other values. Asian cultures generally have this mindset and tend to stick together. Japan has also later on collaborated with Western culture in a similar way, while being conservative, and taking over cultural products which were later on molded in their own way. For instance, the term *yashoku* refers to Western-style inspired cooking in Japan. This is referred to as an example of fusion cuisine.

The higher appeal of Japanese culture to the Western world has to do with soft power, or with the way it promotes itself. Chinese culture is seen as more authoritarian and restrictive, which collides with the Western world’s ideals and values of freedom and individualism.

To the Westerner interested in Asian cultures, it should be important to understand both similarities and differences among various cultures, and not rely on superficial understanding. Generally, Westerners have created imaginary worlds of these cultures, due to lack of too much information about them since the early explorations in history. These worlds were hard to understand and it was hard to communicate efficiently with their people. In the novel *The Court Dancer* by Kyung-Sook Shin, we see this lack of knowledge of differences among Asian cultures when Yi Jin, a former court dancer at late Joseon court talks to people in Paris, who are curious about her and her culture, but are not able to guess where she is actually from. It is a sign of respect to other cultures to show that, ever as a foreigner, you are knowledgeable about them at least to some extent.

**REFERENCES**


Abstract

School Education needs to focus on bridging the gap between curricular and co-curricular activities, between vocational and academic streams with an aim to bring forth quality holistic education ensuring universal access to all children of the nation from pre-school to Grade 12 and making them ready for their own vocational choices, entrepreneurship, skill development and creativity. (National Education Policy, 2020)

The vision of the Policy can be actualized through providing opportunities of short-term courses in STEAM i.e., Science, Technology, Engineering, Arts, and Mathematics with greater opportunities, enriching experiences, development of 21st century skills and integration of the subjects with Arts. The purpose is to integrate concepts in various subjects with a real world approach and generate critical thinking in students to express their understanding and conceptual clarity through development of skills, developing creative instincts and providing opportunities to bring the creativity among students at the school level so as to imbibe in them the right attitudes, interests and right direction to channelize their potential, knowledge and energy into skill generation.

Toy and Game Pedagogy is one such practical pedagogical approach to enable students to understand the concept of physics, mathematics and computer aided designing with the focus of developing the youth of our nation as future ambassadors and entrepreneurs.

The education imparted in our schools needs to undergo transformation from replacing and supplanting the practices of over emphasizes on marks, grades, academic assessment, punishment and channelizing the potential of our students towards empowerment and professional development.

Introduction

Children of free and Independent India seem to still struggle at the hands of rules, protocols and standard of procedures which are laid by their elders, teachers and administrators of schools. The very fact that punishment has been totally outlawed by the Supreme Court of India and such negative impulses and tendencies should be replaced with freedom to think and creativity among our youth, the minds of our young children are still been affected by the fear of the punishment. (Nasa, 2019)

The National Education policy,(2020) stresses the need for holistic, integrated, enjoyable, experiential and engaging learning through play-based, activity-based, puzzles, puppetry, indoor and outdoor play, traditional ways of learning, regular use of puzzles and games The aim of toy and Game pedagogy is to engage children in an active and joyful learning experience. (GOI, 2021)
The National Education Policy, 2020 accords the highest priority to Foundational Literacy and Numeracy. The toy and game pedagogy is a teaching-learning approach based on learning ‘through toys and games.’ Integration of toys and games for learning means that the Toys and Games is an effective pedagogy to inculcate 21st skills in our youth from the very inception and onset of their development while they are toddlers during their initial development of literacy and numeracy. For Example; Counting of pebbles can be taught by teaching them to collecting the pebbles and coloring them with different colors, enabling them to create their own Toys and Games and associating with those Toys a unique story in their own language.

It is an approach which is flexible in nature and provides the learner with opportunities like, exploring, imagining, observing, creating, expressing, and more importantly, engaging and playing. The process of making toys to playing with the toys, has the possibility of making learning an experiential one where the role of a teacher is to create spaces for learning by making and playing.

**Toy and Game pedagogy- An Experiential Learning**

Toy and Game pedagogy is the integration of toys and games in the process of teaching-learning. It is a flexible approach which provides young learners the opportunity for developing concepts and skills by exploring, observing, engaging and playing. As toys and games are an integral part of learning; they gear up the development of cognitive, psychomotor and affective domains of young learners simultaneously. Using toys such as beads, seeds, bottle caps, empty matchboxes and pot clay that are closely connected to our day-to-day life provide a holistic learning experience. The child uses various body movements to participate in play and games. Therefore, toy and game pedagogy develops hands-eye coordination while playing with toys and thus leads to sensory experiential learning. According to NEP 2020, experiential learning will include hands-on learning, art integrated, toy and game based and storytelling based pedagogy. Hence, the toy based pedagogy provides the sensory experiences to the young learners as they demonstrate gross motor coordination and control in play activities involving walking, running, etc.

**A Multidisciplinary approach**

Toy and Game Pedagogy fulfills the pedagogical needs of competency based learning and helps in developing skills such as Counting, Number Sense, sequence and shapes by engraving beads and seeds on the clay. For example: If a toy is made by collecting Metallic bottle caps and arranged in a wire (hanger) may lead to linking it with scientific concepts such as metals producing sounds and wooden or plastic will not produce sound. It may also lead to teaching mathematical concepts such as how many bottle caps will produce sound? If we decrease one or two it will still produce sounds and so on. Therefore, toys and games prove to be aids in experiential learning as the learner comprehends seamlessly and in a joyful manner. Using beads and seeds for writing alphabets on grounds and teachers can create stories on that particular alphabet in different languages which will increase the understanding and curiosity for the languages among children. Thus include and caters the needs of all children and makes it experiential.
For students of 3-4 years the teachers support is needed for using everyday material as toys which are biodegradable in nature and not hazardous to the child’s health. Teachers can use local materials such as leaves, twigs and seeds effectively keeping in mind the learning outcome.

Students of grade 1 and grade 2 can create their own toys and games as it helps in developing multidimensional skills and improve their competency using clay pots, Bindi and rubber. Application Basic Operations on Numbers for problem solving using twigs and leaves or low cost and no cost materials.

Students of Middle and secondary stage may be encouraged to create a traditional toy - A top-“Lattu”(in hindi). While they create the top, the students learn the principles of Newton’s law of motion, Kinetic energy, gravitational force of the earth, rotation of earth on its own axis naturally as they create and play with it. Moreover, they integrate the principles and application of mathematics and calculate the radius and circumference of their top to graphically design it further with computer aided designing. They further relate their own story with their own toy ‘top’ in which their lives revolve around the education system and at times gives them freedom to think beyond the box. This unique story of their own life helps them develop socio emotional maturity to handle the circumstances and situation of the real life and world. They can now make their vocational choices better as they now understand self in relation to the ever changing and revolving education system. These students are the future entrepreneurs of their own creation and understanding of their own self in relation to others. Their lives become the epitome of bringing changes to the education system rather than just accepting the changes from outside.

Toy and Game pedagogy are directly linked to the Learning and Development of children

The early years are the most significant period of growth and development in a child’s life because this is when the foundations are laid for holistic development and experiential learning. Toy and Game pedagogy provides spatial understanding such as space, size and position of different shapes as well as developing the visualization of number sense and mathematical vocabulary in the young learners. According to Jerome S Bruner the intellectual development of children moves through three stages: Enactive, Iconic, and symbolic.

Enactive: There is a direct manipulation of objects thus experience with physical objects for example a child manipulates or shakes the rattle and hears a pleasurable sound produced by it.

Iconic: This involves internal representation of external objects visually in the form of mental image or icon. For example: Numeral recognition, sense of order and number sense.

Symbolic: This involves when information is stored in the form of a code or symbol such as language. For example plus sign (+) reflects adding two numbers together and minus sign (-) means to subtract. For example: a child can count and tell how many and develop a relationship between addition and subtraction of numbers. The toys such as stones, shells, wood, clay, wire, paper, leaves, sticks, seeds and sand engage the child in a constructive play by developing all three domains simultaneously.
NEP 2020 also emphasize that within the first few weeks of Grade 1, an interim 3-month play based ‘school preparation module’ for all Grade 1 students, consisting of activities which help development at the foundational stage.

DEVELOPMENT OF DIFFERENT DOMAINS
At the foundational stage (3 years of pre-school + grades 1 and 2) by placing toys and games at the center of the curriculum can help in simplifying, clarifying and concretizing abstract concepts. The toy and games pedagogy also develops fine motor skills and performs tasks that require eye-hand coordination.

COGNITIVE DEVELOPMENT
Toys and games can help young learners in developing certain cognitive skills such as attention, observation, memory, comprehension, creating, logic and reasoning and solving problems. Toy and Game pedagogy helps the young learners to articulate their sensory experiences. For example, a child listens attentively and repeats familiar words and their sounds.

SOCIO-EMOTIONAL DEVELOPMENT
Toys and games can help learners in developing the affective skills such as self-awareness, social awareness using sensory experiences. Toy and Game pedagogy helps in developing competencies such as expression of feelings to others, listening and paying attention. For example: The child attempts to demonstrate sensitivity and acceptability towards children from diverse backgrounds also shows caring behavior (hugs, pats) and shares belonging with other children while playing.

PHYSICAL AND MOTOR DEVELOPMENT
Toys and games can help learners in developing physical skills such as improved fine motor skills and gross motor skills, overall body coordination, hand–eye coordination, body balance and spatial awareness. For example: The child collects objects from their immediate environment and talks about them bilingually.

LITERACY AND NUMERACY DEVELOPMENT
Toys and games can help young learners in developing phonological awareness and being able to count and understand the numerical system.

All subjects can be learnt by integrating toys of different nature at the secondary stage in Classes IXth to XIIth. Subjects like Social Sciences, History, Psychology, Geography, Philosophy, Political Science, Economics, Mathematics, Languages, Hindi, English, Regional, Foreign; Accounts, Business Studies, Entrepreneurship, Science; Biology, Chemistry, Physics; Environmental studies, IT, Artificial Intelligence can be taught with innovative toys in labs, classrooms and even in online classes. For example, a small wooden cart can be used to teach concepts in physics and also help children understand agricultural practices in geography.

References
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MWCNT GRAFTED PCL / PLA BLEND FILMS: THERMAL, SHAPE MEMORY, AND SURFACE MORPHOLOGY PROPERTIES

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Abstract

In the study, firstly, poly ε-caprolactone (PCL) was synthesized by ring-opening polymerization method in the presence of (-OH) functionalized Multi Walled Carbon Nanotube (MWCNT-OH) initiator. The synthesized PCL-g-MWCNT was characterized by Attenuated Total Reflection - Fourier Transform Infrared (ATR-FTIR). Then, polymer blends were prepared by using (PCL-g-MWCNT) with poly lactic acid (PLA), which is biocompatible and has shape memory property, in different ratios. (PCL-g-MWCNT) / PLA blends were characterized by ATR-FTIR, and their thermal properties were examined with Thermogravimetric analyzer (TGA) and Differential Scanning Calorimetry (DSC). The effect of PCL-g-MWCNT on the shape memory of PLA was investigated. The surface morphologies of the polymer blends obtained in the study were investigated by optical microscopy.

Keywords: MWCNT, Poly caprolactone, poly lactic acid, polymer blend, optic microscope

INTRODUCTION

In recent years, there has been an intense interest in shape memory polymers (Lendlein and Kelch, 2002). Shape memory polymers, one of the most innovative and smart materials used in recent years, are known as polymers that can regain their shape when exposed to external stimuli such as pH, heat, light, and magnetic field (Lendlein et al., 2005; Liu et al., 2007; Pekdemir et al., 2021b). The shape memory property varies greatly depending on the chemical composition of the polymers (Pekdemir et al., 2021a). Shape transformation occurs due to melting or glass transition temperatures (Jankauskaitė et al., 2008).

Poly (ε-caprolactone) (PCL) and Poly (lactic acid) (PLA) are the most important shape memory polymers used actively in biomedical applications (Luyt and Kelnar, 2019). PCL is an aliphatic polyester with good processability, low cost, biocompatibility, biodegradability and thermal stability (Kumar et al., 2009; Wang et al., 2008). PCL, whose blends and copolymers are also frequently prepared, is the most important reason why it is preferred for non-toxicity in living organisms (Jia et al., 2008; Li et al., 2011). Poly lactic acid (PLA) is a biodegradable semi-crystalline polymer derived from lactic acid of edible crops such as corn starch and sugar cane (Özen Öner et al., 2022).

Studies on CNTs, which have a wide application area in nanotechnology and have very good physical properties, have been continuing intensively in recent years (Haruna et al., 2020). CNTs are divided into single-walled and multi-walled carbon nanotubes (Wang and Weng,
It is a known fact that the materials they are used with have a special microstructure to improve their properties (Pande et al., 2009).

In this study, PCL-g-MWCNT polymer composite was synthesized by in situ bulk polymerization. Then, blends were prepared by using the synthesized polymer with PLA in different ratios. PCL-g-MWCNT / PLA blends were characterized by FT-IR, TGA, DSC. In addition, the surface morphologies of the polymer blends were examined with an optical microscope and the effect of PCL-g-MWCNT on the shape memory property of PLA was examined.

EXPERIMENTAL

Materials
(-OH) Functionalized Multi Walled Carbon Nanotubes (MWCNT-OH) were purchased from Nanografi, Turkey. $\varepsilon$-caprolactone monomer (97%) and tin (II) ethyl hexanoate initiator used in PCL-g-MWCNT synthesis were provided from Merck. In addition, anhydrous toluene (99.8%) and chloroform (≥99.5) solvents were obtained from Sigma-Aldrich.

Synthesis of PCL-g-MWCNT

0.1 gr (-OH) functionalized MWCNT and 5 mL toluene solvent were placed in a 25 mL beaker and dispersed in an ultrasonic homogenizer for 1 hour. 2.75 g $\varepsilon$-CL monomer was taken into the reaction flask and dissolved in 10 mL of toluene by stirring in a magnetic stirrer. The dispersed MWCNT-OH solution was added to the $\varepsilon$-CL solution and stirring was continued in the oil bath. By increasing the temperature gradually, 1-2 drops tin (II) ethyl hexanoate catalyst was added into the reaction and the mouth of the reaction flask was tightly closed. The reaction was continued for 24 hours at 120 °C. The viscous liquid obtained at the end of the reaction was precipitated in cold n-hexane and this process was repeated several times. In this way, pure PCL-g-MWCNT polymer was obtained (Figure 1).
Preparation of (PCL-g-MWCNT) / PLA Blend Films

0.45 g PLA was weighed into a beaker and after it was completely dissolved in 5 mL chloroform in a magnetic stirrer, 10% (0.05 g) synthesized PCL-g-MWCNT was added. The blend was stirred at room temperature for 2 hours and the solvent was poured into the petri dish by casting method. The polymer film was obtained by drying in a vacuum oven for 24 hours. Using the same method, (PCL-g-MWCNT) / PLA blend films were prepared using 30%, 60% and 70% PCL-g-MWCNT.

RESULT AND DISCUSSION

The FT-IR spectrum of the polymer blend films prepared using different ratios (PCL-g-MWCNT) is given in Figure 2. First of all, when the FT-IR spectrum of the synthesized (PCL-g-MWCNT) polymer is examined, the characteristic signals of PCL are 1720 cm\(^{-1}\) (-C=O stretch) (Pekdemir, 2022), 1237 cm\(^{-1}\) and 1172 cm\(^{-1}\) (C-O-C asymmetric and symmetrical stretch, respectively) (Pekdemir et al., 2021b), 730 cm\(^{-1}\) (tensile of methylene of CL units) (İlboğa et al., 2019) is seen. In the spectra of the blends obtained after PLA is added, both PLA and PCL signals are together. The signals seen at 2922 and 2848 cm\(^{-1}\) are attributed to aliphatic –CH\(_3\) asymmetric and symmetric stretching vibrations, respectively. In all spectra, the signal of PLA at 1755 cm\(^{-1}\) was more dominant in mixtures with less PCL-g-MWCNT, while two shoulder-shaped –C=O stretching vibrations were observed in mixtures where 60% and 70% PCL-g-MWCNT were used (Özen Öner et al., 2022). Among these signals, the signal seen at 1755 cm\(^{-1}\) belongs to PLA’s and the signal at 1725 cm\(^{-1}\) belongs to -C=O stretching vibrations of PCL.

![Figure 2. FT-IR spectra of (PCL-g-MWCNT) / PLA Blend Films](image-url)
Figure 3 shows the TGA curves of (PCL-g-MWCNT) / PLA blends. When the TGA curve of pure PCL-g-MWCNT was examined, it was determined that a one-step degradation took place and the initial decomposition temperature (Ti) was 318 °C. Blends prepared with PLA show two degradation steps. Thermal degradation of PCL-g-MWCNT/PLA blends was first to PLA degradation and then to PCL degradation, as expected (Özen Öner et al., 2022; Sessini et al., 2018). It was seen that the percent mass loss at each stage in the TGA curves expressed the immiscibility of the polymers and corresponded to the percentage of polymers used (Luyt and Kelnar, 2019; Mofokeng and Luyt, 2015). It was determined that the mass loss in all blends occurred between 260 and 380 °C.

![Figure 3. TGA curves of (PCL-g-MWCNT) / PLA Blend Films](image)

In Figure 4, where the DSC curves of the polymer blends are given, the sharp signal at 60 °C in the curve of pure PCL-g-MWCNT is the melting temperature ($T_m$) of PCL. In the DSC curves of blends containing 30% and 40% PLA, the signals at 62 °C and 175 °C are attributed to the $T_m$ temperatures of PCL and PLA, respectively. It was observed that the $T_m$ temperature of PCL decreased to 40 °C in blends where PCL-g-MWCNT was used in 10% and 30% percent. In addition, it was observed that the $T_m$ temperature of PLA showed a slight increase in the DSC curves of all blends. This means that there is a decrease in the interchain distance, that is, the free volume between the polymer chains decreases (Pekdemir et al., 2021a; Pekdemir et al., 2022).
Figure 4. DSC curves of (PCL-g-MWCNT) / PLA Blend Films

In Figure 5, optical microscope images of PLA blends containing 70% PCL-g-MWCNT (A) and 10% PCL-g-MWCNT (B) are given. Flower structure can be seen in the image where the amount of PCL-g-MWCNT is high (70%). In the image where the amount of PLA is high (90%), it is seen that the flower structure decreases and it takes the shape of a honeycomb.

Figure 5. Optic microscope images of A) 70% PCL-g-MWCNT B) 10% PCL-g-MWCNT / PLA Blend

Shape memory properties of synthesized (PCL-g-MWCNT) / PLA Blend Films were examined. The best shape memory cycle among the prepared blends was observed in 30%(PCL-g-MWCNT) / 70%PLA blend (Figure 6). The blend film, which was cut in the shape of a boomerang, was first immersed in 100 °C boiling water and the film was softened. Then,
the shaped polymer blend film was immersed in cold water and it was observed that it kept its shape. It was determined that the polymer, which softens when immersed in hot water again, remembers its former form, the boomerang, and returns to this state. The film, which was brought to room conditions, remained stable in this state.

CONCLUSION
In this study, PCL was synthesized by ring-opening polymerization method using MWCNT-OH initiator. In this way, MWCNT was directly included in the polymer chain, not as a composite to the structure of PCL. Blends were prepared by using PLA, which has shape transformation feature, at different rates. The resulting blends were characterized by FTIR and characteristic PLA and PCL signals were determined. When the thermal properties were examined, it was observed that pure PCL-g-MWCNT underwent a one-step degradation, however, a two-step degradation curve occurred in its mixtures with PLA. The first of these curves shows the PLA ratio, and the second degradation curve shows the PCL-g-MWCNT ratio. In the DSC curves, the melting temperatures of PLA and PCL are clearly seen. Finally, it was determined that the shape transformation property was the best in 30%(PCL-g-MWCNT) / 70%PLA blend.

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ÖZET
Bu çalışma, aktif spor yapan bireylerin futbolda taraftarlık durumuna ilişkin görüşlerinin incelenmesi amacını taşımaktadır. Bu amaç doğrultusunda çalışmanın örneklem grubunu aktif spor yapan 9 futbol taraftarı oluşturmaktadır. Araştırma nitel araştırma yönetiminin bir çeşidi olan fenomenoloji modelindedir. Çalışmada futbolda taraftarlık durumuna ilişkin sporcu görüşlerinin incelenmesi amacıyla Sabah (2021) tarafından 7 sorudan oluşan yarı yapılandırılmış görüşme formu hazırlanmıştır. Görüşmeler 30-45 dakika arasında değişiklik göstermiş olup bu süreçte veri kaybına sebebiyet vermemek için ses kayıtları alınmıştır. Elde edilen veriler Nvivo programına aktarılarak içerik analiz yöntemi ile çözümlemiştir. Çözümlenen veriler sonucu kod listesi oluşmuştur. Kod listesi uygun temalara atanmıştır. Elde edilen verilerin analizi sonucunda katılımcıların tutukları takımların kendileri için; aşk, sevda, beraberlik, efsane, başarı ve memleket sevgisi şeklinde anlamlandırdıkları; taktıkları takıma yapılan olumsuz söylemlere saygı duyma ve dinlemenin yanında sınırlı, takımı savunma ve öfkelenme şeklinde tepkiler verdikleri; çoğunlukla Avrupa maçlarında antipati duydukları takımı destekledikleri tespit edilmektedir. Buna ek olarak katılımcıların tutukları takımları benimsemelerindeki en önemli etkenleri arasında; takımın simgesi, aile, güç, başarı gibi hususların etkili olduğu; kendilerini aşırı bağlı, hırçın, tutkulu, güçlü, saygılı destekçi bir taraftar olarak nitelendirdikleri; bir taraftarın; anlayışlı, saygılı, sadık, her koşulda destek veren olması gerektiğini şeklinde sonuçlara ulaşmıştır.

Anahtar kelimeler: Futbol, Spor, Taraftar

abstract
This study aims to examine the views of individuals who play active sports on the relationship between their support status in football. For this purpose, the sample group of the study consists of 9 football fans who actively do sports. The research is in the phenomenology model, which is a type of qualitative research management. In the study, a semi-structured interview form consisting of 7 questions was prepared by Sabah (2021) in order to examine the views of the athletes on the status of supporters in football. Interviews varied between 30-45 minutes, and audio recordings were taken in order not to cause data loss during this process. The obtained data were transferred to the Nvivo program and analyzed by content analysis method. As a result of the analyzed data, a code list was formed. The code list is assigned to the appropriate themes. As a result of the analysis of the data obtained, for the teams that the participants hired; what they interpret as love, passion, togetherness, legend, success and love of country; In addition to respecting and listening to the negative statements made against the team they support, they also react in the form of getting angry, defending the team and getting angry; it is determined that they mostly support the team they dislike in European matches. In addition, among the most important factors for the participants to adopt their favorite team; that factors such as the symbol of the team, family, power, success are effective; they describe
themselves as over-connected, combative, passionate, strong, respectful supporters; a fan; It is concluded that it should be understanding, respectful, loyal and supportive in all circumstances.

**Keywords:** Football, Sports, Fan

**GİRİŞ**

Taraftar sporu, bir takımı veya bir sporcu takip eden (Wann ve ark., 2001), kişinin yaşadığı şehirle bağlı olan bir ritüel (Taşmektepligil vd., 2014) olarak adlandırılmaktadır.

Futbol taraftarlığının tarihiği incelenliğinde ise modern futbolun popülerlige paralel olarak yaygınlaşığı gözlemlemektedir. Aynı zamanda takımların renkleri, formaları ve amblemleri de oluşmaya başladığı taraftar kiteleri de takımlarına ait renkleri bürünmeye başlamıştır (Çakmak ve ark., 2022).


**YÖNTEM**

Araştırmanın Modeli

Araştırmada, futbolda taraftarlık durumuna ilişkin sporcu görüşlerinin incelenmesi amacıyla nitel araştırma yöntemlerinden yararlanılmıştır. Çalışma nitel araştırma yönetimindeki bir çeşitli olan fenomenoloji modelindedir. Fenomenoloji araştırmaları, kişinin kendi bakış açısıdır algı ve deneyimlerini ön plana çıkarmayı amaçlayan bir araştırma deseni olarak ifade edilmektedir (Saban ve Ersoy, 2016: 55). Dolayısıyla taraftarlık durumuna ilişkin sporcu görüşlerinin incelenmesi amacıyla fenomenoloji deseni tercih edilmiştir.

Evren ve Örneklem

Çalışmanın evrenini aktif olarak spor yapan futbol taraftarları oluşturmakta olup, örneklem grubu ise 9 aktif spor yapan futbol taraftarı kapsamaktadır. Çalışmada örneklem grubu ise ölçütlüğün örnekleme yöntemi ile belirlenmiştir. Çalışmadaki ölçütlüğ ise araştırımcı katılkan kişilerin aktif olarak spor yapan futbol taraftarı olma koşuluştur.

Veri Toplama Aracı

Bu çalışmanın yürütülmesi hususunda, Amasya Üniversitesi Sosyal Bilimler Etik Kurulu tarafından 24/06/2022 tarihli 77294 sayılı etik kurul kararı ile onay alınmıştır. Çalışmada...
futbolda taraftarlık durumuna ilişkin sporcu görüşlerinin incelenmesi amacıyla Sabah (2021) tarafından 7 sorudan oluşan yarı yapılandırılmış görüşme formu hazırlanmıştır.

Verilerin Toplanması ve Analizi


BULGULAR

Çalışmanın bu bölümünde verilerin analiz sonucuna ilişkin bilgiler yer almaktadır.

Tablo 1: Katılımcıların demografik bilgileri

<table>
<thead>
<tr>
<th>Yaş</th>
<th>Cinsiyet</th>
<th>Spor Branşı</th>
<th>Tutulan Takım</th>
<th>Antipati Duyulan Takım</th>
<th>Takım Tutma Sebebi</th>
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<td>Oyuncular sevme</td>
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<tr>
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</tr>
</tbody>
</table>

Tablo 1'de katılımcıların demografik bilgileri yer almaktadır. Araştırmaya 5 erkek, 4 kadın katılımcı olmak üzere toplam 9 sporcu kapsamında yürütülmüştür. Aktif olarak spora ilgilenen katılımcıların 20-22 yaş aralığında olduğu; futbol, basketbol, voleybol, hentbol ve masa tenisi branşıyla ilgilendikleri; Fenerbahçe, Galatasaray, Samsunspor, Beşiktaş takımlarını tutukları ve katılımcıların çoğunluğunun Fenerbahçe takımına antipati duymaktadır. Buna ek olarak katılımcıların çoğunlukla kendi tercihlerinden ötürü takımlarını tuttukları tespit edilmiştir.

Tablo 2: Tutulan takımın anlamı

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<td>Sevda</td>
<td>Tutku</td>
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<td></td>
<td></td>
<td>Çocukluk aşkı</td>
<td>Memleket sevgisi</td>
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<td></td>
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<td>Beraberlik</td>
<td>Erfane</td>
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<td>Başarı</td>
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</tbody>
</table>

Tablo 2'de katılımcıların tutukları takımların kendileri için ne anlam taşıdığını ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcıların tutukları takımların
kendileri için; aşk, sevda, beraberlik, efsane, başarı ve memleket sevgisi şeklinde anlamlandırdıkları tespit edilmektedir.

**Tablo 3. Tutulan takıma yönelik olumsuz söylemlere ilişkin verilen tepki**

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</tbody>
</table>

Tablo 3'te katılımcıların tutukları takıma yapılan olumsuz söylemlere yönelik verdikleri tepkileri ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcıların tutukları takıma yapılan olumsuz söylemlerde; sinirlenme, takımını savunma, susturma ve öfkelenmenin yanında; saygı duyma ve sakince dinleme şeklinde de tepkiler verdikleri tespit edilmektedir.

**Tablo 4. Antipati duyulan takımını Avrupa maçlarında destekleme durumu**

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</tbody>
</table>

Tablo 4'te katılımcıların antipati duyulan takımını Avrupa maçlarında destekleme durumuna ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcıların çoğunlukla Avrupa maçlarında antipati duydukları takımını destekledikleri; bazı katılımcılar ise hak etmediğleri ve sadece bazı oyuncuları destekledikleri şeklinde görüşlerini bildirmektedirler.

**Tablo 5. Tutulan takımı benimsemedeki en önemli etken**

<table>
<thead>
<tr>
<th>Name</th>
<th>Node Type</th>
<th>Coded Words</th>
<th>Coded Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENİMSEME</td>
<td>Node 13</td>
<td></td>
<td>Ait hissetmem Simgesi Asaleti Memleketimin takımını Şerefi temsil etmesi Güç Ailem Çocukluk Başarı</td>
</tr>
</tbody>
</table>

Tablo 5'te katılımcıların tutukları takımını benimsemelerindeki en önemli etkene ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcılar ait hissetme, takımın
simgesi, aile etkeni, güç, başarı ve çocukluktan gelen bir durum olmasından ötürü takımını benimsediklerini ifade etmekteirler.

Tablo 6. Taraftar olarak kendini tanımlama

<table>
<thead>
<tr>
<th>Name</th>
<th>Node Type</th>
<th>Coded Words</th>
<th>Coded Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aşırı bağlı, sıkıklıkla takip eden, tutkulu, güçlü, saygılı, destekçi taraftar, sakin, güçlü</td>
</tr>
</tbody>
</table>

Tablo 6'da katılımcıların kendilerini nasıl bir taraftar olarak nitelendirdiklerine ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcıların kendilerini aşırı bağlı, hırçın, tutkulu, güçlü, saygılı destekçi olarak nitelendikleri tespit edilmiştir.

Tablo 7. Taraftarda olması gereken özellik

<table>
<thead>
<tr>
<th>Name</th>
<th>Node Type</th>
<th>Coded Words</th>
<th>Coded Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>kötü günde olma, destek olma, hiç bir maçı kaçrmama, zor günde yanında olma, koyu taraftar, anlayış, saygılı olmalı, her koşulda destekleyen, sadık</td>
</tr>
</tbody>
</table>

Tablo 7'de katılımcıların bir taraftarda olması gereken en önemli özelliğe ilişkin görüşleri yer almaktadır. Elde edilen verilerin analizi sonucunda katılımcıların bir taraftarda olması gereken en önemli özelliklerin; anlayışlı, saygılı, sadık, her koşulda destek veren ve hiçbir maçı kaçırmayan taraftar olması gerektiğini şeklinde görüşlerini bildirmektedirler.

**TARTIŞMA VE SONUÇ**

Çalışmada, elde edilen verilerin analizi sonucunda katılımcıların tutuklarını takımın kendileri için; aşk, sevda, beraberlik, efsane, başarı ve memleket sevgisi şeklinde anlamlandırdıkları; tutuklarını takıma yapılan olumsuz söylemlere saygı duyma ve dinlenmenin yanında sinirlenme, takımın savunuma ve öfkelenme şeklinde de tepkiler verdikleri; çoğunlukla Avrupa maçlarında antipati duydukları takımın destekledikleri tespit edilmiştir.

Katılımcıların tutukları takımın benimsemelerindeki en önemli etkenin; takımın simgesi, aile, güç, başarı ve çocukluktan gelen bir durum olduğu; kendilerini aşırı bağlı, hırçın, tutkulu, güçlü, saygılı destekçi bir taraftar olarak nitelendirdikleri; bir taraftarda olması gereken en önemli özelliklerin; anlayışlı, saygılı, sadık, her koşulda destek veren olması gerektiğini şeklinde sonuçlara ulaşılmaktadır.
Literatürde bu konuda diğer çalışmalar incelendiğinde; erkek katılımcıların kadın katılımcılara göre takım psikolojik bağlılık, fanatiklik ve mutluluk düzeylerinin daha yüksek olduğu (Çakmak ve ark., 2022), şiddet ve saldırılanlığı önlemek, insana saygı/dostluk temalı futbol anlayışının sağlanması hususunda taraftar gruplarının bilinçlendirileceğine amaçla eğitimleri verilmeleri gerektiği (Bağış, 2021), taraftarların takımları ait ürünleri kullanıkları (Kwak ve Kang, 2009) şeklinde çalışmalara rastlanmaktadır.


KAYNAKÇA


Rare earth elements (REE) represent the fifteen elements of the lanthanide family located at the bottom of the periodic table. Scandium and yttrium elements are classified as rare earth elements because they exhibit similar properties to the lanthanides group. Rare earth elements

Özet

Nadir toprak elementleri litofil özellikleri olup, yerkabuğunda gümüş ve civadan daha yüksek konsantrasyonlarda bulunmaktadır. Bu elementler doğada metalik elementler şeklinde bulunmazlar. Ancak karbonatlar (sinkisit, basnasit), silikatlar (allanit, steenstrupin), fosfatlar (monazit, ksenotim) ve halojenürler (fluoserit) ile birlikte bulunurlar.

Nadir toprak elementleri manyetik, optik ve katalizör özelliğe sahip olduğundan birçok teknolojik alanda yaygın bir şekilde kullanılmaktadır. Nadir toprak elementlerinden özellikle neodimyum ve disprosyum elementleri elektrikli araçlardaki motorlarda, hoparlörlerde, rüzgâr turbinlerinde, akıllı telefonlarda ve sabit disk sürücülerinde kullanılmaktadır. Fosforlar, bilgisayar monitörlerinde, televizyonlarda, ışık yayan diyotlarda (LED) ve floresan aydınlatmada kullanılmaktadır. 

Anahtar Kelimeler: Nadir toprak elementleri, lantanitler, yerkabuğu.
are divided into light and heavy according to their atomic weights. The light rare earth elements are lanthanum, cerium, praseodymium, neodymium, promethium, samarium and europium. The heavy rare earth elements are terbium, gadolinium, dysprosium, holmium, thulium, erbium, ytterbium, scandium, lutetium, yttrium.

Rare earth elements are lithophiles and are found in higher concentrations in the earth's crust than silver and mercury. These elements are not found in nature as metallic elements. However, they are found together with carbonates (sincisite, basnasite), silicates (allanite, steenstrupin), phosphates (monazite, xenotime) and halides (fluoserite).

Since rare earth elements have magnetic, optical and catalyst properties, they are widely used in many technological fields. The rare earth elements, especially neodymium and dysprosium, are important in motors in electric vehicles, speakers, wind turbines, smartphones and hard disk drives. Lanthanum, cerium and neodymium elements are involved in two different catalytic applications, converting pollutants in engine exhausts into non-toxic catalysts and catalysts used in oil refining or liquid catalytic cracking. Phosphors are used in computer monitors, televisions, light-emitting diodes (LED) and fluorescent lighting. These elements are used in the ceramic industry, refractories used in furnace linings, electronic ceramics used in capacitor production, and engineering used in high temperature and high wear. It is also used in the production of metals and alloys in the metallurgical field, in the production of batteries (La, Pr, Nd, Ce elements) and in glass and polish applications. In addition, very few of the rare earth elements are used in laser, microwave devices, protection in nuclear reactors, synthetic and precious stones, magnetic cooling, paint and textiles.

**Keywords:** Rare earth elements, lanthanides, earth crust.

**GİRİŞ**

NTE’ler, periyodik element tablosunda atom numarası 57 (lantan) ile 71 (lutesyum) arasında değişen 15 elementten oluşur. Genellikle lantanitler olarak adlandırılan NTE promethium (atom numarası 61) elementi son derece nadir ve doğada kararsız olduğu için NTE yatakla tartışırlarına dahil edilmemiştir. İtriyum (atom numarası 39) genel olarak bir NTE olarak kabul edilir, çünkü kimyasal ve fiziksel benzerlikleri ve lantanitlerle yakınlıkları bulunmaktadır ve tipik olarak diğer NTE 'ler ile aynı yatakla meydana gelişmişlerdir (Van Gosen ve diğerleri, 2017).

NTE’ler, periyodik tabloda seryum (Ce), disprosym (Dy), erbiyum (Er), öropyum (Eu), gadoliniyum (Gd), holmiyum (Ho), lantan (La), lutesyum (Lu), neodim (Nd), praseodim (Pr), prometyum (Pm), samaryum (Sm), terbiyum (Tb), túlyum (Tm) ve iterbiyum (Yb) olmak üzere 15 lantanitten, ayrıca iteriyum (Y) ve skandiyum (Sc) oluşan 17 kimyasal element kümesi olarak tanımlanır (Connelly ve Damhus, 2005; Fauzi ve diğerleri, 2021).

Genel olarak, NTE ‘ler atom ağrılığına göre iki grubu ayrılır: (a) lantanum ile gadoliniyum (atom numaraları 57 ile 64) içeren hafif NTE’ler ve (b) terbiyum ile lutesyumma (atom numaraları 65 ila 71) içeren ağır NTE’lerdir (McLemore, 2018). İtriyum, hafif olmasına rağmen (atom numarası 39), ağır ağır NTE’lerle ortak kimyasal ve fiziksel özellikleri nedeniyle ağır NTE grubuna dahil edilirler (Van Gosen ve diğerleri, 2017).

Seryum en bol bulunan NTE’dir ve yerkabuğunda bakır veya kurşundan daha yaygın bir şekilde bulunur (Lide, 2004). Prometyum döşündeki tüm NTE’ler, ortalamada olarak yerkabuğunda gümüş, altın veya platinden daha bol miktarda bulunmaktadır (Lide, 2004). Bu


NADİR TOPRAK ELEMENTLERİ (NTE) ve KULLANIM ALANLARI
NTE’ler, yerkabuğundaki genel bolluk açısından nadir değillerdir. Ortalama olarak kıtasal kabukta Seryum (Ce), 43 ppm ile en bol olanıdır, bunu lantan (La, 20 ppm), neodim (Nd, 20 ppm) ve İtriyum (Y, 19 ppm) takip etmektedir. Çok kısa bir yılda sahip olan prometyum (Pm) dışında en nadir NTE thulium'dur (Tm, 0.28 ppm). Dolayısıyla NTE’lerin ortalama bollukları, lityum (17 ppm), germanyum (1.3 ppm), bakır (27 ppm), kalay (1.7 ppm) ve uranyum (1.3 ppm) gibi diğer birçok önemli elementten farklıdır (The Geological Society, 2011).


NTE KULLANIM ALANLARI
Mıknatıslar
Neodimyum, hibrit arabalar ve rüzgar türbinleri gibi 'yönelik teknolojilerde' uygulamaları olan yüksek güçlü kahşi mıknatıslarda kullanılır. Küçük boyuttaki yüksek mukavemetleri nedeniyle, yüksek performanslı hoparlörler, sabit diskler ve DVD sürücüleri gibi elektronik eşyalarda da kullanılırlar (Linnen ve diğerleri, 2014).

Mıknatıslar, harici bir güç kaynağına ihtiyaç duymadan kararlı bir manyetik alan ürettiğinden hafif, yüksek güçlü motor ve jeneratörlerin ana bileşenini oluştururlar. Kalıcı mıknatıslı motorlar çağdaş elektrikli, hibrit elektrikli ve fişli hibrit elektrikli araçlara güç sağlarken, sabit mıknatıslı jeneratörler rüzgar türbinlerinden elektrik üretir (USDOE, 2010; Paul ve Campbell, 2011).


Katalizörler


1. NTE’lerde zenginleştirilmiş katalizörler, ağır hidrokarbon moleküllerinin daha küçük moleküllere parçalanması için gereklidir, bu da petrol rafinerilerinin işlenen petrol varlığına önemli ölçüde daha fazla ürün elde etmesini sağlar (Van Gosen ve diğerleri, 2017; Eimear ve diğerleri, 2017).


Fosforlar

Belki de en hızlı büyüyen NTE tüketici, fosfor üretim endüstrisidir. Fosfor malzemeleri, günümüzün aydınlatma teknolojileri için gerekli olan luminesans üretir. Bu luminesansdan sorumlu olan belirli NTE arasında lantan, seryum, öropyum, terbiyum ve
itriyum bulunur. Televizyon ekranlarında, bilgisayar monitörlerinde ve elektronik ekrânsantrasyonunda uygulanması için kütleel miktarlarda benzer fosfor malzemeleri üretilmektedir, bu da NTE bazlı fosforlara olan talebi arttırmaktadır (USDOE, 2010; Paul ve Campbell, 2011).

**Seramik**

NTE’leri, üç çeşit seramik türü üretmek için kullanılır: (1) fırın astarlarında kullanılan refraktör seramikler, (2) kapasitör üretiminde kullanılan elektronik seramikler ve (3) yüksek sıcaklık, yüksek aşınma uygulamalarında kullanılan mühendislik seramikleridir. Seramik üretiminde neodimyum, gadolinyum, samaryum ve lantan da kullanılırken, en yaygın olarak kullanılan NTE'ler itriyum ve seryumdur. NTE’lerin seramiklere eklenmesi tipik olarak güç, aşınma direncini ve yüksek sıcaklık performansını artırır (Machacek ve Kalvig, 2016; Eimear ve diğerleri, 2017).

Akarsu ve kıyı yataklarında ağır mineraller, genel bolluk sırasına göre, ilmenit, lökoksen, rutil, manyetit, zirkon, staurolit, kiyanit, sillimanit, turmalin, granat, epidot, hornblend, spinel, demir oksitler, sülfütlər, monazit ve ksenotim şeklindedir. Titanyum ve titanyum dioksitler için kıymetli mineraller ilmenit, lökoksen ve rutildir (Berquist, 1987; Carpenter ve Carpenter, 1991; Van Gosen ve diğerleri, 2017).

**Metalurjik Kullanımlar**

NTE’lerin, metal ve alaşımının (örnegin süper alaşım ve paslanmaz çelik) üretiminde kullanımı, küresel NTE tüketiminin yaklaşık %8’ini oluşturmaktadır. Metalurjik uygulamalarda, NTE’ler tipik olarak Ce, La, Nd, Pr ve Fe alaşımı veya NTE, Si ve Fe alaşımı şeklinde alır. NTE’lerオンcilıkla alaşımlara bazı amaçlara göre ilave edilir. Bunlar;
1. Yüksek sıcaklıkta mukavemetlerini artırmak
2. Oksidasyona ve/veya korozyona karşı direnci artırmak ve

**Piller**

Nikel - metal hidrit piller (NiMH), lantan bazlı alaşımlardan yapılmış anotlar kullanır Şekil 2) (Van Gosen ve diğerleri, 2017).

Pil üretiminde La, Ce, Nd ve Pr kullanıma, küresel NTE tüketiminin yaklaşık %8’ini oluşturmaktadır. NiMH piller taşınabilir araçlarda, elektronikte ve hibrit elektrikli araçlarda kullanılır (Machacek ve Kalvig, 2016; Eimear ve diğerleri, 2017).


**Cam ve Parlatma**

Nd, Pr, Er ve Ce’nin NTE’leri, cam ürünlere kırmızı, yeşil, pembe veya sarı-kahverengi renkler vermek için kullanılır; ayrıca, aksi takdirde istenmeyen renklenmeye neden olabilecek şeffaf camdan yabancı maddeleri (örneğin demir oksitler) çıkarmak için de kullanabilirler (Gupta ve Krishnamurthy, 2005; Lusty ve Walters, 2011). La, Gd ve Y’nin NTE oksitleri,
kırılma indisini artıran ve dağılımı azaltan optik cam ürünlerinde kullanılmaktadır. Seryum bazı bileşikler, UV radyasyonunun (güneş ışığı) etkilerini azaltmak için cam şişeler ve güneş gözlüğü lenslerine ilave edilir. En yaygın olarak kullanılan nadir toprak cami, örneğin ekran panelleri, düz cam, optik cam ve elektronikte kullanılan cam gibi bir dizi cam ürünün yüzeyini parlatma için kullanılan CeO₂’dir (Machacek ve Kalvig, 2016; Eimear ve diğerleri, 2017).

Diğer Kullanım Alanları

SONUÇLAR ve ÖNERİLER


Kaynaklar


McLemore, V.T. (2018). Rare Earth Elements (REE) Deposits Associated with Great Plain Margin Deposits (Alkaline-Related), Southwestern United States and Eastern Mexico, Resources, 7, 8, 2-44pp. ; doi:10.3390/resources7010008


Abstract

Many heuristic algorithms have been presented to the literature in recent years. One of them is the Moth Swarm Algorithm (MSA). Moths and other nocturnal insects try to hide from predators during the day, and at night they use light sources such as the moon in the sky to navigate in the dark and find food sources. They can fly in a straight line over a long distance by making use of celestial bodies. Sometimes, the direction of motion is damaged by making empty spirals due to artificial light sources. In MSA, the possible solution to the optimization problem is represented by the location of the light source, and the suitability/quality of this solution is considered by the luminescence intensity of the light source. MSA has been introduced in the literature by solving the Optimal Power Flow (OPF) problem. In this study, CEC 2019 test functions, which are frequently used as test functions in recent years, are solved with MSA. Thus, the success of MSA was also analyzed in a different problem set. The results show that the MSA has performed quite well and is capable of successfully solving real-world problems.

Keywords: Moth, Swarm, Optimization, CEC 2019

INTRODUCTION

In the 1990s, the most popular nature-inspired algorithms emerged, including Genetic Algorithm (GA), Particle Swarm Optimization (PSO), Ant Colony Optimization (ACO), and Differential Evolution (DE). The strategies, operators, and coding of these algorithms have been modified to allow them to be used in a variety of scientific fields. Modified Particle Swarm Optimization (MPSO) used boundary strategies, whereas Modified Differential Evolution (MDE) used a random uniform distribution to account for mutation and crossover (MDE). A number of different optimization strategies are hybridized in the Moth Swarm Algorithm (MSA) to simulate some moth swarm behavioral patterns. By starting with a high population diversity (high exploration) and reducing it during the search process, the metaheuristic seeks to strike a balance between exploitation and exploration. According to some, increasing diversity promotes discovery, whereas decreasing diversity does not always imply good exploitation or rapid convergence. In this context, one of the best operators for widely disseminating search agents is hybridization with GA or DE-induced mutation. Almost all local search operators, on the other hand, can be used to narrowly scope the solution space. In order to achieve this, DE-mutation and PSO-learning operators were added to the MSA method in accordance with moth natural characteristics. For greater solution diversity, MSA pathfinders in a pure exploration phase employ a new adaptive crossover with mutation scaled by Lévy flights.
In this study, CEC 2019 test functions, which are frequently used as test functions in recent years, are solved with MSA. Thus, the success of MSA was also analyzed in a different problem set.

**MOTh SWARM ALGORITHM (MSA)**

Lepidoptera (butterflies and moths) are the second largest order in the insect class, accounting for more than 53% of all species on the planet. During the day, moths and other nocturnal insects try to hide from predators, and at night they use light sources such as the moon in the sky to navigate in the dark and find food sources. They can fly in a straight line over a long distance by making use of celestial bodies. Sometimes, the direction of motion is damaged by making empty spirals due to artificial light sources (Gaston et al., 2013).

In MSA, the possible solution to the optimization problem is represented by the location of the light source, and the suitability/quality of this solution is considered by the luminescence intensity of the light source. In addition, the proposed moth herd is thought to consist of three groups of moths (pathfinders, prospectors, and onlookers).

**Pathfinders:** This population group has the ability to explore new areas and has a first-in, last-out principle. The main task of this group is to direct the movement of the main herd.

**Prospectors:** A group of moths that tend to enter a random spiral path near light sources marked by pathfinders.

**Onlookers:** A group of moths drifting directly to the best spherical solution (moonlight) obtained by the prospectors.

At any iteration, each moth has the luminescence intensity $f(x_i)$. The best fits in the pack are considered pathfinders' locations and guidance for the next update iteration. Therefore, the second and third best groups are named after prospectors and onlookers, respectively. MSA consists of the following working steps.

**Initialization:** Initially, the candidate moth herd is formed randomly. The objective function is calculated for the herd individuals. Therefore, the best moths are chosen to be the light sources (pathfinders), and the next best and worse groups of moths are dealt as prospectors and onlookers, respectively. MSA consists of the following working steps.

**Reconnaissance phase:** In the MSA algorithm, a part of the swarm tries to explore the less populated region to avoid premature convergence and improve solution diversity. This reconnaissance mission belongs to the pathfinder moths. Pathfinder moths update their positions by interacting with each other (crossover processes) with the ability to fly for long distances (lévy mutation) using the proposed adaptive crossover with the lévy mutation described above.

First, for $t$ iteration, the normalized dispersal degree $\sigma_f^t$ of the individuals in the $f^{th}$ dimension is measured as follows (Mohamed et al., 2017):

$$\sigma_f^t = \sqrt{\frac{1}{np \sum_{i=1}^{np} (x_{ij} - x_f^t)^2}}$$

(1)
Then the variation coefficient $\mu^t$, which is a measure for relative dispersion, may be formulated as follows (Mohamed et al., 2017):

$$\mu^t = \frac{1}{d} \sum_{j=1}^{d} \sigma_j^t$$

(2)

Any component of pathfinder moth suffers from a low degree of dispersal will be accepted in the crossover points group $c_p$ as follows (Mohamed et al., 2017):

$$j \in c_p \quad \text{if} \quad \sigma_j^t \leq \mu^t$$

(3)

Lévy flights/movements are random processes based on a stable distribution with the ability to travel over large-scale distances using steps of different size.

**Transverse orientation:** Conical logarithmic spirals are common in nature and have received a lot of attention from scientists. This idea is reduced to two dimensions, resulting in a planar spiral. The moth group with the next best radiation intensity is determined as the prospectors. Over the $t$ iterations, it is suggested that the number of $n_f$ prospectors decrease as follows (Mohamed et al., 2017):

$$n_f = \text{round} \left( (n - n_p) \times (1 - \frac{t}{T}) \right)$$

(4)

Each prospector $x_i$ is proposed to update its position according to the spiral flight path shown in Figure 1, which may be mathematically expressed as follows (Mohamed et al., 2017):

$$x_i^{t+1} = |x_i^t - x_p^t| \cdot e^{\theta \cdot \cos \pi \theta} + x_p^t \quad \forall p \in \{1,2,\ldots,n_p\}; i \in \{n_p + 1, n_p + 2, \ldots, n_f \}$$

(5)

![Figure 1. Orientation behavior of moth swarm (Mohamed et al., 2017).](image)

**Celestial navigation:** During the optimization process, a decrease in the number of prospectors increases the number of onlookers ($n_o = n - n_f - n_p$), which may result in a rapid
increase in the proposed algorithm's speed of convergence rate towards the global solution. Onlookers moths are the moths in the swarm with the lowest luminescent sources. These moths intend to travel directly to the brightest solution (the moon) Fig. 1 (b). The MSA is designed in this phase to force onlookers to search more effectively by zooming in on the prospector's hot spots. The spectators are divided into two groups (Gaussian walks, Associative learning mechanism with immediate memory).

6. EXPERIMENTAL RESULTS
The MSA is tested on ten CEC-C06-2019 benchmark functions. These functions are shown in Table 1. Parameter setups for MSA are shown in Table 2. The results are shown in Table 3. Figure 2 shows convergence plots for MSA on CEC-C06-2019. MSA has been studied independently 20 times. The average (Avg), standard deviation (Std), Best, and Worst values of the obtained results were calculated. The maximum number of iterations was set to 1000 and the population size to be 30. MSA was implemented in MATLAB and performed on a Core i5-1035G1 1.19GHz processor with 12 GB of RAM.

<table>
<thead>
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<th>Table 1. CEC-C06 2019 benchmark functions</th>
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<tr>
<th>Table 2. Parameter settings</th>
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<th>Table 3. The results of the MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f_1$</td>
</tr>
<tr>
<td>Best</td>
</tr>
<tr>
<td>41179,54</td>
</tr>
<tr>
<td>17,34286</td>
</tr>
<tr>
<td>12,7024</td>
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<tr>
<td>132,1208</td>
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<tr>
<td>1,093514</td>
</tr>
<tr>
<td>3,434325</td>
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<tr>
<td>10,58299</td>
</tr>
</tbody>
</table>
7. CONCLUSION

Optimization is the task of obtaining the minimum or maximum values of the problem parameters in order to obtain the optimum solution. In recent years, many optimization
algorithms have been proposed in the literature. Heuristic algorithms compete with each other in the types of problems they solve. One of these algorithms isMonth Swarm Algorithm (MSA). MSA was inspired by the nocturnal path and food-finding behavior of moth insects. Moths and other nocturnal insects try to hide from predators during the day, and at night they use light sources such as the moon in the sky to navigate in the dark and find food sources. They can fly in a straight line over a long distance by making use of celestial bodies. Sometimes, the direction of motion is damaged by making empty spirals due to artificial light sources. In MSA's original work, only the optimal power flow problem was solved. Since the success of MSA has not been sufficiently demonstrated in the literature, its success has been demonstrated by solving the MSA and CEC-C06-2019 benchmark test functions in this study. In future studies, it is considered to solve different optimization problems with MSA.

REFERENCES


Anahtar Kelimeler: Muhammed Hamidullah, İslam Müesseseleri, Arapça -Türkçe Münasebeti.

Abstract

Muhammed Hamidullah, in his work titled “Introduction to Institutions of Islam”, names main institutions of Islam as follows: 1. Arabic, 2. Kaaba, 3. Masjid, 4. Imamate, 5. Caliphate and 6. Tax. As though Arabic seems to be the sole language of these institutions in which Arabic is firstly stated as language of Islam, the real situation is a bit different. Arabic is just like other languages if one puts aside its being the language of Koran. It has the same proximity to them. Hamidullah approaches the issue in this manner as well. He considers all languages of Islamic communities by their proximity to Koran. For centuries, Islamic scholars, as language policy, have tried to bring their languages closer to Koran. Turkish can be given as an example to this approach. According to Hamidullah, there is only one word in the surah Al-Fatiha that Turks do not know which is “iyyake”. There are also other topics related to language in “Introduction to Islam”, the work of Hamidullah who gave lectures in the universities of Türkiye for some time. One of them is the topic of salaat and adhan in other languages. Hamidullah has tried to answer the question he asked in this respect, “Why salaat is performed only in Arabic?”, from the aspect of world languages and especially Turkish which is an institution of Islam.

Keywords: Muhammed Hamidullah, Institutions of Islam, Arabic-Turkish Relationship.

**BİR İSLAM MÜESSESESİ OLARAK TÜRKÇE**


Kâşgarlı Mahmud bu görüşünü serdettiği eserini halifeye sunmuştur. Bu sunumu da âdeta nasıl Türkler bir İslam müessesesi olan Arapçayı öğreniyorlarsa Araplar da Türkçeyi öyle öğrenmeliler anlayışıyla yapmıştır. Buna gerekçe olarak arşınlarca sürecek olan Türk hakimiyetini göstermiştir. Söz konusu eserin Türk dilini öğrenme mükellefiyeti olan Araplara yardımcı olmak için bir dinî vecibe olarak yazdıgı belirtmiştir:

“Esirgeyen, Bağışlayan Tanrı’nın Adıyla
Ve O’nun Yardımıyla
Çok erdemli, güzel eylemli Allah’a hamd olsun! En sağlıklıını hasta, en doğru konuşan kekre olduğu bir zamanda (Kur’an’ı) indirerek bildirmek ve açıklamak üzere Muhammed’e Cebrail’i O gönderdi. Onda açılanmıştır haram ve helal. Odur yolu gösterecek kılavuz ve meş’al. Allah’ın duası, tertemiz olan ve bütün hayırları kendinde toplayan peygamber ve sülâlesinin üzerine olsun; selâmet içinde olsunlar!

Şimdi, Muhammed oğlu Hüseyin oğlu Mahmud kulağınız dedi ki:

Görümd ki: Yüce Tanrı, Türk burçlarında doğdurduğu devlet devletini; onların ülceleri etrafında döndürüldü göklerin çemberini; ve onlara ad verdi Türk diyeye; ülkelerin idaresini verdi mülk diye; zammının hakanlarını yaptık onları; ellerine verildi günümüzdeki insanları yulunu; onları görevlendirerek halk üzre; onları kuvvetlendirdi hak üzre; aziz kıldı onlara yanaşanları ve idareleri altında çalışanları; onlar (Türkler) sayesinde muratlarına erdiler ve ayak takının şerrinden esen olanlar. Aklı olan herkes onlara katılmalı ve onların okullarından korunmalı. En iyi yol konuşmaktır onların dillerini; duyurabilmek için onlara ve meylettirełemek [Buraya “Metinde istimâle yerine istimâle yazılımsız.” şeklinde bir dipnot düşülmüş.] için gönlülleri. Takımından ayrılip Türklerle şerhi ettiği zaman bir düşman, güven verilip ona...
boura imamlarından ve Nişaburlu bir başka imamdan açıkça ve kesin olarak işittim ki:

Onlar peygamber efendimiz
e dayandırarak şöyle rivayet ettiler. Peygamberimiz (s.a) kıyamet
günün şartlarını, âhir zaman fitnelerini, Oğuz Türklerinin çıkışını anlatırken dedi ki:

Teʿallemu: lisa:ne’t-turki fe-inne lehum mulken ṭuwa:l
(Türk dilini öğreniniz, çünkü onların
uzun sürecek saltanatları vardır.) Bu rivayet, „tuwa:l (çok uzun)” kelimesindeki ṭ harfinin
ötreli şekli iledir [Buraya "Kelime ötreli olunca “aşırı uzun” anlamına gelir.” şeklinde bir
dipnot düşülmüştür.]. Bu hadis doğru ise –sorumluluğu râvilere aittir– Türk dilini öğrenmek
vacip tir; eğer doğru değilse, aklın gereği budur.

Bu sebeple ben onların ülkelerini ve bozkırlarını inceledim; Türk, Türkmen, Oğuz, Çiğil,
Yağma ve Krgzların lehçelerini ve kafiyelerini öğrendim. Zaten ben onların, dilde en doğruyu
bilenlerinden, anlatında en açık olanlardan, akılda en yetkinlerinden, soycada en köklülerinden,
mizrakta en iyi atıcılarındanım. Böylece her boyun dili bende en mükemmel şeklini buldu.
Sonra bu kitabı en iyi şekilde düzenleyerek yazdım. Yüce Allah’ın yardımına sığınıp kitabımı
Dîvânu Lugâti’t-Türk (Türk Lehçelerinin Divanı) diye adlandırdım. Sonsuza
kadar anılsın ve ebedî bir hazine olsun diye.

Mukaddes hazreti peygamber ve imamların, Hâşimî ve Abbasîlerin soyundan; efendimiz,
velinimetimiz; âlemelerin emîri, âlemlerin rabbinin halifesî Ebilkâsım Abdullah bin
Muhammed, el-Muktedî bi-Emrillâh’a ihtiramla! Allah halifenin ömrünü, daimî ve uzun bir
izzet, bahtiyar ve huzurlu bir yaşayış içinde uzatsın! Yüceliğin en geniş alanlarına yayarak,
saltanatının temellerini, izzet içinde sabit kılsın! Elinin cömertliği sayesinde insanlara sağladığı
esenliğin lütfuyla, yıldız zamanının talihiyle, okun on ikiden vuran gidişiyle, zaferin
yüceliğiyle birleşmiş dostlarla, kahrın zilletiyle perişan olmuş düşmanlarla, rehberliğinin
derecesini yüksletsin! Allah onun gölgesini, güzelliğini, kudretini, faziletini, mizrakta en iyi atıcılarının

Binyıl öncesinden, Gazzâlî’nin Kur’an dili olmasının dışında Arapça’yla diğer diller
arasında herhangi bir fark olmadığı görüşünü Türkçe’yi örnek vererek açıkladığı 11. asrın sonu
veya 12. asrın başının, 20. asrın son çeyresine, Türkiye’ye, Erzurum Atatürk Üniversitesine,
İslami İlimler Fakültesine, 1974-1975 ders yılında verilen İslam Müesseseleri Tarihi dersine
gelinecek olursa, bu dersi veren Prof. Dr. Muhammed Hamidullah’ın da, Arapça ile diğer diller
karşıştırmıştır. Dersi veren Prof. Dr. İhsan Süreyya Sırma tarafından “İslam
Müesseselerine Giriş” (Muhammed Hamidullah, 1984) adıyla kitap haline getirilen ders
eden dersden, iki ders ayırdığı lisan derslerinin ikincinde “Hocalarının dilleri ve bunun kendi
öz lisanlarına almaları bir vazifedir. Kendi memlekettelerinde Müslümanlar için Arapça’yi
kolaylaştırılmış onların vazifesidir.” Bu nasıl olacak? O şöyle diyordu: “Kur’ân’ın-1 Kerîm’dede
kullanılmış olan kelimeler on bin kadardır, hâlâ daha da az. Altı binden fazla ayet olmasının
rağmen, mukerrerler kelimeler çıkarıldığında, geriye bin veya daha az kalmış kalmıştır.” "Şayet
“Kur’ân’ın-1 Kerîm de kullanlan kelimelerin köklerini alacak olursak, Arapça lisani bizim için
son derece kolaylaşır. İşte Arapça kelimeleri, diğer İslam lisanlarına alınmasına gayet budur.”
(Muhammed Hamidullah, 2016, 22-23) cümlelerini sarfetmeden önce bu konuda Türkçeye
ömek olarak verir ve Kur’an ve Türkçe arasındaki ilişkiye Fatiha suresi üzerinden açıklar:

e- Daha basit ve maddî delil isteyenler için hemen hatırlatalım ki, dua ile namaz arasında çok net bir ayrım yapmak gerekir. Namaz dışındaki genel, Rab ile başsa olunan duaday (münâcât), her kimsenin isteklerini, dileklerini Rabbine kişinin seçebileceği herhangi bir dil veya herhangi bir pozisyonunda dile getirmesine hiç kime hiçbir zaman itiraz edemez. Bu, bir kul ile Yaradılı arasındaki sadece doğrudan ilişkileri ilgilendiren şahsi ve özel bir meseledir. Buna karşılık namaz genel ve cemaati kapsayan bir şeydir. Onun için namaza katılan diğer kişilerin istek ve ihtiyaçlarının da kesinlikle dikkate alınması gerekir. Namenin prensip itibariyle ve tercihen diğer insanlarla birlikte, yanı cemaatle birlikte gerekli istekleri dille getirmenin ne kaderi olsun, yine de her zaman sadece bir insan sözü olarak kalacaktır ve bu hâliyle de söz konusu mistik yolculuğun amacına hizmet etmeyecek.


h- Aynı dilin bağlıları arasındaki birlik ve dayanışma ihtiyacı üzerinde ne kadar durulsa azdır. O yüzden, din kardeşliği ilişkilerini daha da güçlendirmek için her gün yeni bağlar ortaya koymak varken, kalkıp daha önce var olan kardeşlik bağlarını koparmamak gerekir.


k- Bu konuda hemen hatırlatalım ki, İslâm dışında, hiçbir din, o dinin dayandığı İlâhi vahiyin orijinaline, o dinin kurucusunun öğretisinin aslına bugün tam ve eksiksiz olarak sahip değildir. Kutsal Kitaplardan Hươngjanlar, Yahudiler, Zerdüştiler ve diğer cemaatlerin ellerinde bulundurduklarını ise, tercümelere veya çok olsa bazı kutsal metinlerden ibarettir. Müslümanların asıl metinlerinin istisna oluşturması ve vahyın, yani Kur’ânı- Kerîm’in orijinal metnine sahip bulunulması ne büyük mutluluktur!


Bu metinlerin tamamı bir sayfanın boyutunu aşmaz, üstelik bu metinlerdeki kelimelerin çoğunluğu Müslüman kitleler tarafından bilinir ve Müslüman ülkelerin dillerine girmiştir, o kadar ki yeni başlayan biri bunların anlamları kolayca ve zahmetsizce öğrenebilir. 

n- Eleştirel bir Müslüman Kur’ân’ın tercümelerini, Allah tarafından Elçisine vahyedilmiş orijinali için duyduğu saygıının aynısını asla göstermeyecektir. Çünkü tercüme, bizzat Allah’ın haberci olarak görevlendirdiği bir peygamber gibi Allah tarafından yanlışa karşı korunmuş biri tarafından değil de, hiç de öyle bir niteliğe sahip olmayan biri tarafından yapılmaktadır.


Son Peygamber ve Allah’ın Elçilerinin mührü tarafından getirilmiş olan bir din için, eskimeyen bir dil de gerekmez mi?

o- Bir gün bir üniversite öğrencisi, benim önümde denileni (namazda okunanları) anlamın önemi üzerinde israrını sürdü. Baktım ki kendisine verdiğim delillerin hiçbirine itibar etmiyor, o zaman kendisine, “Peki, eğer siz bana ana dilinizde beş vakit namaz kılmayı vaat ederseniz, ben de sizin bunu yapmanıza izin vereceğim” dedim. Derhal tartışmayı kesti ve bir daha gelip bana asla bu konuyu açmadı. İşin aslına bakarsanız, inancı ve ibadeti millîleştirmek isteyenler, kendileri bunu tatbik etmeyen kimselerdir. En azından, bu itirazların ezici çoğunluğunun durumu öyle bir durumda ki, özel durumlar elbette göz önünde bulundurulmuş. Bu durumda, inancı ve ibadeti millîleştirmeyen, kendileri bunu tatbik etmeyen kimselerin-ne de öğretmenlerin-ne de öğrencilerin-ihtiyacı vardır.

kullanmışlardır. Şu hâlde, yeni Müslüman olanlar, Arapça metinlerin bir başka dile tercümelерini, birkaç saatliğine veya birkaç günlükte, hakkı olarak kullanabilirler.


SONUÇ

Muhammed Hamidullah’ın başka dilde, Arapça dışında bir dilde Kur’an, ezan ve namaz konusunda bir manifesto niteliğindeki bu açıklamalarının ardından, Türkçe ilk İslâmî eser olan “Kutadgu Bilig”den yaklaşık binyıl sonra kaleme alınan ve büyük ölçüde Türkçenin binyıl lik birikimi ve başlangıçtan bugüne İslam mirasının bir dökümünün yapıldığı 44-2 ciltlik Diyanet İslâm Ansiklopedisi bir İslâm müessesesi olarak Türkçe için örnek olarak verilebilir.

Kaynakça


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FEATURES OF FOLKLORE IMPROVISATION IN THE WORKS OF THE UKRAINIAN COMPOSER OLEKSANDR NEKRASOV

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Abstract

The article deals with the problems of folklore improvisations in the works of the Ukrainian composer Oleksandr Nekrasov. It is noted that the majority of the composer's choral works are based on the arrangement of folklore material. The originality of the author's approach to the problem of folk songs samples arrangement lies in the fact that his choral compositions suggest a large degree of free approach of the conductor and the ensemble in the interpretation of the work. Hence, the conductor and choristers become to a certain extent co-authors of the composition. And since the subject of performance is a composition, the roots of which go back to the deep layers and intonational sources of Ukrainian musical culture, folk poetic texts, this phenomenon can be called "folklore improvisation".

The innovative method created by Oleksandr Nekrasov is widely embodied in his numerous choral works, which are based on folk song samples. When processing two children's songs "Got into the Habit, Zhuravel" and "The Fly’s Wedding", the author declared the use of his innovative creative method, calling the composition folklore improvisation on the themes of humorous Ukrainian folk songs. The authors analyzed the peculiarities of the composer's musical language, which is based on a skillful combination of traditions and innovation with an undeniable reliance on the methods of folk music-making.

It is underlined that O. Nekrasov acts in line with the main trends of the "new folklore wave": relying on folklore, he does not quote it, but transforms and reinterprets the means of expression and conveys the general mood, the spirit of the work. He freely approaches the poetic text - uses only part of it, introduces free repetitions of it, as a result of which a new, unrelated to the original architectonic structure emerges.

The authors come to the conclusion that O. Nekrasov grants almost unlimited rights and opportunities to the conductor, and hence to the the choir, namely: to make changes in the sequence of suites in the cycle and parts in choral suites; to complicate or simplify the choral texture; to develop a musical image by introducing repetitions of measures; to change tempos, strokes or dynamics; to vary the performance on the basis of the technique of arranging individual numbers or their sections for the casts which are not provided in the original.
Thus, with rather limited expressive means, the composer manages to create an interesting and talented folklore improvisation, which is available to professional, amateur, and children's choirs.

**Key words:** folklore improvisation, folk songs, musical language, music-making, architectonic structure.

**INTRODUCTION**

There are three components in the life of a musical work: the composer, the performer, and the listener. In choral works, it is mainly the performer, as the central component of their functioning, who unites the two components — the conductor and the ensemble performing the work. And the listener's perception of the work depends on the quality of the interpretation, that is, on the conductor's and the collective's understanding of the composer's intent, and thus on their professional level and skills. These three factors underlie Olexandr Nekrasov's transformation of folklore. His approach implies an important function of the collective — its composition, capabilities and creative potential. In such an original approach to the processing of folk works the **relevance** of the study is manifested.

**The purpose** of this article is to carry out a comprehensive musical and theoretical analysis of the artist's choral works, which will serve as a basis for conductors in their construction of a convincing model of the work being performed, so that performers will have a deeper understanding of it.

The goal led to **specific tasks**:  
- to analyze musical and expressive features of the work, namely, melody and harmony;  
- to identify the folk song roots of the figurative content and characteristic features;  
- to note the specifics of the creation of the vertical as a folklore primordial;  
- to determine the form of choral works.

**The state of the research.** Few publications are devoted to the research of the proposed problem. These are articles by A. Bubentsova and O. Shadurskyi. The composer’s creative figure is partially reflected in several master's works.

**The novelty.** A comprehensive analysis of the exemplary works of the composer "Got into the Habit, Zhuravel(Crane)" and "The Fly’s Wedding" has been carried out in the article for the first time. These examples demonstrate the transformation of folklore samples in combination with the innovative method of processing folk song samples. The peculiarity of the arrangements is their universal performance by various choir groups: professional, amateur and children's.

Analytical analysis of choral works and the definition of certain stylistic patterns help to better penetrate into the essence of poetry, contribute to a deeper understanding of the ideological and figurative intent and its dramatic compositional deployment by the performers.

**RESEARCH AND FINDINGS**

Oleksandr Nekrasov's name is well known among musicians and music lovers. He is the author of works for a symphony orchestra, for an orchestra of folk instruments, instrumental ensembles, vocal cycles, and various choral compositions.

Most of the composer's choral works are based on folklore material. It is necessary to note the originality of the author's approach to the problem of processing folk song samples,
namely, the composer believes that the appeal to this genre should "be decided not only at the compositional level and be connected only with a set of requirements for the adequate implementation in the performance of the author's idea, but by providing favorable conditions for achieving optimal self-expression of choral groups (especially amateur and children's) and their conductors in the process of mastering music created on a folklore basis and covering the widest range of the latest means of musical expression" [1.p.4].

O. Nekrasov in his choral compositions assumes a free approach of the conductor and the ensemble to the interpretation of the work, in which the conductor and choristers, due to a significant amount of improvisation in the performance process, become to a certain extent co-authors of the composition. Thus, the process of interpretation and performance expands its "powers" turning into improvisation. And since the subject of performance is the composition the roots of which reach the deep layers and intonation sources of Ukrainian musical culture and folk poetic texts, this phenomenon can be called folklore improvisation[2].

The method of musical material arrangement created by Oleksandr Nekrasov is widely embodied in his numerous choral works based on folk song samples.

In the arrangement of two children's songs "Got into the Habit, Zhuravel(Crane)" and "The Fly’s Wedding", the author declared the use of his innovative creative method, naming the composition as follows: Two folklore improvisations on the themes of humorous Ukrainian folk songs "Got into the Habit, Zhuravel " and "The Fly’s Wedding".

The first work, "Got into the Habit, Zhuravel(Crane)" has its roots in pagan times and belongs to the entertainment and game component of a traditional wedding. Pantomime dances, which belong to the deep layers of traditional culture, are dated back to the 14th century. Such dances were performed by the disguised and masked actors, who diligently imitated the behavior of birds or animals. Having passed a long path of evolution and transformation, ancient dances - song-games dedicated to the respectful attitude towards animals and birds have survived to our time. Apparently, the archaic dance "Crane" also underwent a similar evolution.

Based on the research information of scholars, we can say that the image of a crane, in addition to the wedding, is found in various calendar-ritual and ritual cycles of Ukrainians: Christmas and New Year, Easter, funeral (games at the death), maternity and christening, etc.

The image of a crane is especially popular in the spring and summer mermaid calendar songs and is associated with the hope of attracting formidable inexplicable forces of nature; it is also found in other sections and genres of song folklore. Nowadays, crane motifs are inseparable from children's play repertoire. Having lost its magical basis, the dance-game turns into an ordinary pastime that no longer has a connection with the original ritual context.

So, turning to the archaic dance-game, Oleksandr Nekrasov created a humorous scene-picture for children. Being a subtle psychologist, the composer took into account the peculiarities of children's perception and understanding of music. Having freely approached the text (instead of four verses with a chant and a chorus), the composer used only two chants, creating a three-part free construction: Introduction - main part - conclusion. The idea is implemented by fairly simple means of expression, along with elements of innovation in the musical language, and the work is full of theatrical and musical effects, which facilitate both performance and perception by children.

The work begins with an extensive introduction, which gives considerable freedom to both the conductor and the ensemble. The outset of events is performed as a miniature theatrical
performance on the alternation of the solo lines "Got into the Habit, Zhuravel(Crane)" and “To the Woman's Hemp”, which are performed on recitation without a certain pitch, in a free metro-rhythm with glissandized exclamations “Oy!” on ff sopranos (I, II) and altos (I, II), and gradually the entire mixed chorus line-up.

Further, recitative and glissandizing replicas and exclamations, with the arbitrary introduction of different parties and a gradual increase in sonority (Tutti, poco f, cresc.), turn into the tremolo of the entire choir and glissandizing attenuation. A paused fermata serves as a caesura before the central middle movement, which is divided into three parts.

The first expositional part is based on the chanting of individual words, free repetitions of the text of the refrain of the first verse: "Got into the Habit, Zhuravel(Crane)/To the Woman's Hemp". The poetic text is enclosed in a repeating period: 2+2 + 1+1+2. Without using a folk-style melody, the composer nevertheless retains its general contours and metro-rhythmic pulsation, and also operates with narrow-scale modes that take their origin from folklore. The initial holding the first phrase is built on the sounds of D7–T in C-dur and the second - with the third second in F-dur.
The development based on the words "Zhuravel, Zhuravel" is achieved by introducing an ascending diatonic sequence with tape voicing. As a result of the layering of voices, the following sequences of adjacent septa-chord inversions arise: III4/3 - III4/3 - I4/3 - III4/3 in C-dur. So, the composer combines language and expressive means and a major-minor system (a clear functional support) and techniques borrowed from folk song samples (tape voice leading, mode mutations).

The second (developmental) part is built on the variant-variation singing of the refrain of the second verse: "And so I’ll break the Zhuravel(Crane) the porches and legs". After the first grumpy recitative of the solo alto (2b.), suddenly increasing the number of participants in the dichordic chants of each part, the composer creates a complex vertical sequence of D9 (with a missed fifth) - VI7 (4b.), and then after mode mutations (C-dur, F-dur, C-dur, F-dur – 4b.) on alternating tonic-dominant harmonies he complicates the dissonance of sounds by introducing D11 (with a missed third) - T7 (by C-dur harmonic, 4b.).
Parallel adjacent sextacords layered on the dominant organ point (in C-dur) lead to a reprise of the text, and musically, it is a synthetic reprise with elements of the two previous movements.

The work is framed by a shortened conclusion, in which the dominant-tonic movement of the basses (2b.) is replaced by a recitative glissandiated exclamation on f-ff (2b.) of the entire chorus. The author's remark on the closing recitative phrases "Oy, Zhuravel, oy, got into the habit to the hemp......Kysh!": "Simultaneously clapping your palms in a free metro-rhythm, as if driving away the Crane(Zhuravel) ", once again confirms the composer's intention - the interconnection of choral singing with theatrical action.

Olexandr Nekrasov's processing of the archaic folklore sample "Got into the habit, Zhuravel" vividly demonstrates the author's individual method of folklore improvisation. The work stands out for its wide possibilities of the conductor and the chorus introducing their own creative discoveries and theatrical action. The peculiarities of the composer's musical language, based on a skilful combination of tradition and innovation with an undeniable reliance on the
methods of folk music-making should also be noted. Thus, the classical harmony is closely intertwined with the ribbon vocalization, the introduction of narrow-volume modes and modes of folk music (sometimes the change from C-dur to F-dur can be interpreted as manifestations of elements of the Mixolydian and Lydian modes), as well as the use of variant-variation principle of development indicates a close connection with folklore.

With rather limited means of expression, the composer created an interesting and talented folklore improvisation, which is accessible to professional, amateur and children's choirs.

Numerous works on the subject of the wedding (death) of a mosquito and a fly belong to the group of joking songs dedicated to the theme of love. They are of ancient origin and are considered to be echoes of ancient spring rites.

In Olexandr Nekrasov's choral work "The Fly's Wedding" we trace the main tendencies of the new folklore wave, which constitute the dominant part of his creative method in the arrangement of folklore improvisations. Namely, a free attitude to the text, creation of new melodies in line with the folk-song worldview, and quotation - isolation of separate phrases and their variant development.

"The Fly's Wedding " is a large-scale three-part composition in which the composer follows the development of the plot: an introduction (exposition of images), a middle structure (a series of episodes) and a conclusion (epilogue). The author, saturating the work with visual effects, remarks and comments, creates a canvas bordering on a theatrical and dramatic composition. The initial exposition - " The dark forest is full of rumors that the Mosquito betrothed the Fly" is built with the help of minimal means, perhaps even more modest than in the original. A rather mobile tetrachord chant with a variant-sequential development is replaced by a dichord repeating rising chant that sounds in all voices (soprano I, II, altos I, II, tenors I, II and basses) and is duplicated by adjacent nonachords. As a result of such tape voicing, an alternation of two clearly expressed chord functions is formed: T9 - S6 / 4 (with an added tone). Also, the first chord of T9 can be defined as T5/3 (with added tones - descending and rising introductory tone), where T5/3 are assigned to basses, tenors and sopranos, and added tones to altos. Thus, based on dichord and three-chord chants, using tape voicing, he successfully interweaves these folklore means with the traditional major-minor functional system.

Interpreting the Introduction as a two-part form with an inclusion (aa1 + ba2), we want to note the changes in the inclusion - in the words "Oh, the Flies are tearing flowers, potions for wreaths, for the wedding" the range of dichord to trichord is expanding. There is also a microshift in harmony: in place of T9 - S6/4 the composer introduces the alternation of T6 - S5/3 with a split third. Oncoming jumps in the extreme voices (at major third for the sopranos and perfect fourth) for the basses) and the major-minor third in the subdominant create a playfully-joking mood.

| A | A1
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a1</td>
<td>a2</td>
</tr>
<tr>
<td>The dark forest is full of rumors that the Mosquito betrothed the Fly</td>
<td>The Fly let her relatives know that she should get married</td>
</tr>
<tr>
<td>F-dur</td>
<td>F-dur</td>
</tr>
</tbody>
</table>
Further, following the development of the storyline, the composer creates a number of picturesque and pictorial episodes: the dressing of the Fly, the beginning of the wedding, the gradual increase in attendance, the unfolding of merriment, the riot of joy at the feast. The author achieves this effect through polyplasto, where some parts inherit the buzzing of insects (tremolo and ascending glissando), and others at the same time convey the development of events. The vertical combination of different poetic texts in solo and choral parts creates a spatially visible picture of the mosquito’s kingdom preparations for the wedding and its tumultuous comprehensive unfolding. Thus, with some differences, almost all episodes are composed. They are differentiated mainly by the tutti sound of the chorus, which is charged with the direct speech of the actors "Now play you, musicians..." and the words of the author "As these musicians played, there was a great noise in the forest".

The approach to the climax is built in several waves of growth with a gradual increase in actors. So the words "A wolf came running and a fox with him ...", entrusted to tenors and amplified by exclamations, which, according to the author's note, "are pronounced by different performers in a free metrorhythm." The counterpoint to these layers is the repeated bass imitation of a big drum "Boom, boom, boom ...", the dichords by the tenors "Boom, boom ..." further - "Dzen', dzen' ...", as well as the soprano's alternation of "Dzen', Dzen'" ... with a glissandized diminished octave "Oh-oy!"
The author's recommendations for tempo gradations and the nature of the performance serve to dynamize and dramatize the work: "Playfully," "Noisily. Gradually accelerating" "Gradually faster", "Moving", "Saturated", alternating with remarks of such as: "Moderately. Respectfully", "In restrained motion".

The change of episodes is accompanied by minor harmonic changes T5/3 -DVII 7 #3 ("Now play, you musicians...", see Example...), T-SII 2 ("Bumblebee takes a tambourine in his hands" with a simultaneous shift of the entire chorus upward by half a tone from F-dur (to Fis-dur), etc. It is interesting to note that along with the original melodic and intonation melodies, the composer introduces, albeit quite modified, quotations from folk song melody (first - fourth lines) in the last episode of the midpoint structure: "As the bumblebee struck the tambourine...":

Dramatic tension is also intensified by the dominant predicate (fifth second) before the conclusion.
The frame of this large-scale composition is the conclusion-epilogue, the first part of which “And it's already two weeks...(remarks “Richly”; “Gradually expanding”) echoes the variant presentation of the thematic material of the Introduction, and the second “And it's already two weeks... (remarks: "Freely. On a grand scale", and the last two bars - "Fast. With brilliance") is based on the melody of the original folklore sample (5th-6th lines).

This large-scale composition demonstrates how a work from distant pagan times with elements of the ritual action embedded in it, receives a new life in the choral work created by the composer. Based on the linguistic and expressive thesaurus of folk song samples, the author organically introduces innovative elements, creating an individual style of expressiveness[3]. O.Nekrasov borrows from folklore and methods of developing thematic material, preferring the variant-variational and sequential principles. The introduction of figurative and playful moments leads to mutual enrichment and a kind of synthesis of the choral and theatrical genres.

CONCLUSIONS

On the basis of our analysis, some generalizations can be made regarding the composer's creative method when referring to folk song samples and creating folklore improvisations. O. Nekrasov acts in line with the main trends of the "new folklore wave": relying on folklore, he does not quote it, but transforms and reinterprets the means of expression and conveys the general mood, the spirit of the work. He freely approaches the poetic text - uses only part of it, introduces free repetitions of it, as a result of which a new unrelated to the original architectonic structure emerges.

As for the interpretation and performance of the work, Oleksandr Nekrasov grants almost unlimited rights and opportunities to the conductor, and hence to the the choir. For a clearer and more complete understanding of the method of folklore improvisation created by the composer, and hence the possible influence of the conductor and choristers on the collectively created new work, we consider it appropriate to list the main powers delegated to the conductor regarding not only the analyzed work, but all the works of the named genre:

- to make changes in the sequence of both suites in the cycle and parts in choral suites;
- to complicate or simplify the choral texture, for example, due to new melodic and harmonic formations, or, conversely, removing the extreme lower or upper voices, depending on the capabilities of the choir singers;
- to develop a musical image by introducing repetitions of measures, or, conversely, reductions of musical and schematic fragments;
- to change tempos, strokes or dynamics in accordance with the found interpretation of musical images;
- to diversify the performance through the input of musical instruments, such as percussion musical instruments;
- to vary the performance on the basis of the technique of arranging individual works or their sections for the casts that are not provided for in the original;
- to change intonation (partially or completely) from the manner of academic performance to the folk manner of singing;
- to enrich the performance with theatrical and musical effects.
Thus, with rather limited expressive means, the composer managed to create an interesting and talented folklore improvisation, which is available to professional, amateur and children's choirs.

Consequently, the method allows different casts, with varying degrees of training and professionalism to refer to the performance of the work. These can be professional, educational, amateur, children's groups. And the talent of both the conductor and the performers will be the key to new creative discoveries.

REFERENCES


STUDIES ON THE PHYSICO-CHEMICAL PARAMETERS OF GROUND WATER IN KALPAKKAM, INDIA

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Abstract

The human life majorly depends on the soil, water and air. Among them water is a major source required for the life existence to livelihood. Thus, the quality of water plays a major role in determining the lifestyle of human being. It is always necessary to note the quality of water mostly in industrial zones. Kalpakkam in India is considered as a major zone because of the presence of atomic power station. The people living in the neighbouring village are always scared about their water quality. In this study 15 different ground water samples in and around the villages of Kalpakkam were monitored for their physico-chemical parameters. The turbidity, colour, odour, pH, Alkalinity, Hardness, presence of Chloride, Calcium, Magnesium, Phosphate, Sulphate and the presence of Iron were examined. Among the samples studied, 2 of the samples showed their exceeding limits in colour as yellow and with foul smell. They also found to exceed all the parameters studied. Among the remaining 13 samples, 1 recorded Magnesium at exceeding limit, 1 with exceeding hardness, 4 with exceeding Calcium and recording alkalinity above the prescribed standard. Major number of samples recorded sulphate as exceeding the limit prescribed. Nearly 12 out of 15 samples were found to exceed in content of sulphate than the prescribed limit in Kalpakkam, India. The results reveal the importance of studying the health impact of sulphate among the population nearby the villages of Kalpakkam.

Keywords: Water quality; Kalpakkam, Physico-Chemical characters; Sulphate; Health impact

INTRODUCTION

Air, soil and water are three major natural resources which are essential for life. Among them air possess Nitrogen and Oxygen which are essential for the existence of life, Soil provides most of the minerals required for the sustenance of life and Water is called as life. Water is important for the maintenance of producers in the ecosystem. Nearly 60% of human body possess water. Water is essential for nutrition, circulation, excretion, respiration and reproduction (Zeyneb, 2020). It is estimated that nearly 1.4 billion population is deprived of healthy water (Colakoglu, 2009). Hence, the quality of consuming water is utmost important. The water are generally polluted due to the presence of industries, over population, usage of fertilizers, chemicals, pesticides in agriculture and mining (Guler and Cobanoglu, 1994). Thus, the quality of water plays a major role in determining the lifestyle of human being. These pollutant may further add different types of ailment to the consumers. Thus, a knowledge on
the quality of water in any environment is necessary specifically to note the quality of water in industrial zones.

India being the second most populated country in the world is found to lose 3.4 million children every year due to inadequate or poor quality of water (WHO, 2003). The quality of water differ according to geographical difference, mineral content of soil, industrial presence and their usage of chemicals, land maintenance by the agriculturists etc., In this study, the villages of one such environment i.e. Kalpakkam pinned with the presence of nuclear plant and affiliated research institutions was studied for the water quality. The physico-chemical quality of the water samples of the coastal hamlet, Sadurangapattinam (Sadras) and Pudupattinam which forms Kalpakkam as a conglomerate was evaluated in this study.

MATERIALS AND METHODS

Place of Study:

The water samples of well from two villages, i.e. Sadarangapattinam (also called as Sadras) which is of Archeological importance and the adjacent Pudupattinam village in Kalpakkam were collected. Kalpakkam is situated 70kms south of Chennai, India in East Coast. Kalpakkam in India is considered as major town because of the presence of Nuclear power plant and the presence of Madras Atomic Power Station (MAPS), a nuclear power plant, the Indira Gandhi Centre for Atomic Research (IGCAR), and Bhabha Atomic Research Centre (BARC). Kalpakkam hosts the only nuclear plant in India with a Fast Breeder Test Reactor (FBTR) and Pressurised Heavy Water Reactor (PHWR). The population of Kalpakkam ranges from 50000 to 60000.

Fig.1. Map showing the location of KALPAKKAM, INDIA
Physico-Chemical Parameters:
In this study 15 different ground water samples were monitored for their physico-chemical parameters. The turbidity, colour, odour, pH, Alkalinity, Hardness, presence of Chloride, Calcium, Magnesium, Phosphate, Sulphate and the presence of Iron were examined.

The analysis were carried using Field Water Testing Kit “A Mini Lab in The Palm “ developed by Tamil Nadu Water Supply and Drainage (TWAD) Board, India. The Government of India has launched NRDWQM &SP for which the TWAD Board has developed simple user friendly Field water testing Kit.

RESULTS AND DISCUSSION
Among the samples studied, 2 of the samples showed light yellow colour and recorded foul smell. The alkalinity, hardness and Magnesium is also found to exceed the limit prescribed in these locations. However, their pH shows no deviation. The foul smell may be due to the presence and proliferation of microbes. The microbes found to putrify the organic materials resulting in foul smell. Being the coastal hamlet, the rotten fish and waste materials of fish apart from other organic compounds may be the reason for foul smell emanating from the well water in these locations. The study implicates, the necessity of the knowledge on microbes of water samples.

Among the remaining 13 samples, 1 recorded Magnesium at exceeding limit, 1 with exceeding hardness, 4 with exceeding Calcium and recording alkalinity above the prescribed standard. Major number of samples recorded sulphate as exceeding the limit prescribed. The physico-chemical parameters of water sample of Kalpakkam is provided in the Table 1.

Table 1. Physico-Chemical parameters of the Well water sample of Kalpakkam, India

<table>
<thead>
<tr>
<th>Sample</th>
<th>Turbidity</th>
<th>Colour</th>
<th>Odour</th>
<th>pH(^\text{II}) ((6.5 - 8.5))</th>
<th>Chloride ((250 \text{ PPM}))</th>
<th>Alkalinity ((200 \text{ PPM}))</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.5</td>
<td>130</td>
<td>160</td>
</tr>
<tr>
<td>2.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.5</td>
<td>160</td>
<td>170</td>
</tr>
<tr>
<td>3.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>6.5</td>
<td>140</td>
<td>290</td>
</tr>
<tr>
<td>4.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.5</td>
<td>230</td>
<td>210</td>
</tr>
<tr>
<td>5.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.5</td>
<td>150</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.0</td>
<td>160</td>
<td>130</td>
</tr>
<tr>
<td>7.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.0</td>
<td>100</td>
<td>260</td>
</tr>
<tr>
<td>8.</td>
<td>More</td>
<td>Light Yellow</td>
<td>Foul Smelling</td>
<td>8.0</td>
<td>390</td>
<td>290</td>
</tr>
<tr>
<td>9.</td>
<td>More</td>
<td>Light Yellow</td>
<td>Foul Smelling</td>
<td>6.5</td>
<td>120</td>
<td>230</td>
</tr>
<tr>
<td>10.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.0</td>
<td>80</td>
<td>140</td>
</tr>
<tr>
<td>11.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.0</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td>12.</td>
<td>No</td>
<td>Light Yellow</td>
<td>No</td>
<td>7.5</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td>13.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.0</td>
<td>150</td>
<td>180</td>
</tr>
<tr>
<td>14.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>7.5</td>
<td>210</td>
<td>190</td>
</tr>
<tr>
<td>15.</td>
<td>No</td>
<td>Colourless</td>
<td>No</td>
<td>8.0</td>
<td>90</td>
<td>200</td>
</tr>
</tbody>
</table>
Nearly 12 out of 15 samples were found to exceed in content of sulphate than the prescribed limit. In general sulfate are found in water sample due to the presence of atmospheric sulfates and condensation of water vapour to droplet and raining. The formation of sulfate in water droplet was already reported by Scott and Hobbs (1964). The presence of sulphates in the atmosphere may be due to the industrial emissions. Further, the usage of detergents and other industrial sewages may contribute to the water contamination of these sites. The study reveals the presence of Sulphur in predominant of samples studied. The presence of sulphate may also be due to the presence of calcium sulphate, magnesium sulphate and sodium sulphate which may present as underground minerals (Minnesota Department of Health, 2019). Sulphate in ground water may cause diarrheae and dehydration. Thus, studying the impact of sulfate on human health specifically in Kalpakkam is important. Our previous study (Udayaprakash et al., 2019) reported that ground water is more polluted than water supplied through pipeline or anyother mode which is attributed to open area of well and the seepage of nearby drainages.

CONCLUSION

The physico-chemical parameters of 15 ground water samples in Kalpakkam, India were studied for turbidity, colour, odour, pH, Alkalinity, Hardness, presence of Chloride, Calcium, Magnesium, Phosphate, Sulphate and Iron. The study revealed the presence of sulphate in most of the samples studied and couple of the samples showed change in colour and foul smell. These are attributed to the presence of industrial emission either into the atmosphere or through ground. The study highlights the importance of knowledge on microbial presence and the impact of sulphate on human health of the residents of Kalpakkam, India.

ACKNOWLEDGEMENTS

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NADİR TOPRAK ELEMENT JEOKİMYASI VE OLASI KİRLİLİK PARAMETRELERİ

RARE SOIL ELEMENT GEOCHEMISTRY AND POSSIBLE POLLUTION PARAMETERS

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Özet

Nadir toprak elementleri, sülfürler, radyonüklidler, karbonatlar, metaller ve diğer kirleticileri maden sahasından bakteri, rüzgar, oksijen ve sularla çevreyle salınabilir. Maden yataklarının boyutu ve karmaşıklığı arttırıcı çevresel kontrollerde daha karmaşık hale gelmektedir. Madenler ve atıklar dikkatli bir şekilde toplanmamakta ki kirleticileri çevreye çok kolay bir şekilde salınacak, insan sağlığı ve çevre için tehdit oluşturacaktır.

Anahtar Kelimeler: Nadir toprak elementleri, jeokimya, çevre kirliği, maden yatakları.

Abstract
The most important pollutants associated with rare earth elements (REE) are radionuclides. Rare earth elements containing monazite, bastnasite and xenotime contain very...
low levels of uranium-238, thorium-232 and their decay products. Uranium-235 is very small and can be hazardous to the environment by exposure to gamma rays during radioactive decay of uranium-238 and thorium-232. Seventeen rare earth elements can be released into the environment during the dissolution of carbonate minerals. The geochemical trivalent charge of rare earth elements causes these elements to bond with other compounds. Important metals in rare earth element mining include arsenic, aluminum, beryllium, barium, lead, copper, cadmium, zinc and manganese. Each of these metals has negative effects on the environment. Many of the possible metal contaminants are found in the sulfide minerals that accompany rare earth elements. With the dissolution of the sulfur minerals chalcopyrite and pyrite, these metals can be released into the environment. During the dissolution of sulfur minerals, the pH of the waters drops and releases more metals and acids into the environment, causing acid mine drainage. With the dissolution of carbonate minerals such as basnasite, the pH of the water rises and rare earth element pollutants similar to sulfide minerals are released into the environment. Another pollutant in the dissolution of carbonate minerals is fluorine. It is one of the elements carrying fluorine basnasite.

Rare earth elements, sulphides, radionuclides, carbonates, metals and other pollutants can be released from the mine site to the environment by bacteria, wind, oxygen and waters. As the size and complexity of mineral deposits increase, environmental controls become more complex. Unless mines and wastes are collected carefully, pollutants will be released into the environment very easily, posing a threat to human health and the environment.

**Keywords:** Rare earth elements, geochemistry, environmental pollution, mineral deposits

**Giriş**

Nadir toprak elementleri (NTE) veya lantanitler, atom numaraları 57’den 71’e kadar olan 15 elementi ifade etmektedir. İki diğer element skandiyum (Sc, atom numarası 27) ve itriyum (Y, atom numarası 39) benzer kimyasal ve fiziksel özelliklerinden dolayı aynı grup içinde düşünmektedir (Talan ve Huang, 2022).


Nadir toprak elementlerinin temel antropojenik kaynakları arasında madencilik faaliyetleri, tarımsal gübre uygulamaları ve atıksu deşarjları sayılabilmektedir (Silva ve ark., 2018; Galhardi ve ark., 2020). Bir toprak elementlerinin biriki, bitkiler yoluya insan vücuduna girmesi ve ardından sindirim yoluya olmaktadır. İnsanda sinir sistemi hasarları, akciğer ve karaciğer zarar vermektedir (Yuan ve ark., 2018). Bu elementlerin çevredeki toksik etkileri madencilik faaliyetleri, tarımsal kalıntılar ve yetersiz atık depolama alanları yoluya önemli derecede artış göstermiştir (Teixeira et al., 2021).

Madencilik faaliyetleri, endüstriyel uygulamalar ve atık işlemlerinin tümü NTE kirliliğine neden olabilmektedir ve NTE’nin uzun yıllar kullanılarak sonra toksik olduğu bilinmektedir. Solunum, sinir sistemi, akciğer NTE’lerine maruz kalan endüstriyel çalışan işçilerde görülmüştür (Shin ve ark., 2019). Ayrıca madencilik faaliyetlerinin yapıldığı


Bu bildiride, optik, lazer, rüzgâr enerji sektörü, LCD ekran, CD ve DVD’ler, havacılık, otomobil sektörü, iletişim araçları ve cep telefonlarından pillerin yapımına kadar hayati alanlarda yaygın olarak kullanılan nadir toprak elementlerinin çevre ve insan sağlığını üzerine olan olası etkileri ve jeokimyası anlatılmıştır.

Nadir Toprak Elementlerinin Jeokimyası


Nadir Toprak Elementlerinin Çevresel Etkileri


Madencilik faaliyetleri sürecinde ağır etkiye, hatta insani etkilere ve sağlık risklerine yol açmaktadır (He ve ark., 2021). Kuzey Çin’in Inner Mongolia Bölgesi, Baotou Şehrin’de madencilik faaliyetleri yapılmaktadır. Özellikle akciğer kanseri başta olmak üzere, kötü hıylu tümörlerin ölüm oranlarının en yüksek olduğu bölgelerden biri olduğuna dair kanıtlar bulunmaktadır (Chen, 2005).

Günümüzde, çoğulukla yurtiçinde ve yurtdışında yeraltı suyu çevrede kalitesini değerlendirmek için kullanılan fizikal ve kimyasal analitik yöntemler doğrultusunda yaratılmıştır. Bu yöntemler, birikik bileşiklerin biyolojik olarak birikModifiedDate ve büyüteceği niteliklere sahip olacaktır. Fizikal ve kimyasal analitik yöntemlerin kullanılmasının tespit edilememeyen veya değerlendirilememeyen uzun süreli ve kronik toksikolojik risklerin belirlenmesinde önemlidir (Chen, 2005).
etkiler bazı şartlarda bu yöntemler kullanılarak tespit edilebilmektedir. Bu nedenle, biyolojik izleme yöntemlerine olan ilgi giderek daha fazla artmıştır. Bu yöntemi kullanan çalışmalarla, madencilik sektöründeki atık havuzlarının etrafındaki yeraltı suyunun SD sıçanlarının büyümesi ve gelişmesi üzerinde engelleyici bir etkiye sahip olduğunu ve çupra balığında oksidatif hasara neden olduğunu bulduğu rapor edilmiştir (Si ve ark., 2016).

Benzer şekilde, diğer çalışmalarla, araştırmacılar nadir toprak metallerinin bulunduğu atık havuzlarında sıçanı nedeniyle yeraltı suyundan aşırı F⁻'nin biyolojik izleme yöntemi kullanılarak SD sıçanlarının böbreklerinde DNA hasarına neden olabileceğini belirlemiştir (He ve ark., 2018).

Sonuç ve Değerlendirme

Bu bildiride NTE’lerin jeokimyası ve olası çevresel etkileri üzerinde durulmuştur. Nadir toprak elementlerinin çevreye, insan sağlığına ve karasal organizmalar üzerinde olan etkileri düşündüğünde, madencilik faaliyetlerinden kaynaklanan önemli eko-çevre sorununa rağmen, literatürde diğer kirleticilerle kıyaslandığında çok az çalışma yapılmıştır. İlerleyen dönemlerde nadir toprak elementleri ve madenciliği alanında biyoiçleme yöntemlerinin geliştirilmesi ve bu alanda çalışma yapılması önerilmektedir.

Kaynaklar


SÜRÜDÜRÜLEBİLİR TÜKETİCİ DAVRANIŞINI ETKİLEYEN FAKTÖRLER

FACTORS AFFECTING SUSTAINABLE CONSUMER BEHAVIOR

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Özet
Sürdürülebilirlik kavramı günümüzde pek çok boyutta ele alınmaktadır. Sürdürülebilir çevre, sürdürülebilir ekonomi, sürdürülebilir büyüme, sürdürülebilir üretim ve bu araştırmanın tartışma konusu olan sürdürülebilir tüketim ve tüketici davranışları bunlardan bazılarıdır. Sürdürülebilir tüketim davranışı ve davranışı etkilediği düşünen faktörler derinlemesine incelendiğinde oldukça geniş bir çerçeve kapsamaktadır. Literatürde pek çok çalışma sürdürülebilir tüketici davranışını sadece birkaç boyutta ele almıştır. Örneğin sadece tutumlar açısından, kişisel değerler açısından, çevresel kaygı, çevresel bilgi açısından bazıları olmak üzere sınırlayıcı bir bakış açısı ile tüketici davranışı açıklanmaya çalışılmıştır. Ancak tüketici davranışı etkilediği düşünen faktörlerin daha geniş bir kapsamda ele alınıp, geniş bir perspektifle yapılan bir incelemeye ihtiyaç vardır.


Anahtar Kelimeler: Sürdürülebilir Tüketim, Tüketici Davraniş, Yeşil Tüketici Davraniş

Abstract
The concept of sustainability is discussed in many dimensions today. Sustainable environment, sustainable economy, sustainable growth, sustainable production and sustainable consumption and consumer behavior, which is the subject of this research, are some of them. When the sustainable consumption behavior and the factors thought to affect the behavior are examined in depth, it covers a very wide framework. Many studies in the literature have addressed sustainable (green) consumer behavior in only a few dimensions. For example, consumer behavior has been tried to be explained with a restrictive point of view, some only in terms of attitudes, personal values, environmental anxiety, environmental knowledge. However, there is a need for a broader perspective on the factors that are thought to affect consumer behavior.

Because sustainable consumer behavior does not depend solely on individual efforts. However, individuals who show consumption behavior also have an important role in the success of sustainable consumption behavior (Karalar and Kiracı, 2011: 72). Sustainable consumption is also shaped by the impact of policy makers, social environment, and economic,
social and environmental conditions. The main subject of this study is to cover the factors thought to affect sustainable consumer behavior in the literature and to try to explain the situation with a general point of view.

Keywords: Sustainable Consumption, Consumer Behavior, Green Consumer Behavior

1. GİRİŞ


Ekonomik açıdan sürdürülebilir bir kalkınma, mal ve hizmetleri sürekli ve düzenli olarak üretebilmeli, yönetim sel düzeyde hükümetler dış borcu koruyabilmeli, tarımsal ve endüstriyel olarak bir dengenin sağlanmış olmasıdır. Çevresel açıdan sürdürülebilir bir sistem, yenilenebilir kaynakları sömürmeden, biyolojik çeşitliliği koruyarak var olan ekosistemin devam ettirilmesidir. Sosyal açıdan sürdürülebilir bir sistem ise toplumda, eğitim, sağlık, sosyal hizmetlerin sağlanması, cinsiyet eşitliği, siyasi hesap verilebilibilik gibi süreçlerin daimi olmasıdır (Gedik, 2020:197).


Bir diğer iç faktörler olarak bahsettiğim, çevreye yönelik tutum, alışkanlıklar, değerler, normlar yer almaktadır. Sürdürülebilir/çevreci/yeşil tüketici davranışını açıklamaya çalışan pek çok çalışmada çögu侕lu, kişisel yetenekler ve içsel faktörler davranışın açıklamada noktasında yoğunlaşan değişkenlerdir.

Ajzen’in planlı davranış teorisini temel alan sürdürülebilir tüketici davranışını açıklamamada çalışmanın çöğü侕lu, kişisel yetenekler ve içsel faktörler davranışın açıklamada noktasında yoğunlaşan değişkenlerdir.

cialışmada vurgulandığı gibi sürdürülebilir tüketici davranışı etkilediği düşünülen içsel ve dışsal faktörler kapsamalı bir şekilde ele alınacaktır. Bu anlamda...
yönelik genel bir bakış açısı kazandırılmaya çalışılacaktır.

2. Kavramsal Çerçeve

2.1. Dışsal Faktörler, Altyapılar ve Sürdürülebilir Tüketici Davranışı

2.1.1. Sosyal ve politik yaplar açısından sürdürülebilir tüketim


- Kilit hizmetlere erişebilme eşitliği
- Kuşaklar arası eşitlik
- Farklı kültürlede değer veren bir sosyal ortam
- Vatandaşların adil siyasi katılımı
- Topluluk oluşturma bilinci
- Sosyal sürdürülebilirlik bilincinin devamı için bir sistem
- Toplumun bileşenleri karşılıklı olarak yerleşmiş mekanizmalar


2.2. Ekonomik Sebepler ve Sürdürülebilir Tüketim

Ekonomik olanaklar, ekonomik gelişmişlik tüketiciyin yeşil tüketim davranışlarını etkilediği düşünülen bir diğer faktör olarak karşımıza çıkmaktadır. Ülkelerin ekonomik gelişmişliklerinin yeşil tüketim davranışları üzerindeki etkisini araştıran bir çalışmada ekonomik olarak gelişmiş ülkelerden gelen tüketiciyin yeşil tüketme yönelik tutumlarının daha olumlu olduğu gözlemlemiştir. Yeşil tüketim ve demografik özelliklerle ilgili çalışmalar çok tutarlı olmamakla birlikte, ekonomik gelir seviyesi iyi olan tüketiciyin daha fazla sorumlu tüketim yapmalarını görülmektedir.


2.3. Kültürel Yapılar, Değerler ve Sürdürülebilir Tüketim


2.4. Demografik Özellikler ve Sürdürülebilir Tüketici Davranışı


2.5. Psikografik Özellikler ve Sürdürülebilir Tüketici Davranışı


Bazı araştırmalar çevresel bilginin ve çevresel kaygının yeşil davranışa neden olduğu yönünde bulgulara ulaştırmaktadır (Paço, 2013:418; Akehurst vd. 2012; Paço, 2008; Mostafa, 2007).


SONUÇ

Doğal kaynakların gün geçtikçe azaldığı günümüzde sürdürülebilir tüketici davranış ve motivasyonları araştırılmakta olan bir konu olarak karşımıza çıkmaktadır. Tüketici davranışı açıklamak kararlı bir süreçtir ve davranış y alcanaca bir faktör ile açıklamaya çalmak kapsamı bir başka açısı sağlamamaktadır. Bu nedenle yeşil tüketici davranışı açıklamaya yönelik etkili olduğu düşünülen faktörler geniş bir perspektif ile ele alınmaya çalışılmıştır.

Tüketicilerin davranışlarını etkilediği düşünülen faktörler ele alınırken onların kontrol edebildiği ve edemediği durumlar olarak ikiye ayırmak mümkündür. Tüketicilerin kontrol edemediği durumlar daha çok dışsal faktörlerden sosyal ve politik yapılar, ekonomik gelişmişlik düzeyi, kültürel yaplar ve teknolojik gelişmişlik düzeyi örnek verilebilir.

Hedef pazar bölümüne yapılar lük tüketicilerin demografik özellikleri önem arz etmektedir. Cinsiyet, yaş, gelir ve eğitim seviyesi, medeni durum tüketicilerin tüketim alışkanlıklarında önemli farklılıklar meydana getirmektedir. Psikografik özellikler de tüketicilerin tüketim davranışlarında önemli etkiler oluşturmaktadır. Bu nedenle yeşil tüketici
davranışını açıklamaya çalışan çalışmaların kapsamlı bir bakış açısı ile konuya yaklaşmaları önerilimektedir.

Kaynaklar


PROBLEMS OF FARMERS PRODUCING PUDDY IN TAKHAR PROVINCE OF AFGHANISTAN AND SOLUTION SUGGESTIONS

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Abstract
Afghanistan's economy is heavily dependent on agriculture. Geographically, it is located in the middle of central and southern Asia and has no connection with the seas. The country forms a bridge between central and south Asia. In addition, the fact that it has a border with Iran, which is a Middle Eastern country, makes Afghanistan a bridge that connects the Asian continent to the Middle East. Afghanistan is an important country in terms of rice cultivation. The fact that rice traditionally has an important place in the country's cuisine and that the country's land is suitable for rice farming increases the importance of this product even more. In recent years, important studies have been carried out to increase yield and quality in rice production. However, there are important problems, especially irrigation, in rice-growing areas. An important aspect of paddy in Afghanistan agriculture is that it is grown in salty and alkaline soils and is effective in improving these lands. In addition, Afghanistan has very favorable climatic conditions for rice farming. As long as irrigation water is provided, rice can be grown in all regions of the country. According to the research findings, rice production in Tahar Province is an activity that generations learn from each other and develop without any training on rice cultivation. Although agriculture is one of the most important livelihoods of the farmers in the province, new employment areas are being created under the leadership of agriculture.

Keywords: Afghanistan, farmers, puddy, problems, solution.

INTRODUCTION
Agriculture sector; It is an important sector for developing countries in terms of having a significant population, contributing to national income and exports, meeting the country's food needs, providing input to the industrial sector and creating demand for this. Agriculture is an extremely important sector in Afghanistan's nutrition and economic development (Alamyar and Boz, 2018; Khaliq and Boz, 2018; Muradi and Boz, 2018). Afghanistan, is a country that has a weak production infrastructure, few value-added industries, and its economy is largely based on agriculture. The country's economy has achieved a certain level of development after 2001, thanks to international financial support. However, more than 80% of the economy is informal. The country recorded an average of 9.4% growth per year between 2003 and 2012. However, this growth has slowed in recent years. The resurgence of growth rates will depend on security, strong reforms, and investment in key sectors such as mining and agriculture. Afghanistan's economy needs to achieve high growth rates in order to meet the needs of the population, which has an annual growth rate of 2.5%. However, terrorist organizations create serious security problems in the country and hinder development efforts. In addition, corruption is among the important problems that prevent development (Anonymous, 2018).
It is one of the most important cereal crops, ranking third after rice, wheat and corn in world grain production. Rice is of great importance in the nutrition of the world population. It is the main food source of people, especially in the half of the world covering East Asia. World rice production is 470 million tons, per capita consumption is 65 kg, and the countries that produce and consume the most are China, India and Indonesia, respectively.

Rice is also an important product for Afghanistan. Today, the north of Afghanistan is largely devoted to paddy cultivation. Rice constitutes approximately 40% of the total field crops production in the country. Rice, one of the most important food products in Afghanistan, ranks second after wheat among cereals (Alamyar and Boz, 2018).

Baghlan, Kunduz and Tahar Provinces are the most important paddy production areas in Afghanistan. Because these regions have the necessary soil and water resources for paddy production. Other paddy production areas in the country are Laghman, Herat and Nangarhar Provinces, which are located in the temperate climate zone and have relatively mild and humid winters (Anonymous, 2017).

There are various types of local rice in Afghanistan. The most important of these are the types of rice called Sorha, Sela, Luangi, Sadeh, Dehdadi, Company, Amiri, Niloofar Garma and Niloofar Sardeh. Paddy cultivation areas in Afghanistan have reached 213,000 hectares and approximately 480,000 tons of rice is produced annually. The average rice yield is 2253 kilograms per hectare. The average rice yield in the world is between 2400-2500 kg/ha. However, in some European countries, rice yield varies between 4000-5000 kg per hectare (Alamyar, 2018).

Afghanistan is an important country in terms of rice cultivation. Defining the genotypic diversity among cultivars, examining the genetic behavior of plant characters and increasing the yield make Afghanistan an important country in terms of rice cultivation. However, there are important problems, especially irrigation, in rice-growing areas (Thomas and Ramzi, 2011).

Before the invasion of the Soviet Union, the International Rice Research Institute (IRRI) had four headquarters in Afghanistan (Sharuqi, 1977). These centers provided important services in the protection of national resources and transferring them to future generations. A lot of research has been done especially for the development of rice varieties. Since the demand for aromatic rice in Afghanistan and surrounding countries is very high, this institute has developed Jasmine and Basmati rice varieties with these characteristics. These types are long-grain rices and have been transformed into a unique flavor with the hot spices of Thai and Indian cuisine. Later, aromatic rice types such as Sorha, Bala, Lavangi and Paşa were developed (Sarhadi et al, 2011).

An important aspect of paddy in Afghanistan agriculture is that it is cultivated in salty and alkaline soils and is even effective in rehabilitating these lands. Afghanistan has very favorable climate and soil conditions for rice production. If irrigation water is provided, rice can be grown in all regions of the country.

**Hypothese of the Study:** It is possible to list the hypotheses established in the research as follows:

1. Farmers in the study area are mostly male, middle-aged and have a low level of education.
2. Farmers mostly farm with traditional methods.
3. There are significant problems in paddy production.
4. Farmers have important expectations from the state.

**Purpose of the Study:** The general aim of this study is to reveal the problems faced by the farmers producing rice in Tahar Province of Afghanistan and to offer solutions for them. The specific objectives of the study are listed as follows:

1. To determine the socio-economic characteristics of the farmers.
2. To identify the problems faced by the farmers in rice production.
3. To determine the supports requested by the farmers from the state for rice production.
4. To develop suggestions for the solution of the problems encountered in rice production.

2. Material and Method

The main material of the study mainly consists of the primary data obtained as a result of face-to-face interviews with rice producers. In the study, statistical data, reports and secondary sources from various institutions were used to compile general and agricultural information about Tahar Province and Afghanistan.

Questionnaire forms were prepared by taking advantage of studies on similar subjects and taking the opinions of experts. A preliminary study was conducted in order to test the suitability and adequacy of the questions in the questionnaire. As a result of this study, necessary corrections were made and the questionnaire was given its final form. The questionnaire form consists of 2 main parts. In the first part, questions were asked to determine the general characteristics of the farmers, and in the second part to determine the questions and expectations about rice production.

For the field-oriented study of the research, the central district of Tahar Province and other rice producing districts were selected. The most important reasons for this choice are that the districts have rice production potential, a significant part of the production is used in domestic consumption, the researches in the region are insufficient and it is easier to collect data in this shade compared to other regions due to security reasons.

Since there is no farmer registration system in the province, there is no exact figure for how many farmers actively produce rice each year. In the interviews made with the personnel working in the agricultural organization in the province, it was determined that approximately 3000 farmers make agricultural production every year. For the survey application, the formula to be applied if the number of individuals in the population is known in determining the sample volume of the farmers producing rice was taken as basis and this number was accepted as 3000. Then, for a 5% margin of error, the sample volume was calculated with the following formula according to the sampling method that can be used if the number of elements in the universe is known:

\[ n = \frac{Nt^2pq}{d^2(N-1)+t^2pq} \]

- N= Number of individuals in the universe (Total number of producers in the province)
- n = Number of individuals to be sampled
- p= Frequency of occurrence of the event to be examined (Probability of the farmer to plant rice =0.5)
- q= Frequency of non-occurrence of the event to be examined (The probability of the farmer not planting rice (1-p=0.5)
t= t-table value = 1.96

d= the desired deviation according to the incidence of the event (10=0.1%)

\[ n = \frac{3000 \cdot 1.96^2 \cdot 0.5 \cdot 0.5}{0.1^2(3000 - ) + 1.96^2 \cdot 0.5 \cdot 0.5} = 93 \]

With the help of the above formula, a questionnaire was conducted with 93 farmers who were drawn into the sample, but 3 questionnaires were excluded because they could not be filled in completely. Therefore, data analyzes for the field were carried out on 90 farmers in the study.

3. Research Findings

3.1. Socioeconomic Characteristics of Farmers

In the research, the socio-economic characteristics of the farmers included the variables of gender, age, education level, time worked in the enterprise, non-operational income, and property land width and leased land. The answers to the questions regarding these variables are analyzed below.

3.1.1. Gender

Information about the gender of the farmers participating in the research is given in Table 1. It is seen from the table that the majority of the farmers (97.8%) are male. Since the traditional family structure is dominant in the research area, it is usually men who greet and take care of the researchers or other guests coming from outside the village. Women also take certain responsibilities within the family and business.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>88</td>
<td>97.8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

However, since the majority of business decisions are made by men, the majority of the subjects participating in the research are men.

3.1.2. Age

In Table 2, where the distribution of farmers by age is given, it is seen that 41.1% of the farmers participating in the research are under the age of 35. While the ratio of the farmers in the 36-50 age group representing the middle age group is 43.3%, the rate of the farmers over the age of 50 is 15.6%. The average age of all farmers was calculated as 39.97 (SD=12.53). According to these findings, it is seen that nearly half of the farmers engaged in rice farming in the region are in the middle age group. In addition, the average age of the farmers is quite low.

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;35</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>36-50</td>
<td>39</td>
<td>43.3</td>
</tr>
<tr>
<td>&gt;51</td>
<td>14</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: \( x = 39.97 \ (SS = 12.53) \)
3.1.2. Level of Education

After 30 years of war in Afghanistan, many training places were destroyed and schools were used as military bases for fighters. Because of this, many people are deprived of education and training opportunities. As a result of all these destructions, although there are sound schools in some villages, families have difficulties in sending their children to school due to security problems. In Table 3, information about the education level of rice producing farmers is given. It is understood from the table that 41.1% of the farmers participating in the research could not read or write. 8.9% of the farmers are primary school graduates, 18.9% are secondary school graduates, 23.3% are high school graduates and 7.8% are university graduates. Despite widespread wars and insecurities, Afghans attach great importance to education. The increase in the education rate will contribute to the farmers' learning and adoption of the new practices to be recommended by the Ministry of Agriculture.

Table 3. Education Level of Farmers

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school graduate illiterate</td>
<td>37</td>
<td>41.1</td>
</tr>
<tr>
<td>Secondary school graduate</td>
<td>8</td>
<td>8.9</td>
</tr>
<tr>
<td>High school graduate</td>
<td>17</td>
<td>18.9</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>7.8</td>
</tr>
</tbody>
</table>

3.1.3. Working Time in the Business

Farmers who make their living from rice farming in Tahar Province are making an intense effort to get higher yields from the unit area and to improve their living conditions. In this context, the assumption was made that the time spent on the farm might have an impact on yield and quality, and therefore on income, and the farmers were asked about the time they spend in the farm. The findings are presented in Table 4.

Table 4. Daily working time of the farmers in the enterprise

<table>
<thead>
<tr>
<th>Time worked per day in the enterprise (hours)</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;4 hours</td>
<td>17</td>
<td>18.9</td>
</tr>
<tr>
<td>5-8 hours</td>
<td>66</td>
<td>73.3</td>
</tr>
<tr>
<td>&gt;9 hours</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: x= 7.11 hour (SS =2.16)

According to Table 4. 18.9% of the participating farmers work 4 hours or less per day, 73.3% of them work between 5-8 hours and 7.8% of them 8 hours or more. This finding of the study shows that farmers are making their best efforts to achieve higher yields. The average working time in the farm is 7.11 hours per day (SD=2.16). It has been observed that the farmers spend the time they spend in agricultural enterprises mostly in processes such as preparing the paddy fields for planting, weed control, irrigation, fertilization and harvesting-threshing.

3.1.4. Property Land Width

Ownership of land in an agricultural enterprise is extremely important for every farmer. Land capital constitutes an important part of working capital. Having more land allows the farmer to take loans and make investments more easily. Generally, farmers in Afghanistan own less than...
10 declares of land. Since these farmers own small businesses, they use a significant portion of the product they produce to meet family needs. In Table 5, the property land widths of the farmers are given.

### Table 5. Distribution of farmers by property land width

<table>
<thead>
<tr>
<th>Farmers' property land width</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers without property land &lt;10</td>
<td>8</td>
<td>8.9</td>
</tr>
<tr>
<td>11-20</td>
<td>55</td>
<td>61.1</td>
</tr>
<tr>
<td>&gt;21</td>
<td>19</td>
<td>21.1</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8.9</td>
</tr>
</tbody>
</table>

**Note:** x = 10.54 decares (Standard Deviation =8.27)

It is seen from the table that the property land widths of the farmers participating in the research are quite small. However, 8.9% of the farmers do not own property. While the rate of farmers with 10 deacre or less property land is 61.1%, the rate of those who own 11-20 decares of agricultural land is 21.1%. Table 5 shows that 8.9% of the farmers own 20 decares or more of agricultural land. The property land average of the farmers participating in the study was calculated as 10.54 decares (SD=8.27). Farmers with insufficient business size or who do not own property rent land by paying a high rent or to give 50% of their products to the owner. As soon as the farmers harvest the products in order to pay the rent, they put their products on the market regardless of the prices and cannot take advantage of the storage. This situation causes significant income losses for farmers.

#### 3.1.5. Leased Land

Land is one of the most important factors in agricultural production and plays an important role in the production process. Many farmers in Afghanistan do not own agricultural land. These farmers lease lands from local khans (Feudal system) and other capitalists (Large landowners) for rice production. Table 6 shows the size of the land rented by the farmers.

52.2% of the farmers participating in the research from the table use only the small amount of land they own. 33.3% of the farmers rent 10 decares or less land from local inns or land owners who do not cultivate on their own land. While 8.9% of the farmers rent land between 11-20 decares, 2.2% rent 21-30 decares, another 2.2% 31-40 decares and 1.1% lease 40 decares or more. In general, the average of the land rented by the farmers is 5.72 decares (SD= 9.90). Farmers who do not have land or who are small continue to produce with difficulty with the high rents they pay in kind or in cash.

### Table 6. Width of land leased out by farmers

<table>
<thead>
<tr>
<th>Leased land (da)</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not leasing</td>
<td>47</td>
<td>52.2</td>
</tr>
<tr>
<td>&lt;10</td>
<td>30</td>
<td>33.3</td>
</tr>
<tr>
<td>11-20</td>
<td>8</td>
<td>8.9</td>
</tr>
<tr>
<td>21-30</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>&gt;41</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

#### 3.2. Problems Faced by Farmers in Rice Production

##### 3.2.1. Small Paddy Cultivation Areas
Cereals (wheat, rice, barley and maize) are the most grown crops in Afghanistan. The people of Afghanistan traditionally consist of individuals who consume a lot of bread. Another factor that makes bread and therefore wheat important in the country is that wheat can be grown on both irrigated and dry lands. Again, the fact that there are more dry agricultural areas in the country leads to the expansion of wheat cultivation areas. After wheat, the most widely produced and consumed product is paddy.

The paddy cultivation areas of the farmers participating in the research are shown in Table 7. From the table, 45.6% of the farmers have 10 decares or less, 33.3% have 11-20 decares, 11.1% have 21-30 decares, 3.3% have 31-40 decares, 4.4% have 41-50 decares and 2.2% are engaged in paddy cultivation on an area of 50 decares or more. Average paddy cultivation area is 16.02 decares (SS=12.44).

<table>
<thead>
<tr>
<th>Rice Planting Field</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;10</td>
<td>41</td>
<td>45.6</td>
</tr>
<tr>
<td>11-20</td>
<td>30</td>
<td>33.3</td>
</tr>
<tr>
<td>21-30</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>&gt;51</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: \( x = 16.02 \) (Standard Deviation =12.44)

Farmers need multi-faceted support from the government to produce larger quantities of high quality rice and other agricultural products. If the government provides these opportunities to the agricultural sector, the farmers state that they will work with all their might to make Afghanistan a self-sufficient country in terms of grains as in 1979.

3.2.2. Paddy Yield Per Unit Area

The amount of paddy obtained by the farmers per unit area is quite low. The most important reasons for this are the inadequacy of access to agricultural machinery used in paddy farming, the use of traditional agricultural methods, insufficient irrigation water, insufficient government support and significant problems in crop harvesting. In addition to these, the lack of access to improved paddy seeds and the low yield of the local varieties used prevent the paddy production from the unit land to reach the desired level. The amount of paddy obtained from 1 decare of land in the research area is given in Table 8.

<table>
<thead>
<tr>
<th>Amount of paddy</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;400</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>401-800</td>
<td>58</td>
<td>64.4</td>
</tr>
<tr>
<td>801-1200</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>1201-1600</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>&gt;1601</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: \( x= 734.37 \) (Standard Deviation= =318.55)

From the table, 23.3% of the farmers participating in the research have 400 kg or less on 1 decare, 64.4% 401-800, 6.7% 801-1200, 4.4% 1201-1600 and 1.1% 1600 kg and more appear to be productive. The average paddy yield calculated in the research area is 734.37 kilograms
per decare (SS=318.75). Generally, the above-mentioned problems need to be resolved in order for the rice producing farmers to obtain more rice per hectare. In the current situation, it is possible for the farmers who cultivate by renting large areas to earn income after meeting their expenses and paying their already high rents.

### 3.2.3. Rice Yield Per Unit Area

After collecting the paddy, the farmers face many problems in the process of converting them into rice. It is stated that the rice casualties of Afghan farmers, especially those in Tahar province, are very high in this process. The reasons for this are, the lack of knowledge and training of farmers in making the right practices, the lack of modern agricultural machinery and similar problems. Table 9 shows the amount of rice that farmers buy from 1 decare.

<table>
<thead>
<tr>
<th>Rice amount</th>
<th>Count</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;300</td>
<td>21</td>
<td>23.3</td>
</tr>
<tr>
<td>301-600</td>
<td>58</td>
<td>64.4</td>
</tr>
<tr>
<td>601-900</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>901-1200</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>&gt;1201</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: $x = 420.45$ (Standard Deviation = 212.40)

From the table, 23.3% of the farmers participating in the research obtain 300 kg or less rice from 1 decare. While 64.4% of the farmers obtained rice between 301-600 kg per 1 decare, 6.7% of the farmers obtained between 601-900 kg, 4.4% of them between 901-1200 kg and 1.1% of them more than 1200 kg. Farmers with a yield higher than 1 decare stated that they had more irrigation opportunities and used correct planting and harvesting methods as the reasons for this result. The average rice yield harvested from 1 decare by the participating farmers was calculated as 420.45 kg (SS=212.40). Starting from 2016/2017, the Afghan government has started to organize various training courses to improve paddy cultivation and enable paddy to be planted in the train system. The courses are planned and implemented within the Ministry of Agriculture.

### 3.3. Problems Faced by Farmers in Paddy Farming

Due to economic problems, Afghan farmers face a lot of problems during rice planting and harvesting. Farmers are very concerned about their lack of access to the factors of production they need. The small capital they have is not suitable for purchasing factors of production from the market for agricultural land. Again, the inadequacy of chemical fertilizers, the lack of weed control, the inadequacy of irrigation facilities and the increase in worker wages at planting times are the reasons for delaying paddy planting. The lack of machinery and equipment required for paddy farming is among the most important problems of farmers, especially in Tahar province. The solution of all these problems does not seem possible in the short term. Table 10 shows the problems faced by paddy farmers during planting and harvesting periods. It is understood from the table that 90% of the farmers participating in the research do not have a tractor. These farmers plow their land using traditional methods. 66.7% of the farmers do not have machinery, equipment, packaging and cleaning machines required for
paddy farming. 53.3% of the farmers are faced with the problem of not finding workers due to the increase in worker wages during the rice planting season. Again, more than one third of the farmers (38.9%) are faced with drying problems and lack of access to dryers. Almost half of the farmers (47.8%) have irrigation problems, while more than half (56.7%) have problems in accessing chemical fertilizers. Two-thirds of the farmers (67.8%) stated that they had various problems in accessing improved seed varieties. These are the problems in which paddy production is carried out with quite traditional methods in the region.

It shows that farmers in Afghanistan are unable to cultivate their agricultural lands efficiently and generate a sustainable income from these lands. In order to increase the contribution of rice production to the provincial economy, strengths and opportunities should be evaluated, and weaknesses and threats should be eliminated. Especially in the province in recent years, providing extension services by professionals, farmers owning their own lands, fertile lands and availability of water will accelerate the work to be done on this subject. In addition, the fact that the soil and environmental conditions in the province are prone to organic agriculture and good agricultural practices necessitate studies to take advantage of this opportunity. In this regard, projects similar to organic agriculture and good agricultural practices carried out in other developing countries should be implemented in the province (Islam, M., Hakim, M.A., Hafeez, A.G., Chowdhury, M, 2019: 80-97). In addition, necessary studies should be carried out to encourage producers in the province to practice organic agriculture and good agricultural practices (Khaliq, A. J. A., Boz, İ. 2018: 53) and to determine consumers' training in consuming organic and safe food products (Sarhadi, W. A., Hien, N. L., Zanjani, M., Yosofzai, W., Yoshihashi, T., & Hirata, Y, 2011: 19).

Table 10. Problems faced by farmers in rice production

<table>
<thead>
<tr>
<th>Problems encountered in rice production</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership of the tractor</td>
<td>No</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Lack of agricultural machinery</td>
<td>No</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Lack of workers in October</td>
<td>No</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Drying area of paddy and lack of machinery</td>
<td>No</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Lack of irrigation channels</td>
<td>No</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Lack of access to fertilizers during planting</td>
<td>No</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Improved lack of seeds</td>
<td>No</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>
Making use of all these studies will ensure sustainability in rice production in the region, create a value chain from rice production to consumption, and ensure the country's self-sufficiency in terms of foodstuffs.

3.4. Farmers' Requests for Support from the State

The economy of developing countries is largely based on agriculture. In these countries, the agricultural sector makes significant contributions to national income and exports. In this context, farmers need government support to produce more and ensure the country's self-sufficiency. The state support status of farmers in the research region is given in Table 11.

Table 11. State support requests from rice producers

<table>
<thead>
<tr>
<th>Farmers' requests for help from the state</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing training to farmers</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>Establishment of reliable cooperatives</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>long-term lending</td>
<td>36</td>
<td>40.0</td>
</tr>
<tr>
<td>Provision of agricultural machinery</td>
<td>54</td>
<td>60.0</td>
</tr>
<tr>
<td>Giving fertilizer when needed</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>Construction of irrigation canals</td>
<td>49</td>
<td>54.4</td>
</tr>
<tr>
<td>Increasing storage possibilities</td>
<td>41</td>
<td>45.6</td>
</tr>
<tr>
<td>Administering chemicals when needed</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>Improved and quality seed distribution</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>Farmers' requests for help from the state</td>
<td>59</td>
<td>65.6</td>
</tr>
<tr>
<td>Whether the farmers receive support from the state</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>Providing training to farmers</td>
<td>59</td>
<td>65.6</td>
</tr>
<tr>
<td>Establishment of reliable cooperatives</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>long-term lending</td>
<td>24</td>
<td>26.7</td>
</tr>
<tr>
<td>Provision of agricultural machinery</td>
<td>66</td>
<td>73.3</td>
</tr>
<tr>
<td>Giving fertilizer when needed</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>Construction of irrigation canals</td>
<td>32</td>
<td>35.6</td>
</tr>
<tr>
<td>Increasing storage possibilities</td>
<td>58</td>
<td>64.4</td>
</tr>
<tr>
<td>Administering chemicals when needed</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>Improved and quality seed distribution</td>
<td>55</td>
<td>38.9</td>
</tr>
<tr>
<td>Farmers' requests for help from the state</td>
<td>35</td>
<td>61.1</td>
</tr>
<tr>
<td>Whether the farmers receive support from the state</td>
<td>35</td>
<td>38.9</td>
</tr>
<tr>
<td>Providing training to farmers</td>
<td>55</td>
<td>61.1</td>
</tr>
<tr>
<td>Establishment of reliable cooperatives</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>long-term lending</td>
<td>26</td>
<td>28.9</td>
</tr>
<tr>
<td>Provision of agricultural machinery</td>
<td>64</td>
<td>71.1</td>
</tr>
<tr>
<td>Giving fertilizer when needed</td>
<td>90</td>
<td>100.0</td>
</tr>
<tr>
<td>Construction of irrigation canals</td>
<td>56</td>
<td>62.2</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>37.8</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Again, since 73.3% of the farmers need fertilizer three times from planting to harvest, fertilizer support; 64.4% want the government to establish a better irrigation system and irrigation channels, 61.1% want product storage facilities to be developed in various places.
With the warehouses to be established in close proximity to the farmers, the products will be prevented from being sold in the market at very cheap prices as soon as they are harvested. After the products are kept in the warehouses for a few months, they can be put on the market at much more affordable prices for the producers. 61.1% of the farmers need chemical pesticide support to protect their crops against pests and diseases, 71.1% need resistant seed varieties to grow their plants healthier, and 37.8% need their products to be purchased by state-owned enterprises. Providing state support in all these matters will make paddy farming in the region sustainable. However, no definite proposal has been received from the farmers on how and from which funds this state support will be provided.

**CONCLUSION AND RECOMMENDATIONS**

According to the research findings, rice production in Tahar Province is an activity that generations learn from each other and develop without any training on rice cultivation. Although agriculture is one of the most important livelihoods of the farmers in the province, new employment areas are being tried to be created under the leadership of agriculture. The use of new and productive varieties in agriculture will contribute to higher yields and thus stable incomes of producers. In this context, Sorha agriculture and Sela rice varieties have started to be produced on a large scale due to their resistance to diseases in rice production. It is thought that these varieties will make significant contributions to the agricultural potential of the province.

The most important cost factors of rice production are fuel oil, chemical pesticides and fertilizers. Rice farmers say that the government should increase support for this issue. It is not possible for the producers to reduce these costs by acting alone without any organization. Therefore, farmers should be encouraged to organize into cooperatives and unions. Although rice is grown in all regions of Afghanistan, Baghlan, Kunduz and Tahar Provinces are the most important rice producing areas. Rice produced in the country cannot meet the needs. For this reason, significant increases have been observed in rice imports to the country in recent years. This import causes domestic farmers to reduce their rice cultivation areas due to their inability to compete. In this case, studies should be carried out within the scope of consumption and support of domestic products in the country.

In the study, it was concluded that the yield in rice production is low due to the insufficient access of farmers to agricultural machinery and chemical fertilizers. In addition, the fragmentation of agricultural lands reduces labor productivity. In this context, a land consolidation study in the province should also be considered. The low level of education in the province can be considered as a reason why traditional methods are still used in rice production. Increasing the general education level will be possible through national policies. However, in the short term, the development of agricultural extension programs for farmers with low levels of education will contribute to the spread of modern technologies in agriculture.

In the study, it was seen that although Tahar soils were fertile, rice yield was not sufficient. Farmers state that the young population and farmers in the region cannot continue to live on rice production alone. In this context, Provincial and District Agriculture Directorates are required to conduct various researches on all products that can be grown in Tahar. Adopting the products with proven superiority as a result of the researches to the farmers through various extension programs will increase the stable income from agricultural activities in the province.
and the tendency of young farmers to stay in the agricultural sector. Efforts should be made to provide quality and cheap inputs to farmers in rice production. These include seeds, fertilizers, pesticides, irrigation water and agricultural tools and machinery. If all these inputs are provided and the above-mentioned measures are taken, it can be said that paddy agriculture will be revived in Tahar Province and its contribution to the country's economy will increase.

REFERENCES


Sarhadi, W. A., Hien, N. L., Zanjani, M., Yosofzai, W., Yoshihashi, T., & Hirata, Y.


Abstract

The use of violence by governments to further their political objectives is the standard definition of war. However, the substance, sides, and geography of conflicts expand the diversity of war beyond this description, even though it has been simplified today. This is the most unambiguous indication that another state, which even the most expansionist governments might have theoretically deposed, would have unthinkable long-term repercussions. The sides to the conflict, the uneven distribution of military power, and the sociological makeup of the combatants all go well beyond the planned parameters of the competition. The most prominent illustration of this condition is total war. Total war can be so devastating that it wipes a society's culture, people, or geography. In today's Ukraine, there is an existential tragedy between being and not-being. The military forces of a nation may engage in rivalry, hybrid warfare, or activities that fall inside fictitious "red lines" of regional aggression. Even the usage of militaries today is altered by the idea of competition, which is at the opposite ends of war and peace. Wars are getting increasingly complicated today because of the spiralling conceptual relationships between the military and the state. The domains of the defeated states in this scenario appear to have been destroyed or taken over. However, the recent rise of cyber conflicts, unmanned aircraft for military use, and the hunt for a hostile military environment in space has changed how people think about a nation's defence.

India now functions in a fluid, dynamic, and under continual pressure international environment. The idea of a stable era when the United States is the only superpower is debatable today. The second cold war era, which followed this one, was marked by the ongoing conflict with China and Russia and served as the foundation for the world's competitive environment. Instead of becoming a pole on the side of the major powers as in the past, developing nations are attempting to adopt a policy of neutrality similar to that of the Cold War era. Even the European Union has challenges in preserving its sovereignty in light of the refugee crisis, climate catastrophe, nationalism, and financial crisis. Russia's actions in Ukraine and its growing economic integration policies with China jeopardize even the US's Indo-Pacific Strategies. As a result of all these, today's world results in the inability of regional and international institutions to develop an idea or solution to critical security, economic, political, technological, and ecological issues. However, the future of such groups seems likely to overshadow the functionality of the concept of security on specific topics in the future, even if a geopolitical conflict arises. Climate change and mutual interests in trade relations between India and China can be the most obvious example of this paradigm of security concerns.

Keywords: War, Globalisation, Conflict
Özet


Abstract

An individual's temperament and motivation are essential prerequisites for every person's behavior. This is especially important in sports where competitors are exposed to maximum psychophysical stress. No training process can be authentic and successful without a thorough understanding of the temperament and motivation of the athlete. This paper aims to determine the relationship between general and sports achievement motivation and temperament. Fifty-nine female volleyball players (age = 17.3 – 22.0 years) have completed three questionnaires: 1) Eysenck's personality questionnaire, 2) General achievement motivation, and 3) Sport achievement motivation. Data were processed by the program Statistics 14.0.0.15. Using the Galen-Kant-Wundt scheme, a four-temperament picture was presented: Sanguine (29), Choleric (20), Phlegmatic (2), and Melancholic (8). Analysis of variance indicated significant differences between temperaments that do not exist in motivation levels and positive emotional reactions in achievement situations. Significant differences exist only in negative emotional reactions of general achievement (F = 5.006; p = 0.004). These characteristics are significantly higher in choleric and melancholic, which is in line with their temperament, which characterizes a weak and unbalanced nervous system. The obtained data are similar to those for samples of Croatian female rowers and female tennis players of the same age. Since young volleyball players are already facing physically and mentally demanding tasks at this age, it would be desirable for those who work with them to be familiar with their temperament and motivational characteristics. Determining the traits important to happiness in young adults will help inform programs promoting well-being in young athletes and good sports results.

Keywords: female volleyball players, temperament, motivation
FEMININE SPACE IN PUNJABI SUFI POETRY

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Abstract
The basic tenet of Sufism is the relationship of love between God and man, thus developing into a mystic thought of the unity of being. Tracing history through the pen of Sufi poets, especially Punjabi Sufi poets, the feminine attitude is very well delineated. Baba Farid, considered to be the foremost Punjabi Sufi poet came to the scene when the tradition of Nath Yogis and Shakti Rahasvad was predominant. According to these traditions, the woman was a major impediment between God and man – something which was to be shunned totally. However, if it is traced back to the Persian and Arabic Sufi Poetic tradition, God manifested itself in a woman – which they believed was not created but the creator. However, later Sufis advocated the promotion of love between human beings without discrimination and laid emphasis on the love of man for man as a precondition to spiritual love. Nurtured as they were in Islamic mysticism, they were not trying to logically analyse or establish a gender-based role between the creator and his creation. They were simply talking of an existential experience in which the human lover is so lost in the Divine beloved that he is conscious of nothing else- neither the world nor his own individual self. Still, there was some sort of address, and the present paper by tracing the roots tries to identify the Punjabi Sufi poets’ preference of gender in terms of lover and beloved.

Keywords: Unity of being, impediment, Creator, spiritual love, gender-based role, gender preference.
CULTURAL IMPERIALISM IN AMITAV GHOSH'S THE GLASS PALACE
AND THE CIRCLE OF REASON

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Department- School of Humanities and Social Sciences, Knowledge Park-III, Greater Noida
(U.P), India

Abstract
The promotion of one nation's culture in another is known as cultural imperialism. The former is usually a huge, economically or militarily powerful country, while the latter is a smaller, less prosperous country. Cultural imperialism can take the form of a specific policy or a general mindset. It's a broad phrase that encompasses literature, art, philosophy, architecture, fiction, and literary and cultural critique. Amitav Ghosh is a well-known writer for his postcolonial writings. India's post-independence political and cultural environment has had a significant impact on him. The work, which depicts a comprehensive political and cultural shift, sheds light on early knowledge of colonizer-imposed social, psychological, and cultural inferiority and depicts cultural struggle. People fighting for ethnic, cultural, and political independence. Ghosh's literature revolves around the concept of unity in variety. His stories are on his characters' various social and ethnic backgrounds. They also reflect a devolution of narratorial responsibility in order to avoid appropriation of voice to persons from various socioeconomic classes and cultures. In his award-winning literary masterwork, Ghosh recounts the colonial past from a post-colonial perspective. The Glass Palace is a fictionalised account of the colonisation process that resulted in unrest, resistance, exile, and displacement in Malaya, Burma, and India on the Asian continent. The novel The Circle of Reason makes reference to how Western civilization's urbanisation invasion destroys traditional rural life and how imperialism causes change among non-European peoples. This article tries to investigate the novel's overall structure using a postcolonial lens, focusing on the use of postcolonial themes such as cultural imperialism.

Keywords: Imperialism, Powerful, Civilization, Colonisation, Displacement, Struggle
ABORTION - A CHANGING LANDSCAPE?

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Abstract
In the process of overturning Roe v. Wade, the landmark case which has ruled legal abortion throughout America for nearly half a century, the U.S. supreme court ruled in favour of strict Mississippi abortion law. The Roe v Wade court ruling in 1973 held that pregnant women were entitled to abortions during the first three months of their pregnancy, while restrictions and bans arose during the second and third trimesters. Now the court has overturned that earlier ruling, effectively making it possible for states to ban abortions earlier than 12 weeks. Abortion will not automatically become illegal in the US - but individual states will now be allowed to decide if and how to allow abortions. Most conservative, Republican-controlled states will ban abortions almost immediately, with some exceptions, after the Supreme Court's most consequential decision. Many women feel that the ruling violates their human rights. This ruling has triggered the abortion debate again. This paper aims to focus on the impact of such a decision on women world-wide that impacts them mentally, emotionally and leaving them all exhausted and shattered. It presents arguments for and against abortion. Further an argument is given to justify women and parenting rights.

Keywords: Abortion, emotional, parenting rights, Roe v. Wade
THE EFFECT OF PERCEIVED CORPORATE SOCIAL RESPONSIBILITY ON MEANINGFULNESS, ENGAGEMENT, AND ORGANIZATIONAL COMMITMENT

Madhulika Singhal

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Abstract

Corporate Social Responsibility (CSR) encourages firms to contribute to the wellbeing of the society and the environment. These contributions go beyond their own financial profits. It is essential to understand perceptions of employees on CSR because it affects the meaning they derive from their work, their level of engagement and commitment they have towards their organization. Considering women’s under representation, pay inequity, and involvement in multitasking roles at work and households, it is important to understand whether these factors create gender differences at workplaces. A cross-sectional study was designed to explore the gender differences and the effect of Perceived Corporate Social Responsibility (PCSR) on meaningfulness, engagement, and organizational commitment. A questionnaire was constructed using the items of Perceived Corporate Social Responsibility (Glavas, 2014), Work And Meaning Inventory (Steger et al., 2012), the Engagement (May et al., 2004) and Organizational Commitment Questionnaire (Mowday et al. in 1979). Non-probability (pmadhulikas104a@gmail.com) sampling was carried out. The sample consisted of 90 employees (45 males and 45 females) aged between 21-30 years working in private corporations at Delhi-NCR. Independent samples t-test and multiple linear regression were employed. The results showed no significant gender differences in meaningfulness, engagement, and organizational commitment. Mean differences between males and females are negligible in meaningfulness and engagement, while females score slightly higher than males in organizational commitment. Further, the findings revealed that Social PCSR significantly predicts meaningfulness and engagement, while contribution from Environmental PCSR is insignificant. Interestingly, both Social PCSR and Environmental PCSR emerged as significant predictors of organizational commitment. The study implied that instead of being perceived as cost to the organization, CSR not only contributes to the community but also to the corporation.

Keywords: Perceived Corporate Social Responsibility (PCSR), meaningfulness, engagement, organizational commitment.
SLIPPERY SLOPE OF MACROECONOMIC STABILITY IN SRI LANKA:
ANALYSING THE SOCIAL AND BEHAVIOURAL ASPECTS

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Abstract

Macroeconomic aspects include economic stability which is based on low unemployment rate, fair rate of Gross Domestic Product, healthy Health care system, vibrant Education system and focused Welfare Schemes. The economic situation in Sri Lanka, is by all means slippery, because it has gone out of hand. The island nation is in an economic and social turmoil with severe food, fuel, electricity and medicine scarcity. The Sri Lankan government can no longer afford imports and is unable to pay back its debt.

The Social and behavioural aspects have come to the forefront in Sri Lanka. Behavioural disruption due to the economic fallout and mishandling of the peaceful public protests is starkly visible. The Emergency situation and shortage of basic necessities is devastating deeply impacting physical, social, emotional, financial, and mental well-being of the people. With Social Media Platforms outlawed and curfew imposed, the situation is unnerving.

The objective of this study is to analyse the macroeconomic situation, its impact on the economy and the people. This study will explore the linkage between the macroeconomic decisions and its social and behavioural fallout.

The Research Design will be based on secondary sources, accessed from Government of Sri Lanka's websites dealing with the country's macro-economy and social welfare schemes. The Research study will analyze the economic situation and the social aspects in Sri Lanka based on statistical data from 2010 till present. Analysis shall be made through simple statistical methodology.

This Research paper finds out the how steps taken by the Sri Lankan government has resulted into depletion of foreign exchange reserves and traumatic decline in daily essentials and caused social unrest. This research study will aid policy makers to ensure economic and social stability in times of crisis and it will result into furthering research in behavioural fallout of wrong decisions.
BALIKESİR İLİNDEKİ BAZI İLÇELERİN ŞEBEKE SULARININ GEÇİCİ SERTLİK DEĞERLERİNİN BELİRLENMESİ

DETERMINATION OF TEMPORARY HARDNESS VALUES FOR SOME DISTRICTS IN BALIKESİR'S MAINS WATER

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Özet

Sudaki iki değerlikli metal katyonlar, sabun köpürmesini engelleyen, çeşitli endüstriyel işlemlere zarar veren, suyu kirleten ve genellikle su kalitesini düşüren su sertliği olarak bilinen parametrenin nedenidir. Suda sertliğe neden olan katyonlar temel olarak kalsiyum, magnezyum, demir ve mangan iyonlardır. Sert su, içinde bu iyonların tuzlarının çözündüğü su olarak tanımlanır. Ancak doğal sularda Ca⁺² ve Mg⁺² dışında çok fazla katyon bulunmadığından, Ca⁺² ve Mg⁺² haricindeki bu katyonlar su sertliğini önemli ölçüde artırmazlar. Bu yüzden toplam sertlik kalsiyum ve magnezyum iyonu konsantrasyonlarının toplamı olarak tanımlanmaktadır. Sularda bulunan sertlik dereceleri farklı yöntemlerle belirlenmektedir ve sınıflandırılmaktadır. Bu araştırmada Balıkesir ilinde belirlenen altı farklı ilçeden alınan su örneklerinin "Geçici Alman Sertlik Derecesi" belirlenmiştir. Geçici sertlik tayini ile suların sertlik derecelerini belirlemek için titrimetrik yöntem kullanılmış ve sonuçlar Alman Sertliği (1°AS=10 mg CaCO₃/L) şeklinde ifade edilmiştir. Elde edilen sonuçlara göre belirlenen ilçelerdeki şebeke sularının farklı sertlik derecelerinde olduğu tespit edilmiştir. Çıkmak sularında bulunan yüksek Ca⁺² ve Mg⁺² miktarlarının sağlık üzerinde bilinen olumsuz bir etkisi yoktur. Ancak sert sular içimi zor olduğuundan tercih edilmemez. Suyun sertliğini gidermek için toz halinde kireç (Ca(OH)₂) ve soda (Na₂CO₃) kullanabilir ya da iyon değiştirici reçine kullanılarak da sular yumuşatılabilir. Anahtar Kelimeler: Su sertlik, Sertlik tayini, Şebeke suları
Abstract
The divalent metal cations in the water are what lead to the water hardness characteristic, which prevents soap from lathering, harms numerous industrial operations, contaminates the water, and generally affects water quality. The principal cations responsible for water hardness are calcium, magnesium, iron, and manganese ions. Hard water is described as water that has these ions' salts dissolved in it. However, since there aren't many cations present in natural waters besides Ca$^{+2}$ and Mg$^{+2}$, these cations don't considerably raise the hardness of the water. Thus, the total hardness is determined by adding the concentrations of the ions calcium and magnesium. In water, there are two forms of hardness; temporary hardness and permanent hardness. The "temporary hardness" formed by Ca$^{+2}$ and Mg$^{+2}$ bicarbonates and which can be removed by boiling water, and the "permanent hardness" caused by the salts of Ca$^{+2}$ and Mg$^{+2}$ ions with other anions such as sulfate and nitrate other than bicarbonate and cannot be removed by boiling water. Different approaches are used to identify and categorize the different water hardness levels. This study measured the "Temporary German Hardness Degree" of water samples collected from six different Balkesir provincial districts. The results of the titrimetric method were reported as German Hardness (1° AS=10 mg CaCO$_3$/L), which was used to evaluate the temporary hardness of the water. According to the results obtained, it has been determined that the mains waters in the determined districts have different degrees of hardness. There are no proven harmful effects of high Ca$^{+2}$ and Mg$^{+2}$ levels in drinking water. But because it is challenging to drink, hard water is not favored. The hardness of the water can be reduced by adding soda (Na$_2$CO$_3$) or powdered lime (Ca(OH)$_2$), or the water can be softened by utilizing ion exchange resins. It is becoming more and more vital to consume water consciously and to consider it an essential nutritional component. People should be able to categorize water based on its intended use and be aware of the characteristics of the water they consume. Municipalities and bottled water companies only provide the hardness value for the mains water's quality characteristics; the values for calcium and magnesium are not declared. Customers should be more aware of this issue and have higher expectations from brands.

Keywords: Hardness in Water, Determination of Hardness, Mains Water
THE INHIBITION EFFECT OF POLY (ACRYLIC ACID-CITRIC ACID) AND POLYACRYLIC ACID WITH PARTIAL SODIUM SALT ON CALCIUM OXALATE CRYSTALLIZATION

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Abstract

Calcium oxalate (CaOx) crystals are responsible for the formation of urinary calculi and the formation of scale in many industrial processes. Calcium oxalate inhibition is an area of intense scientific interest in the field of materials science because of its relevance to the process of biomineralization. In this study, the effects of copolymer poly (acrylic acid-citric acid) (PAAC) and polyacrylic acid with partial sodium salt (PAAS) on spontaneous batch crystallization of calcium oxalate were investigated. The influence of polymers on the rate of calcium oxalate precipitation was determined by measuring the reduction in conductivity as a function of time in a solution containing 7×10⁻⁴ molar CaCl₂ and Na₂C₂O₄ at 37 ℃ and pH ≈6. The copolymer was confirmed by FTIR and NMR analyses. Using scanning electron microscopy (SEM), the effects of polymers on crystal size, shape, and agglomeration were evaluated. The Inhibition of (CaOx) crystallization in the presence of (PAAC) and (PAAS) was likely due to adsorption onto the active growth sites for crystallization. In addition, the results showed that polyacrylic acid with partial sodium salt is more efficient than copolymer poly (acrylic acid-citric acid) and poly acrylic acid in inhibiting the crystallization of (CaOx). Even though polyacrylic acid with partial sodium salt looked to be a promising polymer for inhibiting the crystals of (CaOx), additional in vitro and bioavailability studies are required to fully evaluate this polymer.

Keywords: calcium oxalate; crystallization; copolymer; inhibition
Özet


Anahtar Kelimeler: Performans, Milli Sporcu, İletişim Becerileri, Antrenör-Sporcu İlişkisi, Deneyimler.

Abstract

The aim of this study is to examine the relationships between the athletes' continuous optimal performance moods and the coach communication skills perceived by the athletes and to evaluate the predictive effect of the coach communication skills. Quantitative research model was used in the study. Correlational and comparative analysis methods, which examine the predictive relationship between variables, were used. The universe of the research consists of young female judo performance athletes. 35 female judo national team athletes between the
ages of 15-19 (x̄age=17.97±.71) competing in the youth category with the accessible sampling method participated in the study based on the principle of voluntariness. "Continuous Optimal Performance Mood Scale-2 - COPMS -2" was used for the continuous optimal performance mood of the athletes participating in the study, and the "Trainer Communication Scale according to Athlete Perception - TCSAAP " was used for the communication status of the athletes with their coaches. In the study, the differences according to the age of the athletes, the age of the sports, the gender of the trainers; The relationships between the variables of sportsmanship, coaching experience, total hours of work done in a week and the years they worked with their trainers were examined comparatively. In the analysis of the data, frequency and percentage for categorical variables, descriptive statistics for scale variables, Mann-Whitney U and Kruskal-Wallis test were used to compare the findings. According to the findings of this study, according to the simple linear regression analysis between the "CAPSQ (total)" and "SAPSQ (total)" variables, the dependent variable was "SAPSQ (total)" and the independent variable was "SAAPQ (total)". According to the regression analysis, we can say that the "HAPPS (total)" variable is a statistically significant regressor (r:0.325) of the "SOPDSS (total)" variable (t:3.983;p< .000) and explains 32.5% of the variability.

**Keywords:** Performance, National Athlete, Communication Skills, Coach-Athlete Relationship, Experiences.

**GİRİŞ**

Gerek toplumsal, gerek örgütsel yaşamda sağlıklı ve doyurucu ilişkilerin kurulması kişiler arasındaki iletişin gücüne bağlıdır. “Bilgi üretme, aktarma ve anlamlandırma süreci” olarak tanımlanan iletişim (Öztürk ve Soytürk, 2019; Dökmen 2004), spor da ortak amaçları gerçekleştirmek ve hedefler ulaşmak için bir araya gelmiş kişilerin, yönetimSEL süreçleri gerçekleştirdiği örgütsel bir yapı içinde koordinasyonun sağlanması, bilgilerin aktarılması, görevlerin yerine getirilmesi, ilişkilerin yürütülmesi, duygular ve düşüncelerin paylaşıılması ve benzer öğelerin bir arada gerçekleşmesi öngörülmektedir. Tüm bu öğeler in bir arada kullanılmış ise iletişim antrenör ve sporcunun ortak amaç, ilke ve değerler ilgili ortaktır bilgi ve anlayışlarının gelişmesini sağlamaktadır (Jackson, Dimmock ve Compton, 2018).


Antrenör-sporcu ilişkisi, negatif bir iletişim sürecinde agresif bir iletişim tarzi sporcunun veya takımın performans açısından başarı oranı olumsuz etkilediği (Kassing ve Infate, 1999), iletişimin süreçlerinin ve ilişkilerin pozitif olduğu bir ortamda antrenör-sporcu ilişkisi ise sürekli eğitim, dönmüt, cesaretlendirme, seçenekler yoluyla sporcu doyumunu, benlik saygısını, motivasyonunu ve becerilerini geliştirmede olumlu katkı sağladığı görülmektedir (Reinboth,
Duda ve Ntoumanis, 2004; Altıntaş, Kazak Çetinkalp ve Aşçı, 2012). Bu nedenle tüm bunlar iyi antrenör olmanın temel özellikten biri olarak görülmektedir (Margaret, Kirubakar ve Kumutha, 2010).

Literatür taraması sonucunda nitelikli iletişim için antrenörlerin, dürüst, pozitif, yapıcı ve sempatik olma, alınacak kararlar arasında sporcu ve takım düşüncesine önem verme gibi yapıcı davranış özelliklerinin önemi vurgulanırken; antrenörün iletişim becerilerinin yarattığı sinerji ile “antrenörlük sürecinde” nitelikli ve etkili iletişim özelliklerine sahip antrenörlerle çalışan sporcuların antrenman ve müsabakalardaki performanslarında olumlu gelişme gösterdiğini, işlerinden keyif aldıkları, kendilerini gerçekleştirmekte ve başarılı olma sürecini verimli kullanabildikleri görülmektedir (Yılmaz, Çimen ve Bektaş, 2009). Ayrıca literatüründe antrenör-sporcu ilişkisi geniş bir çalışma alanı sahip olmasına (Ferrar ve Ark., 2018) rağmen bu ilişki içerisindeki antrenör iletişim becerileri ile ilgili sınırlı araştırmaların olduğu söylenebilir (Fraser-Thomas, Cote ve Deakin, 2008).

Optimal performans duygu durumu, yüksek performans elde etme sürecinde sporcular için öneminin anlaşılmasında nitelikli iletişim ve antrenör-sporcu iletişim becerilerinin öneminin sonucunda literatürde optimal performans duygu durumu kavramı ile ilgili birçok çalışmanın yapıldığı görülmüştür (Keller ve Bless, 2008; Russell, 2001; Kawabata ve diğ., 2008; Kesler, 2020). Bu çalışmalarda, optimal performans duygu durumu ile içsel güdülenme, ego yönelimi ve performans iklimi arasında pozitif ilişki olduğu, ayrıca algılanan yeterliği yüksek olanların optimal performans duygu durumlarının da yüksek olduğu tespit edildiği görülmektedir.

Yapılan bazı çalışmalarda optimal performans duygu durumuna etki edebilecek bazı demografik özellikleri de ele alıp incelendiği görülmüştür (Yıldız, Gülşen ve Yılmaz, 2015), optimal performans duygu durumu cinsiyete göre farklılık bulunanڦnmını ve eylem farkındalık birlesimi alt boynuzlu puanlarının bireysel sporla uğraşan sporcuların puanları arasında takım sporlar ile uğraşan sporcuların daha yüksek olduğu (Russell, 2001), farklı branşlarda yer alan sporcuların optimal performans duygu durumları cinsiyete göre bir fark olmadığı ortaya koymuşlardır (Murcia ve diğ., 2008), fiziksel aktivite türine ve cinsiyete göre değişiklik göstermediğini belirtmişlerdir (Sharp ve diğ., 2007).

Bu bağlamda çalışmadı, sporcu algılarına göre antrenör - sporcu iletişim becerilerinin, sporcuların süreçli optimal performans duygu durumlarını etkisinin, sporcuların yaş, spor yaş, antrenörlerin cinsiyetlerine göre farklar; sporculuk, antrenörlük deneyimi, bir haftada yapılan çalışmaların toplam saati ile antrenörleriyle çalışıkları yıl değişkenlerine göre incelenmesi hedeflenmiştir.

ARAŞTIRMALAR 

Araştırmanın Modeli ve Örneklem

Araştırımada nicel araştırma modeli kullanılmıştır. Değişkenler arası yordayıcı ilişiği incelenen korelasyonel ve karşılaştırmalı analiz yöntemi kullanılmıştır. Araştırmanın evreni genç kadın judo performans sporcuları oluşturmaktadır. Çalışmaya, ulaşlabılır örneklem yöntemi ile gençler kategorisinde yarışan 15-19 yaş arası (x̄ yaş=17,97±,71) 35 kadın judo milli takım sporcusu yönüllüülük ilkesine dayanarak katılmıştır. Çalışmadı sporcuların yaş, spor yaş, antrenörlerin cinsiyetlerine göre farklar; sporculuk, antrenörlük deneyimi, bir haftada
yapılan çalışmaların toplam saati ile antrenörleriyle çalıştıkları yıl değişkenleri arasındaki ilişkiler karşılaştırmalı olarak incelenmiştir.

**Veri toplama aracı**


**Sporcu Algısına Göre Antrenör İletişim Ölçeği (SAAİÖ);** 28 maddeden oluşan SAAİÖ, sporcuların antrenörleriyle olan iletişim deneyimlerini belirlemek amacıyla geliştirilmiştir. 5’li likert türü maddeler yer almaktadır. Tamamı olumlu ifadelerden oluşan ve alt boyutu olmayan ölçekte maddeler 5’li Likert ölçek üzerinde cevaplandırılmaktadır. Yapı geçerliliği faktör analizi ile incelenen ölçekte 28adden toplam korelasyonlarının 44 ile 86 arasında değiştiği görülmüştür. Ölçekten elde edilebilecek en düşük puan 28, en yüksek puan 140’dır (Abakay vd 2011).

**Sürekli Optimal Performans Duygu Durumu Ölçeği-2 (SOPDDÖ-2);** her bir alt boyutu 4 maddeden oluşan SOPDDÖ, sporcuların antrenörleriyle olan iletişim deneyimlerini belirlemek amacıyla geliştirilmiştir. 5’li Likert ölçek üzerinde cevaplandırılmaktadır. Öğrencilerin optimal performans duygulamını yaşam eğilimini belirlemektedir. Bireyler, Görev zorluğu-beceri dengesi, eylem-farklandik birleşimi, açık hedefler, belirli geri bildirim, göreve odaklanma, kontrol duygusu, kendilik farklandığın azalması, zamanın dönüşümü ve amaca ulaşıma deneyimi gibi alt boyuttan aktüetler arasında hangilerini ne sıklıkla yaşadığını düşünmeleri ve cevaplandırılmaktadır. Ölçekten faktör analizi ile EQS programında test edilmiştir. Elde edilen uyum indeks değerleri 36 maddelik ölçekteki formlar için düşük bulunmuştur. Modelden çıkarılan faktör yükleri düşük iki madde bulunmaktadır ve uyum indeks değerlerinin kabul edilebilir düzeyde olduğu ve faktör yapısının türkçe versiyonu için desteklendiği görülmüştür. Ölçekten güvenililiği Cronbach alfa iç tutaşlık katsayıları ile incelenmiştir. İç tutaşlık katsayıları 0.55 (Görev Zorluğu/Beceri Dengesi) ile 0.87 (Kendilik Farklandığı Azalması) olarak hesaplanmıştır (Aşçı vd 2007).

**Verilerin İstatistiksel Analizi**

Verilerin analizinde kategorik değişkenler için frekans ve yüzde, ölçek değişkenleri için tanımlayıcı istatistik, Normalluk testi, bulguların karşılaştırılması için Mann-Whitney U ile Kruskal-Wallis testi kullanılarak analiz edilmiştir.

**BULGULAR**

Tablo 1’den Çalışmaya katılmanın yaş ortalaması (x̄:17,97;ss:0,71), sporcuların judo yapma yaşlarının ortalaması (x̄:8,23;ss:1,68,) sporcuların antrenörlerinin yaş ortalamasının (x̄:41,14;ss:7,21), mevcut antrenörler ile çalışma sürelerinin ortalaması (x̄:7,40;ss:2,29), antrenörlerinin mesleki deneyimlerinin ortalaması (yıl) (x̄:15,40;ss:7,11), sporcuların antrenörleri ile haftalık çalışma saatlerinin ortalaması (x̄:23,31;ss:2,95) olduğu tablo’2 de görülmektedir. Ayrıca bu belirtilen değişkenlere ve sporcu algılara göre antrenör iletişim beceresi (SAAİÖ) ortalamasının (x̄:133,63;ss:14,56) ile sporcuların optimal
performans duyu durumunun (SOPDDÖ) ortalamasının (**x**:152,66; **ss**:25,22) olduğu görülmektedir.

**Tablo4.** “Antrenörün Cinsiyeti” Değişkenine göre ortalamaların karşılaştırılması için Mann-Whitney U testi sonuçları

<table>
<thead>
<tr>
<th>Antrenörlerin Cinsiyeti</th>
<th>N</th>
<th>Ortalama X</th>
<th>Standart Sapma ss</th>
<th>Min</th>
<th>Max</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAAİÖ (toplam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>130,67</td>
<td>17,43</td>
<td>84</td>
<td>140</td>
<td>-1,994</td>
<td>0,046*</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>138,07</td>
<td>7,22</td>
<td>113</td>
<td>140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOPDDÖ (toplam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>153,38</td>
<td>26,07</td>
<td>108</td>
<td>180</td>
<td>-0,49</td>
<td>0,624</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>151,57</td>
<td>24,81</td>
<td>108</td>
<td>180</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tablo 5. “Yaş” Değişkenine göre ortalamaların karşılaştırılması için Kruskal-Wallis testi sonuçları

<table>
<thead>
<tr>
<th>Yaş</th>
<th>n</th>
<th>Ortalama X</th>
<th>Standart sapma ss</th>
<th>Min</th>
<th>Max</th>
<th>Kikare</th>
<th>p</th>
<th>Fark</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAAİÖ (toplam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>17-9</td>
<td>17</td>
<td>136,89</td>
<td>8,96</td>
<td>113</td>
<td>140</td>
<td>6,158</td>
<td>0,045*</td>
<td></td>
</tr>
<tr>
<td>18-18</td>
<td>18</td>
<td>134,28</td>
<td>16,73</td>
<td>84</td>
<td>140</td>
<td></td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>SOPDDÖ (toplam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-9</td>
<td>17</td>
<td>153,44</td>
<td>26,78</td>
<td>109</td>
<td>180</td>
<td>0,429</td>
<td>0,807</td>
<td></td>
</tr>
<tr>
<td>18-18</td>
<td>18</td>
<td>150,06</td>
<td>26,94</td>
<td>108</td>
<td>180</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>19-8</td>
<td>19</td>
<td>157,63</td>
<td>21,45</td>
<td>126</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X²:6,158
P<0,045*

Çalışmaya katılan kadın judo milli takım sporcularının yaş grupları arasında “SAAİÖ (toplam)” puanı açısından istatistiksel olarak anlamlı farklılık bulunmazken (p<0,05), 19 yaşındaki sporcuların “SAAİÖ (toplam)” puanları (**x**:128,50;**ss**:14,64), 17 yaşındaki (**x**:136,89;**ss**:8,96) ve 18 yaşındaki (**x**:134,28;**ss**:16,73) sporcuların “SAAİÖ (toplam)” puanlarından istatistiksel olarak daha düşüktür. Ayrıca “SOPDDÖ (toplam)” puanı açısından istatistiksel olarak anlamlı bir fark olmadığı (p>0,05) tablo 5’de görülmektedir.
**Tablo 6. Pearson korelasyon katsayıları**

<table>
<thead>
<tr>
<th>Değişkenler</th>
<th>SAAİÖ (toplam)</th>
<th>SOPDDÖ (toplam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaç yıldır bu sporu yapıyorsunuz</td>
<td>r: -0,148, p: 0,910</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p: 0,397, p: 0,957</td>
<td></td>
</tr>
<tr>
<td>Mevcut antrenörle çalışma süresi (yıl)</td>
<td>r: -0,266, p: 0,026</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p: 0,122, p: 0,882</td>
<td></td>
</tr>
<tr>
<td>Antrenörle haftalık çalışma süresi (saat)</td>
<td>r: 0,367, p: 0,282</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p: 0,030, p: 0,101</td>
<td></td>
</tr>
<tr>
<td>Antrenörlerin mesleki deneyimlerinin (yıl)</td>
<td>r: 0,178, p: 0,140</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p: 0,305, p: 0,422</td>
<td></td>
</tr>
</tbody>
</table>

“SOPDDÖ (toplam)” puanları ile “Kaç yıldır bu sporu yapıyorsunuz?”, “Mevcut antrenörle çalışma süresi (yıl)”, “Antrenörle haftalık çalışma süresi (saat)”, “Antrenörlerin mesleki deneyimlerinin (yıl)”, değişkenleri arasında istatistiksel olarak anlamli bir ilişki yoktur (p>0,05). “SAAİÖ (toplam)” puanları ile “Antrenörle haftalık çalışma süresi (saat)” değişkeni arasında pozitif, orta düzeyde ve istatistiksel olarak anlamli bir ilişki vardır (p<0,05 ; r=0,367).

**Tablo 7. Basit Doğrusal Regresyon analizi**

<table>
<thead>
<tr>
<th></th>
<th>Standartlaşmamış Katsaylar</th>
<th>Standart Katsaylar</th>
<th>t</th>
<th>p</th>
<th>Κorelasyon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Hata</td>
<td>Beta</td>
<td></td>
<td>Sırfsınr</td>
</tr>
<tr>
<td>(Sürekli)</td>
<td>20,819</td>
<td>33,289</td>
<td>0,625</td>
<td>0,536</td>
<td>0,325</td>
</tr>
<tr>
<td>SAAİÖ (toplam)</td>
<td>0,987</td>
<td>0,248</td>
<td>0,570</td>
<td>3,983</td>
<td>0,000</td>
</tr>
</tbody>
</table>

“SAAİÖ (toplam)” ve “SOPDDÖ (toplam)” değişkenleri arasında basit doğrusal regresyon analizi göre bağımlı değişken “SOPDDÖ (toplam)”, bağımsız değişken “SAAİÖ (toplam)”dır.

Regresyon analizine göre “SAAİÖ (toplam)” değişkeninin “SOPDDÖ (toplam)” değişkeninin (t:3,983; p:<0,000) istatistiksel olarak anlamli bir regresörü olduğunu (r:0,325) ve değişkenliğin %32,5’ini açıkladığını söyleyebiliriz.

**SONUÇ**


Antrenörlerin cinsiyeti grup değişkenine göre istatistiksel olarak anlamli fark göstermektedir. Sporcuların, erkek antrenörlerinin puanlarının kadın antrenörlerin puanlarından istatistiksel olarak daha düşük olduğu görülmüştür. Sporcuların optimal performans duygusu durumu ile antrenörün cinsiyeti arasında anlamli bir ilişki görülmemektedir.
Tepeköylü Öztürk ve diğerlerine göre (2021); yüksek performans sporcularını (17-44 yaş) kapsayan çalışmada, erkek antrenörlerin iletişim becerilerinin sporcular tarafından kadın antrenörlerle göre daha düşük algılandığı, ancak antrenörlerin cinsiyetlerinin ne olduğu sporcuların sürekli optimal performans duyu durumlarında anlamlı fark yaratmadığı belirtilmektedir.

Doggun (2018) bireysel ve takım sporlarında antrenörlerin iletişim becerilerini sporcu algıları üzerinden etkisini incelediği çalışmada; sporcular ile kadın antrenörlerin kurduğu iletişimin etkili olduğunu belirtmiştir.

Ayrıca antrenör iletişim becerileri ölçü testinde erkek antrenörler, kadın antrenörlerin puanlarının daha iyi olduğu ancak sporcuların bașarılı ve sporcuların antrenörü algısı veya cinsiyeti ile herhangi bir ilişki bulunmadığını belirtmiştir. Bu nedenle antrenör-sporcu ilişkilerinin kalitesi ve antrenörün kişisel becerilerini geliştirmesinin önemi, sporcu gelişimi ve performansında önemi etkili olduğu belirtmiştir (Ferrar vd, 2018).

Sporcuların spor deneyim süresi, mevcut antrenörle çalışma süresi, antrenörlerin cinsiyeti, antrenörün antrenörle haftalık çalışma süresi ve antrenörün antrenörle haftalık çalışma süresi değişkenleri arasında istatistiksel olarak anlamlı bir ilişki bulunmamıştır. Sporcuların antrenörle haftalık çalışma süresi (saat) değişkeni arasında pozitif, orta düzeyde ve istatistiksel olarak anlamlı bir ilişki görülmüşüştür.


Literatür taramasında antrenörle geçirilen çalışma süresinin antrenör-sporcu iletişiminde etkili olduğunu gösteren çalışmalar mevcut olduğu görülmektedir.


Sonuç ve Öneriler


Kaynaklar

Republic of Northern Cyprus. Educational Policy Analysis and Strategic Research, 13(4), 141-152.


DÖVİZ KURU VOLATİLİTESİNİN TÜRKİYE’DEKİ MAKRO EKONOMİK DEĞİŞKENLERLE İLİŞKİSİ

THE RELATIONSHIP OF EXCHANGE RATE VOLATILITY WITH MACRO-ECONOMIC VARIABLES IN TURKEY

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Özet

Anahtar Kelimeler: Volatilitel, Enflasyon, GSYİH, GARCH

Abstract
The most important feature of alternative exchange rate systems is that they are fixed or floating. Fixed exchange rates should by definition not change and are preferably intended to be permanent. In the floating exchange rate system, rates can change from year to year, from
week to week, even from minute to minute, up or down. Volatility represents the degree to which a variable changes (volatility) over time. The greater the magnitude of the variable’s volatility, or the faster it changes over time, the more volatile it is. In the fixed exchange rate system, it is generally accepted that they do not have volatility, since the exchange rates should not change by definition. A floating exchange rate may or may not be volatile, depending on how much it changes over time. However, since floating exchange rates are free to change, they are generally expected to be more volatile. Volatile exchange rates increase uncertainty and therefore risk, making international trade and investment decisions difficult. Exchange rate risk refers to the potential for the local currency to lose value due to a change in the exchange rate. Since the floating exchange rate system is valid in the Turkish economy, and the recent increases in exchange rate fluctuations have led to an increase in the exchange rate risk. In this context, this study examines the relationship between exchange rate volatility and selected macroeconomic variables such as foreign direct investment, gross domestic product and inflation. Secondary time series data for Turkey’s 29-year period (1991-2019) were obtained and used from the World Bank indicators. Unit root testing, cointegration testing, GARCH and regression analysis are techniques used for hypothesis testing. In this study, Unit root ADF test was applied to check the stationarity of the data, then GARCH to check for exchange rate volatility, cointegration and regression analysis to check the relationship between dependent and independent variables. From the analysis, it is concluded that there is a long-term and permanent volatility in exchange rates and that exchange rate has a positive relationship with gross domestic product and foreign direct investment, and a negative and insignificant relationship with inflation. The findings show that exchange rates must be managed by decision makers in order to have a positive impact on the economy. It is thought that this study will be beneficial for policy makers and researchers.

**Keywords:** Volatility, Inflation, GDP, GARCH
EFFECTS OF DELAYED GOVERNMENT SPENDING ON DYNAMICS OF A BUSINESS CYCLE MODEL

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Abstract

Recently, financial dynamics studies have heavily relied on delayed differential equations. It has been and continues to be a focus of research on how the characteristics of systems of delay differential equations differ from those of systems of ordinary differential equations. A policy lag is the period of time it takes for economic choices to be implemented. The issue of a finite policy lag between the political decisions governing public purchases and the actual spending in the well-known business cycle model viz., the Investment Savings-Liquidity Preference Money Supply (IS-LM) model is developed in this paper. The constructed system's qualitative analysis reveals that a finite delay can result in a wide range of dynamic behaviours. We demonstrate that the equilibrium point may lose or gain local stability, allowing a sequence of stability or instability regions to be observed, by altering the length of the delay and using the stability switch criteria. Therefore, this model helps in estimating how much delay is allowed while still maintaining the stability of the system. When the time delay is included, Hopf bifurcation occurs when it crosses the critical value. The work is dissected into two scenarios: delay-free and delay-filled to perform the stability analysis. We have taken into account linear functional forms for investment processes and liquidity preferences. Last but not least, numerical simulations are run to verify our analysis.

Keywords: Business cycle model, Government spending, Hopf bifurcation, IS-LM model, Delay
FINANCIAL MANAGEMENT SYSTEM OF COLEGIO DE CASTILLEJOS: AN EVALUATION

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Abstract
One of the most significant and valuable elements to consider in an organization is to make sure which the financial assets of the business enterprise are well managed, specifically in terms of the industry capital. Accordingly, management of working capital is critically essential to the success of every company. In service industry, the working capital is vitally dependent to the sales of the product. It is said that which sales is different during the year because of growth, seasonality or uncertainty, then managing the working capital would be difficult.

Furthermore, a firm’s current liability such as inventory, receivables and short-term payables as well as the business enterprise’s current assets varies in accordance to the fluctuations of sales. In this regard, the cash flow within the industry may be insufficient to sustain organization operations, even if the profitability of the industry is satisfactory over the entire year. Hence, there is a need for an effective Financial Management System. The development Financial Management Systems is to support the Ethiopian reform as an example of a success follow risk strategy of automation in a difficult environment, (Peterson, 2006). The writer will use the descriptive method of research utilizing the questionnaire as the main instrument in gathering data. This research was conducted in order to determine the Evaluation of the Financial Management System of COLEGIO de CASTILLEJOS. In order to answer these research goals, the researcher opted to obtain the Evaluation of the Financial Management System of COLEGIO de CASTILLEJOS. Specifically, a total of 50 respondents from COLEGIO de CASTILLEJOS and Municipality of Castillejos, Zambales were randomly selected to make up the sample. This method is used to describe the nature of a situation, as it exists at the time of the study and to explore the causes of particular a phenomenon. Providing Automated Daily Time Record for (log-in/log-out) with biometrics technology is one of the solutions for attendance monitoring. Aside from this the said system should also capable of automated calculation of their payroll. A will documented payroll system will lead the organization to maximize its analysis needs to improve the overall process of cash flow monitoring. Automation of accounting processes using deploying accounting system software is also recommended but manual audit should be made for accuracy purposes.

Keywords: Financial Management System, Colegio de Castillejos, Evaluation
Summary
Russia's invasion of Ukraine may have been swift and dramatic, but not unexpected. This is extremely tragic, first of all for the Ukrainian people, but also for the Russian people and the global order as a whole.

As a result, financial markets reacted quickly to news of Russia's incursion, with the MSCI All Country World Index, the world's leading equity index, falling to its lowest level in almost a year, oil rising above $100 a barrel, and European natural gas prices jumped over 70%.

The invasion of Pythia in Ukraine shocked the world not only politically, but also economically. The actions required in response to war are almost unprecedented in their scope and scale and can lead to economic division even deeper than during the Third War. The war and the sanctions will lead to severe consequences not only for Pythia and Ukraine, but also for the whole world.

Increases in energy prices will have a negative impact on the global economy. Europe is particularly vulnerable because in recent years it has done little to reduce its dependence on Russian gas, and in some cases - notably Germany, which has abandoned nuclear power - has even increased it significantly.

The consequences of the war in Ukraine will not be limited to the country or the region. All over the world, people have to pay more for basic food items. Russia and Ukraine produce nearly 30 percent of the world's wheat. Many of the poorest countries on earth are dependent on imports from both countries.

In light of all this, the increased prices of energy resources lead the European manufacturing industry to be price uncompetitive in terms of the final price of the manufactured goods. On the international market, goods produced in the EU are starting to become price uncompetitive compared to countries such as China and Turkey, which have energy sources at lower prices.

In addition, the European industry is expected to quickly lose its raw material markets such as Russia, Belarus and Ukraine, supplying wheat and cereals, including for European livestock, metals for construction and engineering, coal, etc.

Not only the geographical limitations of Europe, but also the scarcity or high price levels of raw materials for industry, the loss of markets due to sanctions, the feeling of insecurity in European society - all this will lead to a decrease in investment (international and domestic) and the inevitable devaluation of the European currency.

And last but not least, all this is taking place in parallel, or against the background of a global economic crisis caused two years ago by Covid 19, for which neither cost nor duration can be predicted.

Keywords: crisis, war, consequences, prices, economy
EVALUATION OF DISTANCE OF MANDIBULAR MOLARS TO INFERIOR ALVEOLAR NERVE CANAL: A Cone-Beam Computed Tomographic Study

ALT ÇENE BÜYÜK AZİ DİŞLERİNİN İNFERİÖR ALVEOLAR SİNİR KANALINA OLAN UZAKLIĞININ DEĞERLENDİRİLMESİ: KONİK İŞINLI BİLGİSAYARLI TOMOGRAFİ ÇALIŞMASI

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Abstract

Introduction: The proximity of the mandibular canal to the mandibular molar teeth roots may cause injury to inferior alveolar nerve (IAN) during root canal treatment.

Materials and Methods: 200 cone-beam computed tomography (CBCT) images (105 females, 95 males), including those of 390 mandibular first molars (MFMs), 393 mandibular second molars (MSMs), were examined. The patients were subcategorized by age and gender (class I, <21 years; class II, 21-40 years; and class III, >40 years). CBCT images were taken by the i-CAT® Model 17-19 (Imaging Science International, Hatfield, PA, USA) with a flat-panel detector of amorphous silicon and the following parameters: exposure protocol, 120 kVp; current, 5 mA; slice thickness, 0.125-0.4 mm; and isotropic voxels. Distances between the IANC and roots apices were measured.

Results: The average distance of IANC to the root apex of MFM was measured as 0.96-13.23 mm for males and 0.93-11.03 mm for females. For MSM, this distance was measured as 0.52-14.71 mm for males and 0.00-5.93 mm for females. Root apices of teeth in Class I patients were generally closer to the IANC than in Class II and III.

Conclusion: Clinicians should be aware of the proximity of root apices to inferior alveolar nerve canal when performing root canal procedures in the posterior mandible.

Keywords: cone-beam computed tomography, inferior alveolar nerve, mandibular molar teeth

Özet

Giriş: İnferior alveolar sinir kanalının (İASK) alt çene büyük azi dişlerinin köklerine yakınlığı, kök kanal tedavisi sırasında inferior alveolar sinir’ in (İAS) yaralanmasına sebep olabilir.

Gereç ve Yöntem: 390 alt çene birinci büyük azi dişi, 393 alt çene ikinci büyük azi dişi içeren 200 konik ışınlı bilgisayar tomografi (KIBT) görüntüüsü (105 kadın, 95 erkek) incelendi. Hastalar yaş ve cinsiyete göre alt kategorilere ayrıldı (sınıf I, <21 yıl; sınıf II, 21-40 yıl ve sınıf III, >40 yıl). KIBT görüntüleri i-CAT® Model 17-19 (Imaging Science International, Hatfield, PA, ABD) ile düz panel amorf silikon detektörü ve aşağıdaki parametrelerle alınmıştır: pozlama protokolü, 120 kVp; akım, 5 mA; Kesit kalınlığı, 0.125-0.4 mm; ve izotropik voxseller. İASK ve diş kök uçları arasındaki mesafeler ölçüldü.
Bulgular: İASK 'ın alt çene birinci büyük azı dişlerinin kök uçlarına olan ortalama mesafesi erkeklerde 0.96-13.23 mm ve kadınlarda 0.93-11.03 mm olarak ölçüldü. Alt çene ikinci büyük azı dişleri için bu mesafe erkeklerde 0,52-14,71 mm ve kadınlarda 0,00-5,93 mm olarak hesaplandı. Sınıf I hastalarda İASK’na dişlerin kök uçları genellikle sınıf II ve III’ e göre daha yakındı.

Sonuç: Klinisyenler alt çene büyük azı dişlerinde kök kanal tedavisi işlemleri esnasında kök uçlarının inferior alveolar sinir kanalına yakınlığının farkında olmalıdır.

Anahtar Kelimeler: konik ışıklı bilgisayarlı tomografi, inferior alveolar sinir, alt çene büyük azı dişleri
PEKİN VE PEKİN TEMELLİ KOMPOZİTLERİN GLUKOZ BİYOSENSÖR SİSTEMLERİ ÖZERİNDEKİ PERFORMANSININ DEĞERLENDİRİLMESİ

EVALUATION OF THE PERFORMANCE OF PECTIN AND PECTIN-BASED COMPOSITES ON GLUCOSE BIOSENSOR SYSTEMS

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Özet

Determination of blood glucose levels is an important biomarker for diabetes management. To maintain normal blood glucose levels, a series of glucose measurement device has been developed and glucose biosensors (glucometers) are still used today. One of the most important segments in the standardization of test measurement parameters of devices; It is the design of the bioactive layer that increases the method sensitivity and reproducibility. The layer formed by suitable polymers, enzymes and crosslinkers provides the correct answer with the interaction of functional groups. Molecules with gelling feature facilitate active layer formation and contribute to the reproducibility of the sensor system due to the stability of the structure. The gelling property of pectin has been used in sensor systems in recent years. Pectin-based composites are polymers formed by pectin with alginate, chitosan, bovine serum albumin, gelatin and starch. The aim of our study is to evaluate the performance of these pectin and pectin-based composites on the glucose biosensor. In the study, a triple electrode system with Palm Sens Biosensor was used for electrochemical measurement. In this study, pectin was extracted from *Opuntia ficus indica* cladodes. FTIR analyzes of commercial pectin and extracted pectin were compared. SEM images and FTIR spectra of pectin and pectin-based composites were investigated. For sensor measurements, 2,0% pectin-alginate, pectin-chitosan, pectin-bovine serum albumin, pectin-gelatin and pectin-starch composites and Glucose oxidase-peroxidase enzymatic system and 2,5% glutaraldehyde as cross-linking agent were used. The mixture of polymer, enzyme and crosslinker was incubated at +4°C for 3 hours for immobilization on the electrode surface. Measurements were taken with cyclic voltammetry technique in the range of 0,3-1,2V. Standard 5,5mmol/L glucose concentration was used for determination for each composite. In SEM micrographs, the type of composite with the most significant change in surface morphology was determined as pectin-chitosan. Except for the composite formed with chitosan, other polymers are similar to the natural structure of pectin. In the pectin-chitosan composite, a homogeneously dispersed granular structure was formed. In the FTIR analysis, it was observed that the obtained pectin had characteristic peaks at 3390,6, 2939,0, 1749,0 and 1052,1 cm⁻¹, corresponding to the -OH, -CH, -COC of the ester and acid, and the -COC stretch of the galacturonic acid, respectively. The electrochemical results support both SEM images and FTIR spectra. In the electrochemical study, the potential that it showed the highest resistance was 1,16 V, and the highest peak occurred in the composite formed with chitosan. The hydrophilic and particulate nature of pectin-chitosan composites is useful in that it does not allow unstable molecules to be in the active layer and allows the binding of proteins...
to solid surfaces. Gel complexes and surface matrices expand, increasing the immobilization capacity. It also provides a network environment conducive to ligand binding. The findings obtained from the SEM analysis, FTIR spectra and electrochemical property results show that the final structure formed in the environment where pectin is formed with chitosan and glutaraldehyde is used can be used in the active layer design. This project was supported by Çukurova University Scientific Research Projects Coordination Unit (BAP) with the project code TSA-2021-14083.

**Keywords:** Bioactive layer, Biosensor, Pectin, Pectin composites.
INFECTION CONTROL IN PURULENT COMPLICATIONS OF DIABETIC FOOT

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Abstract

Diabetic foot (DS) is one of the most serious and common complications of type II diabetes. Penetration through microabrasions and places of skin damage of pathogenic microorganisms against the background of high sugar levels, neuropathy, chronic ischemia of tissues is found in the complex anatomical structure of the foot of the container and multiplying very quickly causes its phlegmon.

The results of a diagnostic study of 165 patients with DC phlegmon in patients with type II diabetes mellitus are summarized. The ratio of men and women were respectively 86:79.

Along with laboratory studies, the patients underwent a foot x-ray in 2 projections, bacteriological examination (qualitative and quantitative) with the determination of sensitivity to antibiotics, seeding (bacteriological) and cytological examination of the wound.

Analysis of the results of bacteriological studies in patients with purulent-necrotic forms of DS showed that the microbial landscape of purulent discharge has a wide spectrum and high microbial contamination. In the crops, both mixed aerobic-anaerobic infection (85-90%) and aerobic (10-15%) infection are present. Among microorganisms, obligate anaerobes (Bacteroides fragilis, Peptococcus spp., Peptostreptococcus spp., Fusobacterium spp., P. melaninogenica), facultative anaerobes (Staphylococcus epidermidis, Streptococcus haemolyticus, Staphylococcus aureus, Enterococcus spp.) and aerobes (Pseudomonas a.) are often found.

For all patients, an abscess opening, debridement, sanitation of fluctuation foci with various antiseptic agents (hydrogen peroxide, Povidone-iodine, Dioxidine, Dekasan) and postural drainage, positional (postural) drainage of the wound and wound dressing.

As a systemic therapy, infusion was carried out to improve microcirculation, eliminate tissue hypoxia and from neuropathy. Antibacterial therapy was carried out both as monotherapy and in combination. Meropenem, vancomycin, tazoracin were used frequently.

It should be borne in mind that after the elimination of purulent foci in patients with DS, an open postoperative wound remains for a long time, which creates a favorable background for the constant risk of reinfection of the wound with hospital and outpatient (in outpatients) highly resistant microorganisms. Therefore, along with general systemic therapy, long-term daily rehabilitation measures using antiseptics and sterile dressings play an important role in the formation of granulation tissue and wound healing.
SURVEY OF SELF-REGULATION OF EATING BEHAVIOUR OF FEMALE STUDENTS OF UNIVERSITIES OF DELHI AND NCR

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Anushka gupta,
student, Mata Sundri College for Women

and

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Abstract
Objective: The self-regulation of eating behaviors has been an important determinant for adopting a healthy lifestyle. The aim of the presented study is to analyze self-regulation of eating behaviors in the college going female students studying in various universities of delhi and ncr. Methodology: The Self-Regulation of Eating Behavior Questionnaire (SREBQ) was used to assess self-regulation of eating behaviors in the studied population of randomly selected 200 female students, aged 15–20. Result: Based on the screening questions of the SREBQ, 21 individuals were excluded from the analysis i.e. 11% Participant DO NOT intend to control their consumption of foods they find tempting; AND/OR DO NOT intend to have a healthy diet. out of 200, 73 (37%)participants had high level of eating self-regulatory skills i.e. their total mean score was >3.6. similarly, 101 (51 %)participants had medium level of eating self-regulatory skills i.e. their total mean score was between 2.8 to 3.6. lastly, 25 (12 %)participants had low level of eating self-regulatory skills i.e. their total mean score was between <2.8. It was concluded that the self-regulation of eating behaviors in adolescents is closely associated with food products perceived as tempting by them, as well as eating intentions. Taking this into account, adolescents characterized by a low and medium self-regulation of eating behaviors especially should be subjected to a dedicated intervention program to prevent overweight and obesity.

Keywords: eating behavior; self-regulation; self-regulation of eating behaviour questionnaire (SREBQ); population-based study; national study; adolescents;
IN-HOSPITAL MANAGEMENT AND OUTCOMES OF OLDER PATIENTS WITH ACUTE CORONARY SYNDROME

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Abstract

Introduction
Acute coronary syndrome (ACS) refers to a spectrum of conditions compatible with acute myocardial ischemia and/or infarction. Advanced age was well known as predictor of poor outcomes following an ACS.

Objective
To evaluate management of elderly patients hospitalized for ACS and assess impact of Ramadan fasting on their clinical outcome.

Methods
It was a prospective study carried out between May (Ramadan) and July 2019. All older patients≥65 years admitted to the Cardiology-Department of Hedi-Chaker-Hospital of Sfax for ACS during this period were included.

Results
68 aged patients with ACS, 43 cases (63.2%) were males. Median-age was 72 with Inter-Quartil-Range= [68-78] years. There were 50 hypertensive patients (73.5%). Of all patients, 36 patients (53%) were included during Ramadan, they were all fasting. The ACS was with non-elevated ST in 38 cases (56%). According in-hospital management, clopidogrel was prescribed for 64 cases (94.1%), aspirin for 63 patients (92.6%), statins for 49 patients (72.1%) and low-molecular-weight heparin for 44 patients (64.7%). Emergency coronary angiography (ECA) was performed in 19 patients (28%) and were all abnormal. Quarter of patients (n=17) had at least one complication and 11 cases (16.2%) had threat of complication. Both Cardiogenic chock and death were noted in 5 cases (7.4%). Compared with patients hospitalised after Ramadan, patients in Ramadan had more threat of complications (OR=2.1; p=0.001). Besides, there were no difference between the two groups in management, ECA neither in complications.

Conclusion
Elderly patients are a distinct group especially for cardiac pathologies because of their seriousness. We speculate that Ramadan fasting increased threat to develop ACS complicationswithout increasingtheir prevalence.

Keywords: acute coronary syndrome, elderly, fasting
EPIDEMIOLOGICAL AND CLINICAL PROFILE AND CHRONOLOGICAL TREND OF FETAL RETARDATION IN SOUTHERN-TUNISIA

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Abstract

Introduction

The newborn (NB) small for gestational age is defined by a weight or measurements below the 10th percentile for age. The aim of this study was to specify the epidemiological and clinical characteristics of fetal growth retardation in the Sfax region as well as its chronological trend between 2005 and 2018.

Material and methods

A retrospective study including all NB hospitalized in the neonatology department of university hospital of Sfax, Southern Tunisia for fetal growth retardation was conducted between 2005 and 2018. The data collection was done through a continuous survey of hospital morbidity and mortality. The coding of pathologies followed the nomenclature of the International Classification of Diseases in its 10th revision.

Results

Out of a total of 10685 NB hospitalized in the neonatology department during the survey period, 525 NN (4.9%) were hospitalized for growth retardation. The annual hospitalization rate was of 40.38 cases/year. The average age at hospitalization was 2±0.8 days. There were 268 NN (51%) of female gender. The median length of hospital stay was 4 days with an Interquartile Range (IQR) of [2-9] days. Neonatal comorbidity was associated in 100 cases (19%). Respiratory distress in the newborn was the most frequent comorbidity in 40 cases (7.6%). During the study period, 20 newborns hospitalized for growth retardation died, which corresponds to a case fatality rate of 3.8%. Of these, 8 NN (40%) died from respiratory distress of the NN. Death was statistically associated with longer hospital stay (OR=2.1; p=0.04). Chronological trends showed that the overall incidence of hospitalization for fetal growth restriction was stable between 2005-2018 (rho=0.032; p=0.7) as well as for deaths due to fetal growth retardation (rho=0.3; p=0.25).

Conclusion

Well-targeted and coordinated education and awareness-raising actions on the nutrition of women of childbearing age and pregnant women in particular could have a positive impact on the decline in births of underweight children and consequently contribute to the reduction of the infant mortality rate and the long-term complications due to this major public health problem.

Keywords: fetal growth retardation, new-borns, Trends
Abstract
Objectives
Atrial fibrillation (AF) is currently recognized as the most common cardiac arrhythmia worldwide. This study aimed to investigate the clinical and paraclinical characteristics of patients followed for AF in a University Cardiology Department.

Materials and Methods
This was a retrospective cohort study of patients hospitalized in the cardiology department of the Hedi Chaker Hospital in Sfax for non-valvular AF. It was spread over a period of six years and 6 months, from January 1, 2012 to June 30, 2018.

Results
During the study period, 177 patients were included. The mean age was 67.7±12.1 years. There were 108 patients aged above 65 years (61%). Women represented 60.5% (N=107) giving a sex ratio of 0.65. Forty-two patients were smokers (23.7%) and 3 patients were alcoholics (1.7%). Hypertension was the most common risk factor in 115 cases (65%) followed by diabetes in 50 patients (28.2%). Of all, 70 cases (39.6%) had anemia, 24 patients (13.9%) had thrombocytopenia and 13 patients (7.4%) had severe or end-stage renal disease. On admission, 164 patients were symptomatic (92.7%). Palpitations were present in 83 patients (46.9%). Dyspnea was noted in 71 patients (40.1%), of whom 31 patients were classified as NYHA III (43.7%) and 29 patients as NYHA IV. The mean heart rate was 107±35. Echocardiography showed that 63 patients (35.6%) had left axial deviation. The left atrium was dilated in 103 patients (67.3%) and the left ventricle in 45 patients (27.9%). There were 48 patients (27.1%) having left ventricular hypertrophy and 37 patients (25.7%) having pulmonary arterial hypertension. No significant age differences were noted in the clinical manifestations nor in echocardiographic characteristics.

Conclusions
AF is a rapidly growing public health burden, which already consumes a substantial part of health resources. A Tunisian AF registry was developed in order to optimize the management of AF patients.

Keywords: atrial fibrillation, clinical spectrum, epidemiology
COMPLIANCE WITH THE STERILIZATION PROCESS FOR REUSABLE HEAT-RESISTANT MEDICAL DEVICES

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Abstract

Introduction
The processing of sterilization of reusable medical devices (RMDs) is one of basic components to prevent healthcare-associated infections. The objective of this study was to evaluate the compliance with the sterilization process in a central sterilization department of a university hospital and to detect its possible limits.

Methods
An audit tool was used to evaluate compliance with the sterilization process for heat-resistant RMDs was conducted in the central sterilization department of the surgical university hospital of Sfax, Southern Tunisia from 21 to 28 December 2019. An observation grid pre-elaborated from national and international regulatory guidelines on the sterilization of MRDs was initially validated by two expert and then used for data collection. Percentage compliance was calculated for each standard practice step.

Results
There were 6827 sterilization cycles during 2019. The RMDs were always cleaned and dried manually. The RMDs were packaged using heat-sealed sleeves, crepe paper or metal containers with multiple-use filters. The process of sterilization at the hospital was ensured by 5 autoclaves which benefited from weekly preventive maintenance and corrective maintenance if request. The percentage compliance with the standard practices for sterilization process was 56.2%. The hospital had better compliance with the practices of pre-disinfecting of used RMDs (62.5%), labeling RMDs (80%), packaging (75%) and storage of sterilized devices (55.4%) compared with the practices for other process steps compliance such as transport (14.2%), cleaning and drying RMDs (36.3%) and their sterilization (33.3%). An additional limit was concerning traceability of different steps of sterilization process which was absent or insufficient.

Conclusion
To the best of our knowledge, this is the first study of its kind in Tunisia. Poor compliance with sterilization process of RMDs was noted which could be accused in increased transmission of pathogens in that healthcare facility. A multidisciplinary strategy should be implemented in order to improve that compliance and thus prevent its harmful consequences.

Keywords: compliance, medical devices, sterilization
Abstract
Energy efficiency and consumer behaviour research appears to make significant contributions to the behavioural components that support energy efficient usage behaviour and energy conservation or saving behaviour. Given that many regions of the world are currently experiencing an increased energy crisis, it is one of such topics that most academics are attempting to learn more about. As a result, the purpose of this study is to investigate the existing condition, evolution, and emerging themes in this subject. To that purpose, the study conducts a bibliometric and network analysis of 764 retrieved works from 1989 to 2022.

The research reveals a significant co-citation network between global journals and authors, as well as a map of the topic’s leading research centres and the dimensions covered by researchers. 2047 authors from 74 countries have so far contributed to the research on energy efficiency and consumer behaviour. The United States has the most publications, with 177, followed by China (162) and England (161). According to the data, the United States and China have the strongest links and the most intellectual impact among contributing countries. Future research should concentrate on "technological efficiency," "technological innovation," "information technology," "eco-efficiency," and "green innovation” leading to energy efficient consumer behaviour.

Keywords: Bibliometric Analysis; Energy Efficiency ; Energy saving; Energy Saving Awareness; Energy Conservation; Consumer Behaviour; Buyer Behaviour
The challenge of managing the orientation of a two-axis gimbal, which is utilized for real-time object tracking in an environment designed for object inspection, is investigated in this study. This entails using the processed images from the camera as feedback to regulate the alignment of a two-axis gimbal system that controls the camera. The control system uses Gimbal's forward and inverse kinematics to determine the angle position while keeping picture resolution. The target of interest must be always kept in the middle of the vision plane for the control to be considered successful. The proposed solution uses a CSRT method in the OpenCV to detect the object. To put the target of interest in the middle of the image and then converge the object's position to the center of the image. This is accomplished using the CSRT method in the OpenCV object detection model. This is accomplished using the CSRT method in the OpenCV object detection model. A linear control that was adjusted with a linear PID algorithm was used so that the outcomes of the suggested control could be compared. Both the simulation and the practice tests that were conducted to test the control techniques were effective in successfully tracking the target object in real-time.

**Keywords:** Object Tracking, Gimbal, Vision-Based Control.
DESIGNING AND MANUFACTURING EXOSKELETON ROBOTIC HAND FOR HAND REHABILITATION

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Abstract

The purpose of this article is to cure and rehabilitate the hands and fingers of physiotherapy patients who cannot use them correctly. This article instructs patients to utilize conservative rehabilitation techniques without professional assistance. The creation of dynamic rehabilitation devices is a rapidly expanding area of study. In fact, in stroke rehabilitation, robot-assisted treatment is a cutting-edge new technology mostly utilized. Despite the fact that patients benefit from this significant technical breakthrough, which includes the presence of rehabilitation robots, hand robotic rehabilitation devices are still in low supply in the therapeutic sector. This paper presents 3D-printed robot-assisted treatment for stroke rehabilitation. This hand exoskeleton is worked by using the EMG signals recorded from the muscles in charge of hand movement, the developed system assesses whether the stroked subject intends to open or close their hand. Based on an integration of the microprocessor and servomotors, the inexpensive robotic system can drive three degrees of freedom (DOFs) per finger in real time. Real-world studies with stroke patients indicated that the created hand

Özет


Anahtar Kelimeler: El Dış İskeleti; EMG Kontrolü; İnme Rehabilitasyonu.
exoskeleton design improved finger mobility and, more critically, the hand's ability to do simple tasks. The case studies indicated successful recovery of motor functions and, as a result, the system's usefulness.

**Keywords:** Hand Exoskeleton; EMG Control; Stroke Rehabilitation.
INTEGRATION OF YOGA IN MAINSTREAM COURSES OF SCHOOL EDUCATION

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Abstract
Yoga education in India has gained significance in recent days. Yoga helps a student to become physically and mentally strong. It improves confidence level and decision making of the students. It develops their leadership qualities and different soft skills. So it is a high time to integrate Yoga in Mainstream courses of the school education. The present paper aims to analyze the significance of integrating yoga in mainstream courses at senior secondary level.

Key Words: Integration, Yoga, Mainstream

Introduction:
The word Yoga means to join together. Yoga is related to activities related to the mind and body. Methods and ways of yoga are simple and easy to adapt. Yoga unites human body and mind. It is possible by exercising and practicing regular “pranayama”, “yogasana”, “dhyana”. Vegetarian foods and positive attitude and thinking style also contribute in achieving healthy mind and body. These are the necessary practices in yoga to lead a pure and simple and normal life and to create a good and dynamic personality.

Background
Yoga practices can be traced back in ancient India. A number of Yoga practices are seen in Hinduism and other religions such as Buddhism, and Jainism. Yoga and asanas were first practiced and well described by Patanjali in the classic text. Integrated yoga is a combination of physical, mental, and spiritual practices. “Yoga has been considered as a tool that integrates an individual's physical, mental and spiritual aspects to improve stress related illnesses (Atkinson NL, Permuth-Levine R2009)”.

Solutions and Recommendations:
The paper intends to explore the key aspect of integration of yoga education at senior secondary level. It will explore the basis for interventions that can be initiated at school level for integrated yoga education in mainstream courses. Concrete steps must be taken by the various stake holders for effective yoga teaching in schools at the individual as well as government level.

Conclusion:
In this present context, all the various role players in the teaching communities, such as educators, teachers, school heads, government educational Institutions, private agencies, administrators, policy makers, curriculum designers and developers will have to work mutually and interactively. The role players need to participate dynamically and work...
towards a collective vision to address different aspects for integrating yoga education at school level.

References:
Atkinson NL, Permuth-Levine R 2009
THE ROLE OF MOOCs IN VOCATIONAL EDUCATION WITH SPECIAL REFERENCE TO NATIONAL EDUCATION POLICY - 2020

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Abstract
National Education Policy (NEP) 2020 is the torchbearer for providing quality education. Indeed NEP-2020 has transformed the learning environment from the school level to higher education. Education is the major aspect of the development of any society. Education aims to create good citizens, problem solvers, and digitally skilled individuals and increase employability. NEP (National Education Policy) has emphasized the vocationalization of education, and integration of technology for qualitative learning. Technology makes education meet society’s needs and connects individuals ‘Local to Vocal’. Technology-supported education system promotes massive enrollments and qualitative learning which uplifts the literacy rate. Online learning platforms like SWAYAM, (Study Webs of Active-Learning for Young Aspiring Minds) MOOCs (Massive open online courses), edx, Udacity, etc. are the initiative taken by the Indian Government to reach the hundred percent literacy rate. MOOCs features like massive enrollments, free access, recorded lectures, and discussion forums are the center of attraction. Online platforms revolve around three A’s, i.e. anytime, anywhere and anyone can access the learning material. Through different studies (Voudoukis & Pagiatakis, 2022 )many reasons were found behind joining the MOOCs and online platforms some of them are obtaining degrees, promotions, professional development, and lifelong learning.

The objective of this paper is to examine the role of MOOCs in the vocationalization of education with special reference to NEP - 2020, for this descriptive analysis will be done to gather information regarding new learning structure, coding facilities for children, vocational education with internships from Class 6th, skilled-oriented learning, and immense strength in teacher education. The outcome of this paper will be importance of vocationalization of education, challenges, and changes with reference to NEP2020.

Keywords: MOOCs, NEP 2020, Quality Education, SWAYAM, Vocational Education
CONTINUES PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS

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Abstract

This paper is discussing the continuous professional development of school teachers. With the fastly evolving technology and the education system, educators all around the world are also required to get themselves ready and prepared for the future education advancements. Continuous professional development is the lifelong process in the profession of teachers as well where they are expected to learn new skills and knowledge in order to get themselves prepared for the advanced education system. Continuous professional development helps the teachers in improving their professional credibility and make them a great teacher for the smart students in the future education system. The feature of Continuous professional development in teachers helps them in enhancing their professional competencies along with maximizing their potentials. This paper is discussing the importance and the methods for the continuous professional development of the school teachers.

Keywords: Continuous professional development, Continuous professional development of school teachers, Importance of Continuous professional development, Methods of Continuous professional development
AİLE KATILIMI İLE İLGİLİ İNTERNET KAYNAKLı BİLGİLENDİRME METİNLERİNİN OKUNABİLİRLİK DÜZEYLERİNİN DEĞERLENDİRİLMESİ

EVALUATION OF THE LEVELS OF READABILITY OF INFORMATION TEXTS ON THE INTERNET REGARDING FAMILY PARTICIPATION

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Özet

Anahtar Kelimeler: Aile, aile katılımı, okul öncesi eğitim, okunabilirlik.
Abstract

The internet phenomenon, which has started to exist in all areas of society in the globalizing world, has changed people's living standards and influenced them. As a result of digital-based life, an informatics-oriented culture has emerged. In addition, the reflections of internet technologies in society have brought some social consequences. With digitalization, the transformation of information and information tools has occurred and new concepts have entered our lives in this way. Renewing itself in this way, internet technology continued to be active in all fields of information. It is important that accessible information from the Internet is accurate and understandable by society. The intelligibility of these texts is explained by the concept of readability. The readability levels of the texts are obtained with various mathematical formulas. From this point of view, the main purpose of the research is to determine the readability levels of internet-based information texts about "family participation". Raising awareness of parents coming from different conditions is possible by providing accurate and clear information to users by internet technologies. In this sense, it is important for parents, who are in the first and most important step of education, to be involved in their children's education processes and to get information about the process. The research was carried out with the document analysis technique, one of the qualitative research designs. A search was made using the keyword "Family involvement" in the "Google" search engine and the readability level of the top 100 websites was evaluated within the scope of the research. The readability levels of the information texts on the examined websites were calculated using the formulas of Ateşman (1997) and Çetinkaya-Uzun (2010). In addition, the content analyzes of these sites were made and the results were presented with descriptive statistics. Since the study data is in the evaluation phase, the results obtained will be presented in detail in the full text of the paper and discussed within the scope of the relevant theoretical framework.

Keywords: Family, family involvement, preschool education, readability.
PRESENCE OF POLYPHONY IN CLASSROOM CULTURE: INDIAN CONTEXT

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Abstract
This paper presents a part of a qualitative study conducted in three Indian classrooms (Delhi)- state-run school, private school and private-progressive school. The study aims to understand the varying degree of meaningful engagement that the teachers of the three select schools are able to provide during the pedagogical dialogue. The objective is to understand the discursive ethos of the select classrooms. For the purpose of analysis, theoretical ideas and constructs proposed by Bakhtin (1981, 1984) have been used. This article uses evidence gathered from the study examining classroom interactions and the researcher’s critical reflections upon the process to understand several common and distinct patterns of select classrooms’ discursive ethos during pedagogical dialogue. The analysis helps in determining how a dominant discourse is created; how it asserts the power; how rationality is denied to the students in an indirect way. Furthermore, the conditions in which classroom as a discursive space offers the possibility of bringing to surface personal experiences of the students are discussed. There is a focus on how power constantly shifts in dialogue to allow participants to speak with ‘authority’, sometimes even countering it. The study unravels how multiple ‘voices’ exist and how they weave together under the influence of power and hegemony. While concluding the author agrees with Bakhtinian assertion that distribution of ‘voice’ is conceivable in a ‘dialogue’.

Keywords: Classroom culture, discourse, polyphony, dialogue, carnivalesque, chronotope, adressivity.
UNDERSTANDING TEXTBOOK DESIGN AND DEVELOPMENT: THE CASE OF ‘SOCIAL AND POLITICAL LIFE’ TEXTBOOKS IN THE MIDDLE SCHOOL

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Abstract
Following the recommendations of the National Curriculum Framework, 2005, the initiatives taken by the National Council of Educational Research and Training, an autonomous and apex body funded by the MHRD, called for changing the perspective of History and Social Science Education. By bringing in the lived experiences of students, Social Science now seeks to present itself from the ‘perspective of the people’ (NCERT, 2006b). This objective finds a place in the new subject area called Social and Political Life. This paper tries to understand the subject of Social and Political Life (SPL) that replaced the subject of Civics in the upper primary classes in the period 2006 to 2008. In understanding the process of textbook construction, it tries to uncover the processes that went into the making of SPL. The paper is based on semi-structured, open-ended interviews carried out with members of the textbook development committee- that marked a departure from earlier single author textbooks.

The paper details out the process of textbook development by highlighting the varied composition of the textbook development committee, differing viewpoints and perspectives of the committee members; including curriculum debates, contestations, consensus; parliamentary control versus autonomous decision-making regarding inclusion and exclusion of content in the textbooks. In so doing, the paper gives a detailed account of what goes into the making and review of a national textbook. The paper tries to focus on “selective tradition” of textbooks to decode knowledge construction for middle school children, thus questioning notions about power and politics in determining ‘legitimate knowledge’. All in all, by bringing in different perspectives, the paper tries to problematize and critique knowledge that is being disseminated in the form of textbooks. The paper is an original contribution in the realm of curriculum design and development and social science education.

Keywords: Social and Political Life Textbook, Civics, Textbook Development, Curriculum contestation, Perspective.
THE ROLE OF INTROVERSION-EXTROVERSION IN LEARNING STYLE PREFERENCES AND ACADEMIC SELF-WORTH

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Abstract

Introversion-extroversion are key personality traits which explain behaviour in various arenas of life. In the classroom setting as well, introversion-extroversion affects how an individual learns. Learning style refers to the way in which an individual prefers to learn. Introverts and extroverts differ in the way they behave in their classrooms thereby impacting their academic self-worth.

Thus, the present study focuses on understanding the role of introversion-extroversion on learning style preferences and academic self-worth. Additionally, it attempts to understand the comparison between the perceived classroom environment and learning style preferences. Index of Learning Styles, McCroskey Introversion Scale and Contingencies of Self-Worth (academic component) were the tools used in the study. The present study was cross-sectional and quantitative in design and the sample comprised 86 undergraduate participants from Delhi-NCR. Data analysis was conducted using inferential statistics (Chi-square test of association and Mann Whitney U test) and descriptive statistics (pie charts and comparative bar graphs). The results of the present study indicate that introverts and extroverts differ in the dimension of active-reflective learning style. Additionally, extroverts reported higher level of academic self-worth as compared to introverts. The results of the study also reported higher level of discrepancy between congruent and incongruent learning style preferences and perceived classroom environment. A number of practical implications can be drawn from the study. There can be more focus on understanding learning style preferences of students in each classroom and designing a balanced classroom environment which caters to every student. The knowledge about differences in academic self-worth of introverts and extroverts will help in developing psychological interventions to support and enhance the academic self-worth of students. This will ultimately empower them in their respective classrooms.

Keywords: Introversion-Extroversion, Learning Style Preferences, Academic Self-Worth, Perceived Classroom Environment
SURROGACY: A MORAL INVESTIGATION

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Abstract

Often, what is unaccustomed to the eyes of human beings, is considered menacing in any way possible. With every reason justifying its threat, we limit the concept's scope while we put as much effort as we could to fit it into our definition of normal and right. Surrogacy, in the disguise of knowledge, has been immolated to a similar acceptable explanation as a phenomenon worldwide. The legality of many nations consist of a pool of resources to present such arguments. The purpose of this article is to address the concerns so far shared by those lawmakers, citizens, highly educated professionals, and feminists working in the ranks of the state deciding the fate of surrogacy and its practitioners through their sound enforcement. This article explores how the concept of surrogacy instead of a breach of sentiments, strengthening of socio-economic disparity and harm to legal frameworks of rights, especially in the realm of exploitation, is actually integrative and morally sound. It is, in fact, an act that should be acceptable universally, beyond the structures that human beings have created in viewing surrogacy. Furthermore, it could be viewed as an act where both the surrogate mother and the commissioned parents rather than experience being befuddled, powerless and incomplete, could experience fulfilment, power, happiness and completion.

Keywords: Surrogacy, Ethics, Morality, Rights, Feminism, Law.
MARITAL ADJUSTMENT, STRESS AND MENTAL HEALTH OF WIVES OF ALCOHOLICS

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Abstract

In general usage, the term "alcoholism" refers to the compulsive and uncontrolled consumption of alcoholic beverages, typically to the detriment of the drinker's health, personal relationships, and social functioning. Alcoholism is a broad term for problems with alcohol, and is generally used to mean compulsive and uncontrolled consumption of alcoholic beverages. The partner of an alcoholic often suffers from the effects of their partner's drinking. It's possible that the partner may shun social interaction, feel hate against themselves, and wallow in self-pity. They are at risk of being emotionally and physically unwell, in addition to suffering from weariness. As a result, the purpose of this research was to investigate the different levels of stress and mental health experienced by women whose husbands drank alcohol and spouses whose husbands did not drink. In this particular study, the Marital Adjustment Questionnaire, the Life Stress Scale, and the Mental Health Inventory were all given to a total of 100 female subjects from ESI Hospital and Apollo Hospital in Delhi. The subjects were divided into two groups: wives of alcoholics and wives of non-alcoholics. Between 25 and 50 years of age are represented among them. The information that was gathered was put via a t-test for analysis. The women of alcoholics were shown to have worse marital adjustment than the wives of non-alcoholics. This was proven to be the case. On the subject of stress, there was no discernible difference between the spouses of alcoholics and those who were not drinkers. It was discovered that the mental health of alcoholics' spouses was worse than that of non-alcoholics' spouses when compared to each other.

Keywords: Alcoholism, Marital Adjustment, Stress and Mental Health
COMMUNAL VIOLENCE, THE AFFECTED SOCIO-ECONOMIC STATUS AND IMPACT ON CHILD EDUCATION: A CASE STUDY ON MUZAFFARNAGAR RIOTS

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“Knowledge gives us power, love gives us the fullness”-Dr. Sarvepali Radhakrishnan

Abstract

Education is a Fundamental Right (RTE) in the Constitution of India (Article 21, A). It has been made mandatory from the age of 6-14 years and education determines the occupation, income, status or position of the individual in society. In addition, the socioeconomic status of a child's family has a significant impact on his education. Communal violence is one strong force adversely impacting socioeconomic status. The purpose of this paper is therefore to examine how communal violence affects the socioeconomic status of families based on the parameters of child education, income and family occupation. The investigator employed a field survey method for the present study with a purposive sample of 100 children aged 6 to 14 in the riot-affected villages of Muzaffarnagar district that witnessed violence in 2013. A self-designed closed-ended questionnaire was used for data collection. The results of the present study pointed that 70% of children dropped out in 2013, 75% belonged to families with 5-10 thousand monthly income with 80% of families involved in daily wage labor. This clearly shows that communal violence affects the socioeconomic status of families and is detrimental to child education and future. According to the United Nations Convention on the Rights of the Child (1989), every child has the right to education (Article 28), growing up free from poverty (Article 27) and Protect them from communal violence (19). Thus, every nation must ensure that its children live a good life and have a bright future.

Keywords: socioeconomic status, communal violence, child education
NATURE-LOVING, SALUTOGENESIS AND CAREGIVER BURDEN IN OLDER SPOUSES WITH CHRONIC ILLNESS

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Abstract
The study was conducted to find the relationship between nature, salutogenesis and the spousal caregiver burden in older adults with chronic illness. It was hypothesized that there is likely to be a relationship between nature, salutogenesis and the spousal caregiver burden in older adults with chronic illness. Spring is the best way to express nature. Everyone knows that flowering is admired by everyone. It also examines the effects of age-related health on older people's connections to nature and their response to changes, and identifies the types of natural connections and green spaces that older people have access to and prioritize. Mixed method (qualitative to quantitative) was used to collect data from 120 participants (Male= 63) and (Females= 53) with age range of 60 and more than 60 years. Nature (self developed, Salutogenesis Wellness Promotion Scale (SWPS) (Becker et al.,2015) and Spousal caregiving burden scale in older adults (BAS) (R. THARA et al.,1998) were the scales used in this research. Findings showed a negative relationship between nature, salutogenesis and caregiver burden. These variables also negatively predict the caregiver burden. The findings of this research are beneficial for the counseling of the older adults, especially the ones who are providing care to their spouse.

Keywords: Nature-loving, Salutogenesis, Caregiver Burden, Older Spouses, Chronic Illness
ROLE OF AGE AND GENDER IN AGGRESSION: A COMPARATIVE STUDY

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Abstract
Overt aggressive behaviour is generally the manifestation of aggression in humans as well as the nearly linked species. It may change with transitions in life situations and other variations. Individual differences exist in even the minutest aspects of a person’s life. Whereas, there are a sizable amount of generalisable characters within an individual with respect to various aspects. In order to examine the behavioural characteristics of aggression in humans through various stages of their life span the study provides a worthwhile detailed account of aggression and its linkages to age and gender. A sample of 120 participants was taken with an equal proportion of males and females belonging to both the age groups. The age groups considered for this study were young adults (20-27) and middle adults (40-50). The sample size consisted of 30 participants in each category. The variables were assessed using a quantitative scale, i.e., The Aggression Questionnaire (Buss and Perry, 1992). The results were assessed with respect to the overall aggression scores and scores on the four subtypes of aggression, namely; Anger, Physical Aggression, Hostility and Verbal Aggression. The results were further analyzed using Two Way analysis of variance (2X2 factor ANOVA). Males were found to be more aggressive than females in all the domains of aggression. The differences in aggression in accordance to age were not statistically significant, whereas there were slight differences in the levels of aggression on its subscales. This research can be implied to study the development and role of aggression in humans throughout their lifespan from early childhood to old age.

Keywords: Aggression, Gender, Young Adults, Middle Adults, Age.
PSYCHOMETRIC PROPERTIES AND CONFIRMATORY FACTOR ANALYSIS OF THE SHORT GRIT SCALE (GRIT-S) FOR INDIAN NURSES

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Abstract
Grit is defined as "perseverance and passion for long-term goals" by psychologist Angela Duckworth and colleagues, who extensively studied grit as a personality trait. The aim of the present study was to investigate the reliability and validity of the standardized tool The Short Grit Scale (Grit-S) among Indian nurses. The sample of 349 nurses were included and assessed with The Short Grit Scale (Grit-S) developed by Duckworth and Quinn (2009). Reliability and validity have been proved with the help of confirmatory factor analysis (CFA). Structural equation modelling (SEM) has been used for hypotheses testing. The model showed moderate goodness-of-fit. The results supported multidimensionality of the scale. Cronbach’s Alpha and Validity measures were also calculated. The 12 item grit scale provides a valid and reliable scale to measure grit among Indian nurses.
EFFECT OF GENDER, FAMILY TYPE AND BIRTH ORDER ON HAPPINESS AMONG NURSES

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Abstract
Happiness, in psychology, a state of emotional well-being that a person experiences either in a narrow sense, when good things happen in a specific moment, or more broadly, as a positive evaluation of one’s life and accomplishments overall—that is, subjective well-being. Nurses’ happiness becomes important because happiness or unhappiness may affect nurses’ abilities to help patients. The present study aimed to understand the concept of happiness among nurses and how gender, family type a nurse belongs to and birth order affects this happiness. A sample of 345 nurses from age range of 25 years to 35 years were included through convenient sampling technique and assessed with The Oxford Happiness Questionnaire by Hills and Argyle (2002). 2X3X4 factorial design was used and data was analyzed with 3-way ANOVA technique. Gender, Family Type and Birth Order was found to have significant effect on the happiness among nurses.

Keywords: Happiness, Gender, Family Type, Birth Order, Nurses
PSYCHOMETRICS IN CAREER COUNSELLING & ORGANIZATIONAL SETTING

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Abstract

Psychometrics is a sub field of Psychology which deals with psychological assessments and measurements. It is commonly described as the scientific study of measurement and quantification of psychological constructs with the help of carefully constructed and standardized psychological tests and scales. Psychological measurement generally makes the first step in solving any problem as well as making well informed decisions. As such, Psychometrics has found application in almost all branches and fields of Psychology. Not just Psychology but also many other disciplines have found themselves turning to Psychometrics for help when it comes to finding a quantitatively sound footing on which to build theories and further research. One such field is Career counselling and development. Career counselling is a field which deals with providing guidance, tracking recent trends, offering solutions and empowering people in the area of career building. It essentially develops competence in individuals to build successful career as per current industry demands. It also involves matching individual characteristics to the skillset required for a particular career so as to ensure PE (person environment) fit, which is the foremost requisite for productivity and successful outcomes. Matching personal characteristics as well as outlining the characteristics required in a job becomes possible only when they are both measured as correctly as possible. This is why Psychometrics has assumed an irreplaceable role in both career counselling and organizational settings. This paper outlines the major psychometric tests which have revolutionized these fields. Review of literature has been undertaken to highlight the major tests and their revisions, if any. Critical analysis of each of the tests has been undertaken and results presented with respect to their strenghts and weaknesses; target population; structural characteristics, etc.

Keywords: Psychometrics, psychological assessment, career counselling
ENSURING OVERALL SCHOOL IMPROVEMENT THROUGH SCHOOL MANAGEMENT COMMITTEES (SMCs)

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Abstract

The Right to Education Act 2009 is another historic step which emphasizes the role of local governance in school education. This study was planned to find out the actual role of School Management Committee members (SMC) in the preparation School Development Plan (SDP) in the light of the RTE Act, 2009 and how effectively these plans are leading the overall improvement in schools. The study was conducted in 20 Elementary Schools (Class V to VIII) of North-East Delhi by using the descriptive survey method. This study was solely based on firsthand information which was collected using qualitative and quantitative tools usually used in social research e.g. questionnaire for head-teachers (Twenty/20), teachers (Forty/40) and interview schedule for parents (Sixty/60) those who are members in School Management Committee. The study revealed that only 70% (14 out of 20) upper primary schools have prepared ‘School Development Plan’ as per the directions issued through RTE Act, 2009. The most of the head teachers i.e. 90% (18 out of 20) were of the opinion that the school development plan prepared by the school has led to overall school improvement. According to most of the teachers (More than 80%) the areas of school improvement that have been affected in a positive direction as a result of SMC are; (a) class wise enrolment and performance for each year. (b) Requirement additional teachers, including Head teacher, Subject teachers, and Part time teachers,. (c) Physical requirement of infrastructure and equipment (d) Additional financial requirement, including additional requirements for providing special training facility, entitlements of children such as free text-books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school under the Act. But in case of it was revealed that most (75% i.e. 45 out of 60) of SMC members were aware of the ‘School Development Plan’ as it was being discussed with them in SMC meetings. On the other hand the rest 25% (15 out of 60) were either not aware or partially aware of the ‘School Development Plan’. The study revealed that the School Development Plan in schools of Delhi is being implemented very seriously and leading to the overall school improvement. But it was also found that some the SMC members needs better awareness regarding school development plan and their role in SMCs.

Keywords: School Management Committee, School Development Plan and Right to Education Act.
AN EXPLORATORY STUDY TO UNDERSTAND THE EFFECT OF EXAMS ON THE MOTIVATION OF PROSPECTIVE TEACHERS

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Abstract
The very mention of exams conjures up feelings of dread in the students who are supposed to undergo them compulsorily. Though it’s necessary to assess one’s progress, the current structure of examinations/assessments in India is doing more bad than good. With progressive education becoming a movement in the 21st century, prospective teachers in most of the teacher education programs are being taught in depth about motivation, its causes and various theories of motivation. These teachers are being taught how to shift children’s motivational causes to intrinsic rather than extrinsic factors. They are also asked to guide children to attribute the cause(s) of their success/failure better when they explain it to oneself or others. The knowledge of theories, attribution and motivation as a concept often is not enough to protect motivation from the effect of exams. The objective of the current study is to find the effect of recent exams on the motivation of prospective teachers who have in-depth studied motivation. The research is designed qualitatively. An online questionnaire was constructed to collect the data from a sample of 70 prospective teachers studying in an undergraduate teacher education program in the urban setting of Delhi. The findings indicate that 77.2% of the respondents were extrinsically motivated to give exams while only 22.8% were intrinsically motivated. The six respondents who failed and the 10 respondents who got an ER attributed the cause of their failure to almost all external causes like difficulty of question paper, their luck, the amount of preparation time they got before the exams, etc. to protect their self worth. The rest 54 respondents who passed attributed to internal causes like their own ability, efforts, strategy they used for preparation of exams, etc. 82.95% respondents reported symptoms of anxiety due to recent exams. The researcher concludes that it’s high time we amend our ways of assessing students at all grades and levels, if we want them to initiate and maintain goal-oriented behaviours i.e. stay motivated.

Keywords: Motivation, Exams, Prospective Teachers, Attribution Theory
A STUDY OF TEACHER’S BELIEFS ABOUT THE NATURE OF MATHEMATICS AND ITS PRACTICE

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Abstract

The Indian system of education primarily depends on classroom teaching. During pandemic the classroom teaching changed drastically when it was shifted to online mode however there are some factors that affect classroom processes a lot irrespective of the mode. The effectiveness of a classroom can be examined by looking at the classroom processes using the lens of the nature of the subject. A teacher’s beliefs affect the classroom teaching significantly. Beliefs can be understood as base that decides the direction of overall classroom teaching and learning. A teacher with constructivist beliefs might provide students with an environment in which students can interact with each other and learn mathematical concepts like geometry. Similarly, a teacher who perceives a subject as meaningless might ask students to learn it from the textbook only. This variety of beliefs decides the nature of activities, kind of interaction and relationship between teacher and students. This paper presents pre-service teachers’ beliefs about the nature of mathematics and its practice in the classroom. A survey was done to collect data using Google form containing 28 statements where the participant was asked to rate their beliefs on a five point scale. All the responses were analysed to study the type of beliefs held by teachers. The responses were analysed with respect to mathematical knowledge and concepts, classroom activities, method of teaching, teaching aids, pedagogical approaches, understanding of learner and assessment. The results showed that teachers had a variety of beliefs that are formed by their own school learning experience and challenged by the teacher education programme they were attending. As a result of the study, teachers also tried to challenge their own beliefs. Most of the teachers had a constructive belief regarding the practice of the subject however they seemed hesitant about the beliefs related to mathematical knowledge.

Keywords: Beliefs, Classroom process, Nature of subject, Mathematical Knowledge
EROTICISM IN KALIDASA’S PLAYS

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Abstract
Seeking a legitimate form of expression, Kalidasa, the “bard of nature”, depicts love and desire in his works by eroticizing the space through nature imagery and incorporating love songs and dance. The only medium of showing sensuality during his time, without inviting censure, was through suggestiveness. This paper intends to study Kalidasa’s plays through the concepts enumerated in the Indian dramatic theory elaborated by Bharata in the Natyashastra. Bharata clearly rules out the possibility of showing any sexual act explicitly on the stage. Thus, one can hardly find any direct reference to sexual desire in crude physical terms in Kalidasa’s oeuvre except in Kumarasambhavam and the last canto of Raghuvansham. The paper will majorly focus on discussing the ways in which the erotic sentiment (srngara rasa) is activated in all three plays of Kalidasa, namely- Shakuntala and the Ring of Recollection (Abhijnanashakuntalam), Urvashi Won by Valour (Vikramorvashiyam) and Malavika and Agnimitra (Malavikagnimitram). In addition, it will also highlight how Kumarasambhavam is quite unique in terms of its descriptions of amorous acts; while it sticks to Vatsyayana’s precepts, it flouts Bharata’s. Lastly, it will ponder on the rendezvous of the last king of the Raghu dynasty, Atithi whose story concludes with a caution against leading a life of excess because of which it does not get the critics’ contempt and hence is in line with all his other works, thereby making Kumarasambhavam stand out.

Keywords: Eroticism, Nature, Desire, Suggestiveness, Songs, Dance.
Abstract

Children's picture books are not just about fables, fantasy, or moral tales. The genre brings on the table so much more than the animals talking, prince and princess stories, magical worlds away from reality. Picture books can also be seen as a way of introducing difficult subject/s to children. Both teachers and parents use books to initiate a conversation. Picture books, these days, talk about everything one can think of- from pain and grief of losing a loved one to mental ailments like anxiety and depression. The corpus of children's picture books has become much wider than it once used to be. However, it doesn't explicitly say all that in words. Suggestion and hint are the tools that are used to incorporate serious topics in children's picture books since it is aimed at young learners anywhere between the age of 2 and 8 years. The rest of the work is done using vivid illustrations that convey what remains unsaid in words. In that sense, text and pictures create a wholesome reality for the child to deal with the content introduced. The paper will ponder upon the effect of talking about serious things early on in life; these include instilling rare childhood wisdom by refining conscience right from the beginning, breaking generational patterns to make them more sensitive about people around them and learning to be compassionate not only to others but towards oneself. To validate the argument, several picture books by Indian as well as foreign authors will be discussed in depth.

Keywords: Childhood Wisdom, Learning-Unlearning, Sensitive beings, Compassionate humans, Reality
LITERARY COSMOPOLITANISM IN VIKRAM SETH

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Abstract

Never in human history have we been so well-connected with one another and never have we felt so alone. The rapid expansion of global capital and the internet has also been concurrently accompanied by rending social fabrics across the world. Modernity has brought with it its own discontents. How does one negotiate with the prevalent anomie? What is the function of literature in this new world? These are questions that need introspection. The world, with its fissures of race, nationality, gender, and class, calls for a new aesthetic, an aesthetic that can harmonise and unify. Guided by these questions, I seek to situate the role of the creative imagination as central to offering a passport to negotiate boundaries: social, political, and psychological.

Cosmopolitanism has already gained significance among contemporary social scientists and philosophers, who, in the last couple of decades, produced works of immense importance. English studies, however, have been largely unmindful of the immense potential offered by this theoretical paradigm. Barring a few notable works such as Berthold Schone’s The Cosmopolitan Novel, Vinay Dharwadker’s Cosmopolitan Geographies: New Locations in Literature and Culture, and Makarand Paranjape’s Cultural Politics in Modern India: Postcolonial Prospects, Colourful Cosmopolitanism, Global Proximities, etc, the field remains unexplored.

This paper will concern itself with literary cosmopolitanism in Vikram Seth’s oeuvre A poet, novelist, travel writer, biographer, and translator, Vikram Seth is one of the most prolific Indian writers writing in English. I believe that Seth’s unique aesthetics, an ethical aesthetic, calls for an engagement that goes beyond the framework of the nation-state and thus in this paper I shall apply the methodological tools of Cosmopolitanism to lend greater insight into the function of literature today.

Key Terms: Theory of Cosmopolitanism, English Literature, Ethics, Aesthetics.
LISTENING SECTION OF THE SIMULATED TOEFL TEST: SEMANTIC AND PRAGMATIC CONTEXT ANALYSIS

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Abstract

Language users are impacted by sociolinguistic factors like semantics and pragmatics in every circumstance. Even in a proficiency test, those two contexts are present because they serve as the test's framework. In order to identify the semantic and pragmatic settings in the TOEFL test simulation for the Listening component, research was done. In this study, the researcher used a qualitative descriptive strategy, using document analysis as the instrument. The study's focus was the FORUM TENTOR INDONESIA publication TOP NO. 1 TOEFL SIMULATION. The outcome demonstrates that different kinds of semantic and pragmatic context were present in the test simulation. In 8 of the 30 questions that were analyzed, there were semantic contexts. Semantic contexts of three different types—meaning, semantic feature, and semantic roles—were discovered. Semantic Roles (4 Questions), Semantic Feature (2 Questions), and Meaning are the other predominant semantic types (2 Questions). The Pragmatic context quantities, however, are more prevalent than the Semantic context. Because one test item can contain multiple types of pragmatic language, 40 questions from the 30 studied items were found to have pragmatic contexts. Additionally, the majority of the pragmatic inquiries were of the Reference type since the narrator of the listening section used referring to formulate the question. Context, Politeness, Reference, and Speech Act are the different types of pragmatic context that can be encountered. Reference-type pragmatic contexts are the most common (25 questions).

Keywords: Semantic, Pragmatic, Sociolinguistic, Listening

Introduction:

In every situation, sociolinguistic factors have an impact on language users. When we meet someone, as social creatures, we often communicate with them. This could be as basic as asking them how their day was or as simple as saying hello (Trudgil, 2000). Since language serves as a "bridge" to connect people, Trudgil (2000) noted that language and society cannot be separated. Semantic and pragmatic settings are just two examples of the various sociolinguistics-related communication acts we engage in on a daily basis. Yule (2010) outlines the definitions of semantic and pragmatic in his book "The Study of Langue." Pragmatic reviews in the study of hidden meaning context because pragmatic is the recognition of words meaning or speaker meaning in their utterance, whereas semantic recognition is the perception of words meaning. Leech (1983), who claims that pragmatic is the study of meaning in the situation that happens with systematic pattern and rule to uncover particular languages preference in situational meaning, claims that pragmatic theories were also justified before Yule's notion. Meanwhile, Yule's interpretation of the word semantic (2010), The study of word, phrase, and sentence meaning is known as semantics. Instead than focusing on what a speaker might wish the words to mean on a certain occasion, the semantic analysis always makes an effort to concentrate on what the words normally mean. According to the
justification, it was established that when learning a language or using it, we should also take semantic and pragmatic considerations into account. In order to properly master advanced language use, language users must be able to comprehend those two concepts. Without this understanding, the language will not be communicative. The ability to do speech acts, convey and construe non-literal meaning, and bring discourse and politeness function for knowledge connected to cultural element are all requirements for language learners to fully attain pragmatic competence, according to Jong (2002). Since pragmatic reasoning is more easily understood than semantic reasoning, its application will be the same as semantic reasoning. When a person has already accomplished the necessary elements and their language skills are combined, we can evaluate how wonderful they are using a language test. As long as the goal is achieved and the right tests are chosen, the language test is recognized as a valid certification of language proficiency (McNamara, 2010). One of the widely used language proficiency tests, the TOEFL, has seen a surge in popularity as the number of L2 English learners has increased. Over the years, this test has been used to gauge English user skill, and taking it is also a requirement for several applications. In order to create authenticity in the test, the researcher will discuss analysis of semantic and pragmatic content that was inserted as an element of the question. As a result, the test-taker should be listening to native speakers speak in those two situational in real life, and the test creator therefore really considered the authenticity of the response (McNamara, 2010). It differs from several earlier research, including "Pragmatic comprehension of High and Low-Level Language Learners" and "An inquiry into Pragmatic Knowledge in Reading Section of TOLIMO, TOEFL, and IELTS Examinations." The important similarity is that they omit mentioning the fundamental method for determining whether a test item is regarded to be a semantic or pragmatic test. They concentrated solely on evaluating semantic and pragmatic skills in proficiency tests using the student's score as the only variable. It is a fascinating idea, and the primary researcher is interested in conducting research from this semantic and pragmatic sociolinguistics perspective. When using semantic and pragmatic language in this situation, the test-taker may become perplexed and struggle with competency, especially if they are unfamiliar with those facets. Therefore, the researcher wants to develop new knowledge to offer their confusing problem-solving; this research may provide test-takers with insight prior to the test. Additionally, because the researcher can only focus on one Proficiency exam, only TOEFL tests other than Proficiency Tests like IELT, TOEIC, etc. are being analyzed in this. Including sociolinguistic variables in a single research will make it too complex to describe every Proficiency exam. Additionally, the results of those examinations' final tests, the TOEFL and IELT, are frequently required. There are currently over 2.2 million IELTS test takers worldwide. These two examinations are the most frequently accepted tests in many nations, according to estimates made in tandem with TOEFL test takers.

**Semantic**

Yule (2010) outlines semantic meaning, or the recognition of words' meanings, in his book The Study of Language. Semantics, in its broadest sense, refers to the study of words, phrases, and sentences. According to Katz (1972: 1), semantics is the study of meaning; it is not concerned with the organization of the syntactic components or the sound of sentences or other linguistic objects. The study of semantics is extensive. The semantic phrase is thought to have been first used at the turn of the 20th century. The word semantics derives from the Greek...
word semanticist, which means "important"; seaming in means "to exhibit, denote," or "shown by sign," and sign is derived from seam. There are various types of semantic content mentioned in Yule's (2010) book Study of Language; he classified them into the term meaning, semantic features, semantic roles, lexical link, and collocation based on the context. Conceptual meaning and associative meaning are the two semantic categories that make up meaning. Conceptual meaning is the meaning a term has when it is used in its most basic, literal sense to describe or explain something. Consider the English term "needle," which conjures up images of "slim, pointy, steel objects." The word "needle," however, may be interpreted differently by association meaning, such as "pain," "disease," "blood," "drugs," "thread," "knitting," or "hard to discover" (idiom for finding needle in the haystack). These connections can vary from person to person. The peculiarity of semantic is typically explained by semantic traits. For instance, "The boy was eaten by the hamburger." Those phrases are correct syntactically yet have strange semantics. Although both the boy and the hamburger are nouns, we can see that the problem is that the hamburger cannot 'consume' property like the boy can. By attempting to determine the characteristic that every noun is supposed to have in order to be used with the verb, we may apply this. You might call that characteristic a "animate being." In this illustration, the youngster represents the animate being and the hamburger is the inanimate being. Meaningful roles In a sentence, semantic roles describe the agent, theme, instrument, and experience. The expression "they boy kick the ball" demonstrates it. The youngster acting as the agent in this situation is the ball, which serves as the topic and is impacted by the act. The noun phrases in the sentence define the functions of the individuals and objects engaged in the action. It is not necessarily required for the agent to be a living entity; for instance, a leaf being thrown by the wind qualifies as an inanimate object acting as an agent. On the other hand, the meaning of an instrument and experience is different. An instrument is something that is utilized by the agent to carry out an action. For instance, the youngster used a knife to cut the paper and a crayon to sketch on it. In the meantime, the noun word "experience" is used to refer to an entity as the person who is experiencing a feeling, perception, or state. This content's explanation of lexical relations includes details on synonymy, antonymy, and hyponymy. Synonyms are two or more words that have very similar meanings. Examples are the terms almost and nearly, huge and giant, broad and wide, buy and purchase, and others. Examples of antonyms include the forms alive and dead, great and little, swift and sluggish, etc. When the meaning of one form is incorporated into the meaning of another, a homonym is created. Examples include the terms animal and dog, dog and poodle, vegetable and carrot, and flower and rose. A phrase like distinctive instance can be used to describe a prototype. Although both doves and penguins are birds, pigeons and doves resemble each other more closely than penguins do because of their similar "shape," feathers, or flight abilities. Homophones, such as meat/meet, flour/flower, pail/pale, and other examples, are words with two or more different written forms with the same pronunciation. Homonyms, on the other hand, are words that share the same form but have two or more different meanings. Examples include the bank (of a river) and bank (financial institution) and bat (flying creature) and bat (used in sports). One way to express several meanings that are all connected by extension is through polysemy. For instance, the term "head" might refer to an object on top of your body, the cover of a beer glass, the person in charge of a corporation or department, among many other things. Metonymy is the usage of one term to refer to another; examples include king/crown and president/White House.
Collocation
A collocation occurs when two words appear to have happened simultaneously. The hammer will use the example of being coupled with the nail. Bread is produced by a table, a chair, and butter; thread is produced by a needle; and salt is produced by pepper.

Pragmatic
Studying a language's "not visible" meaning is known as pragmatics (Yule, 2010). According to Leech (1983), pragmatic analysis is the investigation of meaning in the context of a scenario that follows a historical pattern and rule in order to identify a particular linguistic preference for situational meaning. Van Dijk (1977) suggested that pragmatic understanding differs from other language comprehension in that it requires contextual knowledge, interlocutor role play statues, the physical environment of the dialogue, and many contexts that are likely to include the communicative act. In many aspects, pragmatic researches "hidden" meaning, or how we may determine what something means even when it is not said or written. Similar to how semantics is discussed in Yule's book Study of Language (2010), pragmatics is also covered there. Yule divided the pragmatics material into four categories: context, reference, speech act, and politeness. Context There are various types of context; linguistic context is the collection of additional words used in the same phrase or sentence, and physical context helps us understand how to interpret words like "head," which has a different meaning in the two sentences he was ahead of me in academically and I need to go to the head office. If we see the term "Restaurant" in a building, for instance, it is evident that we may infer where it is located. Deixis is another term used in context. Deixis refers to language-based pointing. Persondeixis is used to point objects and persons, whereas spatialdeixis and temporaldeixis are used to point at certain times. Reference is the act of using words to help the listener recognize something. Inference is the essential step in naming anything that is connected to other things to refer to individuals. As an illustration, we may use the name Jennifer to refer to a friend of mine, but the connection is too far, so we can infer that Jennifer is merely the name of one of our friends worldwide. Anaphora and assumption are present in this. Anaphora uses the example of a feral kitten running into my kitchen to explain the "referring back" The kitten became a cat but did not turn into another type of thing. Presumption therefore refers to what the speaker assumes the audience knows to be true. I want to make clear that assumption looks like this: "Ben, how are your kids doing?" The sentence makes two assumptions: first, that Ben is a father and has a family, and second, that Ben has more than one kid. Of course, the question did not say anything, but given the little information, we make the best assumptions we can. Act of speech acts like "requesting," "commending," "questioning," and "informing" are used to characterize actions. When an interrogative structure is employed with the intent to ask a question, as in "Can you close the door?", this is referred to as a direct speaking act. When we use a syntactic structure that is typically associated with the function of a question but lacks the function of a request, for example, when someone enters the room and leaves the door open and you say, "You forgot to shut the door," we are using an indirect speech act. In this case, you are indirectly ordering the person to close the door. Being polite may be summed up as being aware of and thoughtful of another person's "face" In contrast, anytime you say anything that decreases the potential harm to another's face, it is referred to as a face-saving act (could
If you say something that represents a threat to another person's self-image, it is referred to as a face-threatening act. Positive faces the urge to be linked, whereas negative faces the need to be autonomous and free from constraints. "So, a face-saving gesture that accentuates a person's negative face will convey worry about imposition (I'm sorry to trouble you...; I realize you're busy, but...)," Yule (2010) writes. The face-saving action will demonstrate unity and call attention to a shared objective (Let's accomplish this together; you and I have the same problem, therefore...).

**TOEFL proficiency test:**

Every aspect of social life involves testing, says McNamara (2010). The name of the test, such as a drug test, DNA test, paternity test, or lie detection test, will depend on its various goals and design in general. The goal of the DNA test, for instance, is to determine the DNA pattern and structure. Thus, a language test is essentially a test that is intended to elicit language proficiency from language learners. Since its initial 1964 release, the TOEFL has established itself as a reliable gauge of English competence. The TOEFL test type was initially called as PBT (Paper Based Test). However, as time and technology advanced, the type transformed into TOEFL CBT (Computer Based Test), and eventually the most recent version, TOEFL IBT (Internet Based Test). According to its website, the TOEFL test evaluates a non-native English speakers ability to talk, hear, write, and read in English. More than 10,000 colleges, universities, and organizations across more than 130 countries, including Australia, Canada, the United Kingdom, and the United States, accept the TOEFL test as the most prestigious English-language examination available.

**Method:**

The researcher attempted to assess the semantic and pragmatic content of test items from the TOEFL's hearing part. Each item will be thoroughly explained to determine whether it is based on a semantic or pragmatic question. The researcher used a qualitative research approach for this study by adhering to the conditions. Ary et al. lend their support to the assertion (2010) By concentrating on the big picture rather than dissecting the event into its component parts, qualitative researchers hope to better understand the phenomenon. Instead of a statistical analysis of data, the aim of qualitative research is a comprehensive image and depth of understanding. Due to the fact that the genuine TOEFL exam cannot be obtained without assistance from the appropriate authority, FORUM TENTOR INDONESIA issued a research-analyzed TOEFL simulation book in 2015 under the title TOP NO 1 TOEFL SIMULATION. The book includes a CD for the Audio Listening component as well as a number of lessons, tips, guides, and exercises to assist students or test takers in easily completing the TOEFL. In the Try Out Exercise, which comprises three sections—Listening, Structure and Written Expression, and Reading—this book offers a compilation of test items from PBT/IBT/CBT++Accept. However, the researcher will only pay attention to the Listening portion.

**Procedure:**

The Try Out TOEFL book will be used in this study because the original TOEFL test was unavailable to anyone in authority and the researcher first collected the TOP No. 1 TOEFL...
simulation book that was for sale in the bookshop. This book is appropriate for the research because it includes an audio test that is in line with the goal of the study. The researcher then chooses a number of test items for the Listening section. There are two Try Out parts to this book, and each part has one Listening segment. Additionally, the process keeps adding up all of the test items from each Try-Out segment, making a total of 30 questions that need to be examined. The collected data will then be examined. The researcher divided the data analysis into the following three stages:

A. making a table the researcher compiles the results into a table and matches the test items to the Pragmatic and Semantic theory concepts from Yule's (2010) Study of Language book. This is how the table looks:

<table>
<thead>
<tr>
<th>No</th>
<th>Question from section</th>
<th>Type of Pragmatic Context</th>
<th>Type of Semantic Context</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Example question from section A</td>
<td>Pragmatic type…</td>
<td>The narrator uses politeness in the conversation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Example question from section B</td>
<td>Semantic type…</td>
<td>The question is referring the job from speaker A</td>
<td></td>
</tr>
</tbody>
</table>

B. reducing and coding There are also two other methods of data analysis: coding and reduction. The researcher has some steps in the coding and reduction process. The researcher first deconstructs the data to determine whether a query is pragmatic, semantic, or neither. The researcher then determined which test question had an answer that matched the goal of the study.

C. The researcher represented and interpreted the categorical data in this stage by providing a narrative description and interpretation. The results will also be modified by the researcher to suit the needs of the expert.

Findings:
Semantic Context Found on the TOEFL Try Out Simulation's Listening Section. The researcher discovered various semantic contexts in the Listening section of the Try out TOEFL simulation among the 30 questions that were assessed. Meaning, Semantic Features, and Semantic Roles are those circumstances. Additionally, the following is a description of the instances of the semantic type in the Listening section:

<table>
<thead>
<tr>
<th>Types of Semantic Context</th>
<th>Appendix I (Try Out 1)</th>
<th>Appendix II (Try Out 2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>Found in question number 4 and 5</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Semantic Feature</td>
<td>Found in question number 1</td>
<td>Found in question number 2</td>
<td>2</td>
</tr>
<tr>
<td>Semantic Roles</td>
<td>Found in question number 13</td>
<td>Found in question number 1, 2, 9</td>
<td>4</td>
</tr>
</tbody>
</table>

Semantic Context discovered 8 test items overall based on the table above from the 30 test items studied on both Appendices I and II. Four test items in Appendix I (Try out 1) were classified as belonging to the semantic category. The following types were observed, namely meaning (in questions 4 and 5 of Appendix 1), semantic features (in questions 1 and 2 of Appendix I and II, respectively), and semantic roles (in questions 13 and 1, 2, and 9 of Appendix I and II, respectively). The man's reaction to the notion that the polar bear's thick fur
is a result of its habitat in a cold climate indirectly conveys the broad idea that animals in cold climates have fur to keep warm without explicitly making that claim in the paragraph. The listener will be motivated to understand the entire chapter by this type of query. The solution choice for question number 12 also hints to the significance of the passage in the question. The man's retort to the notion that the polar bear's thick fur is a result of their habitat in a frigid environment subtly conveys to broad notions that some animals in frigid environments have fur to keep them warm without making that claim directly in the passage. The listener will be motivated to understand the entire chapter by this type of query. The solution choice for question number 12 also hints to the significance of the passage in the question. The right response, which provides protection from the cold, is option A (See Appendix I, which ties to notions that the whole narration is talking about the fur on polar bear as page 2). Semantic Feature on the TOEFL Practice Listening Section Simulation Semantic Feature appeared in Appendix I's question #3 and Appendix II's question #8. Because the test items' language is unfamiliar, they are classified as Semantic Features. Would you lend me a hand? (See Appendix I, first page), the bolded sentence in the document, contains a meaning that is "strange" or semantically (meaning) unusual even though the sentence is grammatically correct. The type of semantic feature tends to explain the peculiarities of semantic. As a result, we cannot immediately dive into the meaning of the sentence in bold. The phrase "gives me a hand" has a different connotation when used directly; it is not a request for assistance in the same way that one could extend a body part. This situation is described in Semantic Feature, where specific words or sentences cannot be understood directly and must be examined in the proper context. Try out the TOEFL simulation's Semantic Roles found on the listening section. The Try Out's final category of semantic context is Semantic Roles. According to table 4.1, "Types of Semantic Context discovered on Listening Section," this kind was present in questions 13, 4, and 36 in Appendix I and Appendix II. The test items' phrase structure serves as justification for how they were classified as semantic roles. The explanation of Agent and Theme include semantic roles. A topic or object that affects a noun is called an agent. The bolded sentence in Appendix II's example question number 4 showed a sentence structure that consists of a subject, verb, and noun. However, the semantic roles context clarifies the structure by indicating whether the word is an agent or a theme based on the meaning of the phrase. He typically operates a vehicle. There is a statement in the chapter (See Appendix II, Page 1) that refers to the agent as the "He" who pushed the "Car," which becomes the passage's central focus. From the 30 questions the researcher examined on the Appendices, Try Out 1, and Try Out 2, pragmatic context was discovered on the listening section of the TOEFL simulation in various forms. These are Politeness, Context, Reference, and Speech Act Roles. Additionally, the pragmatic type occurrences in the Listening section are characterized as follows:

<table>
<thead>
<tr>
<th>Types of Pragmatic Context</th>
<th>Appendix I / Try Out 1</th>
<th>Appendix II / Try Out 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>6 and 10</td>
<td>3, 6, 7, 10, 14</td>
<td>7</td>
</tr>
<tr>
<td>Politeness</td>
<td>2, 7, 9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Reference</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15</td>
<td>1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
<td>25</td>
</tr>
<tr>
<td>Speech Act</td>
<td>3 and 15</td>
<td>9 and 10</td>
<td>4</td>
</tr>
</tbody>
</table>
According to the chart above, 40 pragmatic contexts were discovered among the 30 test items on the TOEFL Try Out's Listening component. Because one question might have multiple pragmatic types, there are significantly more pragmatic contexts than there are in the examined test. The different types of pragmatics that were identified include Context (found in questions 6 and 10 in Appendix I and questions 3, 6, 7, 10, 14 in Appendix II), Politeness (found in questions 2, 7, 9 in Appendix I and question 4 in Appendix II), Reference (found in questions 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15 in Appendix I and in questions 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 in Appendix II), and Speech Act (found in question number 3 and 15 in Appendix I and question number 9 and 10 in Appendix II). Reference (25 questions) and Context (7 questions) are the two types of pragmatic context that are most frequently encountered, with Speech Act (7 questions) and Politeness coming in third and fourth, respectively (7 questions).

Context on the TOEFL Try Out Simulation's Listening Section
The context type is a pragmatic context that may be found in the TOEFL Try Out's Listening portion. The kind was identified in Appendix I questions 6 and 10, as well as questions 3, 6, 7, and 14 in Appendix II. The context is enrolled with the word's use; therefore certain words will be used more than once to create meaning. In question number 7 in Appendix II (see Appendix II, page 3) on the first narration of the "It sounds good," the woman responded. Garlic with snails. The expression "snails and garlic" in that passage does not refer to a typical thing because a snail is an animal, and garlic is a vegetable, but if we look at the place settings, it refers to a meal that is provided in a restaurant. Additionally, by expressing the narrator's favorite cuisine in the subsequent remark, the section aids the listener in comprehending the passage's major theme. In the TOEFL Try Out Simulation, Politeness Was Found on the Listening Section Politeness is mentioned in Appendix I questions 2, 7, and 9 as well as in Appendix II question 4. Due to the repetition of modest and courteous speech, those test items can be characterized as being polite. When the woman was saying "Ohh," it was indicated in the bolded language of question number 4 on Appendix II. I don't think so," she said (see Appendix II, page 2), disputing the man's claim, but the audio recording gives the impression that she was speaking in a low, quiet tone. Another instance of courtesy may be seen in answer to question number 7 on Appendix I, where the guy stated, "I don't think so," in response to the woman's point. Like capturing the sun's energy, there are simply three simple actions. (See page 3 of Appendix I.) The manner the man was speaking on the audio recording was likewise quite real, and he refuted the incorrect point the woman had made in the prior chapter. Reference Found in the TOEFL Try Out Simulation's Listening Section On the Try Out, the reference type has the most context. The "referring back" question type, which frequently appears in listening section questions, is explained by this type. For the purposes of illustration, the questions 2, 3, and 4 on Appendix I (see Appendix I, page 1) are primarily based on the story. then the narrator will inquire as to a certain passage's core point or the conversation's overall significance. In passage number 3, a guy asked, "Welcome, is there anything I can do for you?" The woman responded, "I want to buy some history books," in response to the man's query. After reading the entire sentence, the narrator inquired, "What does probably the man do?" These questions go back to the passage and jog the audience's memory of what they have already heard. The audience can only find their answer by focusing on the paragraph, but they must also listen to the entire passage's narration in order to get its significance. The lady's narration aids the viewer in comprehending the guy's employment, which leads to the conclusion that the man is employed there and will
assist the woman in publishing her book. Speech Act on the TOEFL Try Out Simulation's Listening Section Speech act occurred in questions 3 and 15 on Appendix I and in questions 9 and 10 on Appendix II, according to table 4.2, "Types of Pragmatic Context on Listening Section." Since every question on Try Out uses an interrogative sentence, speech act explains how to utilize "requesting," "commending," "questioning," or "informing" when appropriate. The researcher simply chose a few speech acts that were found in the conversational segment and a few narrator inquiries. How was the movie last night? is inquiry number 9 on Appendix II (see Appendix II, page 3). The guy narrator made the remark as a speech act since he was "questioning" the other person in the conversation.

DISCUSSION:
The research problem, "What are the semantic context found in the listening component of the TOEFL Try Out simulation?" is elaborated upon in the discussion, which also relates the research findings to expert theories. and "What are the pragmatic context discovered in the TOEFL Try Out simulation's hearing section?" Here, the researcher made the decision to pinpoint the semantic and pragmatic context in the two-part listening phase. According to the research, the competence test contains both semantic and pragmatic elements. According to Trudgil (2000), sociolinguistics influences language users in all contexts. The listening component of a proficiency test like the TOEFL generates a passage with a well-known narration. This is because a good exam should be based on an actual test, which (McNamara, 2010). The test's objective is to assess an English speaker's level of competency. To determine if they will be able to grasp a conversation in an English-speaking situation, ordinary conversations from daily life and culture are therefore included. According to earlier studies by Karbalei & Rahmanzade (2015) and Garacia (2004), both studies examined the semantic and pragmatic components, which supported their inclusion in the competency examination. To assess whether a sentence is classified as Semantic or Pragmatic, the researcher utilized Yule's (2010) book "Study of Language" as a guideline. The terminology from Yule (2010) is also used in Karbalei & Rahmanzade (2015) and Garacia (2004). The Listening Try Out transcript was examined by the researcher, who then compared it to Yule's (2010) Semantic and Pragmatic classification to analyze the test item. The researcher discovered that the Semantic and Pragmatic have distinct quantities in the Try Out on Both Listening section based on the findings. There are fewer semantics than pragmatics. This happened due to the type of Pragmatic context type; Reference is seen in almost every test items. The narrator on the question is "pointing back" to the paragraph in which the questions are questioning the meaning or the primary idea, which is a property of Reference. On the other hand, every first or second question revealed the semantic context in the table. Due to the approach that emphasized meaning in semantics, the opening inquiries are typically centered on a single word or brief paragraph where the semantic always played a part. In practically every question and in the majority of longer conversations, the pragmatic is there. There are several questions on the TOEFL that use one mid-long discussion to address two or three questions. In order to produce a query that asks what the passage discusses, those queries use mostly pragmatic language. Once more, referencing is evident here. Additionally, Semantic and Pragmatic are making it a little harder to complete the Try Out. There are some definitions of words that require in-depth examination or even just familiarity (i.e. the used of Idiom or Figurative Meaning in the
passage). As a result, according to Jong (2002), in order to fully comprehend pragmatic or semantic, one must have a thorough understanding of the characters in question. However, this study also has a flaw because no actual "data" was really collected. In this study, a document rather than a live subject served as the source of the data. The item is being used as a test, and the creator who made it is not taking part in the analysis. Pragmatic or Semantic is a condition that should be examined by directly addressing the users in order to avoid making assumptions and to better comprehends it. According to Van Dijk (1977), understanding a pragmatic meaning requires contextual information, interlocutor role play statues, the actual physical location of the dialogue, and many sorts of context that presumably have the occurrence of the communicative act. As a result, many interlocutors appear to find it difficult to answer in a pragmatic manner and cause others to gravitate toward suspicion, supposition, and expectation. In this instance, if the test maker's intended meaning was different from what the researcher thought it was, it's possible that the researcher misunderstood the pragmatic or even semantic. However, the researcher can assert that the study is reliable because the multiple-choice answers on the Try Out make it possible to pinpoint the explanation of semantic and pragmatic concepts. By observing the relationship between the narration passage and the right response, it aids the researcher in making identification.

CONCLUSION

The TOEFL Try Out's Listening Section contains the Semantic Context. In all, 8 questions out of the 30 that were assessed included semantic context. Meaning, Semantic Features, and Semantic Roles are the three types of semantic context that are identified. Semantic Roles (4 Questions), Semantic Feature (2 Questions), and Meaning are the three types of semantic context that are most frequently encountered (2 Questions). Conversely, the Pragmatic context is more prevalent than the Semantic context. Because one topic can have more than one pragmatic context, 40 out of the 30 evaluated questions have pragmatic contexts. Context, Politeness, Reference, and Speech Act are the different types of pragmatic context that can be found on test items in the Listening Try Out. Reference (25 questions) and Context (7 questions) are the two types of pragmatic context that are most frequently encountered, with Speech Act (7 questions) and Politeness coming in third and fourth, respectively (7 questions).

Reference


Sheppard, B. (2013). Teaching and Researching Listening (2nd ed.). USA: University of Oregon


TOURIST COMPONENT OF THE CROSS-BORDER COOPERATION OF UKRAINE WITH THE COUNTRIES OF THE CARPATHIAN REGION

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Abstract
The Carpathian Euroregion is the first cross-border Euroregion created on the territory of Ukraine, which cooperates with Poland, Hungary, Slovakia and Romania. One of the main areas of cooperation is actively developing tourism, relying on the available tourist and recreational resources. The unique political and geographic location of the Carpathian region creates objective grounds for coordinating the efforts of different countries and regions to improve the tourism and recreational potential of serving their own population and growing flows of foreign tourists.

In order to preserve and further develop the tourism industry of the Carpathian region, it is necessary to develop and think over the concept of an integral and interconnected tourism and recreational system, the creation of which will significantly reduce the barriers of national borders, allow creating a unified database, ensure the unification of quality standards for tourism and recreational services, contributing to the elimination of conflict situations, including in the field of political dialogue and will allow coordinating long-term plans for the development of tourism.

The subject of our research is the development of cultural tourism in Transcarpathia, the purpose of which is to popularize the folk art of Transcarpathia among the citizens of Ukraine and foreign countries. We consider that the study of folklore is one of the dominant components of the formation of the national self-consciousness of Ukrainians, their self-identity, and is an inexhaustible source of national culture. The new life of our cultural heritage, the return of cultural values, the revival of shrines, the opening of new tourist routes, the promotion of the history and culture of Ukraine are especially relevant today.

In our opinion, during cultural thematic excursions, the direct involvement of tourists in active participation in folk festivals, the performance of folk songs and folk dances, the creation of ensembles (orchestras) of folk instruments with the participation of tourists - collective music making (depending on the number of participants), training excursion participants to make the simplest samples of folk crafts - embroidery, weaving, pysankarstvo (egg colouring), etc. are of great educational importance.

Thus, it can be concluded that the development of the tourism industry and, in particular, cultural tourism as an integral part of cross-border cooperation within the studied region should
lead to an increase in the competitiveness of the Carpathian region and an increase in the efficiency of Euroregional cooperation.

**Keywords:** Carpathian Euroregion, cultural tourism, cultural heritage, folklore
CHANGING FACE OF MUSIC IN INDIA: ANALYSING EDUCATIONAL INSTITUTIONS AND EMERGING DIGITALIZED STREAMING USERS

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Changing face of Music in India: Analysing educational institutions and emerging digitalized streaming users

Prerna Gupta, Kirtika Choudhary and Dr. Meenakshi Sinha Swami

Abstract

Music is loved by all but in different forms. Music, loved as it is, has seen transformation not only in terms of genre but also in widening its reach. The All India Radio and Radio Ceylon streamed music into the homes and a large part of the Indian population got hooked to it. Now the FM radio is there for all. The transformation in the contemporary times has been happening with the streaming of music in the digitalized form. New applications or apps have made music accessible for the new generation on the move, thus placing music on platforms like never before.

With so many music groups and streaming channels and platforms as well as the variety of music, taking a peep into the music industry is itself overwhelming. Rapid changes in the music industry require an analysis of the current trends of music. In the Indian context it is also of great importance to have a basic knowledge about the music institutes in India as these graduates will contribute in the future of this dynamic industry.

Objective of the study is to examine the contemporary music trend being followed in India. The paper also follows the revenue trend. The study also explores the important Indian music institutes which include some private, public and deemed institutions.

Research is designed to cover the Indian music trends and institutions. The data collected is secondary and is quantitatively researched. Secondary data is from the official music institution websites, research journals and official websites of music streaming platforms.

The industry which is in a flux has experienced a transformation and includes the shift of music industry over online platforms. Digitalisation beginning with production and leading to distribution and even consumption of music has led to a shift unlike yesteryears. As the consumers shift so do the courses offered, therefore a huge change can also be seen with the availability and variety of courses provided by the Indian music institutions.
DESIGN AND DEVELOPMENT OF A CROSS-PLATFORM APPLICATION: MSCW APP

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Abstract

This paper presents and discusses a cross-platform mobile application being developed for a Higher Education Institution with the aim to provide timely notifications of academic and extra-curricular events organised by its various departments and societies, so that students do not miss the deadlines. It also enables students to receive job/internship opportunities on time floated by the Placement committee or the alumni. This application has features for notifying and registering students for any upcoming college event and also makes it possible for the alumni to register themselves in the app so that their work/career profiles can be recorded. There are many technologies available for developing any app that is cross-platform compatible; one such technology is flutter framework. It is a software development framework for creating UI/UX design and supports devices that run Android or iOS or any other operating system. We used flutter SDK for the frontend, NodeJS for backend and MongoDB for database. A prototype is presented in this paper showing the main features of the application named “MSCW App”. The aim of the app is to increase the participation of students in academic and extra-curricular events to enhance their skills and make them employable. The aim of the research is to study the efficacy of the app in fulfilling the specified purpose. Survey method has been used to collect responses of the students towards various features made available through the app (in terms functional and non functional requirements such as utility, desirability, convenience, user friendliness and reliability). The results of a preliminary study with the application are positive and reveal that students are excited to use the application and they will use the application on a regular basis when it becomes available.

Keywords: cross-platform, flutter, nodejs, skill-enhancement
Figure 1 describes the flow of input and output data in the application by means of a context diagram.

**Figure 1: Context Diagram of the MSCW App**

Figure 2 shows the User interface of Event Screen and Society Screen of MSCW app in which events are divided as Central events or Departmental events.

**Figure 2: UI of Event and Society of MSCW App**
VIRTUAL REALITY AND ITS APPLICATIONS

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Abstract

The virtual reality era makes use of technology generation of the 3-D graphs, multisensor interplay generation and high-resolution exhibit age to generate simulative 3-D digital surroundings. Users input digital scene to be a member in it through the usage of sensing gadget along with a unique helmet, information glove, etc. or intake gadgets along with keyboard, mouse, etc. Parallely, customers engage with digital surroundings for understanding as well as employing numerous entities present which allows customers to experience like revel within the actual field. Currently, VR has been extensively carried out in numerous domains such as environment layout, constructive designing, aerospace, clinical practice, military education, bodily activity, enjoyment video games and so on. Also, it bypasses a wide variety of inconveniences and hazards because of actual experiments and operations that break the hassle of area and timespan. In this paper, an innovative view of VR is presented along with listing basic facts & features followed by the applications in education specifically. Moreover, we also argue upon the skills required to thrive in the new age VR World. In the end, every notion is thoroughly encapsulated discussing about the impact and effectiveness of this virtual world based on human psychology in present scenario.
A COMPUTATION FOR BOUNDS OF A UNIVALENT FUNCTION IN A STARLIKE DOMAIN

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Abstract

The classes of univalent functions play an important role in Geometric Function Theory. Many classes of univalent functions such as convex, starlike, strongly convex, strongly starlike, Janowski starlike, Janowski convex etc. have been introduced and widely studied by the researchers.

The study of starlike functions and their subclasses has become an active area of research nowadays because of its simple geometric characterisation. In this article, we study starlike functions and their certain subclasses.

Let $S$ denote the class of all functions $f$, where $f:D \rightarrow \mathbb{C}$ is a holomorphic and univalent function on unit disc $D = \{z \in \mathbb{C} : |z|<1\}$, with $f_0=0, f_0'=1, f_z=z+n=2anz^n$. We begin the study by introducing two important subclasses of $S$ viz., starlike functions and convex functions, denoted by $S^*$ and $K$, respectively. The analytical characterization of starlike and convex functions establishes the bounds of coefficients of Taylor series expansion which is required to prove growth, distortion and covering theorems. These theorem provide the bound for functions and its first order derivative.

It is observed that better estimates for $f_z$ and $f'_z$ hold for convex functions. Recently, Ma and Minda gave a unified treatment to introduce various new subclasses of starlike functions (1992).

In this survey article, the growth theorem, distortion theorem and covering theorem for class $S$ and its various subclasses have been studied. Based on these bounds there are various interesting radius problems of starlike functions, which have been a major area of research among the geometric function theorists.

Keywords: Univalent functions, Coefficient estimates, Starlike functions, Convex functions.
SPECIAL TYPES OF MATRICES AND THEIR APPLICATIONS

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Abstract

Matrix theory is an important field of study in mathematics with a wide scope of research and applications in diverse areas. The applications of matrices range from scientific domains to real-life problems, being used either directly or through numerical and geometric analysis. With advances in the matrix theory over time, matrices have evolved from an array representation of a set of numbers to being an important tool in various domains of physics, statistics, engineering, economics and branches of mathematics. This survey article traces the evolution and development of the concept of matrix theory into a recognised and interesting field of research. Matrices have a long history of solving linear equations, dating back to 300 BC. Significant contributions by mathematicians such as Seki Takakazu (1683), Gabriel Cramer (1750), James Joseph Sylvester (1850), Arthur Cayley (1850, 1858), Cuthbert Edmund Cullis (1913) and Olga Taussky Todd (1977) during the past few centuries to the development of the theory of matrices and determinants have also been highlighted. The article presents an overview of some of the special types of matrices, viz. Hadamard matrix, Sparse matrix, Idempotent matrix, Vandermonde matrix and Pascal matrix. Further the structures, construction and properties of these special types of matrices have been investigated. The real-life applications of these special types of matrices to cryptography, coding theory, communication systems, functional analysis, numerical analysis, combinatorics and more have been discussed. It can be concluded that matrix theory serves as a powerful tool for solving real-life problems and still continues to be an area of active research.
INFLUENCE OF VISCOUS DISSIPATION ON DOUBLE DIFFUSIVE MULTI SLIP PERISTALTIC FLOW OF JEFFERY NANOFLUID WITH BIO-CONVECTION IN AN ASYMMETRIC CHANNEL

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Abstract

In this mathematical investigation, we have considered the influence of viscous dissipation on double diffusive multi slip peristaltic flow of Jeffery nanofluid with bio-convection in an asymmetric channel and the work is also limited by the hypothesis of a low Reynolds number and lubrication theory approximations. The dimensional equations were converted into a non-dimensional form, which is solved using the Homotopy Perturbation Sumudu transformation method (HPSTM). The impact of different physical characteristics on velocity, temperature, concentration, volume fraction and trapping phenomenon has been analysed. From the study, it is observed that Velocity slip parameter increases velocity profile. Bio-convection Rayleigh number, double diffusive and nanofluid buoyancy ratio decreases velocity profile. And it is also noticed that motile microorganism density is lowered by a Peclet number and for the bioconvection constant. Present study is useful in academic research, biomedicine, and theoretical studies of hemodynamic and also microorganisms are favourable in maintain the eco-system and human health. In the limited instance, the current analysis shows great agreement with previously published results.

Keywords: Multi slip peristaltic flow, viscous dissipation, bioconvection, asymmetric channel, double diffusion, Jeffery fluid.
FACT FINDING OF AMBIENT INTELLIGENCE

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Abstract
The ability of technology to take decisions and act on our behalf taking into consideration our preferences based on the data available to it from all the connected sensors and systems surrounding the user can be defined as Ambient Intelligence. Ambient intelligence represents the future vision of intelligent computing where input and output devices will not be required; instead, sensors and processors will be embedded into everyday devices and the environment will adapt to the user’s needs and desires seamlessly. With many industries contributing to the growth of the field, research on ambient intelligence expanded. The concept led to the production of a host of devices and technologies that aim to make the human environment highly adaptive and flexible. Ambient intelligence is an intelligent technology. It has huge potential for improving the quality of living, comfort, and safety of people. The purpose of this paper is to provide different facts of the developments and an assessment of opportunities and consequences of Ambient Intelligence.

Keywords: Ambient intelligence, AmI Applications, AmI Study
VERMICOMVERSION OF BUFFALO DUNG AND ITS EFFICACY ON VIGNA MUNGO

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Abstract

The renewed ancient technology "Vermicompost" is the modern way to salvage the receding soil. The chemical fertilizers and pesticides had degraded the soil and its fertility to a point that without the external application of the harmful, killing-chemical, the soil was threatened to become barren. On the other hand, the accumulating livestock waste impedes the contaminant-free environment due to their extensive production and taking quite a long time to degrade. Turning the organic waste into manure naturally would take years. To hasten the process, vermitechnology steps in. The raw material of choice was buffalo dung. The buffalo dung is mixed with soil and left for precompost. Then the 'farmer's friend' Eisenia fetida is added to the precompost and with frequent watering, the mixture is turned into vermicompost in a matter of few weeks. The vermicompost made out of buffalo dung is found to have an enriching effect on the growth parameters of the fast-growing annual, herbaceous legume Vigna mungo. It is essential to produce a huge quantity of food with the limited space and plants available. The demand for high production is met by vermicompost as it acts as a fertilizer to the plant, accelerating its growth and yield. The seeds germination of Vigna mungo, and the shoot and root lengths along with the leaf count and vigor index are calculated. It is found that the vermicompost increased the growth of the plant Vigna mungo.

Keywords: Vermicast, environmental hazard, organic fertilizer, earthworm, black gold.
APPLICATIONS OF FAST FOURIER TRANSFORM (FFT)

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Abstract
The Fast Fourier Transform (FFT) is an algorithm that determines Discrete Fourier Transform of an input significantly faster than computing it directly. Cooley and Turkey (1965) developed a FFT algorithm which is one of the most commonly used FFT algorithms. FFT algorithms have attracted the attention of researchers with wide real-world applications in diverse fields of engineering, music, science and mathematics. This survey paper highlights the application of FFT in image compression [M.Ramkumar and G.V.Anand (1997)], biomedical signal processing[Aryan Banerjee et.al (2001) and Ashish Sharma et.al (2022)] and bioelectrochemistry [Aušra Valiūnienė et.al (2020)]. A technique of block matching using FFT that significantly increases the speed of the encoding process of fractal image compression has been presented. The decomposition of PPG signal based on FFT and finding local and global amplitude to detect the correct heartbeat signals has been discussed. The proposed algorithm and technique using FFT has been compared with the sliding average method to estimate the heart rate. The design of CORDIC algorithm based FFT processor that is implemented in a Field Programmable Gate Array (FPGA) with intended use in biomedical signal processing is presented. A combination of FFT- Electrochemical Impedance Spectroscopy (FFT-EIS) and Scanning Electrochemical Microscopy (SECM) as a new tool viz. Fast Fourier Transform - Scanning Electrochemical Impedance Microscopy (FFT-SEIM) for the evaluation and treatment of highly complicated electrochemical systems has been discussed. It can be concluded that the FFT based techniques and algorithms have been efficiently and successfully implemented in various fields over the decades extensively benefitting the mankind.
IN VITRO ANTIOXIDANT ACTIVITY OF APIS MELLIFERA VENOM IN DIFFERENT POLAR SOLVENTS

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Abstract

The bioactive components of Apis mellifera venom have antioxidant pharmacological effects. The venom is diluted in various polar solvents and used for therapeutic purposes. This study aims to determine the optimum in vitro antioxidant activities (AOA) of venoms (standard crude venom-SV and crude venom from breeder-BV) by dissolving in distilled water, saline, and PBS (pH:7.4) at concentrations of 1.95-500µg/mL. Radical scavenging activity (RSA) and metal chelating activity (MCA) assays were used for AOA determination. SV dissolved in distilled water showed higher RSA (73.26±11.24%) than BV (34.60±21.08%); there was no difference between SV and ascorbic acid (AA) and Trolox RSAs, and RSA of BV was lower than that of AA (75.07±15.59%) and Trolox (84.02±1.63%). MCA (30.31±24.06%) was higher than that of AA (8.93±16.08%). SV dissolved in saline showed higher RSA (63.83±9.73%) than BV (46.99±18.31%), lower activity than AA (71.63±4.14%), and Trolox activity (79.01±6.94%). MCAs of SV (85.42±4.65%) and BV (85.53±7.19%) were higher than that of Trolox (55.06±30.92%). There was no difference between RSAs of SV (37.16±16.54%) and BV (38.47±17.24%) dissolved in PBS, and these activities were lower than AA (71.48±3.66%) and Trolox activities (72.87±6.05%). For both SV and BV, the concentration at which RSA showed the highest activity was in distilled water (91.63%; 500µg/mL, 73.86%; 1.95µg/mL, respectively); the lowest was in PBS (3.10%; 7.81µg/mL, 15.50%; 250µg/mL, respectively); the concentration at which MCA showed the highest activity was in saline (91.63%; 500µg/mL, 93.63%; 500µg/mL, respectively); the lowest was in distilled water (1.04%; 15.63µg/mL, 8.67%; 15.63µg/mL, respectively). Venoms showed optimum AOA for RSA and MCA at different solvents and concentrations. The findings of this study point to the use of venom at a concentration of 500µg/mL (1.95µg/mL BV for RSA) dissolved in saline for optimal AOA. The use of PBS or distilled water resulted in a decrease in AOA.

Keywords: Antioxidant activity, Apis mellifera venom, apitoxin, metal chelating activity, radical scavenging activity, solubility
SCREENING OF BIO-ACTIVE CONSTITUENTS BY IN SILICO MOLECULAR DOCKING TO TARGET RECEPTOR FOR DIABETES MELLITUS

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Abstract

Costus igneus, a medicinal plant has become increasingly appealing for advanced research due to its antihyperglycemic activity, ingestion as a food source, and application in traditional medicine. The substantial vision was to explore potential bio-active anti-diabetic compounds from Costus igneus to better comprehend the underlying mechanism of anti-diabetic activity. A computerized evaluation of a phytoconstituents repertoire from Costus igneus against the insulin receptor, one of the therapeutic targets for type 2 diabetes, was carried out. Insulin regulates blood glucose levels by promoting lipogenesis, inhibiting fatty acid oxidation, and promoting glycogen production in the liver. The SwissADME, Admetlab 2.0, and Protox-II servers were employed to estimate drug-likeness properties, physicochemical properties, and toxicity parameters. The antidiabetic activity of these identified phytochemicals was checked by molecular docking method against Insulin receptors using AutoDock 4.0. 19 of the 21 drugs were picked for the docking investigation after two attempts at ADMET data profiling failed. In comparison to the reference drug Metformin, it was found that Corosolic acid, Diosgenin, β-sitosterol, Quercetin, Catechin, Roseoside, Epicatechin, Kaempferol, Christinin-A, β-amyrin, Stigmasterol, Squalene, Lupeol, Glycyrrhetinic acid, and α-tocopherol were the optimum compounds for the Insulin receptor. When compared to Metformin, which has a binding energy of -5.7 Kcal/mol, Stigmasterol, being the best molecule out of all, has a binding energy of -8.92 Kcal/mol. From the results, we conclude that the lead compounds may be used as potential anti-diabetic agents. Plant-based anti-diabetic products are eco-friendly and considered a safe alternative due to their fewer or negligible side effects.

Keywords: Anti-diabetic; Molecular docking; Stigmasterol; ADMET analysis; Insulin receptor.
Abstract

A medicinal plant called *Costus igneus* has been used to treat a variety of human illnesses, including diabetes, urolithiasis, inflammation, anti-bacterial activity, neuroprotective role, and antioxidant activity according to literature. The DPP-IV receptor, one of the therapeutic targets for type 2 diabetes, was examined using a computerized evaluation of a phytoconstituents repertoire from *Costus igneus*. By increasing the body's levels of active incretin hormones, DPP-IV inhibitors aid in blood sugar regulation. To evaluate drug-likeness and physicochemical parameters, the SwissADME and Admetlab 2.0 servers were used. By applying the molecular docking approach against the DPP-IV receptor with AutoDock 4.0 and Desmond for simulation experiments, the anti-diabetic effect of these discovered phytochemicals was evaluated. Following the failure of two molecules at ADMET data profiling, 19 of the 21 medicines were chosen for the docking experiment. The best molecules for the DPP-IV receptor were determined to be β-sitosterol and Glycyrrhetinic acid when compared to the reference medication Sitagliptin. The best molecule out of the bunch, Glycyrrhetinic acid, has a binding energy of -8.74 Kcal/mol, which is lower than Sitagliptin's binding energy of -8.6 Kcal/mol. The outcomes of molecular dynamic modeling, which showed that the complexes of ligands with DPP-IV protein were stable during a time of 100ns, further confirmed and enhanced the significant binding affinity of Glycyrrhetinic acid. This research showed that Glycyrrhetinic acid, a compound found in medicinal plants, could be a potent therapeutic candidate. In light of the aforementioned findings, we also conclude that phytocompounds may be utilized as potential drugs against diabetes mellitus in the future and that further *in vivo* and *in vitro* research of these compounds may be encouraged in the search for a potent treatment for the disease.

**Keywords:** Molecular docking; Anti-diabetic; Simulation; Glycyrrhetinic acid; ADMET analysis; DPP-IV inhibitor.
SYNTHESIS OF NEW INDOLIZINIC DERIVATIVES AS POTENTIAL ANTICANCER AGENTS

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Abstract

Heterocycles, as molecules of life, are ubiquitous in biological systems and are involved in many biological functions because of their ability to undergo varied noncovalent interactions with ions as well as neutral species. Among them, pyrrole is a therapeutically active moiety exploited in recent years for the synthesis of diverse derivatives with various biological activities. Pyrrole derivatives are also found in varieties of biological context as part of cofactors and natural products. The fusion of two or more heterocycle rings results in different classes of compound, and fused heterocycles containing a pyrrole ring are also showing a broad range of properties including biological activity.¹ ²

Among fused pyrrolo-heterocycles, indolizines stand out for their biological activities and have been studied for their anticancer, hypoglycemic, antimicrobial, anti-inflammatory properties. The unique indolizine scaffold became an important system for the development of potent new drug candidates in medicinal chemistry.³

Our group recently reported several indolizines with excellent anticancer activity and good tubulin polymerization inhibitory potency. The goal of this study was the synthesis of several new 6, 7 and 8-substituted indolizine derivatives to have deeper insights regarding their anticancer activity. Therefore, our study started with 3-bromopyridine and ethyl isonicotinate in order to obtain new indolizines (Figure 1) to be tested for their anticancer activity.
The structures of the new compounds (monoquaternary salts and indolizines) were proved using spectral methods. All obtained indolizines will be evaluated for their antiproliferative properties.

**Keywords**: indolizines, anticancer, pyridinium salts, dipolar cycloaddition, N-ylides

**Acknowledgements**

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**Reference:**

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STUDY OF THE ABSORPTION KINETICS OF METHYLENE BLUE BY NATURAL WILD REEDS

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Abstract

Industrial dyes are used intensively in textiles production, however this dyes cause many environment damage because of its low biodegradation. A lot of techniques are used in the world for remediation of dyes rejects (rustic materials, charcoal, sunflower stalks, sugar cane waste and artichoke waste).

In this work, we have based on control of the evolution of kinetic parameters (Equilibrium time, pH, temperature, mass of adsorbent, and the initial concentrations), to study the adsorption process of methylene blue using natural wild reeds. A thermodynamic and kinetic study helps us to establish the adsorption isotherms. The results show, that the adsorption process of the Methylene bleu is well described by the Langmuir model. The Kinetic study shows also that the adsorption of this industrial dye is controlled by a second order Kinetic which confirm the efficiency of the natural wild reeds in dyes remediation.

Keywords: adsorption; reeds; methylene blue; Kinetic; thermodynamic; Langmuir model
NOVEL BENZO[f]QUINOLINE COMPOUNDS WITH VINYL CHAIN: SYNTHESIS, CHARACTERIZATION AND ANTICANCER EVALUATION

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Abstract

Cancer is a growing disease around the world, so there are many efforts by researchers to develop new target molecules to kill cancer cells. Benzoquinoline derivatives are known in the literature as structural units with special biological properties, including anticancer, antibacterial, anti-inflammatory, analgesic properties etc.

Having in view the above mentioned, our main objective was to design, synthesize and characterize novel benzo[f]quinoline derivatives with vinyl chain adopting a general and straightforward strategy, involving two steps only: quaternization and [3+2] cycloaddition reactions.

The new compounds with benzo[f]quinolone skeleton were evaluated for their in vitro anticancer activity against an NCI 60 human tumour cell line panel. Thus the good anticancer profile of the quaternary salt with vinyl chain was distinguished by an excellent activity against different cell lines: Melanoma MALME-3M cell line and SK-MEL-5 cell line, Renar Cancer SN12 C cell line, Breast Cancer BT-549 cell line and MDA-MB-468 cell line.

Keywords: benzo[f]quinoline, quaternization, [3+2] cycloaddition, anticancer properties.

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Research Center with Integrated Techniques for Atmospheric Aerosol Investigation in Romania (RECENT AIR) project, under grant agreement MySMIS no. 127324. Authors are also gratefully to CERNESIM center, for NMR experiments.
HOT STAMPING PROCESS OPTIMIZATION FOR THERMOPLASTIC MATRIX COMPOSITE MATERIALS

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Abstract
Thermoplastic composite materials have the environmental advantage of being recyclable and also, from the industrial standpoint, they are materials with short processing time. The hot stamping process reveals itself as an optimum manufacturing process associated to thermoplastic matrix composite materials mainly due to short cycle times, high performance, few labor costs and pleasing final prices. This process is widely used for obtaining parts for the automotive sector.

The main goal of this project focuses on the optimization of the processing window when applied to obtain thermoplastic matrix composite components by correlating its processing parameters with an emphasis on component quality and by using various quality indicators. This optimization executes the analysis of components manufactured under different conditions, which involve the realization of a design of experiments and subsequent ANOVA analysis of variance implemented in Design Expert V13® software. The accurate selection and discretization of the hot stamping process variables was crucial for this study. The performed analysis allowed not only to understand, in an isolated way, the impact of each process variable on the quality of the final product, but also, by correlation, to define the respective optimal processing window.

Keywords: Automotive industry, composite materials, hot stamping, thermoplastics, CFRTP, Taguchi’s method, process optimization, ANOVA, DOE.
BONDED T-STIFFENERS ANALYSIS BY NUMERICAL METHODS

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Abstract

Nowadays, the adhesive bonding method has a strong presence in the most varied industries. The bonding of composite materials with structural adhesives became more relevant in the industry, such as the aeronautical industry, which takes advantage of stiffener structures in composite materials using adhesive bonds. In any area of industry, large-scale application of a particular bonding technique requires reliable tools for the design and prediction of failure. This work evaluates the performance of three structural adhesives, Araldite® 2015, Araldite® AV138 and Sikaforce® 7752 on a T-stiffener with composite adherends composed of an epoxy matrix reinforced with carbon fibers. The aim of the work is to numerically study, by the Finite Element Method (FEM) and Cohesive Zone Models (CZM), the behavior of different T-stiffener configurations when subjected to peel loads. It was found that the higher the flexibility and ductility of the adhesive, the higher the influence of the geometric parameters on the joint strength. Regarding the type of adhesive, joints bonded with the Sikaforce® 7752 have been shown to have the best performance, followed by joints with the Araldite® 2015. The Araldite® AV138 has been shown to perform relatively poorly compared to the other two adhesives, with similar behavior between different joint configurations.

Keywords: Structural adhesive, adhesive joint, T-stiffener, cohesive zone model.
EVALUATION OF DIFFERENT SHEET MOLDING COMPOUND BY MECHANICAL AND FRACTURE TESTING

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Abstract
During project engineering development, the material’s choice is one of the most decisive and with the highest importance criteria to achieve the best final product. The correct or wrong material’s choice has a direct impact on the efficiency and product performance, and even on its final price. To choose, it is necessary to have all the information regarding the material behavior. For this, it is necessary to determine and record all the material properties. This work studies the material’s mechanical behavior in different amount of fiber glass present on the Sheet Moulding Compound (SMC), when subjected to Bulk (tensile test) and Block Shear (shear test). In these tests, it is possible to obtain the tensile modulus ($E$) and shear modulus ($G$). Even more, it is possible to determine the maximum stress, the yield stress and the strength, for all the different fiber concentrations. By Double-Cantilever Beam (tensile fracture test) and End-Notched Flexure (shear fracture test), it is possible to determine the fracture toughness, i.e., the material resistance to crack propagation. With these tests, the tensile strain energy release rate ($G_{IIc}$) and shear deformation energy release rate ($G_{IIc}$) can be obtained. With the experimental stage finished, the described tests were simulated in a numerical modeling software, ABAQUS®, with the goal to compare results.

Keywords: SMC, Fracture toughness, Bulk, Block Shear, Double-Cantilever Beam, End-Notched Flexure, cohesive damage models, Finite element analysis.
STRENGTH AND FRACTURE CHARACTERIZATION OF A NOVEL STRUCTURAL ADHESIVE

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Abstract

In the past decades, adhesive technology has been useful in order to solve numerous issues related with conventional joining techniques (bolting, riveting and welding). Several advantages of adhesive bonding can be pointed out, such as low weight (relevant in the automotive and aeronautical) predict crack propagation of an adhesive joint by advanced fracture mechanics-based techniques such as cohesive zone models (CZM) it is not enough to know the traditional mechanical properties, such as Young’s modulus (E), shear modulus (G), tensile strength (σf) and shear strength (τf). Actually, it is also mandatory to estimate the tensile (GIC) and shear fracture energies (GIIC). The purpose of this work is to carry out the mechanical and fracture property characterization of a new structural two-component epoxy adhesive. With this purpose, four tests which were conducted: tensile testing to bulk specimens, shear testing with thick adherend shear tests (TAST), double-cantilever beam (DCB) and end notched flexure (ENF). With these tests, it was possible to determine the mechanical and fracture properties of the adhesive in tension and shear. Different data reduction methods were evaluated for the fracture properties. The test results agreed with the data provided by the manufacturer and will enable the design of bonded structures with this adhesive.

Keywords: Structural adhesive; Bulk specimens; Thick Adherend Shear Test; Fracture toughness.
IMPACT OF SOCIAL MEDIA MARKETING ON BUYING PATTERN OF SMARTPHONE

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Abstract
Social media usage has rapidly increased in the digital era and has started to affect the psychological thoughts of potential customers. Unknowingly or otherwise, social media has begun to affect how potential customers feel about companies. This has led to an increase in the usage of social media as a tool for marketing. Due to its participatory character, social media is now regarded as the most effective means of interacting with potential customers. The objective of this paper is to find out how companies are using this powerful tool for the purpose of increasing their brand recognition, market share and sales. This paper also focuses on to determine whether different demographic parameters like age, gender, income level and education and geographic indicators like urban, semi-urban, and rural areas have different effects on how social media marketing affects buying pattern of smartphone. The paper will also show how online mobile stores, which guarantee better after-sales assistance and prompt delivery service, have caused a rapid fall in the number of traditional smartphone retailers. Primary data will be gathered from around 300 respondents who belong to Delhi, Noida and Ghaziabad for this study. Through google forms, a questionnaire will be sent to collect the data. The smart phone industry will get benefit from this article. This research enables them to identify the most effective techniques for social media marketing. This study does not cover rural areas and to those who don’t have internet connectivity. (241 Words)

Keywords: Buying pattern, marketing, social media, smartphone, communication.
A SOCIO-ECONOMIC PROSPECT OF KALGACHIA REVENUE CIRCLE FALLS UNDER BEKI RIVER BASIN, ASSAM

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Abstract

Assam for ages composed has been a riverine evolution, culture and budget. Even today principally it endures so, notwithstanding, current fluctuations in its social and economic assemblies. The substance and Centre of this riverine humanity and economy has been and endures to be the mighty river of ‘Brahmaputra’. This river with a network of 33 tributaries has prejudiced and endures to stimulus the social and economic life of Assam and its people in a matrix of incrusted inter-relationships. The river Brahmaputra and its tributaries like Manas, Beki, Pahumara, Kaldiya etc. has a significant extension for the manifestation and improvement of floodplain in lower Assam. The study area Kalgachia Revenue Circle which first and foremostly essence on the liveliness of river Beki and its works. Socio-economic position is the leading matter in the current world, particularly in the emerging world. The education of Socio-economic status, try to elucidate the concrete circumstances of population in precise region but the study of Socio-economic status originates very infrequent at micro level investigation. This present study is constructed on primary data which have been composed by door-to-door survey with an appropriate inquiry form (questionnaire) by the researchers. All the data have been classified into different groups to analysis the scenario of the study area.

Keywords: Kalgachia R.C, Beki R.B, Socio-Economic, Riverine, Liveliness
PUBLIC ASSET CREATION AND EMPLOYMENT GENERATION THROUGH MGNREGA IN WESTERN UTTAR PRADESH

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Abstract

The national rural employment guarantee act (2005), renamed MGNREGA (2009), is a landmark in the history of India. This is not only because it covers all districts (except entirely urban) of India but also because it allows the rural poor to participate in development activities on a large scale. Since with employment generation, another equally important objective of the scheme is public asset creation which aims at drought proofing, flood control, water conservation, increasing irrigation capacity of rural areas, and rural connectivity. The program has gained popularity at the international level and policymakers and researchers have been discussing the possibility of its replication and adaptability at the international level. Especially after the pandemic hit the Indian economy, there was reverse migration of a large number of poor to rural areas. The demand for work under MGNREGA has increased dramatically. The economic survey of 2021-22 has mentioned “During the nationwide lockdown, the aggregate demand for MGNREGS work peaked in June 2020, and has stabilized thereafter. During the second COVID wave, demand for MGNREGS employment reached the maximum level of 4.59 crore persons in June 2021. After accounting for seasonality, the demand for work under MGNREGA at an aggregate level still seems to be above the pre-pandemic levels of 2019.”\textsuperscript{3} In this context, this study aims to analyze the pattern of employment generation and public asset creation under MGNREGA in western Uttar Pradesh during the last 5 years from 2016-17 to 2020-21.

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\textsuperscript{3} https://indianexpress.com/article/business/budget/budget-2022-demand-for-work-higher-than-pre-covid-level-but-mgnregs-allocation-not-raised-7751373/
CAMELS APPROACH ADEQUACY: A STUDY OF PUBLIC AND PRIVATE SECTOR BANKS IN INDIA

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Abstract

The recent global financial crisis has raised questions on the safety and soundness of the financial institutions. Rapid changes in the technology, changing business models, regulatory compliance, customer and employee retention etc are few issues faced by the banking sector in India. Hence, an effective tool is required to assess the safety and soundness of the institutions. CAMELS Approach is a rating system for the identification of the strengths and weaknesses of a bank after examining the overall financial condition of the bank. As suggested by Basel Committee on Banking Supervision, the CAMELS rating approach acts as an early warning system for the assessment of safety and soundness of banks. CAMELS Approach comprises of Capital Adequacy, Asset Quality, Management, Earnings, Liquidity and Sensitivity.

The objective of the paper is to analyze the performance of Indian public and private sector banks, over a period of four years (2017-2020). For this purpose, the CAMELS Approach has been used to analyze the performance of the banks. The elements of the CAMELS Approach have been broken further into the sub elements on which data has been collated.

The results indicate a better performance of private sector banks over the public sector banks with respect to capital adequacy; management, asset quality, earning capacity and liquidity. Private sector banks maintain higher capital adequacy, lower Gross and Net NPA ratio, greater representation of independent directors to total directors, higher Return on Assets and Return on Equity and a higher Liquidity coverage ratio. It is further suggested that all the public and private sector banks in India should ensure their continuous adequacy assessment through CAMELS Approach to enable regulators manage and improve the overall soundness of Indian Banking System.

Keywords: Adequacy, CAMELS, private sector banks, public sector banks.
IMPACT OF RUSSIA-UKRAINE CONFLICT ON INDIAN ECONOMY: A STUDY

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Abstract
The global trade was affected significantly by the on-going Russia-Ukraine conflict. The supply chain all over the world have been hit more deeply due to this conflict. The conflict has created the negative impact on Indian economy. The conflict also has created a major impact on various sectors like- Oil, Exports, Agriculture, Banking, Steel etc. This study analyses the impact of this conflict on various sectors of Indian economy in layman’s view point.

Keywords: Russia-Ukraine War, Indian Economy, International Trade, Crude Oil, Exports.
TAX INCENTIVES TO BOOST R&D AND THE PROBLEM OF RELABELLING

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Abstract

Due to the importance of innovation in economic growth, many countries provide significant tax incentives worldwide to promote Research and Development (R&D) expenditures. India provided a super deduction of 200% to boost in-house R&D expenditure by business enterprises in 2011, which was reduced to 150% in 2016 and 100% in 2020. The period from 2011 provides the opportunity to test the effectiveness of such deductions in promoting R&D. However, studies have found that these deductions incentivise firms to relabel non-R&D expenses as R&D expenses to reduce tax liability and profit. Relabelling can increase the fiscal cost of providing the incentive. The purpose of the study is to test if the increase in reported R&D is partly driven by firms relabelling expenses as R&D. The tax deduction was provided to firms registered under the Department of Scientific & Industrial Research (DSIR) and required certification of the R&D facility, which made relabelling of capital expenses difficult—but relabelling ordinary expenses and employees as R&D is relatively easier. Using the dynamic panel data modelling, the paper tries to test the effectiveness of incentives to promote current expenditures on R&D. The panel of 1,476 companies was categorized into DSIR and non-DSIR companies. The results were significant for current expenses but not for capital expenditures of companies registered under DSIR. The incentive didn’t promote capital R&D expenditures. This shows the effectiveness of super deduction is questionable as it can lead to practice by firms to relabel expenses and offer a significant increase in only current expenditures, not boosting innovation much.

Keywords: R&D tax incentives, Super deduction, Innovation
UNITED NATIONS (UN) AND UN’S EFFECTIVENESS IN THE INTERNATIONAL COMMUNITY THROUGH AN EVALUATION IN THE FRAMEWORK OF THE RUSSIA-UKRAINE WAR

BİRLEŞMİŞ MİLLETLER (BM) VE RUSYA-UKRAYNA SAVAŞI ÇERÇEVESİNDE BİR DEĞERLENDİRME İLE BM’NİN ULUSLARARASI TOPLUMDAKİ ETKİNLİĞİ

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Özet


Abstract
The United Nations (UN) is an intergovernmental organization, which is the world’s largest and most renowned international organization. The UN was established after World War II with the aim of preventing future wars, and began its operations with the adoption of UN Charter on 24 October 1945. The principal organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the
International Court of Justice, and the UN Secretariat. There are also subsidiary organs of the UN, such as United Nations Refugee Agency (UNHCR) and United Nations International Children’s Emergency Fund (UNICEF). In addition to these, UN System includes a multitude of specialized agencies, which have special relations with the UN through agreements, such as the International Labour Organization (ILO), the Food and Agriculture Organization (FAO), UNESCO, the World Bank Group and the World Health Organization. According to the UN Charter Article 1, the purposes of the UN can be briefly stated as: 1. To maintain international peace and security, 2. To develop friendly relations among nations, 3. To achieve international co-operation; and 4. To be a centre for harmonizing the actions of nations in the attainment of these common ends. In order to achieve these purposes, UN engages in various activities as a whole with its principal bodies, subsidiary bodies and specialized agencies that have a special relationship with it.

As is known, on 24 February 2022, Russia launched a special military operation against Ukraine and since then, UN has taken various actions regarding this aggression, which has now become a war that has been affecting the lives of millions of people. It can be said that, with the steps it has taken from the beginning, the UN is working to end the war as soon as possible, in line with its purposes stipulated its Charter. So, are the steps taken by UN regarding the Russia-Ukraine War really effective in ending the war as soon as possible? As a current issue, it is considered important to make an evaluation on the UN from a general perspective and the effectiveness of UN in the international community in general, through the Russia-Ukraine case.

Keywords: United Nations, Structure and Activities of the United Nations, International Peace and Security, Russia-Ukraine War.
Abstract

The Earth has undergone a distinctive human-caused metamorphosis as a result of modern science and technology. However, since the Industrial Revolution humans have had measurable terrestrial impacts with fire, agriculture, and urbanization for thousands of years. The philosophical field of environmental ethics examines how people should treat the environment morally and ethically. In other words, it takes into account the moral foundation for environmental protection. It emerged as a result of heightened awareness of the environmental effects of both the world's population's rapid growth and those of the expanding use of pesticides, technology, and industry. It strives to give moral support and ethical rationale for the cause of worldwide environmental protection. Man's moral and ethical responsibility to the environment is defined by environmental ethics.

Environmental awareness prevents cruelty to all living things. Instead, it calls for a steady temperament that is compatible with coexisting peacefully with nature. We harm our environment because we lack ecological awareness. The relevance of environmental ethics in today's culture, in my opinion, cannot be overstated. Insofar as we are living in harmony with nature, we are unable to imagine how a human life might be feasible in this eco-centric cosmos without a viable environment. We must understand the difference between ecological balance and ecological imbalance in order to create a sustainable ecosystem. Accordingly, ecological consciousness promotes the welfare of all living things in our environment and in nature in terms of environmental ethics.

Keywords: Sustainable, ecosystem, eco-centric, ethics, culture
Abstract

Environment includes forests and wildlife. Times immemorial trees are used for multifarious purposes. A tree is selfless soul embraced by religions and treated with reverence in ancient scriptures. Some thousand years old surviving trees are worshipped like deities. Selfish humans have destroyed forests and wildlife. Guided by our heritage of peaceful co-existence with trees, animals and birds Indian laws, judiciary and the UNO are putting efforts to save them. Trees have been a gateway to glory in the form of Nobel Peace Prize and Padma Shri. India has a national tree, a national bird and animals in national emblem. For survival of life on earth trees, animals and birds require protection from destruction and extinction. One of the many requirements to succeed in protection of trees and saving animals and birds from extinction is creating awareness from childhood onwards. KEY WORDS: Tree, Forests, Animals, Birds, Ancient.
"PHILOSOPHY AS THERAPY– BY REVISITING INDIAN PHILOSOPHICAL THOUGHTS"

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Abstract

Philosophy in its inception has been always concerned with “Problem of living”. However, later on philosophy has given so much emphasis on theorization, conceptualization and rationalization particularly a tradition of armchair philosophy. Philosophy has given much importance to abstract content and somehow philosophy divorced itself from Human experience. As a result, philosophy lost its ability to address problems of commoner at the level of individual or group. Philosophy, as therapy, signifies an application of Philosophies to address the basic problem of thinking pattern, mindset and subjectivity. The term ‘therapy’ refers to a kind of immediate help, which further aspire our goal. In ancient times, philosophy was a way of life not restricted to the intellectual discipline. The term therapy usually applies to an individual or group. Philosophical therapy mainly emphasizes on epistemological and discursive intellect. In this paper I basically try to address the following questions

1. What I mean ,when I said philosophy as a Therapy

2. How Philosophical therapy helps in dealing with existential crises which we faceses in our day today life.

3. what kind of transformation it brings to the human being.
Abstract

Dharma is one of the key concepts in Indian thought and also the most valuable contribution of India to humanity. The word dharma has multiple meanings depending on the context in which it is used. It is an all-inclusive term with different meanings including law, duty, virtue, moral righteousness, justice and Truth. But many people translate the term Dharma as religion, and this translation is not appropriate. Even in the Indian Constitution the phrase ‘Sarva-dharma-sambhava’ is used. And the phrase ‘Sarva-dharma-sambhava’ is commonly translated as ‘equal respect for all religions’. Here the term ‘dharma’ is translated as ‘religion’. Many thinkers believed that this wrong translation happened because we had borrowed many terms (like religion) from western European tradition and applied it to our own tradition without reflecting. In the 19th century, the English-Sanskrit dictionary by Monier-Williams lists the first meaning of ‘religion’ as ‘dharma’. And because of this wrong translation many confusions have been created in Indian society. So, the task of this paper is to ponder upon the question of ‘why’ and ‘how’ this confusion has started. For this purpose, the paper will analyse the conceptual structure of both the terms.

Keywords: Dharma, Religion, God, Duty, Virtues, Justice, Truth.
National Education Policy & Its Future Relevance

Gunieve Jaswal

Abstract

This paper weaves around National Education Policy, 2020 and its future relevance. The visionary leaders and policymakers recently updated the country’s education policy to meet the changing dynamics, demands and aspirations of the population with regard to quality education, innovation and research. As John Dewey rightly said, “If we teach today’s student as we taught yesterday we rob them of tomorrow”, in the light of the given quote, the new changes in the policy is like a breeze of fresh air and would let students and academicians stand vis a vis with their global counterparts. The approach of the policymakers is futuristic, holistic, and watershed at few instances ranging from standardized to customized learning, refined pedagogy, experimental learning instead of rote memorization, embracing of technology, etc. The new education policy (hereafter NEP), 2020 is looking forward to transform education system in line with rapid technological and geopolitical evolution. The new changes in the education policy would invigorate the indigenous AATMANIRBHAR BHARAT project as it not only talks about gaining knowledge but strengthening country’s research and skill development. The overall goal is to keep the present and coming generation future ready.
MAHARANI JINDA—IRON LADY OF THE SIKH EMPIRE

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Abstract

Maharani Jind Kaur, titled as the ‘Queen mother’ was the wife of Maharaja Ranjit Singh. After Mehtab Kaur—the first wife of Maharaja Ranjit Singh, Jinda was the last queen to assume the title of ‘Maharani’. This paper tends to analyse her contribution towards sustaining the political sovereignty of Maharaja Ranjit Singh after his death. A detailed approach has been taken into account that how in the nineteenth century Punjab, inspired by the Sikh tenets and Sada Kaur, mother-in-law of Maharaja Ranjit Singh, a simple girl Jinda, emerged as a most powerful and influential woman in the Sikh history. Rani Jinda used to lead courts and have meetings with chief ministers and armies. Surrounded by the diplomatic intrigue of Britishers, Jinda managed to escape from captivity and emerged as a biggest obstacle to British rule. In comparison to others, in Punjab, she was one of the empowered, high spirited and capable Sikh women, who were playing influential role in making the Punjab's sovereignty against colonial British Power. With their efforts, Punjab became a powerful state and was last to come under British rule after Anglo-Sikh wars.

Keywords: Sikh Empire, Maharani Jind Kaur, Sada Kaur, Women power and Sovereignty.
Abstract

Religion is the strongest and the most influential belief system that humans have followed for more than thousands of years. It influences our cognitions in such a way that leads us to see the world as a place with a design that is intentional, or created by some higher authority. The goal of this research was to learn more about the relationship between Religious Fundamentalism, Ambivalent Sexism, and Gender Role Beliefs in Young Adults. The sample included 80 students between the ages of 18 and 24. Data was collected through Google form. Purposive and snowball sampling were used to select the participants. Correlation analysis and t test were performed through SPSS. The results revealed that there was no significant difference in religious fundamentalism between male and female participants, but men had a higher mean score than women. The findings also revealed a significant relationship between religious fundamentalism, gender role belief, and ambivalent sexism in young adults.

Keywords: Religion, Religious Fundamentalism, Ambivalent Sexism, Gender Role Beliefs, Relationship, Young Adults.
A COMPARATIVE STUDY OF ALLIES AND NON-ALLIES OF LGBT

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Abstract

Finding LGBT allies would have been difficult fifty or even twenty years ago because the LGBT community was either not broadly accepted or did not receive much media attention. The community has expanded in size today, and many members voluntarily declare their support for the group. In order to oppose homophobia, biphobia, and transphobia, heterosexual allies support and actively engage in the civil rights, gender equity, and LGBT social movements. Understanding the contributions of heterosexual allies could improve the effectiveness of ally development training, ultimately assisting in the achievement of the larger goal of eliminating social stigma and prejudice. The goal of the current study is to determine how empathy, self-reflection, and insight differ between allies and non-allies (SRIS). A heterosexual ally is a heterosexual person who supports and actively participates in the civil rights, gender equity, and LGBT social movements while combating homophobia, biphobia, and transphobia. The current study intends to investigate the differences between allies and non-allies in terms of empathy and self-reflection and insight (SRIS). The study looks into the variables that affect ally identification. A sample of 60 participants in the 18–25 age range was selected for this study (30 allies and 30 non-allies). Purposive and convenient sampling techniques were used to gather the sample. This cross-sectional study uses a mixed method design. The t-test was conducted using SPSS once the data was obtained from the Google form. The findings showed that there was a substantial difference between allies and non-allies in terms of empathy and SRIS. Relevant motifs from a variety of domains, including parental support, individual experiences, and LGBT awareness, have been found.

Keywords: Self-reflection and Insight (SRIS), allies, non-allies, empathy, LGBT.
OSMANLI EDEBIYATI VE URDU EDEBIYATINDA ORTAK SÖZCÜK, ŞAİR VE MANZUM ÖZELLİKLERİ

FEATURES OF COMMON WORD, POET AND VERSE IN OTTOMAN LITERATURE AND URDU LITERATURE

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Özet


Anahtar Kelimeler: Ortak, Şair, Şiir, Manzum

Abstract
There are many Arabic and Persian words in Ottoman Turkish, which was a written language of the empire during the Ottoman Empire period. The poets who lived during the Ottoman Empire and wrote famous works included many Arabic and Persian words in their poems. Urdu is the official language of Pakistan and there are many Arabic, Persian and Turkish words in Urdu. Arabic and Persian were used in many poems written in Urdu literature, which has a rich history like Ottoman Literature. Some of the many words used in both
Ottoman and Urdu literature were overused in poems. Urdu is a language that emerged during the Ghaznavid period and the first known name of the word Urdu is "Ordu".

There are Turkish words in various categories in Urdu language. Some of the food words included in the categories are: kabab, pilau, penir, halva, sabza, bogca, surba, kofta, dolma. Apart from this category, there are many similar words in other categories.

In addition to the intense use of Arabic, Persian and Turkish words in Ottoman and Urdu literature, there are also some terms that show common features in both languages. There are similar poetic features in both Ottoman literature and Urdu literature. In particular, mazmuns related to Saki, Nightingale and Rose are used. In both literatures, besides similar literary terms, there are poets who are close to each other in name. Sheikh Galib in Ottoman literature and Mirza Esedullah Khan Galib in Urdu literature, besides using the Sebk-i Hindi style in his poems, they wrote poems on similar verses. In addition, the poets of both Ottoman literature and Urdu literature wrote poems in the style of Sebk-i Hindi, inspired by poets who wrote poetry in the Sebk-i Hindi style.

**Keywords:** Common, Poet, Poetry, Verse
IMPACT OF POLITICAL AND GLOBAL CHANGES ON HUMAN RESOURCE MANAGEMENT

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Abstract

In recent years, political and global changes have seen a significant impact on the development of organization and workforce in order to shape the modern society. Such impact has been most visible in the field of Human Resource Management (HRM). With more and more people now opting for international corporations or global international supply chains, the importance of changing global political environment in international relations holds importance in terms of understanding how the world works when it comes to the global business in general and management of human resources in particular. It is in this context that the objective of the paper is to examine the overall impact of political and global changes on HRM. The paper highlights that any political shift affects the HR functions even if they have been most carefully planned, though it is also true that external political factors can have a significant impact on how the HR function manages diversity, workforce culture, and talent acquisition. Hence, in the event of any change of government one needs to understand the new administration’s priorities in relation to markets, industries and businesses in order to better orient one’s organizational transformation strategies. The paper concludes that while many companies are undergoing organizational transformations due to external factors such as overhauls in the global political landscape, the majority of them are having difficulty adapting to change. However, once the right solution has been secured, HR organizations and their management will be well prepared for any organizational change, regardless of the political changes whether it is at the domestic level or the global level. The study follows the qualitative method of research to examine the key aspects of the main subject, and is largely a descriptive in nature based on the review of primary and secondary sources of data.

Keywords: political and global changes, human resource management, external political factors, workforce culture, organizational transformation
SLOPE INSTABILITY ANALYSIS IN WEST SIKKIM, INDIA – A GEOTECHNICAL APPROACH

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Abstract
Every year, slope failures cause a lot of trouble along roads in Sikkim. In this study, slope instability analysis was performed along the road sections in some parts of West Sikkim. Geotechnical analyses like rock mass rating (RMR) and slope mass rating (SMR) aided the current study. RMR and SMR are used to describe the stability of a specific rock outcrop or slope. Kinematic analyses based on stereographic plotting were done to figure out the different types of failure. In the present analyses, out of the 33 study sites, 24 were found to have wedge failure, and the other 9 were found to have planar failure. Most of the rocks in the area belong to the Central Crystalline and Daling Group which dominantly comprises of quartzite, phyllite, and gneiss, etc. In some places, there were as many as four sets of joints in the rock slopes. The main central thrust (MCT), the Tista lineament, and other inferred thrusts are the major tectonic discontinuities present in the study area. Because of these discontinuities in the structure and the weak rocks, the area is very vulnerable to slope failures. The RMR value for the rock slopes ranges from 26 to 60, which means that the rocks are good to average. Adjustment factors were added to the RMR to achieve the SMR values, which ranges from 24 to 74 and are used to describe the quality of rock mass. Supportive measures were suggested for the different study locations based on the SMR values. These measures include spot or systematic bolting, spot shotcrete, systematic anchors, systematic shotcrete, toe wall, dental concrete, systematic reinforced shotcrete, re-excavation, deep drainage, etc., and bioengineering treatment. Planners, policy makers, and administrators can greatly benefit from these kinds of studies in their future planning and development work as well as in minimising and mitigating slope failures.

Keywords: slope failures, geotechnical analysis, kinematic analysis, rock mass rating, slope mass rating
A STUDY OF THE SMALL TEA GROWERS IN INDIA: ISSUES AND CHALLENGES

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Abstract
Among the largest tea producing countries like China, Kenya, Sri Lanka, Vietnam, Turkey Iran etc., India is the second largest producer of tea after China contributing about 28% of the world’s production annually. The Indian tea industry contributes substantially towards the state economy by enhancing the foreign exchange reservoir and state treasury and also provides employment to a large section of the society. However the Indian tea industry was undergoing crisis post-independence due to the lack of investment to replenish the old tea bushes or even re plantation as per norms, whereby there was a decline in the production. As a result, there was a huge price rise and curtailment in the export of tea. Thus, during the 1990s small tea growers emerged in order to tackle this problem and ever since has been contributing majorly towards the production of green leaves. The Tea Board of India defines Small Tea Growers as people who cultivate tea in land less than 25 acres. But field research shows that most small tea growers own land less than 2 acres, based at remote areas and are scattered. Inspite of major contribution by the small tea growers, they face severe human rights violation due to the non-recognition by the state which disable them to take various benefits as provided by the government in comparison to the big tea growers. Their lack of bargaining power leads to minuscule payment for their green leaves as the market is dominated by the buyers who are either Bought Leaf Factories or Large Estate Gardens. This has led to much unrest among the small tea growers and a severe violation of human rights.

Keywords: Indian Tea Industry, Small Tea Growers, Human Rights Violation
STEERING COLLECTIVE ACTION AGAINST CLIMATE CHANGE CRISIS

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Abstract

This research paper will look into the phenomenon of climate change and the role of individual nations as well as international platforms on addressing this crisis before its escalates into deep, irreversible damages to planet earth. The reported cases of rampant forest fires, flooding, and famines in developed and developing countries across the globe have underlined once again the severity of challenges before us. In the United Nations-led COP26 summit, held in Glasgow, Scotland during October 31- November 13 this year, different countries have reiterated their commitment to reducing carbon gas emissions, although the target years offered by major countries like the USA at year 2050, China year 2060 and India at year 2070 makes one wonder if the targets are realistic enough to arrest global warming and the extreme weather patterns that arise from it. While the efforts of countries like India to switch to renewable energy for cooking and transportation purposes via electricity and hydrogen fuels are appreciated, it remains to be seen how effective they would turn out to be considering higher than expected spikes in average temperature world wide.

Also differences between the developed and developing countries on the cost of implementing zero-carbon emissions measures on local economic structure and, thereby, associated human welfare has led several developing countries, including India and China, to demand compensation from the industrially developed nations as despite housing smaller populations, they have been major contributors to global warming. It is important that an agreement is reached on this between the two groups to decisively implement the changes in the nick of time since an inter-governmental panel IPCC has said in its Sixth Assessment Report, “Climate Change 2021: The Physical Science” that no more precious time can be lost in ‘prevarication’ or in finding new excuses not to act. It has urged all the countries to decarbonise their economies to reduce green house gas emissions below the 2010 levels to 45 to 50 per cent by 2030 while reaching zero emission levels by 2050.

Developed countries have a lot to contribute besides offering financial compensation to poorer nations; with their advanced research and development sector they must also come up with innovative carbon-capture technologies to clean the environment and other innovative techniques to help lesser developed countries to transition to a decarbonised economic model. Despite the efforts towards a smooth transition, it would be realistic to expect major changes in human behaviour that would have a telling effect on general human welfare in the near
future. The researcher will trace the efforts of global community leaders towards evolving effective social and economic policies for such a transition.

**Keywords:** Climate Change Crises, Climate Collapse, Role of Developed Countries, India, Mitigation, Policy making and Individual Responsibility.
ABOUT STUDENTS FROM INDIA IN BATUMI AND TBILISI

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Abstract
After the demise of the USSR in 1991 our republic has had difficulties in financing education. Several years ago one professor of medicine announced that he desired to get money for the university in Tbilisi where he worked - by inviting students from a certain area of India to Tbilisi to study medicine paying much less than in other countries of the world. A couple of years later head of Batumi Shota Rustaveli University did the same by making due actions with one region of India. Unexpected pandemics of COVID causing difficulties in travelling and studying at universities had an impact. Besides, social changes followed by war of Russia against Ukraine causing movement of population groups of refugees to Tbilisi and Batumi. The followers of the religion of Indians glorifying Krishna were increased in Tbilisi and Batumi. Sri Prabhupada’s books were translated into our national language Kartuli and propagated in the streets of Tbilisi and Batumi. The latter was born in Calcutta and later lived in California in the USA since 1962 for ten years where he created an Association Bakhti Yoga. Followers of that religion prohibit the consumption of meat, wine and even eggs. Wine is the sacred in our local culture as in many other parts in the world. Our country is proud of having over 8 000 years of local wine making. Wine has been used in our culture in rituals for millennia. I have worked as a scientist at the Institute of Economy, Social Studies and Demography of the Academy of Sciences - in Tbilisi at the Migration Laboratory. Using that knowledge, I shall present the results of my research of the problems arising from changes observed since 1991 in Tbilisi and Batumi. In my opinion, recent changes have increased the misfortunes caused by immigration of foreigners from several areas of the Ottoman empire and the Russian empire into Tbilisi and Batumi. Another reason of undesired changes is the falsified invented hypotheses about the origin of several ethnic groups living now in and/or near Tbilisi and Batumi. Falsified histories have caused many misfortunes in the past. They do much harm nowadays
Abstract

The paper is located in the theoretical scholarship of critical pedagogy that is concerned with the transformation of underlying epistemological and ideological assumptions about ‘what counts as official knowledge’ and ‘who holds it’. Another key aspect of critical pedagogy is social transformation of widely held beliefs about such knowledge. In this backdrop the present research was undertaken with the objective to use films in order to reposition the perspective of student-teachers in a four-year elementary teacher preparation programme. The conceptual frame of the research is located in culturally-relevant pedagogy and social justice teacher education. An action research was carried out with 60 student-teachers who were shown a set of carefully selected films as a part of their curricular transaction. Situated in a interpretivist frame the methodology of the research is qualitative with an intent to capture the perspectives held by the student-teachers regarding their perceptions about children from marginalized communities and the role of the teacher in social transformation. The data was collected from multiple sources including questionnaires filled by the students before and at the end of the class; classroom discussions and presentations made by the students. Analysis was undertaken through the processes of open coding subsequent to which key themes for presentation of the analysis were identified. The findings are analysed in three broad themes – dealing with social mutism; emotions and rationality; using counter-narratives to induce cognitive conflict. Overall findings suggest that films were a very powerful pedagogic tool to enable the students to engage in a conversation and challange their notions around understanding of the dispossessed. Several changes were observed in the shift in perspectives of students about negative stereotypes through presentation of counter-narratives. The research postulates several possibilities of use of films in social sciences to enable the students to question the hegemonic structures of the society and in repositionings their stance around epistemological questions.

Keywords: critical pedagogy; social justice teacher education; films as pedagogic tool
A STUDY OF PROBLEM SOLVING AMONG PROSPECTIVE TEACHERS IN RELATION TO THEIR BLOOD GROUPS

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Jamia Millia Islamia

Abstract

Background: According to several research studies conducted in the field of psychological genetics on blood type and personality of an individual and the relation between blood type and the personality of an individual. Recent clinical studies have also supported the correlation between blood type and psychological disorders. The present study has analysed the association between problem-solving ability of prospective teachers and blood groups.

Material and Method: The study was conducted on a sample of 350 prospective teachers from the geographical region of NCR (National Capital Region), New Delhi. This is a descriptive survey which is exploratory in nature and uses random sampling methods. The data collection was done through problem solving ability test developed by the investigator, the reliability of tool developed was 0.88. The Data was analysed using SPSS version 18 and also descriptive statistics including frequency distribution tables, mean, standard deviation, one-way ANOVA, and t-test.

Results and conclusion: The results obtained from one-way ANOVA and t-test showed that there is a statistically significant difference in the mean scores of critical thinking ability test of prospective teachers belonging to blood groups ‘A’ and ‘B’; blood groups ‘B’ and ‘AB’ and blood groups ‘B’ and ‘O’ which were significant at 0.01 level.

Key words: Prospective teachers, Blood groups and Problem-solving ability.
INTERACTIVE DEMONSTRATING TEACHING TECHNIQUE TO ADDRESS PROSPECTIVE TEACHERS’ ALTERNATIVE CONCEPTIONS IN HEAT AND THERMODYNAMICS

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Abstract

Students carry preconceived notions about different phenomena and concepts in science. Sometimes these preconceived notions are not in accordance with the scientifically accepted notions and these are termed as alternative conceptions. It is imperative to address students’ alternative conceptions at the initial stages of their occurrence and bring about a conceptual change for learning to happen. This paper investigated the alternative conceptions of prospective teachers in one of the most popular area of Physics - Heat and thermodynamics. This Study involved Pre-Service teachers doing an undergraduate course in Education and who have already graduated in science. Furthermore, it explored the effectiveness of the interactive demonstrating teaching technique to address the alternative conceptions of pre service teachers about the area of heat and thermodynamics. The alternative conceptions were identified by administering a questionnaire. This was followed by the transaction of the Interventional Teaching modules which were embodied with real life examples, short answer questions, ICT based simulations, demonstrations and discussions. With the analysis of the study, it was concluded that interactive demonstrating teaching technique brought about the desired conceptual change in pre service teachers. This effort of the study in bringing a conceptual change in pre service teachers’ idea will significantly contribute to facilitate the professional development of pre service teachers in their future endeavours.

Keywords: Alternative Conceptions, Heat and Thermodynamics, Interactive Demonstrating Teaching Technique, Pre Service Teachers
A STUDY ON PERCEPTIONS OF SCHOOL TEACHERS: OFFLINE VERSUS ONLINE MODE OF SCHOOLING

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Abstract
In this digital era, the education system has developed manifold and further modified in different ways because of the Covid-19 pandemic since the country went into lockdown to avoid the further spread of the disease. In that crucial time, the education sector suffered drastically and there was no option other than the online mode to continue education for all. The whole world had shifted to the online mode of education where teaching and learning took place in the setting of teachers' and students' homes with the help of online devices like laptops, tablets, smartphones widely using the apps like Zoom, Google Meet, Microsoft Teams, and many more with a much reliance on internet connection. During this process the interaction between the student and teachers had drastically changed from face-to-face humanly form to the digital mechanized form. This paper is based on a school based research project conducted during the internship phase of B.El.Ed. programme by the authors. They studied the in-service school teachers' perceptions towards offline and online modes of schooling. They also attempted to analyze perceived strengths, weaknesses, opportunities, and challenges of offline and online modes of schooling from the experiences of practicing school teachers. Teachers were interviewed telephonically to collect the responses over a semi structured questionnaire. The responses were analyzed with respect to teachers' perceptions towards infrastructure, learning resources, workload, co-curricular activities, teaching-learning strategies, classroom management, assessment, peer interaction, challenges, and parent-teacher relationship during offline versus online mode of schooling. The results indicated that both the modes (i.e. offline and online) have their own strengths, weaknesses, opportunities and challenges as perceived by teachers. In fact offline or physical classrooms were actually favoured by teachers considering the teaching-learning processes having a personal touch more effective. However, many of them also recommended Hybrid mode or a blend of both offline and online features to harness the full potential of these modes.

Keywords: Teachers, Teaching-learning Process, Offline Schooling, Online teaching, Blended learning
STUDENTS’ PERCEPTION OF ONLINE CLASSES: A SURVEY RESEARCH

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Abstract
Covid-19 pandemic caused a havoc in the entire world and brought about massive change in social, professional, health and educational settings wherein there was shift towards the online mode. Following the safety protocols to avoid the spread of Covid-19, for almost two years, students were exposed to online classes which resulted in a shift in pedagogy. Online classes posed various challenges for effective teaching and learning as compared to traditional classroom teaching. Current research is aimed at understanding the student’s perspective of online classes in relation to their effectiveness, motivation to learn and challenges faced while attending them. An insight into the student perspective of online classes will help to understand the strategies that can improve effectiveness of online classes. Sample consists of 100 college going students (M=50; F=50) of Delhi-NCR in the age range of 19-22 years who had attended online classes for at least 1 year. Data was collected with the help of an online questionnaire regarding students’ experiences of online classes. Results were analyzed using descriptive statistics like percentage and frequencies. The findings will be discussed in the full paper. Implications of the research along with the potential applications of the findings for future research and professional practice are to be discussed in the full paper.

Keywords: Online classes, effective learning, traditional classroom.
MENTAL HEALTH NEEDS OF CHILDREN IN THE VIRTUAL LEARNING LANDSCAPE

Harmeek Kaur, Jaskirat Kaur and Neha Sharma

Abstract

The present study is temporally located in the unprecedented and exceptional Covid-19 pandemic period that resulted in sudden closure of educational institutions, altered the course of human connections and tested individuals’ resilience at both physical and emotional levels. Grief, fear, loss, uncertainty, social-isolation, screen-time, fatigue, anxiety, etc, became part of the everyday experiences of children, thus, resulting in mental health risks for this population worldwide. To deal with the pressing demands of the times, the pastoral role of parents, caretakers and teachers had to undergo sudden revisions too. The prolonged, restrictive and widespread nature of the Covid-19 pandemic turned exceptionally challenging for the young ones who are in process of making sense of the world. In the present study, an attempt has been made to explore how the Covid-19 pandemic affected everyday life experiences of school-going children, what were the mental health risks for them and what kind of psychological support was available to them to deal with difficult emotions. School children, parents and school teachers were interviewed in the process to develop a nuanced understanding of the above-mentioned areas.

Keywords: mental-health, children and virtual-learning
DEORHI-HAREM: SIXTEENTH CENTURY ANALOGUE

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Abstract
In Rajput history, both cooperation as well as opposition is seen towards the Mughal rule. This inability to unite against a common external threat underscores the lack of any sense of political unity amongst the Rajput at the time. With the result, sixteenth century witnesses shifting paradigms in socio-cultural spheres. This paper tends to dwell into the comparative traditions of these two analogues; Deorhi and Harem, with respect to socio-cultural, political systems, artifacts and technologies that originated in or are associated with the diversities of Mughal and Rajput Harem. The domestic area of Mughals was referred to as Harem; whereas in Rajputs, was called as Zenani Deorhi. Strict segregation of male and female apartments and a rigid seclusion of elite Rajput women, came with the Mughals. There was a growing Mughal desire to confine the harem within an ordered space as a reflection of the exalted aura of the Padshah. There may also have been something the Rajput brides brought with them, their gods, dancing girls, and feasts, that made the objective of analogue of Deorhi and Harem inevitable. In the colliding worlds of the Rajput and the Mughal, it is difficult to be sure exactly who learnt from whom, as they now increasingly had intertwined cultures and destinies.

Keywords: Sixteenth century, Women, Deorhi, Harem and Socio-Cultural Analogies.
FRAUD DETECTION USING MACHINE LEARNING

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Abstract

Financial fraud is a serious problem that is only getting worse and has far-reaching effects. In order to identify credit card fraud in online transactions, data mining was crucial. It is difficult to detect credit card fraud, a data mining issue, for two main reasons. First, the characteristics of legitimate and fraudulent conduct are continually changing. Second, data sets related to credit card fraud are highly skewed. The dataset sampling strategy, choice of variables, and detection technique(s) used all have a significant impact on the effectiveness of fraud detection in credit card transactions.

The research focuses on comparing and testing several machine learning techniques on fraud detection dataset. The employed dataset is biased (totally unbalanced). This study compares the binary classification of unbalanced credit card fraud data using Naive Bayes, Logistic Regression, Gaussian Distribution, and Neural Network models. All algorithms and strategies are designed to maximise TP and TN rate while simultaneously maximising FP and FN rate while maintaining a high detection rate.

The research expands the handling of highly skewed data related to credit card fraud. The study's unbalanced dataset, which includes 0.172 percent of fraudulent transactions, is sampled using a hybrid approach. Fraud is a positive class that is oversampled, whereas legitimate is a negative class that is undersampled. The data is subjected to the four methods. Based on criteria for accuracy, precision, sensitivity, specificity, FPR, ROC, cost, F1-measure, balanced classification, and Matthews Correlation coefficient, the performance comparison of the four approaches is examined. All methods and strategies are designed to maximise TP and TN rate while maximising FP and FN rate while maintaining a high detection rate.

Keywords: Financial fraud, Naive Bayes, Logistic Regression, Gaussian Distribution
Abstract

Artificial Intelligence (AI) plays a primary role in different applications like medicine, science, health, and finance. In the past five decades, the development and progress of technology have allowed artificial intelligence to take an essential role in human life. Air quality classification is an excellent example of this role. The use of AI in this domain allows humans to predict whether the air is polluted or not. In effect, monitoring air quality and providing periodic and direct statistics are essential to ensure good air quality for individuals in the community. For this reason, a decision-making system is built to decide whether the air is clean or not. Based on this system's decision, necessary practices and measures are taken to improve air quality and ensure air sustainability.

In this paper, the multinomial logistic regression technique is used in order to detect the air pollution level. The multinomial logistic regression algorithm extends the logistic regression model, allowing for a dependent variable with two or more categories. It is simple to understand. The proposed method is applied to a real dataset of 145 average hourly responses recorded from an air quality multi-sensor device containing chemical sensors. The used device was placed in New York City, USA, from 1/1/2021 to 7/1/2021 (one week) and is freely available for air quality sensors deployed in the field. The result shows the efficacy of this method in air pollution prediction.

Keywords: Artificial intelligence, logistic regression, multinomial logistic regression, classification, prediction, air pollution.
CANDY CRUSH SAGA: RECENT MATHEMATICAL AND COMPUTATIONAL DEVELOPMENTS

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Abstract
There has been a paradigm shift in games over the centuries from outdoor games to app-based games in today's digital age. Candy Crush Saga is an app-based game developed by the game company King in 2012 with more than a billion downloads over the decade. In this survey paper, we have discussed some recent mathematical and computational developments of Candy Crush Saga.

Candy Crush is a variant of match-three games in which differently coloured candies are arranged in a grid. At the beginning of the game, the grid does not have three consecutive candies of the same colour in a row or column, but it must be possible to swap two adjacent candies to get at least three consecutive candies of the same colour. We shall use combination and derive recurrence relations to find possible number of starting configurations required to swap two adjacent candies in order to get at least three consecutive candies of same colour for a single line of candy and also for a pair of lines in the two-colour version of the game. The applicability of FPRAS to the problem of counting the number of weak c-colourings of a Candy Crush grid and more general hypergraphs has been discussed. Further, the Candy Crush problem is NP Complete and the unique Candy Crush problem is Co-NP Hard has been discussed. Though Candy Crush is a computationally hard puzzle to solve, it would be interesting to see if some practical NP Hard problems can be solved by hiding such problems within these puzzles. Few more open problems have been presented to conclude the paper.
Özet
Toplumsal yaşamın her döneminde önemli bir işkolu olarak var olan taşımacılık alanında, kapitalist üretim biçiminde doğan yeni koşullar ve technolojik gelişmeler etkisiyle, emek-sermaye ilişkileri ve çelişkileri ile çalışma koşulları da yeniden biçimlenmiştir. Özellikle dijitalleşme ve e-ticaretle yeni rekabet alanları oluşmuş; taşeronluk, esnek ve kuralızs çağıma hızla yaygınlaşılmıştır. Neoliberal uygulamalarla birlikte bu türden çalışma biçiminin ve koşullarının en çok geliştiği alanlardan birisi de taşımacılık ve e-ticaret olmuştur.


Bu çalışmanın amacı bir istihdam biçimi olarak eleştirel alanı yansımada görevi ihmal edilmiş olan moto kuryeliliği Türkiye özelinde ekonomi politik bir tahlille ele almaktır. Bu amaç doğrultusunda çalışmadan ilk olarak tarihsel bir perspektifle gençelde taşmacılığın özel ise moto kuryeciliği kapitalist üretim ilişkileri içerisindeki yeri ile teknolojik gelişmeler ve dijitalleşmeyle birlikte kurye hizmetlerinde yaşanan dönüşümde değinilecektir. Ardından moto
In the field of transportation, which exists as an important line of business in every period of social life, labor-capital relations and contradictions and working conditions have also been reshaped with the effect of new conditions and technological developments that have emerged with the capitalist mode of production. Especially with digitalization and e-commerce, new areas of competition have emerged; subcontracting, flexible and irregular working has become widespread. Along with neoliberal practices, transportation and e-commerce have been one of the areas where such working styles and conditions have developed the most.

E-commerce, which emerged at the beginning of this century in parallel with technological developments, has become a part of life, although it has different dimensions throughout the world. In this way, the capital has brought forward trade and scolding in order to reduce its compulsory expenses and increase its profits. The COVID-19 pandemic, which has been experienced since the beginning of 2020, has brought the rising e-commerce to the top. The expansion and developments in e-commerce have not only affected the trade sector, but also revealed the need for huge supply chains, logistics and transportation sectors in the process of internationalization of e-commerce production and capital. These developments inevitably affected employment relations in the field of transportation; e-commerce and cargo companies have started to look for ways to reduce labor costs.

In this context, with the effect of the moto-courier epidemic, which has become widespread in Turkey as well as all over the world; It has been a working area dominated by low wages, insecurity, uninsured work and harsh conditions. On the other hand, thanks to the "tradespeople courier" model, companies operating in the field of distribution, especially in retail trade and food/food services, can significantly reduce their labor costs by avoiding costs such as social security premiums, severance pay and taxes related to hiring workers. Thus, the labor-capital relationship leaves its place to the principal employer-subcontractor, in other words, the subcontractor relationship. This model revealed two important results. The first is the proliferation of subcontracting. The second is to reduce the number of workers in the status of worker as much as possible. The "tradespeople courier" model is also a good example of how capitalism incorporates small proprietors into the system, including their properties, and uses economic, social and technological developments to further strengthen the exploitative mechanism of capital.

The aim of this study is to deal with moto courier service, which has been relatively neglected in the critical literature as a form of employment, with a political economy analysis in Turkey. In line with this purpose, in this study, first in addition to the process of workerization in the field of moto courier in Turkey, the transformation in courier services with technological developments and digitalization will be discussed. with a historical perspective.
Then, the labor processes, working conditions and the "tradespeople courier" model, which has been widely used in this field, will be discussed in the context of its class character. In the study, organized struggle practices and their results will be discussed for the improvement of the real incomes and hard working conditions of the moto couriers, which have been melting with the rapidly rising inflation in the recent period.

Keywords: Moto courier, tradespeople courier model, subcontracting, fake self employment, unionization.
COVID-19 PANDEMİSİ VE PANDEMİ ÖNCESİ DÖNEM DOĞUM ÖZELLİKLERİNİN KARŞILAŞTIRILMASI: RETROSPEKTİF TEK MERKEZ ÇALIŞMASI

A COMPARISON OF BIRTH CHARACTERISTICS OF THE COVID-19 PANDEMIC AND PRE-PANDEMIC: A RETROSPECTIVE SINGLE-CENTER STUDY

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ORCID NO: 0000-0001-8181-6172

Özet

Anahtar Kelimeler: COVID-19, Doğum, Robson Sunflandırma Sistemi, Türkiye
Abstract

This study was conducted to compare the birth characteristics of the COVID-19 pandemic and pre-pandemic period. The study was carried out in a retrospective case-control design and a total of 7144 (case: 2962 and control: 4182) women who gave birth in a state hospital in Denizli between March 10, 2019 and March 11, 2021, selected by random sampling method, were included. In the study, the records of women who gave birth in a one-year hospital between March 11, 2020 and March 11, 2021, which constitute the COVID-19 pandemic process, formed the case group, and those who were in the one-year period between March 10, 2019-10 March 2020, which coincided with the pre-pandemic period, formed the control group. The data were collected by the researchers with an information form prepared based on the relevant literature. In the study, it was observed that women in the case group (30.31%) had unplanned pregnancies at a higher rate than those in the control group (18.69%) (p<0.05). The newborns in the case group had a higher rate of premature (case: 15.2% and control: 5.4%), low birth weight (case: 15.5% and control: 5.7%) compared to the control group and had a cesarean section (case: 5.7%). It was determined that they gave birth with 60.3% and control: 38.5% (p<0.05). It was also found that newborns in the case group were born at night more than those in the control group (case: 61% and control: 43.7%; p<0.05). It was determined that 4% of the women in the case group were positive for COVID-19 at birth and 0.1% died due to COVID-19. When groups were compared according to Robson criteria, nulliparous, single, head presentation, ≥37 weeks, spontaneous onset of labor (Robson 1), nulliparous, single, head presentation, ≥37 weeks, induced (Robson 2), multipara (not previous cesarean section), single head delivery, ≥37 weeks, induced (Robson 4) and all multiple pregnancies (including former cesarean section) (Robson 8) were significantly higher in the case group compared to the control group (p<0.05). As a result, it is seen that the number of births decreased significantly and negative birth outcomes increased during the pandemic period.

Keywords: COVID-19, Labour, Robson Classification System, Turkey

1. Giriş


2. GEREÇ VE YÖNTEM


3. BULGULAR

Araştırmada COVID-19 pandemisinde (vaka grubu) 2962 doğum ve pandemi öncesi dönemde (kontrol grubu) 4182 doğum kaydına ulaşılmıştır. Vaka ve kontrol gruplarındaki kadınların yaş, eğitim durumu, uyruk, medeni durum ve parite özellikleri bakımından benzer olduğu görülmektedir (p>0,05). Ayrıca vaka grubundaki kadınların (%30,31) kontrol grubundakiler (%18,69) göre gebeliklerinin daha yüksek oranda plansız olduğu görülmektedir (p=0,031) (Tablo 1).

Tablo 1. Vaka ve Kontrol Gruplarındaki Kadınların Özelliklerinin Karşılaştırılması

<table>
<thead>
<tr>
<th>Özellikler</th>
<th>Vaka grubu (n=2962)</th>
<th>Kontrol grubu (n=4182)</th>
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<td>Hayır</td>
<td>898</td>
<td>782</td>
<td>18,7</td>
</tr>
</tbody>
</table>

Araştırmaya dahil edilen yenidoğanların doğum özelliklerinin karşılaştırılması Tablo 2’de özetlenmiştir. Araştırmada vaka grubundaki yenidoğanların kontrol grubundakilere göre daha yüksek oranda prematüre (vaka: %15,2 ve kontrol: %5,4) ve düşük doğum ağrılığında (vaka: %15,5 ve kontrol: %5,7) doğduğu belirlenmiştir (p<0,05). Vaka grubunda sezaryen oranının %60,3, kontrol grubunda %38,5 olduğu ve aradaki farkın istatistiksel olarak önemli olduğu saptanmıştır (p<0,05). Ayrıca vaka grubundaki yenidoğanların kontrol grubundakilere göre daha fazla gece doğduları tespit edilmiştir (vaka: %61 ve kontrol: %43,7; p<0,05). Diğer
yandan vaka ve kontrol grubundaki yenidoğanların postmatüre, iri bebek olma, doğum başlama şekli, prezentasyon şekli ve ölü doğum özellikleri bakımından benzer oldukları belirlenmiştir (p>0.05) (Tablo 2).

**Tablo 2.** Vaka ve Kontrol Gruplarındaki Yenidoğanların Doğum Özelliklerinin Karşılaştırılması

<table>
<thead>
<tr>
<th>Özellikler</th>
<th>Vaka grubu (n=2962)</th>
<th>Kontrol grubu (n=4182)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prematüre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>451</td>
<td>230</td>
<td>0.010</td>
</tr>
<tr>
<td>Hayır</td>
<td>2511</td>
<td>3952</td>
<td></td>
</tr>
<tr>
<td>Postmatüre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>33</td>
<td>29</td>
<td>0.480</td>
</tr>
<tr>
<td>Hayır</td>
<td>2929</td>
<td>4153</td>
<td></td>
</tr>
<tr>
<td>Düşük doğum ağırlığı</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>459</td>
<td>242</td>
<td>0.021</td>
</tr>
<tr>
<td>Hayır</td>
<td>2503</td>
<td>3940</td>
<td></td>
</tr>
<tr>
<td>İri bebek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>101</td>
<td>145</td>
<td>0.110</td>
</tr>
<tr>
<td>Hayır</td>
<td>2861</td>
<td>4037</td>
<td></td>
</tr>
<tr>
<td>Doğum şekli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NVD</td>
<td>1176</td>
<td>2574</td>
<td>0.015</td>
</tr>
<tr>
<td>CS</td>
<td>1786</td>
<td>1608</td>
<td></td>
</tr>
<tr>
<td>Doğum başlama şekli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spontan</td>
<td>2836</td>
<td>3802</td>
<td>0.175</td>
</tr>
<tr>
<td>İndüklenmiş</td>
<td>126</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Prezentasyon şekli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verteks</td>
<td>2841</td>
<td>4007</td>
<td>0.866</td>
</tr>
<tr>
<td>Makat</td>
<td>109</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>Transvers</td>
<td>12</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Ölü doğum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>16</td>
<td>14</td>
<td>0.780</td>
</tr>
<tr>
<td>Hayır</td>
<td>2946</td>
<td>4168</td>
<td></td>
</tr>
<tr>
<td>Doğum saatı</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesai saatı (0800-1559)</td>
<td>1155</td>
<td>2355</td>
<td>0.015</td>
</tr>
<tr>
<td>Nöbet (1659-0759)</td>
<td>1807</td>
<td>1827</td>
<td></td>
</tr>
</tbody>
</table>

Araştırmaya dahil edilen pandemi sürecindeki kadınların COVID-19 özellikleri Tablo 3’de verilmiştir. Vaka grubundaki kadınların kadınların %4’ünün doğumda COVID-19 pozitif oldukları ve %0,1’inin COVID-19 nedeniyle öldükleri belirlenmiştir.

**Tablo 3.** Vaka Gruplarındaki Kadınların COVID-19 Özellikleri (n=2962)

<table>
<thead>
<tr>
<th>Özellikler</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doğumda COVID-19 pozitif olma durumu</td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>117</td>
</tr>
<tr>
<td>Hayır</td>
<td>2845</td>
</tr>
<tr>
<td>COVID-19 nedeniyle anne ölümü</td>
<td></td>
</tr>
<tr>
<td>Evet</td>
<td>3</td>
</tr>
<tr>
<td>Hayır</td>
<td>3959</td>
</tr>
</tbody>
</table>

Tüm kadınlar Robson sınıflamasına göre gruplandırıldıkları sonra en çok nullipar makat doğum yapanlar robson grup 6 ve transvers-oblikler (eski sezaryenli dahil) doğum yapanlar Robson grup 9 grubunda olduğu belirlenmiştir. Üçüncü sıkkıtra Eski sezaryenli, tekil baş geliş,
≥37 hafta ile Robson grup 5, dördüncü sıklıkta tüm multipar makatlar (eski sezaryenliler dahil) doğum yapan Robson grup 7 yer almıştır (Tablo 4 ve Şekil 1).

**Tablo 4.** Vaka ve Kontrol Gruplarında Sezaryen Doğumların Robson On Gruplu Sınıflandırma Sistemi’ne Göre Sınıflandırılması

<table>
<thead>
<tr>
<th>Robson sınıflaması</th>
<th>Vaka grupu (n=2962)</th>
<th>Kontrol grubu (n=4182)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sezaryen doğum n %</td>
<td>Sezaryen doğum n %</td>
</tr>
<tr>
<td>1 Nullipar, tekil, baş geliş, ≥37 hafta, travayı spontan başlamış</td>
<td>72 13,6</td>
<td>56 7,3</td>
</tr>
<tr>
<td>2 Nullipar, tekil, baş geliş, ≥37 hafta, indüklenmiş</td>
<td>166 83,0</td>
<td>184 68,4</td>
</tr>
<tr>
<td>3 Multipar (eski sezaryenli değil), tekil baş geliş ≥37 hafta, travayı spontan başlamış</td>
<td>40 3,3</td>
<td>39 2,4</td>
</tr>
<tr>
<td>4 Multipar (eski sezaryenli değil), tekil baş geliş, ≥37 hafta, indüklenmiş</td>
<td>100 66,7</td>
<td>89 47,8</td>
</tr>
<tr>
<td>5 Eski sezaryenli, tekil baş geliş, ≥37 hafta</td>
<td>623 99,7</td>
<td>974 99,6</td>
</tr>
<tr>
<td>6 Tüm nullipar makatlar</td>
<td>28 100,0</td>
<td>38 100,0</td>
</tr>
<tr>
<td>7 Tüm multipar makatlar (eski sezaryenliler dahil)</td>
<td>42 97,7</td>
<td>43 86,0</td>
</tr>
<tr>
<td>8 Tüm çoğul gebelikler (eski sezaryenliler dahil)</td>
<td>16 72,7</td>
<td>45 91,8</td>
</tr>
<tr>
<td>9 Tüm transvers-oblikler (eski sezaryenliler dahil)</td>
<td>12 100,0</td>
<td>7 100,0</td>
</tr>
<tr>
<td>10 Tüm tekil, baş prezentasyon, ≤36 hafta (eski sezaryenliler dahil)</td>
<td>87 62,1</td>
<td>133 55,9</td>
</tr>
</tbody>
</table>

**Toplam** | 1186 60,3 | 1608 38,5

**Şekil 1.** Robson Gruplarının Vaka-Kontrol Gruplarına Göre Dağılım Yüzdeleri

Robson kriterlerine göre grupların karşılaştırılması Tablo 5’de görülmektedir. Yapılan değerlendirmede nullipar, tekil, baş geliş, ≥37 hafta, travayı spontan başlayan (Robson 1), nullipar, tekil, baş geliş, ≥37 hafta, indüklenen (Robson 2), multipar (eski sezaryenli değil), tekil baş geliş, ≥37 hafta, indüklenen (Robson 4) ve tüm çoğul gebeliklerin (eski sezaryenliler dahil) (Robson 8) bulunduğu doğumların vaka grubunda kontrol grubuna göre anlamlı şekilde arttığı görülmektedir (p<0,05).

**Tablo 5.** Robson Kriterlerine Göre Grupların Karşılaştırılması

<table>
<thead>
<tr>
<th>Robson Grupları</th>
<th>Grup</th>
<th>Vaka</th>
<th>Kontrol</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robson 1</td>
<td>13,6</td>
<td>7,3</td>
<td></td>
<td>&lt;0,05</td>
</tr>
<tr>
<td>Robson 2</td>
<td>83,0</td>
<td>68,4</td>
<td></td>
<td>&lt;0,05</td>
</tr>
<tr>
<td>Robson 3</td>
<td>3,3</td>
<td>2,4</td>
<td></td>
<td>&gt;0,05</td>
</tr>
<tr>
<td>Robson 4</td>
<td>66,7</td>
<td>47,8</td>
<td></td>
<td>&lt;0,05</td>
</tr>
<tr>
<td>Robson 5</td>
<td>99,7</td>
<td>99,6</td>
<td></td>
<td>&gt;0,05</td>
</tr>
<tr>
<td>Robson 6</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
<td>&gt;0,05</td>
</tr>
<tr>
<td>Robson 7</td>
<td>97,7</td>
<td>86,0</td>
<td></td>
<td>&gt;0,05</td>
</tr>
<tr>
<td>Robson 8</td>
<td>72,7</td>
<td>91,8</td>
<td></td>
<td>&lt;0,05</td>
</tr>
<tr>
<td>Robson 9</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
<td>&gt;0,05</td>
</tr>
<tr>
<td>Robson 10</td>
<td>62,1</td>
<td>55,9</td>
<td></td>
<td>&gt;0,05</td>
</tr>
</tbody>
</table>
4. SONUÇ
Araştırma sonuçlarına göre, COVID-19 pandemisinden bir önceki yıla karşılaştırıldığında pandemide meydana gelen doğumlarda; gebeliklerinin daha yüksek oranda plansız olduğu, yenidoğanların daha yüksek oranda prematüre, düşük doğum ağırlığında, sezaryen ile ve gece saatinde doğduları tespit edilmiştir. Pandemide kadınların önemli bir bölümünün doğumda COVID-19 pozitif olduğu ve COVID-19 nedeniyle öldüğü belirlenmiştir. Robson kriterlerine göre iki dönem karşılaştırıldığında nullipar, tekil, baş geliş, ≥37 hafta, travayı spontan başlayıp (Robson 1), nullipar, tekil, baş geliş, ≥37 hafta, indüklenen (Robson 2), multipar (eski sezaryenli değil), tekil baş geliş, ≥37 hafta, indüklenen (Robson 4) ve tüm çoğun gebeliklerin (eski sezaryenliler dahil) (Robson 8) bulunduğu doğumların pandemi sürecinde anlamlı şekilde arttığı görülmüştür. Sonuç olarak pandemi döneminde doğum sayılarının önemli şekilde azaldığı ve olumsuz doğum sonuçlarının arttığı belirlenmiştir.

KAYNAKLAR

1 https://inedu.eu
7 https://www.paralympic.org/sites/default/files/2020-09/Andrew%20Parsons%20Transcript.pdf