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The State of Anthropological Uncertainty as an Educational Problem

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Abstract

The assumption was made that in the epoch defined as technopoly or techno-everydayness, in which almost every person is physically or mentally supported by technology, or is simply "improved" with the help of it (so-called Human enhancement), the sense of anthropological uncertainty appears to be more and more common. This was often emphasized by Jean Baudrillard, the author of the concept of the "disappearance of reality", proclaiming that the real world is replaced by simulacra: "Am I finally a human or a machine?" - he was asking and then answering in the following way – "Today the answer to this question no longer exists: I am a human being in real and subjective terms, but virtually and from a practical point of view I am a machine ". Even if his position is considered too radical, one cannot ignore or diminish the importance of the impact of high technology on the physical, and especially the mental condition of the users of everyday media. These considerations have focused on the educational implications of this impact, recognizing that young internet and smartphones users are more exposed to the effects of a sense of anthropological uncertainty than adults, and hence they require strong support in this area from pedagogical theories, and above all from pedagogical practices. Presentation of the current research findings in this area creates an opportunity to define the scope and program of modern media education, which has been called education for information freedom and information activism. Such a pedagogical concept is based on popularizing, teaching and shaping a positive attitude of young people towards the Internet and technological gadgets, which is based on the conscious observance of the principles of "information hygiene", and the supreme principle in this case is self-limitation. That is why the state of anthropological uncertainty is one of the most difficult challenges imposed by techno-everydayness that school and non-school education has to accustom with.

Keywords: Realignment of Education, Anthropological Uncertainty, Human Enhancement, Computer Addiction

Introduction

The benefits stemming from education are so obvious that they do not require any special justification. Especially when the didactic and educational processes - as it happens today, in the era of information societies (heavily diversified in terms of acquiring, processing and transmitting information) – are subject to complete commercialization and submit to the laws of free market economics. When the number of NEETs (Not in Education, Employment, or Training – unemployed people who do not continue education or vocational training) is increasing in the richest countries, when there is Wikipedia, and when students become school reluctant "digital natives" and their parents, guardians and teachers become "digital immigrants" (Prensky, 2001: 1-6). After all, even the founders of the online encyclopedia are in favor of investing in the development of education systems. Jimmy Wales, one of the founders of Wikipedia, says: "What about the fact that thanks to the Internet today we have access to a greater range of information than ever, if it is information of different quality? [...] Today's youth can handle computers and the Internet very well, but they do not know how to assess the credibility of what they find on the Internet. Someone needs to teach them how to distinguish facts from opinions, information from gossip, truth from falsehood. This is a task of schools and teachers "(Wales, 2011: 22). In other words, education is always purposeful, but it must respond to the challenges of the reality in which it is carried out. Therefore, it does not only have to constantly transform its own content, forms, and even goals, but above all it has to persistently and permanently favor the development of students and teachers.

Jean-François Lyotard, a very radical analyst of the information society who characterized it with the words: "We now live in a time-space, in which there is no identity, only transformations" (Lyotard, 1988: 31), was conscious of the need to create postmodern education. However, he did not give teachers the hope for reaching self-fulfillment or achieving their traditional

didactic and educational goals. Reflecting on their future relations with students, he predicted that in the didactic and educational practice the importance of "cyber-professors" would increase, stating quite ironically that small losses would be incurred by pedagogy alone, as students would simply have to "learn something", probably not the content itself, but rather how to "use terminals" (Lyotard, 1997: 142-143). Since the new reality itself delivers new content and problems, we are in the constant need for learning and teaching others.

It is easy to point out controversial assumptions and issues in Mark Prensky's and Wales's educational concepts and outrage Lyotard's shocking pedagogical proposals, but there is no doubt that the above-mentioned interpreters of post-modern processes that take place in the world enrich the current arguments of the education crisis researchers, and simultaneously they set new, very bumpy ways to modernize teaching and upbringing processes. The essential condition that has to be fulfilled to follow them is the determined tightening of school and out-of-school education connections with everyday life, which Prensky calls "realignment of education" (Prensky, 2001: 5). More and more often, we notice that the realignment of education consists primarily of the critical acceptance of new technologies referred to as shallow and soft technology, i.e. taming them.

The nature of modern man's relationships with machines should undoubtedly be one of the most important aspects of this educational taming. As with time this connection has become deeper, more complex and ambiguous. Many researchers have already written about the fact that we can witness the creation of a mechanized man, others - about the creation of a humanized machine. The associated with this phenomena threats to individuals and societies were pointed out in the last essay by Jean Baudrillard, which he written shortly before his death. The following words of the essay are particularly moving: "Let's talk about the world in which man disappeared. I mean disappearance, not depletion, extinction or extermination. Because the depletion of resources or extinction of species are physical processes and natural phenomena. This is where the essential difference lies, as the human race is the only one able to find a special way of disappearing, which has nothing to do with the laws of nature. Perhaps we can even talk about the art of disappearing "(Baudrillard, 2009: 15). Furthermore, Baudrillard wrote about the dangerous consequences of this state of things much earlier: "Am I finally a human or a machine? - he was asking himself and immediately concluded – Today, the answer to this question no longer exists: I am a human being in real and subjective terms, but virtually and from a practical point of view I am a machine. As a result of this, the state of anthropological uncertainty is created "(Baudrillard, 1994: 254).

Even if one does not share Baudrillard's pessimistic position, it is difficult to disagree with the increasingly common belief that the state of such anthropological uncertainty cannot remain indifferent to educators, since all modern students are free to use high technology products, especially multimedia gadgets.

The "Human Enhancement" problem

Anthropological uncertainty is of course a phenomenon, and at the same time a very ambiguous concept, but now in the human era, that is, in the Anthropocene - as Eugene F. Stoermer and Paul J. Crutzen (2000: 17) called our times – is fully justified in describing the deepening relationships of man with technology. These relationships are clearly radicalizing the shared by most people belief of the Renaissance thinker - Pico della Mirandola - saying that human nature has not been determined once and for all (2010: 39). In the 21st century, scholars and ordinary people more often ask: Who is a modern man and what is humanity?

They do not ask, because they are watching movies like *The Bicentennial Man* (directed by Chris Columbus, 1999), a screen adaptation of the book entitled *The Positronic Man* (1992) by Isaak Asimow and Robert Silverberg, in which the hero is an android working as a servant for a wealthy family. The robot looks like Robin Williams, because this actor played his role, but more important than his physicality is in this case his omniscience, patience and forbearance that allows him to build real emotional relationships with people.

These questions are also not asked due to the fact that people read massively texts written by futurologists, such as Peter Cochrane and Raymond Kurzweil. In the middle of the last decade of the 20th century, when he was still the head of the British Telecom research department, P. Cochrane claimed that "around year 2015, there will appear a computer that will be the equivalent of a human being. It will have the human-identical ability to associate concepts and the same memory capacity. In ten years, [it] will appear on our desks, and after five years we will be able to incorporate [its] extra processing power [not just information]"(Cochrane, 1994: 28). Whereas at the beginning of the new millennium, R. Kurzweil claimed, among others: "Computers will cease to exist until 2009. Visual information will be sent directly to the retina via devices

placed in glasses or contact lenses. Thanks to this we will have virtual high resolution monitors at our disposal, [which] ... will provide us with a fully coherent visual virtual reality ... By 2029, thanks to the exponential trend in miniaturization, computing, communication and scanning the brain we will have billions of nanobots - intelligent machines of the size of the cell blood or even smaller ones - traveling through small blood vessels in our brain and communicating directly with our nerve cells. The nanobot technology will provide us with a fully coherent and convincing virtual reality "(Kurzweil, 2001: 21).

According to the quoted authors, limb prostheses and mentioned body organs do not change our humanity, but the replacement or substitution of most organs (over 50%) and the "copying" of the human brain raises doubts about the boundaries between a person and machine. The years 2009 and 2015 passed, and our computer counterpart did not appear, but the year 2029 is still ahead of us.

Moreover, the question "what does it mean to be a human ?" is asked so often not because a handful of researchers and thinkers have created posthuman conceptions known as transhumanism, in which different currents are distinguished. They do not draw the attention of most high-tech users yet. They often have a utopian or even dystopian character. However, they are proposals that seem interesting to individuals and communities who dream of immortality, perpetual progress and self-overcoming, which means they have some pedagogical potential.

Keeping in mind all these reservations, the question about the character and scope of transgression of humanity is more often formulated not only in public discussions, but also in private talks. As the said transgression does, indeed, take place. Zbigniew Brzeziński pointed to it, while writing: "we have entered an era in which natural sciences are transforming from the tool for conquering the external environment into the tool for conquering the human being" (Brzeziński, 1998: 8). Today, the most important weapon in this conquest – use of pompous language here is completely justified - is engineering, actually technology. Hence, the dispute between technophiles and technophobes becomes less interesting and more unproductive. As the network society analyst rightly asks: "Shouldn't we talk about technological everydayness rather than everyday technology in the mass dimension, or even, when meaning everyday life, define it - automatically - in connection with technologies?" (Żabicki, 2007: 214).

The answer to this question is obvious: contemporary man is indisputably a technological man, because he or she is almost always and everywhere supported by technology.

The notion of a technological man includes an ever-growing field of meaning in all three phases and at the same time aspects of human synergy with a machine: in the forms of transcorporalism (extension of the body with prostheses), transsensualism (extension of senses) and transintellectualism (extension of mental functions and modalities).

Thus, digitization radicalizes evolution, increases human productivity, speeds up some of its functions. And so it changes the human in such a degree that some researchers are already talking about the period of human cyborgization, in which man transforms into an anthropo-technological hybrid or at least becomes a *fyborg* (term invented by Alexander Chislenko) – a functional cyborg, a biological organism equipped with technological additives that expand its natural capabilities (Gazzaniga, 2011: 333).

Michael S. Gazzaniga developed his own definition of a technological man who toaday can be called an "augmented man", which he ends with such a conclusion: "Some researchers predict that in the near future (in less than forty years), when someone is born not very astute or physically unfit, we will able to change it. It seems even possible that if one comes into the world as a psychopath, we will be also capable of changing that. The degree to which we will be able to tinker with such traits, and how far we will be able to change the current physical and psychological state of a given person is today the subject of intense speculation "(Gazzaniga, 2011: 335).

In the light of the current state of knowledge about the "symbiosis" of man with a machine, this conclusion is convincing and rightly draws the attention of researchers and machine users to the dilemmas that people will constantly and repeatedly resolve in the near future. And this task will be extremely difficult, because after all, a technological man - as it results from widely conducted research - is ahead of the ethical man and has an increasingly disintegrated personality and identity (Miczka, 2015a: 50-76). However: "not the amount of silicone or metal in our bodies indicates that we are cyborgs, but rather whether our life strategies are flexible and whether we are able to stop at the right moment" (Radkowska-Walkowicz, 2008: 114).

The issue that is associated with our future, both as a species and as a single human being, which toughen all the dilemmas that are extremely difficult to resolve, is the subject of an "artificial man". Is it possible to print "doppelganger" or a "human" in the near future on a printer or other highly specialized machine? The visionary from Silicon Valley leaves us with no illusions: "There will be," he says, "many versions of version 2.0 of a human body, and each organ and system will have its own course of elaboration and improvement. [...] One of the features of the version 3.0 will be the ability to change our bodies "(Kurzweil, 2013: 306). In the latter variant, it will be possible to have a brain, which in a large part will not only be augmented and improved, but simply non-biological.

Taking all this into account, it can be stated unequivocally that in spite of many disputes and controversies the issue of "human enhancement" has become an everyday topic not only for researchers, but also for ordinary people. Therefore, education cannot remain indifferent to it.

The problem of redesigning education

The ever-increasing distance between technological progress and morality, technical skills of multimedia users and the ability of valuing this use and its effects should be the basic content of modern education. Hence, the multidimensional discussion on values, enabling students and teachers to make a profit and loss account resulting from their presence and activity in the digital world is the most important, especially in the so-called media education. This is a prerequisite for any further reflection on the state of anthropological uncertainty.

Almost every modern educational process, especially media education, is to a large extent downgrading the role of epistemological knowledge (this of encyclopedic and memory character), understood as the state of knowledge and increasing the role of cognitive knowledge, that is – putting it the easiest way - used knowledge that is necessary to understand the world. But, it does not mean that students are deprived of memory as it is assumed, that their intelligence is limited or that they process information without its deeper acquisition, but it is a consequence of the commonly experienced so-called redundancy (excess) of information, the increase of ambiguity, uncertainty and risk associated with social life and the disposal of digital storages (nowadays known as "clouds") enabling storage of an unimaginable amount of information. In such a situation, the rank of this knowledge, which is useful, and allows for effective solving of life problems and broadening cognitive horizons increases naturally.

The issue of cognitive knowledge functioning within the framework of modern education accurately illustrates the mechanisms of learning and teaching proposed to educators over 40 years ago by Gregory Bateson (1972). He was the creator of the so-called cybernetic techniques of learning and teaching. He distinguished three levels of accustoming knowledge, and considered "primary learning", which was strongly ideologized, controlled and typically mnemonic, not enough effective, creative and outdated. Moreover, the "second-degree learning" that is the process of learning how to learn, diminishing the importance of material knowledge and the list of reading, was also considered insufficient to properly recognize changes in the surrounding world.

Bateson recommended "third-level learning" consisting in developing new pedagogical strategies that would be based on plastic thinking and action and quickly assimilate what is needed and what would allow to know to what extent knowledge and skills respond to the challenges of reality, i.e. they would enable deep understanding, experiencing and conscious decision-making. Today, it can be stated that neither any of the branches of pedagogy nor general pedagogy nor any specific methodologies have been able to work out described above new, quickly reacting to the "human enhancement" pedagogical strategies. Although, it will be extremely difficult to achieve the goal indicated by Bateson, every education must use high technology and respect it. Thus, in addition to standard texts, it should be open to hyper- and poly-texts. In addition to traditional information media, it should use digital records, "consumer electronics", "wearable electronics" (e.g. smartwatches and phablets), personal miniature modems and multimedia hybrids.

Intercourse with multimedia has its own specificity, which shapes the sense of reality and basic social behavior of members of the information society. They have an irresistible feeling that they are gaining more and more freedom and are more and more overworked because they actively participate in the creation of various cultural communities and quickly make many decisions regarding everyday matters. Therefore, education must focus primarily on educating students on how to use info-freedom and infoactivism (Miczka, 2014: 335-346 and Miczka, 2015b: 115-124).

Confusions associated with the freedom of multimedia users reached its apogee in 1996 when John Perry Barlow announced *A Declaration of the Independence of Cyberspace*, in which he wrote: " We must declare our virtual selves

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immune to your sovereignty, even as we continue to consent to your rule over our bodies. We will spread ourselves across the Planet so that no one can arrest our thoughts" (Barlow, 1996). The idea of liberty is one of the most frequently discussed communication issues among multimedia users, and hence among the majority of students and teachers.

The framework of the discussion on the freedom of information is determined by two polar positions occupied by the so-called cyber-libertarians and cyber-paternalists. The former obsessively defend the principle shared by the Thelemites, heroes of *Gargantua and Pantagruel* (1546-1564) by François Rabelais, expressed in the words "do what you like" and believe that in the virtual world man liberates himself from the oppression of states, physical world limitations and freely shapes their own identity. The latter, even though they note that the authors of the realization of libertarian ideas reject hierarchical models on the internet, replacing them with forms of heterarchy, panarchy and even anarchy, do not obey traditional laws and customs, and have a clear impact on the real world, proving that "network freedom" is based on false assumptions regarding, among others, anonymity in the network. They claim that all the freedom in the digital world is a total illusion, because in fact when using the Internet we are subject to even more advanced surveillance and control than we used to be (for example from the traces of our communication connections help create our profiles), but we do not feel this painfully and immediately. This situation is well illustrated by Lawrence Lessig, describing it with the words "freedom by control" (2005).

According to Manuel Castells, "the issue of social control over the Internet is perhaps the most fundamental political issue of the Information Age" (2003: 187), which means that it is also one of the fundamental educational issues every democratic state has to face with. The second issue - as already mentioned - is the information activism, or in fact hyperactivity of multimedia users, who live in almost permanent connection with media (which helps them avoid civilization exclusion) and carry out many communication acts simultaneously (multitasking - using many multimedia at the same time). Information activism can lead to a disturbance of the sense of balance in the life of individuals and communities, and, as recent studies show, it often manifests itself in the Internet users in the form of the "ego depletion syndrome" (Baumeister, 2002: 129-136). In an age in which quantitative criteria and determinants are obsessively important, human behaviors such as overworking, multidimensional and continuous character of work and spending free time, as well as the *homo interneticus'* problems with spontaneity, creativity and stimulation of the imagination become a serious educational issues.

Questions on what replaces human experience in multimedia communication (maybe internet rituals, cyberseeking?) are relevant educational subjects. How to manage the diligence of computer and electronic gadgets users? How to promote restraint in using them? According to Michael Novak, the path to the formation of a more integral person and the mature use of freedom and the culture of excess should begin with the promotion of the so-called culture of self-government, that is intelligent limitation (Novak, 1998: passim).

In other words, when we take into account the difficult subject of multimedia competencies of a contemporary human in the education and upbringing of each type and on every level, we will be able to realize the idea of redesigning the whole education formulated by Kenneth G. Wilson (1996). Of course, this does not ensure effective dealing with the state of anthropological uncertainty, but it is the *sine qua non* of modern didactics and education.

Conclusion

The main subject of the presented considerations is the pro-technological attitude of a modern human towards himself and the world. It can serve to improve the quality of life, but it can also turn into a "narcotic attitude". The so-called "computer addiction", leading to narcolepsy, or loss of the sense of reality, is an extreme manifestation of anthropological indeterminacy and is also one of the most difficult challenges of education. The challenge becomes more difficult, because more and more space of human life is occupied by virtual and augmented reality, to which actual situations, phenomena and problems are transferred. Mergence of these realities and the blurring of borders between them is widely observed.

Man has already gained rich virtual experience and learnt many interactive behaviors as a recipient of television programs, as a consumer making decisions under the pressure of advertising, a music video listener, an audiovisual user, as a participant of training courses using simulators to teach various professions and finally as a computer owner. They learned to process data faster and faster, although they rarely knew what they were about or what to do with them. They mastered the technologies, but did not acquire sufficient knowledge about them, because they stopped the learning process after having acquired knowledge on information processing mechanisms. They focused more on the process of cooperation with the machine than on the understanding the principles of its work and message content. They got used to a simulation that

creates its own reality, rather than imitating it. In the end, man even started to believed that they were a co-creator or subject entity in reference to which everything is adjudged, despite the fact that as a co-creator and subject entity they exist in the technological culture in a rather "operational" way, because more and more often "the network itself becomes the author "(Noël, Toutcheff, 1985: 33).

The interaction between a human and machine is often of the interaction character, which is deprived of the traditional referential function. In other words, in a more metaphorically and more cautiously way, virtual reality demonstrates the "nakedness" of referentiality, demonstrates above all simulacrum, which replaces the world and demonstrates its own cognitive mechanism. Striving for even greater precision of statements on this subject, it should be said that virtual reality and the constantly spreading out augmented reality bring to the forefront a world characterized by flexibility in replacing itself with other worlds and special capabilities of satisfying the needs and fantasies of man.

Reassuming, it can be stated that new communication competencies testify to the changing cognitive perspective of man. However, we cannot talk about changes in communication norms, because multimedia do not eliminate such behaviors as knowledge organization, language analysis, reading, transmission of information and perception, but thanks to consumption, synaesthetic viewing, navigation, pure operability and image inclusions the evolution of human basic communication activities achieves the level at which they lose their original character. They lose even their first-rate importance in culture. However, it should be emphasized one more time that it is particularly important that new communication competencies, being more spontaneous, free, improvisational and difficult to predict, exert an increasing influence on common people's behavior and consolidate new habits and forms of thinking and behaving in social life.

Undoubtedly, these are challenges for education, which obviously have been noticed today, but which are extremely difficult to meet. Therefore, written almost 20 years ago by Umberto Eco the statement is still incredibly valid: "Mass media do not have a long tradition, and therefore an obligation to be decent. But I do not believe that they can be arranged. I especially do not believe in any censorship. Anyway, even if the television can be censored, the internet does not undergo any censorship. I think that education would be a much better solution. Just imagine schools teaching how to watch TV, how to critically analyze it. School needs to be reinvented! It must prepare students for intelligent and critical media use. But this is what the present rulers are dealing with very little "(Eco, 1996: 14). The appearance of the problem of the state of anthropological uncertainty, gives the issue an even more up-to-date character.

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Social Media – Educational and Pedagogical Problems

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Abstract

Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism. Web 2.0 media have the element of risk which can be generally understood as probability of occurrence of something unpredictable. Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. These elements of risk are connected with such issues as identity, anonymity, identity theft, hate speech, Internet hate and trolling. Recently fake news have become a particular danger. Numerous communicational activities involve bots. Social media instead of connecting create informational filter bubbles. These communicational changes raise a question concerning the form of education and pedagogy, and about the character of activities on this field in which young people in the period of Web 2.0 media should participate. What new competences (social, personal, cultural, technical) are required in this new form of communication. Contemporary theories and currents in education are not always useful, even such radical ones as post-pedagogy and postmodern pedagogy. It seems to be crucial to indicate rules which will allow young users of 'new new media' to find their way in axiological space where constant values which so far have been the bastion of educational process are exposed to adiaforisation – the process of liberating some categories of actions from moral judgment, finding them ethically indifferent. 'Coming of Age in Second Life', the appearance of new anthropology of virtual man, to quote the book by Tom Boellstorff, makes us reconsider those educational and pedagogical contexts.

Keywords: social media, networking, risk, knowledge, pedagogy, education

Introduction

Since the appearance of Web 2.0 media or, as Levinson called them, 'new new media' (Levinson, 2010: 11) , we have seemed to link them with numerous positive associations. Firstly, they have become widely available for all Internet users. As one of the media researchers states, according to recent research carried out among Polish teenagers, they spend daily over six hours on the Internet. Mainly in social media.

Social media have been commonly connected with numerous advantages, among which the following have been dominating:

- building a community
- development of democracy and its typical systems of values and behaviour
- reinforcement of controlling function of society
- immediacy of this type of communication
- creating of new communicational behaviours (especially those connected with changing the emphasis from words to pictures)

Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism.

Web 2.0 media have the element of risk which can be generally understood as probability of occurring of something unpredictable.

Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. Some intuitions connected with 'new new media' will be mentioned below.

Social media – the risk factors

Since the appearance of Web 2.0 media or, as Levinson called them, 'new new media', we have seemed to link them with numerous positive associations. Firstly, they have become widely available for all Internet users. As one of the media researchers states, according to recent research carried out among Polish teenagers, they spend daily over six hours on the Internet. Mainly in social media.

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Communicational behaviour has undergone more and more dynamic transformations together with the appearance of the further forms of these media such as blogs and video blogs, social networks, communications applications especially Facebook and Twitter. The initial enthusiasm has gradually faded to a large extent and has been even replaced with elements of criticism.

Web 2.0 media have the element of risk which can be generally understood as probability of occurring of something unpredictable.

Our anxiety connected with the media often has intuitional character, or it is a futurological self-fulfilling prophecy. We are often surprised with the way the media are used, it also refers to the consequences of entering the world of Web 2.0 media. Some intuitions connected with 'new new media' will be mentioned below.

When we observe participants of 'new new media' we can notice the fact that they take numerous risky actions connected with defining their identity. Firstly, protecting privacy is commonly neglected. Personal details are publicised (forename, surname, address, workplace, e-mail address etc). In some cases those details evoke the risk of becoming a crime victim, or its use may result in becoming an accomplice to the crime. Defining our identity in social media we constantly choose the elements of our identity which we want to present to other users of the media, and on the other hand we choose the elements which should stay concealed. Through this kind of self-characteristic we often distort our image. It is not true, preferably idealized obviously. The most convincing argument can be provided with the analysis of profile photos in social media and the range of using photographic filters in their edition. Both 'polishing' the biographies and not mentioning some facts in professional career have similar character. Obviously pretending a fictional person is an extreme form of such behaviour, when the user suffers from peculiar form of 'split personality'. This type of identity 'transformation' can be called 'internal.' Its character is established by the person themselves, their efforts, decisions and chosen strategies.

"In the epoch of confessing society, when informational exhibitionism is not surprising for anyone [...] Every day through the network we expose ourselves to invigilation, we allow tendencies and trends to decide about our choices, and living under constant pressure of getting to technological and social position - out of service - we subjugate ourselves."(Foucault, 1998: 36)

Identity interferences and changes can become much more serious when they are caused by external factors, actions of other social media users. Such actions are: identity theft, impersonating another person. The influence of the environment has special dimension in the actions connected with judging other users. On the one hand those opinions can be motivating if they are positive, but on the other hand when we face criticism they can result in depression. The phenomenon of Internet

hate has such a character. It refers to actions taken because of anger, aggression or hate. These are all forms of attacking someone, mainly verbally but also with graphics and videos. Trolling is a similar phenomenon. It is intentional act of influencing other users aimed at ridiculing or insulting someone by sending aggressive, controversial and often untrue information. Usually consequent ignoring of trolling results in discouraging it, moving it to some other place or complete giving up the activity. However, if we do not stick to this tactics dealing with trolls and haters we may lead to serious psychological problems, which consequences can be crucial for our identity.

Teenagers observe in the media idealized images of their idols and other teenagers. The desire of 'being similar' results in the risk of dramatic choices, including suicide attempts.

Therefore it is worth noticing that more and more often we decide not to extend the circle of our friends or observers in social media. Users on their private profiles often limit themselves to several dozens of people they stay in touch with. It is similar with followed and observed web portals or web pages. On the one hand it provides the feeling of safety and allows to avoid malicious comments, but on the other hand it limits the amount of information and confines the borders of our network world. Media lose their social character and become our media fortress.

"It can be proved on several levels starting with daily following other people's activities in social media [...] and finishing with massive forms of marketing and various types of administrative, Internet invigilation which also influence our relations." (Bauman, Lyon,2013: 80)

The sphere of marketing seems to be an important example and marketing campaigns in social media become more and more popular, it can be said, they dominate them to some extent.

Searching for an appropriate target group in social media, preparing a campaign, choosing an appropriate place (Facebook. YouTube) and appropriate tools (for example CanYa, Power Editor, Facebook Analytics) dominated the way marketers think about social media. The clash of a professional equipped with specialised tools with an individual, often naive, recipient of the media creates a risk connected with the lack of competences. A creator of marketing campaign in social media and its recipient have definitely unbalanced positions.

Web 2.0 media became the favourite place of presence and activity for politicians, or even, as one can say, for doing politics. Twitter is particularly popular because it creates the possibility of instant dissemination of news about events, almost at real time, and equally instant commenting on them. We can mention Twitter activity of a former Polish Minister of Foreign Affairs – Radosław Sikorski or tweets constantly written by the President of the United States – Donald Trump. Journalists wait impatiently for those tweets to tweet them on and comment on them. Such a method of doing politics and journalism may result in superficiality. After all Twitter message contains only 140 signs maximum and deeper reflection is hardly possible. Such a reflection takes also more time and Twitter gives no time at all. The sooner one passes the news on the better.

What may be surprising, the world of social media became also the domain of people connected with the world of religion. Aforementioned risk exists also in this case, after all the principles of faith and spontaneity seem to be contradictory. Still the issue of social media seems to be the matter of interest to theologians which can be proved by Gilberto Borghi's book 'Faith in the Time of Facebook'. It asks whether the generation of Facebook believes in God and what can be done to bring the young closer to Jesus in the time of social media.

Fake news – purposefully spread false information, is the phenomenon which refers to the aforementioned circle, it is also the biggest risk connected with social media. The role of Facebook in its spreading is estimated at around 30% . Therefore actions which are undertaken to warn against this kind of information are not surprising. Articles presenting an issue in a different way are indicated in the context and 'voting' of information recipients is organized. Still at present it is bound to fail. Much information, including social reactions, is generated by bots which use particular algorithms. On the one hand they detect false information, but on the other they generate it and make its identification more difficult. Danger connected with this kind of information is more and more visible, recently during the presidential election in the USA.

The risk connected with endangered security of the country is another issue. Social media seem to be the place which is more and more widely taken up by terrorism, which can be proved for example by Internet actions of Islamic State. Among the basic dangers connected with the sphere we can find:

"1. deformation of the content and implementation of false logical content to information systems through government contact channels and military systems of commanding

2. activity of special forces and information subjects of other countries and non-state actors

3. hostile operational activity of information and propaganda structures, state and non-state actors

4. propaganda and disinformation actions

5. domination of potential aggressors in information surroundings

6. penetration of information surroundings [...] by hostile propaganda and information structures

7. the loss of ability to influence and distribute information in information environment ". (Aleksandrowicz, 2016: 122-123)

Activity of state forces concerning security may lead to the risk of breaching human right for example invigilation in the space of 'new new media'.

Aforementioned phenomena and the risk connected with them suggest to move the issue of risk to ethical ground, where the notion of adiaforisation will be useful.

"Adiaforisation means that some categories are classified as free from ethical evaluation, 'ethically neutral', in which choice between good and evil does not take place – in other words, categories not mentioned by ethical codes [...]. This traditional today, orthodox mechanism of adioforisation still works and in some aspects it is even more efficient than in the times of relatively primitive technology. " (Bauman , And If ... ,1995: 156)

In ethical aspect, the risk is rooted in this indifference. "In the epoch of Web 2.0 technology co-participation should lead to co-responsibility, which obviously does not happen. It would not be exaggeration to say that co-participation first of all leads to complete legitimization of any quality, fading awareness of the source of a message and degradation of the meaning of quality." (Dziadzia, 2012: 109)

„Towards the media" – education and media pedagogy

The aforementioned phenomena relating to movements in the process of communication, politics, and widely understood culture provoke questions about educational dimension. The task of media education is to describe those communicational, social and technological changes, their interpretation and placing them in axiological context. The next phase it to indicate ways to shape optimal (proper) communicational behaviours connected with responsible using of 'new new media'.

It is optimistic that network in all those cases became the source of needed information and the place of communication exchange, a platform of dialog. It can be perceived as its advantage. Social media have a vital role in the process of education and organizing of educational activities. For example groups of students focused on a particular problem trying to solve it in the network space under supervision of a teacher-moderator have such a character. Facebook can be an example of media space for such activities. A society like that should have community of relations and be a community of place, memory and practice.

One of the basic categories used for describing the contemporary world is networking. It also refers to the world of information and knowledge. Henning Lobin characterized the process in the following way: "not only computers or people connect in the network with each other, also the knowledge itself has network structure. Opposite to hierarchical conception of knowledge, which is so meaningful for the culture of writing, nowadays another thought becomes more and more common. In the epoch of networking of knowledge the content of any information includes how and to what extent this information is connected with other information". (Lobin, 2017: 33) It seems that the most important task of media education nowadays is to realize the fact.

Is it really necessary for us to look for all the information in the network? Can media communication replace 'face to face' communication? It was certainly the easiest and the fastest solution. But a question arises about the elements which might have been neglected by us because of this facility. Moving life to the Network we have lost the freedom of choice, part of our rights, privacy, freedom of speech, work, transparency, and paradoxically possibility of free access to information and participation in culture. Changes experienced by our 'reformatted' brains are a good example. It results for example in the lack of ability to read a long text in a linear way. New new media users are constantly exposed to information, they start to

treat all of it in the same way, they cannot introduce proper hierarchy and selection of those element which contain elements of the truth.

In network we have to make individual decisions according to appropriate rules. Very often they decide about our identity, the way we estimate another person, the way we behave and react. Entering the Network we leave our traces and we not always remember about our security. The changes are more and more rapid, threats to our sovereignty are multiplied. The task of new media education should be producing a compromise between our life in the real and digital world.

The range of liberty in the Network for us and for others should be discussed. It should be linked with the sense of risk we experience in the digital world. It seems to be indispensable to present to the Network users the cost-benefit analysis connected with our presence in the digital world. Leaving our personal details in the Network can be a great field for educational activity. The loss of date or using it by other people can immensely influence our real life.

The competences which should be possessed by the Network users can be divided into two categories. The first one refers to technical contexts of this type of communication. It is indispensable to acquire knowledge concerning the way social media function: the ability to create an account or a profile, understanding the rules of security. The other category refers to social competences, in other word ability to communicate efficiently, clear formulation of opinions, understanding the character of changes taking place in contemporary media when paradigm of word is replaced with domination of image and multimedia effects. In this context media education has to be redefined because "media education is connected with the authority of images, sounds and messages, it means that the user has access to those elements and can or should analyze them in a critical way and judge them". (Godzic, 2015: 33)

Consequently, the following activities should be classified as the key media competences: the ability of searching and using information, estimating it, analysing, organizing and designing scheduled targets, processing and using the information in a critical way. These activities are the basis of the process of building knowledge understood in a modern way.(Borawska-Kolbarczy, 2016: 72-73)

Contemporary man experiences the same changes that widely understood humanistic reflection undergoes in the postmodern epoch. They influence numerous conditions of educational process. All those factors result in the necessity of describing the aims of media education which should be understood as education 'towards the media'. Traditional understanding of education, which was perceived as conveying knowledge and values typical for elder generations to a generation entering their life, has changed. Nowadays the young understand network processes better although they are not able 'to judge' them properly in the aspect of values (axiology). In this context pedagogical contexts of changes connected with existence in the world of Web 2.0 media seem to be essential.

Numerous elements of risk connected with this type of media were mentioned in the first part of the article. What should the basis of media pedagogy be like to minimize the factors of risk?

Until recently when asked about our identity we were able to give a strong answer. We could easily determine our sex, age, nationality, education. Asked about convictions we also did not have any problems with indicating a system of values close to us, particular ideological options. Today this 'hard', 'constant' identity was replaced with perceiving the world in categories of 'fluidity' and changeability. Informational revolution resulted in the appearance of dozens of cultures surrounding a contemporary man, cultures which are as meaningful as their own native national culture. The way the categories constituting international discourse have been understood so far has to be fundamentally transformed and revaluated. Society of the Network created in the epoch of the Internet becomes on the one hand a community, connecting all the network users, but on the other hand the phenomenon of alienation from the society can be observed. As Boellstorf says, a reflection over anthropology of virtual man becomes necessary. Refection over the way the virtual worlds change our perception of identity and our participation in society.

Behaviour characteristic for social media users is the evidence of those changes. We move political and educational dialog to the space of new new media, they change in a particular way our attitude to art and literature. In the space we create our identity (or identities, to be precise) and we meet another man and their culture. The media become the place where the opposition between 'Us' and 'Others' is exceptionally evident. Because of these factors we have to set tasks for participants of intercultural dialog anew. We also have to set new fields of media education which must be understood as education 'towards the media' on the one hand, and as education towards another Man on the other. In the 'philosophy of dialog' we can notice elements building the basis for social behaviour. Buber's conviction that the only real pair of words is

the word 'me-you' should become the basis for ethical choices made in the world of 'new new media' by their users. Emphasizing the ethical dimension of participation in media seems to be particularly important. Its bases are common for all reflection over deontology of media. It consists of basic values: respect for life and interpersonal solidarity. They also determine basic restrictions relating to media users, the newest media in particular: not to lie, not to cause unnecessary suffering, not to expropriate someone's property. All those rules and restrictions, which so far have been obvious in the world of journalism, in the network world become vague. That is why they have to become the basis for media pedagogy and media education. (Bertrand, 2007: 77)

The question about the theories and pedagogical conceptions in which we can find elements of this pedagogy is another problem. Two traditions seem to be worth recollecting. The first one is hermeneutic tradition. "Hermeneutic act [...] after complete encounter of the world of the author of the sign with the world of the recipient [...] on the level of the sign, which can be the basis for recreating identity of sense and function. It can be done by a person thanks to identity of personal and spiritual structure." (Bartnik, 1994: 112) An hermeneutic act understood in that way seems to allow all participants of communication process to realize responsibility for conveyed message and respect for co-participants of this communicational action. The other pedagogical context, which is worth mentioning, are movements in postmodern pedagogy: "post-structuralism as the theory of social life and its educational contexts, deep ecology [...] multicultural education" together with its fight for the shape of the politics of representation, education and simulated culture, postmodern world of consumption, popular culture" (Śliwerski, 2015: 392-393). All those models to a great extent influence behaviour and attitudes of Web 2.0 media users.

Conclusion

Social media convey great possibilities for interpersonal communication, disseminating of the attitude of tolerance and opening to other people. But they are also the space in which values are constantly denied, the place for disseminating hate, rejection and closing to other people. It can be said that in the new new media we can observe a struggle of two worlds: good and evil, us and others. Our common expectations concerning the media may remain unfulfilled. How should we behave in this new situation? How should existing dangers be dealt with? How can the attempts of breaking up the process of meeting with the Other in the Network be prevented? Will the controversial legal regulation solve the problem? Will the attempts of controlling the Internet become another source of restricting network freedom?

All those elements make us reconsider tasks that network dialog users have to undertake and set new fields of media education which should be understood as education 'towards the media' on the one hand, and towards Man on the other. It is necessary to create attitudes opened to other cultures, and at the same time emphasize the dangers of the contemporary world (terrorism, refugees). It should be new media pedagogy which would prepare societies to analyze complex phenomena characteristic for contemporary civilization, bring up a spiritually rich man and finally integrate man with the world of human community. Searching for the elements we have in common with another man and understanding the differences that divide us.

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Perceived Performance on Tutors during Process of Certification in Four Teacher Training Institutions in Durango

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Abstract

Higher Education Institutions (HEI) currently face a major issue: low levels of certification and thus the terminal efficiency. The present research emerged on the need to know what the perceived performance of tutors on postgraduate levels during the certification process in four teacher training institutions in the State of Durango. The research has a quantitative approach. This work is presented both as descriptive and explanatory. The methodology used is survey, which was used as a technique and an instrument. Variables were considered to building up 177 items, with an Alpha Cronbach reliability = .93. A total of 85 students were surveyed, who are the total of students on process to obtain the MA degree on Education in the four institutions where the research was conducted. These institutions also hold the Institutional Tutoring Program (ITP). Some common traits on tutors were found, which may strengthen or weaken the process of certification; also, some factors that make certification difficult.

Keywords: Tutoring, tutor, certification, teacher training institution, academic, development

Introduction:

The present research aims to identify the performance on tutors during the process of certification on postgraduate level in four teacher training institutions in the state of Durango.

From the main objective, three specific sub objectives were derived:

a) To describe the characterization of the participants in the research.
b) To identify the common key traits on tutors which Foster the process of certification.
c) To know the common traits on tutors which weaken the process of certification.

The institutions that participated were: Centro de Actualización del Magisterio, la Universidad Pedagógica de Durango, la Benemérita y Centenaria Escuela del Estado de Durango y la Escuela Normal Rural "J. Guadalupe Aguilera", It is imperative to state that these three institutions offer the MA degree by means of a thesis; besides, these institutions operate under the ITP.

First of all, this research is relevant because there is little research based on the tutors' performance and how this impacts on the process of students' certification in these teacher training institutions in Durango.

Secondly, this research underlines the awareness on the different problems which impact on the quality on these HEI which offer post graduate studies either in public or private. It also highlights the low levels in certification and thus the terminal efficiency. This research does not make emphasis on the terminal efficiency, but on the intentions of certification students have.

Thirdly, the results and final outcome this research found helps to identify the different factors that are either blocking or favoring the performance on tutors during the certification process.

Finally, based on these given factors which are blocking or favoring the certification process, after the analysis, a proposal will be possible to suggest suiting the tutors in the three teacher training institutions in the state of Durango.

Postgraduate Tutoring

Tutoring has a different approach from that in bachelor's degree. Postgraduate Tutoring emphasizes on the process oriented to the fundamentals, designing and execution of a research, in other words, on the generation of new knowledge (Martínez, Laguna, García, Vásquez & Rodríguez, 2005).

A postgraduate tutor fosters the interaction with the one being tutored and highlights the importance of the problems and questions on his surroundings; research problem analysis is conceived as a process of questioning and strategies to build up the new knowledge, from the previous knowledge and the active participation of the student. This way, tutoring supports the approaching of real problems and allows the one being tutored be the responsible of his own learning. (Martínez et al., 2005).

Current State of Knowledge

Experience has shown that after completing their studies, many students do not graduate immediately, but they let years go by. Some do not complete the process of the thesis, leaving behind the research that once was started; consequently, they do not go through the process to present their thesis and do not obtain the MA certification. Jaik, "states that the answers or approaches to the roots which originate the phenomenon are endless". (2013 p.40)

Postgraduate studies are on the rise bringing along several serious concerns to national level; among those are: quality, relevance and terminal efficiency. Terminal efficiency reflects the quality in education and it is an indicator to evaluate the functioning and goals reached by an educational institute.

Postgraduate studies in Mexico face a chronic problem related to terminal efficiency. Most recent data indicate these levels are around 30% (Jaik, Guzmán & Ortega, 2010) as cited in (Navarro M, Jaik A. & Barraza A., 2010).

According to a recent research report at Centro de Actualización del Magisterio in Durango, students who graduated between 2016 and 2011 only 41% took tutoring. It is less than the half who concluded. These students where starting their thesis; 59% of those graduate students did not attend therefore were not able to obtain their certification. (Espinosa, 2013).

García Herrera (s.f.) conducts a research named "terminal efficiency in postgraduate studies oriented to researching", and states that among the factor related to the terminal efficiency are the lack of research formation and the difference on programs and curricula. Kala (2003) and Piña and Pontón (1997) as cited in (Jaik, 2013) stated that some of the causes are: a) variety of subjects with a lack of expert tutor son the given subject; b) a scarcity of tradition to complete a thesis during the postgraduate studies. Similarly Lopez Villegas (cited in Sánchez and Arredondo, 2001) who conducted a research with the terminal efficiency concludes there is a direct relationship in the lack a systematized research work, cited in (Jaik, et al. 2013).

This research aims at identifying the performance of tutors during the certification process, so it turns out to be essential to creating new researchers; according to Cruz, Cruz Barriga & Abreu-Hernández (2010) it is a great potential to revive knowledge, integrate collaborative networking, innovation and knowledge transfer. These authors suggest tutors do not have it easy, for they lack proper instrument to guide their performance; thus their performance is according to their beliefs and own criteria, lacking a continuous reflection as trainers.

It is stated that the richness and cultural capital they possess related to their academic staff in sciences humanities and arts, is manifested in the tutoring system.

Postgraduate tutor must fulfill the mission to training new generations, to train them to conduct relevant research, high quality research with a social commitment, which contributes to the solution to national problems and at the same time strengthen the educative system at all levels. (Martínez, Laguna, García, Vásquez, & Rodríguez, 2005).

Methodological Design

The research was conducted with a qualitative approach, this study is both descriptive and explanatory. The methodology used is the survey. A questionnaire was used as the technique and an instrument. It is build up to have 8 complex variables, which derived up to 158 simple variables to measure the trend with values from 0 to 10 where 0 is the lack of value and the

10 is the highest value to a given question. There are a total of 177 items, nominal variables are 19 and they allow to demonstrate the characteristics of the subjects who were studied.

The questionnaire was revised under these three aspects: content validity by means of expert judgments; reliability with three pilot tests, obtaining a .93 value in Alpha Cronbach; and objectivity, adding questions to pilot tests. The population subject to study was the total of students in process of certification (85), data and analysis of data was made with the SPSS 15 software.

In this article, the complex variable to be analyzed is "The tutor", and it is composed of 33 questions. (Table 1).

Results and Discussion

Characterization of the participants

The following is the characterization of the participants which was elaborated through a descriptive study. Based on the questionnaire answers applied to the students, the following profile is understood: a population where most of them are women (61%); a high percentage of the interviewed are married (55%), although those single are (44%) and those with any family legal arrangement (free union 2% and divorced 2%); the predominant age is 39 years, with a slight standard variation of 10.47, the youngest student was 23 years old and the oldest 63 years old.

As for labor status, 96% work for an educational institute (84% public sector and 14% private sector); therefore, they are students who not only study but also work, most of them (84%) does not have a study scholarship (only 14% stated to have one). From those scholarships 6% are given by Durango Secretary of State Education (SEED) and 4% by Secretary of Public Education (SEP), 2% by the National Union (SNTE) and a final 4% by other institution not specified. Some interviewees are economical supported by their parents (14%) and 5% are supported by their work companies. In conclusion most of the students pay their own postgraduate studies.

It is important to highlight that half of the interviewees are school teachers: 44% elementary level, 11% kindergarten, 11% high school, 4% remote secondary, 1% kindergarten supervision, 2% pedagogical technical adviser, 1% maternal and 3% did not specify.

The postgraduate studies of the four institutions where this survey was conducted, 59% is formed of groups of students who graduated at least 10 years ago from bachelor degree. This data indicates the great interest of newer generations to obtain their certification well after graduating from college.

It was requested to the interviewee to indicate their work schedule. 85 different answers were obtained. 39% of them work around 5:30 to 7:30 hours a day, 45% work around 3:30 to 5:30 hours a day and surprisingly 16% of the students who took part in this study work 7 or more hours a day. Only the 8% of the interviewee work 1 to 3 and a half hours a day.

When asked how much time is invested on the thesis research, 60% stated that from 1 to 5 hours weekly, and 21% from 6 to 10 hours weekly, 7% between 11 and 15 hours and the 2% dedicates 16 to 20 hours and only 5% dedicate 21 to 25 hours to research.

Last nominal question indicates how many books postgraduate students read yearly. 62% reads 1 to 5 books yearly, on average the candidate reads 5.04 books with a standard deviation of 6.5, which indicates that 6% does not read a single book a year. The most repeated answer was: 2 books.

As a cultural background statement it is important to mention that from 108 countries, UNESCO gives Mexico the one place before the last one on reading levels. On average Mexican read 2.8 books a year, but only 2% of the population has the reading habit. (Proceso magazine, 2013)

Descriptive statistics

1) Students perception on the common key traits on tutors which allow them to foster their process of certification.

Next, the results are presented on the descriptive statistics about the perception on the common key traits on tutors which allow them to foster their process of certification. The most significant variables are introduced; they foster the process of certification.

The general average obtained in the application of the instrument in the Tutor Factor was 8.8. it can be stated that students from the four institutions that participated in this research considered as strengths the following traits:

a) Students consider to be important that the tutor has a high knowledge on the subject matter and on the different contents; thus, he is able to conclude his thesis and obtain the degree. (X=9.6) (S=1.6).

b) Students consider important that there should be empathy between the two parties. (X=9.2) (S=2.3)

c) Tutor is accessible to meet when there has not been a previous meeting agreement to receive guidance. (X=8.9) (S=2.0)

d) Tutor suggests bibliography from different sources (books, authors) so as to consolidate students' research thesis. (X=8.8) (S=2.6)

e) Students are motivated to conclude the research on time. (X=8.7) (S=2.6)

f) Students are encouraged to present advances on a written basis. (X=8.7) (S=2.2)

Based on these results it is possible to identify the common key traits tutors have which Foster the process of certification, among those are: students consider to be crucial tutor has a high knowledge on the subject matter and on different contents that allow the student to conclude his research. Students value empathy between the tutor and the one being tutored. Students value the fact to meet even if there has not been an agreement to meet. Students also care about the fact that the tutor offers suggestions on bibliography sources to consolidate the research work. Students value the tutor who motivates the postgraduate student to conclude the research thesis on time and also motivates him to present work in advance in written form.

2) From the student's point of view, it is concluded that the common traits on tutors with less value in the process of certification are:

On the other hand there are also common traits, which according to students, do not foster at all the process of certification:

a) Tutor involves students on collaboration with other research groups. (X=5.4) (S=4.2)

b) Tutor encourage students to write journals to be published. (X=5.9) (S=3.9)

c) Tutor motivates students to have his papers published. (X=6.5) (S=4.0)

d) Tutor has explained the nature of the certification process in order to obtain the certification degree. (X=6.6) (S=4.1)

e) Tutor offers guidance on the nature of the research and the expected standards. (X=6.7) (S=3.6)

f) Tutor has recommended congress talks, collaborations, etc. which Foster the knowledge on the given discipline field. (X=6.9) (S=3.7)

g) Tutor keeps frequent contact through scheduled meeting at least once a week. (X=6.8) (S=3.7)

Based on the results, data indicate that from student's perception the traits which weaken the process of certification are:

Tutor does not involve students on collaboration with other research groups, does not encourage students to write journals to be published, does not motivates students to have his papers published, has not explained the nature of the certification process in order to obtain the certification degree. Tutor also does not offer guidance on the nature of the research and the expected standards, has not recommended congress talks, collaborations, etc. which Foster the knowledge on the given discipline field, Tutor does not keep frequent contact through scheduled meeting at least once a week.

Conclusions

Based on the answers to the given questionnaire, the following profile is derived: population is women, mostly (61%), predominant age average is 39 years. 55% are married 96 % of the students work for an educational institution, 84% on the public sector and 84% does not hold a scholarship for completing his studies. More than half of the students are teachers to basic level and 44% are elementary teachers.

An alarming fact is that 62% stated that reads up to 5 books yearly, the average is 5.04 books a year with a standard error of 6.5, which indicates that 6% of the students does not read a single book a year and the most repeated answer was two books a year. According to the results obtained in the characterization of the students, it is conclusive that postgraduate programs and tutoring promote reading which in turn will activate knowledge, motivate intelligence, increase cultural awareness and gives information, new knowledge, good writing skills and consequently ideas, projects, thoughts, argumentation and the building up of the thesis will be much more focused whether it is written or oral.

One of the purposes of education is to promote the processes of personal growth framed in a cultural group where he belongs. This knowledge will not be produced satisfactorily unless proper and specific assistance is given to the student through the student involvement in international activities, which must be planned and systematic to foster the constructivist mental awareness. (Díaz-Barriga & Hernández 2002). Delors, proposed in 1996 one of the most suitable ways to promote universal values to incite Young students to study great books from the past and perpetuate the beautiful traditions.

The master degree programs within the four institutions where this questionnaire was implements, 59% is conformed by groups of students with less than 10 years after being graduated from bachelor, and this percentage indicates they are interested on improving academically. 39% of the interviewed students work between 5:30 to 7:30 hours a day. 60% indicated that they dedicate around 1 to 5 hours a week to thesis research

Regarding the results in the descriptive statistics about students perception on common tutor traits, it is conclusive that the graduate students considers important that the tutor has a high knowledge on the subject matter and different contents in order that the student is able to conclude his thesis and obtains his degree (X=9.6) (S=1.6); students also consider important that the tutor and the very student share empathy (X=9.2) (S=2.3); Tutor motivates students to conclude their thesis within the established time. (X=8.7) (S=2.6); Student is motivated to present periodically his advances in a written form. (X=8.7) (S=2.2).

On the other hand, it is concluded that the common traits tutors have which weaken the process of certification are: tutor involves students onto collaboration with other research groups. (X=5.4) (S=4.2); Tutor encourage students to write papers to be published. (X=5.9) (S=3.9); Tutor motivates students to have his research published. (X=6.5) (S=4.0), d) Tutor has explained the nature of the process to obtain the degree. (X=6.6) (S=4.1); Tutor gives guidance on the nature of the research and the expected standards. (X=6.7) (S=3.6); Tutor has recommended congress, collaborations, workshops etc. to enhance knowledge related to the subject matter students are researching about. (X=6.9) (S=3.7); Tutor keeps regular contact trough frequent sessions with students at least once every three weeks. (X=6.8) (S=3.7).

Experience revels that students let years go by after concluding their studies and dome of them never take their thesis back to have it concluded; therefore, they do not have the experience to start the procedures to present their thesis and thus graduate and obtain the degree of master. Jaik, "states that the answers or the causes that originate this issue are endless". (2013 p. 40).

Based on this research, it is concluded that in order to increase certifications and thus terminal efficiency, it is necessary to straighten tutors in the Teacher Training Institutions, they are essential to those students who really want to certificate their degree, writers such as Martínez, Laguna, García, Vásquez, & Rodríguez (2005), state that postgraduate tutors must fulfill with the mission to train the new generations, tutors must train them to undertake relevant, high level academic research and a social commitment which contributes to the solution of social problems, and at the same time, to enhance the national educational system at all levels.

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Table 1. Items on variable "the tutor"

Did he perform a personal interview with you to identify your academic profile, your interest to study a postgraduate degree; and your personal and professional goals?
Did he explain which the tutoring criteria are?
Did the tutor and you previously agree on the frequency of the tutoring?
Were you given the study guide about the nature of the research and the expected standards?
Does he keep in contact through regular sessions with you at least once every two weeks?
Does he keep in contact with you at least once every three weeks?
Is he flexible to meet with you to provide guidance and answer the emerging problems even if there is no previous fixed agreement to meet?
Were you informed about the institutional facilities available (library, computer labs, etc.)?
Were you given guidance on ethical and legal aspects concerning your research?
Does he Foster the application of ethical norms?
Does he provide information necessary on dates and stages of work so as to accomplish established deadlines?
Are you asked written work and required reports and then are you given back those papers with the proper positive feedback?
Are you asked written work and required reports and then are you given back those papers at a reasonable time (usually two weeks after)?
Does he offer guidance on strategies to prepare the thesis?
Does he suggest bibliography in order to consolidate the research?
Are you oriented through strategies to develop abilities for the correct usage of written language on the thesis elaboration?
Are you motivated to present periodically your advance orally?
Are you motivated to present your advance written?
Do you receive guidance on the methodology of the research?
Do you receive guidance on the interpretation of the results of the research?
Has he recommended theatrical or practical courses, congress, etc. to strengthen the knowledge in the subject matter or related disciplines?
Are you motivated to write research papers to be published?
Are you recommended to attend drafting courses on scientific papers?
Are you involved to collaborate with other research groups?
Has he maintained a systematic scheduled on agreements and established activities?
Has he explained the process of the final exam to obtain the degree of Master?
Does he motivate you to conclude your research on the given time?
Does he motivate you to publish your research?
Do you consider important the existence of empathy between you and the tutor?
Do you consider important the existence of communication to a higher level between you and your tutor?
Do you consider important that the tutor has a high level of knowledge to help you conclude your thesis and obtain your degree?
Do you consider it is up to you solely to conclude the thesis and obtain the mater degree?
Does he treat you respectfully?

Source: Own ellaboration.

The Insertion of Latin America in the Global Context. A Focused Approach to Regional Economic Development

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Abstract

The 90's was a period of significant change for the Latin American economies. Countries experience considerable political and institutional reforms to make the trade and financial openness. The implemented model of economic development shall be based on liberalizing measures in reducing the state's role in the economy and was attributed to the market the lead role of inducing economic system. At the end of the decade, poor results on the economic and social sphere were reflected in several countries and a further review in development policies is now favored. Thus, the ideas of theoretical analysis of the thinking of the Economic Studies Committee to Latin - America (CEPAL) is postulated on the agenda. Based on the Keynesian thought and a historical-structural approach, the production of the institution lies in the analysis of the conjecture and consequences of deregulation and economic and financial liberalization that prevailed. He proposed an approach to regional economic development that would reconcile economic growth with better income distribution, employment and growth with technical progress and social equity. This paper considers, by inserting the Latin American countries in the global integration in the 90s, the ideal of theoretical analysis of the thinking of CEPAL, the socioeconomic situation, as an alternative form of the reforms made in that decade. Therefore, it makes for a bibliographic approach, a reflective analysis highlighting the opinion of the institution.

Keywords: CEPAL; Development; Productive processing; Social Equity.

Introduction

In 1948, there was the emergence of the school of economic thought CEPAL, focused on Latin American structuralism, concerned with economic growth combined with economic and social development. Their emphases fall at the same time, production, society and the observation of different forms of dependencies between the peripheral countries (undeveloped) and central (developed). The spread of this progress occurred differently in the center and the periphery. In advanced countries it spreads to the whole economy, producing the effect of raising the overall productivity of the system, while in the peripheral, modern technologies have been incorporated in the export sectors, focused on the supply of food and raw materials of the central economies (primary-exporting countries). (Prebisch, 1949).

The thematic basis of the institution refers to the analysis of underdevelopment, for, from there, to seek solutions to growth and economic development in the long term, sustainable. For CEPAL, underdevelopment can be synthesized into two basic propositions: the first was that Latin American economies have developed poorly diversified structures and poorly integrated with a dynamic primary export sector, unable to spread technical progress for the rest of the economy, employing the set of hand labor and to allow sustained wage growth real; The second, the rate of incorporation of technical progress and increased productivity would be significantly higher in industrial economies (center) than in economies specializing in commodities (periphery).

However the transfer of productivity gains because of trade did not arise from the center to the periphery, but it was observed the other way - periphery transferred their productivity gains to the center, resulting an increasing disparity between them. This thesis is linked to the economic cycles by the idea of Schumpeter and how the underdeveloped structure of production and the labor of the peripheral countries did not allow these to assimilate the fruit of technical progress market (Fusfeld, 2001). Note that the analysis is to demonstrate that the development in the peripheral countries

is different from the classical transition that took place in developed countries. Underdeveloped countries are submitted (limited) for the development of other countries and its late participation in global capitalism. Thus, overcoming underdevelopment necessarily involves rupture with external dependence. Without ignoring the general contributions of economic analysis, CEPAL signals to study the specificity of the process of structural and peripheral growth of the countries of Latin-America. That is, it observes that the characteristics and the particular problems of these nations determine specific studies. "One of the most conspicuous deficiencies of general economic theory, from the point of view of the periphery, is its false sense of universality." (Prebisch, 1949, p.4)

With a historical-structural approach and based on Keynesian thinking (Interventionism, defense-growth policies of investment and product critique of Say's law, emphasis on domestic demand and effective rejection of orthodox theories of inflation and international trade), the CEPAL was characterized as a school of thought specialized in examining the economic and social trends of medium and long-term Latin American countries. Sixty years after its creation, in all the decades the institution postulated his theoretical ideas about the diversity of economic and social problems that occurred on the countries of America - Latin. In the decade of 50, the argument rests on the possibility of changing the productive structures to reduce external dependence of peripheral countries to achieve development. It is necessary to carry out industrialization policies as a way to overcome underdevelopment and poverty. Thus, the government plays an important role in the planning, allocation of resources and protectionist measures to counterbalance productive differences between the center and the periphery. In the 60s, it was understood that the transformations necessary to industrialization correspond to fundamental changes in production structures, as growth in peripheral countries occurred in macroeconomic instability. In the 70s, with increasing concentration of income, the analysis rests on the problem of a locative efficiency due to driving errors of industrial and trade policy. To correct indicate solutions to enhance industrialization and exports as mechanisms to face the difficulties of international integration. Warn of the risk of debt, financing and deliberate trade liberalization. The delicate[1]80, proposed policies are on income adjustments, monetary and fiscal. Advocate replacing a recessive adjustment in the balance of payments by an expansive setting for resolution of the external imbalance and the use of economic policies to enable the productive structures could accommodate the necessary reallocation of resources (Bielschowsky, 2000).

A special period of significant change for Latin American economies, occurs in the 90 countries undergo considerable political and institutional reforms to make the trade and financial openness. The implemented model of economic development shall be based on liberalizing measures in reducing the state's role in the economy and was attributed to the market the lead role of inducing economic system. At the end of the decade, poor results on the economic and social sphere were reflected in several countries and a further review in development policies is now favored. Thus, the institution considers its consideration of the conjecture and consequences of deregulation and economic and financial liberalization in force. He proposed an approach to regional economic development that would reconcile economic growth with better income distribution, employment and growth with technical progress and social equity. The "idea-matrix" is the productive transformation with equity. Is related (among others) the discussions on the difficulties for effective and productive social change, ineffective export specialization and external vulnerability to capital movements that are characteristic of the process that period (Moretto and Giacchini, 2006)

The 90 and the position of CEPAL

Proposals around the transformation of the productive structures of the region conjecturing greater social equity. "Productive Transformation with Equity", or TPE, (1990) was given from the lessons left by the debt crisis of the 80s In the TPE, it has been suggested an updated of the development. Several authors have suggested how these evidences should have harmonized economic growth with better income distribution and the consolidation of democratic regimes. There was also the recognition that the Latin American status has become more dependent on the fluctuations of the global economic order. Thus, economic integration and intra-regional cooperation would be important around specific goals to strengthen international integration, productive articulation and interaction between public and private actors. Beyond,

And the primacy of Neoliberal ideas (market as a promoter of the economy) and the degree of "integration of world economies" the characteristic of the decade, the economic results - Social Latin American countries in the period were bad. The role of the state as an economic and social articulation in the intervention in promoting the public interest, in its various

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[1] The "lost decade", the establishment of liberal ideas from the Washington Consensus and the "failure of Keynesians concept".

areas and at various levels of intensity, combining responsibility or duty, became the background. The strategy adopted in the period, as Batista Jr. (2000) claimed, was a general presumption assumed dogmatically in favor of globalization, trade and financial liberalization, deregulation, reduced role of the state and a prejudice against what was national.

The periphery countries were then subject to adjustment conditions imposed by the debt crisis and these economies were literally captured by the globalization process, running their stabilization programs in accordance with the rules of liberalized financial markets. One must understand that the basic rule of stabilization with financial openness is the creation of an offer of attractive assets that can be taken over by the general movement of globalization. This list included public debt, in short, highly liquid large; shares of companies in the privatization process; bonds and commercial papers of companies and reputable banks (Belluzzo, 2005, our translation)

In this scenario, emerges the possibility of a new revision in policy in order to rethink growth with economic development. Faced with the situation, CEPAL conditioned its approval to a strategy to reduce social inequalities. It directed to the need to enable a policy for achieving a "genuine competitiveness." This policy would be based on technical progress and expansion of existing infrastructure, increase the level and access to education, improved technical training of skilled labor and the creation of a stable macroeconomic environment as opposed to a "spurious" ·competition, that was integrated to currency devaluations and low wages. The state action should continue this, especially in the service of the economic system efficiency and social justice (Bielschowsky, 2000).

For this author, there is the "neo-structuralism", from the 90s, as they continue in a way, "the three underdevelopment of the features identified in the '50s."

The "new structuralism" focused then on the policy development, adapting in its speech, a new state position in the economy and an "open" dialogue with the "right" and "left" with regard to the institutional ideological theoretical aspect. In relation to this 'new strategy', Batista Jr. (2000), points out that there was a valuation of the role of the state and of the national issues, which have always been clear to the structuralist tradition (Bielschoswky, 2000a).

Productive transformation with social equity and diversity policies.

Revenues from TPE aim to change the productive structures in a framework that combines macroeconomic stability, production efficiency, social equity, environmental sustainability and the strengthening of democratic and participatory system. When dealing with these fundamentals, CEPAL draws attention to the fact that most countries in Latin America found difficult to balance economic growth with income distribution. This distortion would be the result of five structural characteristics of the region, which should be considered for the development of a transforming growth strategy; Low level of domestic savings; Low international competitiveness; Weakness of technical progress, Absence of structural breaks in Latin American history, and The continent's economies have never been able to absorb the increase in the economically active population, even in the period of rapid economic growth (1950-1980).

The expansion of the internal market (national and regional) favors a more balanced growth and it is an important basis for technological diffusion by establishing a more positive link between competitiveness and equity. In this respect, for the strengthening of international integration of the production system, the institution proposed a moderate trade liberalization policy consistent with some degree of state intervention, such as the promotion of exports.

The advantages to companies could be provided through joint initiatives by two or more countries. The gains in economies of scale and productive complementarities, also associated with improving the organization of the labor market, credit and education, would lead to reductions in production costs and increased demand. This stemmed from the social integration at the level of each country. Regarding the important factors in regional integration would be the incorporation of technical progress and productive articulation, which includes the addition of income from innovation activities, to reduce trade barriers, promote the standardization of rules and regulations, encourage the creation of centers excellence and reduce research costs (CEPAL, 1994).

International context always had a decisive influence on the performance of the economies of the region. However, there are economic policy measures that may affect differently the short and long-term flows, or productive investments "versus" purely speculative investments. Once capital flows can affect macroeconomic variables, since the negative externalities of international capital markets (such as: frequent cycles of abundance and scarcity of resources) would require countries themselves against the use of these flows. If it does not happen this, could the objectives could be achieved at the expense

of an imbalance of other important variables, which in turn could affect the instrument itself that it was intended use, is the entry of foreign capital. It would be appropriate for governments to exercise some caution with respect to capital inflows, in order to promote a situation where the aggregate amount and composition are consistent with macroeconomic stability, with investment and growth based on international competitiveness. It would be appropriate for governments to exercise some caution with respect to capital inflows, in order to promote a situation where the aggregate amount and composition are consistent with macroeconomic stability, with investment and growth based on international competitiveness (CEPAL, 1998). For the institution, the degree to which foreign capital flows are functional to a productive transformation strategy with equity depends largely on the characteristics of the domestic financial markets which thus needs an institutional system that supplements this market, for the best use of these flows.

In the economic field, it was confirmed, in the 90s, the urgent need to correct the asymmetry of international integration of the region. It became aware of the importance of maintaining macroeconomic balances short-term and complements them with industry to support the transformation policies. In this conjuncture, productive transformation would require combinations of macroeconomic policies with sectors policies, short and long term, need also occur institutional changes in the search for new forms of interaction between the public official and the private agent.

Macro imbalances reached simultaneously and the production fiscal external beads. Its consequences manifested by foreign exchange shortages, hyperinflation and underutilization of installed capacity. Its macroeconomic strategy for recovery and growth involves three elements: the promotion of exports, a solid fiscal situation and the use of installed capacity idle. For development finance, it would from three main sources: External financing - that one should avoid macroeconomic policy to replace the effort of foreign for domestic savings savings. B) Savings from the public sector - looking for alleviating the effects of the fiscal adjustment by creating social programs, and the use of tax instruments to avoid the wasteful consumption of the economic elites, which would explain the insufficient national capacity to build, invest and encourage savings of individuals. C) Saving the private sector - incentives by creating compulsory compensation mechanisms.

Thus, the proposals were based on a readjustment of the tax policy, aiming to increase the public saving that can be used for investment. In trade and exchange policy, a greater openness of the economy as a means of inducing productivity increases and stimulating the adoption of technical progress (the rapid and persistent expansion of exports would be indispensable), a degree of openness due to the availability of foreign exchange and the search the harmonization of tariff protection policies for the exchange rate policy and export promotion policies. In the commercial relationship, complete and adapt the technical infrastructure in priority activities, but delayed; to promote a greater propensity to incorporate technical progress and innovation in the enterprises themselves by granting government incentives to existing enterprises to undertake innovative activities and to support the creation of new, high-tech enterprises for their development in a network of links between the research system and the rest of the technological infrastructure (CEPAL, 1997).

Conclusion

The transformations based on economic liberalism, in the 90s, for the countries of Latin America-were deep and significant. The idea was to avoid the technological isolation in the era of globalization productive. He thought of a strategy to increase exports via primary and via "niche markets" industrial with the debate in the long run and how it should define the state's position in contemporary settings.

Questions of technical progress and the distribution of income are recovered as central points of the thinking of CEPAL. In seeking to understand the requirements that the new international integration model is in terms of modernization of the productive apparatus and in terms of a restructuring of inadequate specialization of economies in the region, focus the analysis on trends and productive and distributive structures, with a view to building authentic competitiveness have.

The accumulation of formations in the region through changes that are caused by the redefinition of the regulatory framework, through the liberalization of markets and the state reform, gain analytical emphasis. The TPE, it must be obtained along with the improvement in the international integration of economies in the region. To improve quantitatively and qualitatively the integration of Latin American economies in the economic globalization process requires simultaneous progress and consistent in a set of policy areas (trade, exchange, productive and financial development) within the framework of a systemic approach. Recognizes that can have a positive influence on the growth process with the liberalizing reforms, provided that they are properly conducted. But the thought of CEPAL requires the recognition that

America is also justified a set of public policies to support the development, depending on the particular production structures and the organization of markets. It proposes that the objectives of growth and equity are attacked simultaneously and not sequentially.

In the field of public policy, greater understanding must be sought of the ongoing transformation processes, in order to create adequate support for these policies, with ample room for improvement. The new global scenario, along with the new experiences that occurred in Latin America in the 1990s, thus offers a vast field for research with the structuralist methodological approach.

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Learning Styles of Students in Prva Riječka Hrvatska Gimnazija

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Abstract

Learning is the process of acquiring new or transforming the existing knowledge. Teachers have an important mediatory role in motivating and supporting their students on their path to success and creating friendly working atmosphere. Numerous researchers (Jensen, Dryden, Vos, Willis, Armstrong etc.) recognize that each person prefers different learning styles and techniques and have concluded that most learn using a combination of learning styles. Educators in Croatia have only recently started to recognize these styles and are beginning to shape their teaching techniques and strategies according to their students' needs and their different or mixed learning styles (visual, aural, verbal, physical, logical, social or solitary). In this paper author describes methods, findings and results of the research conducted on 152 students of Prva riječka hrvatska gimnazija (secondary level school). Research was underdone using a structured questionnaire and the results were used to improve and adapt techniques in teaching English as second language. Author has identified preferred learning styles of a specific class (eight classes), groups inside a class and individual students. Also, feedback was given to each student, with advice and suggestions on how to adapt their learning habits to their learning style.

Keywords: learning styles, teaching EFL, teaching strategies, teaching methods

Introduction

Learning is an important process in which knowledge is generated through the transformation of experience by which a person changes its behaviour, influenced by internal and external conditions (J. Linhart, 1985). According to Mayer (2015), learning is the relatively permanent change in a person's knowledge or behaviour due to experience and is affected by the duration of the change (long-term rather than short-term), the locus of the change (content and structure of knowledge in memory or the behaviour of the learner) and the cause of the change is the learner's experience in the environment.

For a teacher, it is helpful to understand and recognize learning styles of one's students and learn about the the learning techniques that complement them. Educators in Croatia have only recently started to recognize these styles and are beginning to shape their teaching techniques and strategies according to their students' needs and their different or mixed learning styles (visual, aural, verbal, physical, logical, social or solitary). The author has conducted research on 150 students of Prva riječka hrvatska gimnazija (secondary level school) and has implemented the results into everyday teaching and learning process through adapting teaching and learning methods and preferences.

Learning foundations

Learning requires time, effort and motivation and is considered a slow process that usually happens over months or even years. Concentration, practice and prior knowledge can prove to be a very useful aid when acquiring new knowledge. Since our minds respond well to multimedia input and average learners are both visual and auditory, it may be concluded that human brains are susceptible to multi-sensory stimuli.

Brief history and background of learning styles

Beginning of 'learning styles' concept dates to 1917 when a young psychologist, Arthur Otis (1918), created the multi-choice format Army Alpha Test for USA recruits. The test determined a recruit's placement within the military, based on grading between A and E. More than 2 million recruits took the test during a one-year period so, due to its success, the group ability test evolved into different test forms throughout the following twenty years. At the same time, IQ tests came

into existence, and were used to select aviation trainees. However, the test lacked instruments which would score special skills, orientation and perception tasks and decision-making.

After WW2, a model which would be capable of measuring skills was proposed: the VAK model. This model states that people naturally fit into one of the three categories according to which they process information: visual learners (V), auditory learners (A) and kinaesthetic learners (K). Variations of VAK model have been around ever since (Coffield, Moseley, Hall & Ecclestone, 2004). Two distinct views on learning styles have emerged through decades: advocates of 'learning styles' and opponents. Most prominent proponents include: David Kolb's experiential learning model (2015), Peter Honey and Alan Mumford's model (2006), VAK - Learning modalities by Walter Burke Barbe and colleagues (1981), Neil Fleming's VAK/VARK model (2014), Grasha-Reichmann Learning Style Scale (1996) and NASSP model. The idea of learning styles has been critiqued by Frank Coffield (2004), Mark K. Smith and Kolb (1996), David Hargreaves (2005) and others.

Although it cannot be deduced that recognising your students' style will enable them to learn faster, it also cannot be denied that knowing what the natural tendency (tendencies) of your students is (are) can only help a teacher with learning and teaching process since a teacher is able to advise his/her students on techniques and methods of learning (various mnemotechnics or suggestions etc.).

Styles as preferences

It can be suggested that learning styles, in fact, represent learning preferences. When a teacher is teaching using methods compatible with their students' preferred way of learning, the students tend to be more satisfied and motivated, hence, more productive. It can also be noted that learners move from one style to another depending on the situation, material, tasks or the final product they are to deliver. Teachers should try to use a scope of activities when presenting material. If nothing else, they will statistically meet a broader range of student learning styles and help their students develop or expand their learning preferences, i.e. strategies.

Learner differences

Learning comes in many different forms and every student is an individual with a unique way of learning and with different learning needs. Some of the concepts and information that need to be considered when considering different types or learners are: intelligence of students, their learning and thinking styles, individual differences and the law which enables equal chances to all students, working with challenged and gifted students. A good teacher will always seek to find the appropriate methods and preferences when teaching a SEN (special education needs) or a gifted student. Author believes that it is the same with average/regular students who represent majority of students in a regular classroom. Good teachers should investigate students'/learners' styles and preferences, adapt their teaching methods and skills to get the best from their students.

Influence of teachers on students' learning

Many factors contribute to a student's academic performance, including individual characteristics and environment a student lives in. However, most research suggests that, among school-related factors, teachers matter the most and researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies: "When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of 29–45 points in student achievement. Such an increase would mean that the score of an average student at the 50th percentile might rise to the 79th or even the 95th percentile with the effective use of selected instructional strategies." (Tucker and Stronge, 2005)

When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. Although learning styles can be controversial in connection on how they apply to learning it is worthwhile taking time to explore and adapt one's classroom instruction to meet learners needs. Learning styles look at how one prefers to learn so they are influenced by the environment in which a student learns, and they can increase students' motivation and confidence during the learning process. Therefore, it is up to the teachers to motivate their students and recognize if their students prefer free-flowing/creative learning or structured straight forward tasks and take into account the way a student memorises data or acquires certain skills best.

Learner styles

Most people, just like most students, are not aware of their preferred learning style even though they have a broad idea or a 'feeling' which 'tells' them that they learn better using pictures, sounds, graphs or reading etc. A good teacher should try to include various forms and methods of teaching, thus enabling full potential of their students, development of both their weak and strong styles. It must be noted that no learning style or preference is better or worse than the other; it resembles a person's signature – it is unique and no better or worse than a next person's.

Learning styles (descriptions and characteristics)

Research (learning-styles-online, adapted) shows that each learning style uses different parts of the brain and by involving more of the brain during learning, our students remember more of what they learn. Using brain-imaging technologies, researchers have been able to find out the key areas of the brain responsible for each learning style:

Visual: The occipital lobes at the back of the brain

Aural: The temporal lobes, especially right temporal

Verbal: The temporal and frontal lobes

Physical: The cerebellum and the motor cortex

Logical: The parietal lobes, especially the left side

Social: The frontal and temporal lobes, the limbic system

Solitary: The frontal and parietal lobes, and the limbic system.

Characteristics of individuals according to preferred learning styles (learning-styles-online, adapted):

Visual (spatial): they prefer using images, pictures, colours, and maps to organize information and communicate with others. They easily visualize objects, plans and outcomes, have a good spatial sense and a good sense of direction. They can easily find their way around using maps, rarely get lost.

Aural (auditory-musical-rhythmic): they like to work with sound and music, have a good sense of pitch and rhythm, can sing, play a musical instrument, or identify the sounds of different instruments. They notice the music playing in the background of movies, TV shows and other media. They often hum or tap a song or jingle.

Verbal (linguistic): involves both the written and spoken word. They find it easy to express themselves, both in writing and verbally, they love reading and writing, like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks etc.

Physical (bodily-kinaesthetic): they use their body and sense of touch to learn about the world, they like sports and exercise, and other physical activities such as gardening or woodworking. They rather go for a run or walk if something is bothering them, rather than sitting at home. They notice and appreciate textures, for example in clothes or furniture. They use larger hand gestures and other body language to communicate.

Logical (mathematical): they like using their brain for logical and mathematical reasoning, recognize patterns easily, classify and group information to help them learn or understand it. They work well with numbers and can perform complex calculations. They typically work through problems and issues in a systematic way, and they like to create procedures for future use. They like creating agendas, itineraries, and to-do lists, and typically number and rank them before putting them into action.

Social (interpersonal): they have a strong social style, they communicate well with people, both verbally and non-verbally. People listen to them or come to them for advice, and are sensitive to their motivations, feelings or moods. They listen well and understand other's views, may enjoy mentoring or counseling others. They prefer to work through issues, ideas and problems with a group. They typically like games that involve other people, such as card games and board games.

Solitary (intrapersonal): they have a solitary style, are more private, introspective and independent, can concentrate well, focusing thoughts and feelings on current topic. They are aware of your own thinking and may analyze the different ways

they think and feel. They spend time on self-analysis, and often reflect on past events and the way they approached them. They like to spend time alone and may have a personal hobby. They prefer traveling or holidaying in remote or places, away from crowds.

Learning styles, preferences and techniques

Visual learners should use images, pictures, colours and other visual media to help them learn. They should use colour, layout, and spatial organization, eg. pictures, mind maps, system diagrams and highlighting.

Aural learners should use sound, rhyme and music in learning. They should use sound recordings or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song.

Verbal learners should use the techniques that involve speaking and writing. For example, use recordings of their content for repetition. They should use rhyme and rhythm, read important words aloud. Acronym mnemonics, recorded scripting or dramatic reading and role-playing should also be used.

Physical style learners are advised to touch, move and do hands-on work. Flashcards can help them memorize information because they can be touched and moved around. Writing and drawing diagrams are physical activities, so big sheets of paper and large colour markers should be used.

Logical learners aim to understand the reasons behind the content and skills. They should explore the links between various systems and note them down. They should create and use lists by extracting key points, highlight logical thoughts and behaviours. They may sometimes overanalyse certain parts of learning or training which can lead to analysis paralysis so they should write 'Do It Now' in big letters on post-it notes and place them in strategic places around their work or study area.

Social learners aim to work with others as much as possible. They should try to study with a class or a study group with others at a similar level. Rather than reciting assertions to themselves, they should try sharing key assertions with others which strengthens their assertions. It may be useful to share their reviews, review checklists and 'perfect performance' scripts with the group as well. Seeing the mistakes or errors that others make or errors you make are helpful to you and others.

Solitary (intrapersonal) learner prefers to learn alone using self-study. They should set the goals, objectives and plans, define ultra-clear visualizations or scripts, understand the reasons for undertaking each objective, and ensure that they are happy with your learning goals. They should create a personal interest in topics, keep a log or journal, be creative with role-playing because they can create plenty of people on their own using visualization.

Research: learning styles in PRHG

The school in which the author is employed has participated in several international projects and teacher trainings in London and Finland (Erasmus +, KA2 partnership) with an emphasis on teaching methodology, use of digital tools, students' motivation, learning and teaching styles. With motivated students in mind, author has noticed that not only different students, but whole classes learn the same concepts differently. It was noticed that some methods worked well in some classes and not so well in others. After a year of taking notes of such instances, author has presumed that the occurrence might be connected to the prevailing learning style(s) in a certain class.

Methodology

The author has searched for a straightforward, easy-to-use, easy-to-understand and useful tool, i.e. questionnaire to research learners' styles and process data. The Memletics project (learning-styles-online) proved to be the logical solution since it provides clear standardized questionnaire, graphic results and detailed descriptions and advice for earners according to their learning style.

Research was underdone using a structured questionnaire and the results were used to improve and adapt techniques in teaching English as second language. Sample was represented by 152 students of Prva riječka hrvatska gimnazija, school where the author teaches English language. The author has collected all the questionnaires, entered the answers manually into the Excel Spreadsheet provided by *learning-styles-online.com*, and has compared and analysed all the data acquired in eight classes. Questionnaire included 70 questions, as follows:

Questionnaire:

Answer each statement by typing 0, 1, or 2 into each answer box. Use these ratings as a guide when you answer each statement:

    0 - the statement is nothing like me

    1 - the statement is partially like me

    2 - the statement is very much like me

1	You have a personal or private interest or hobby that you like to do alone.
2	You put together itineraries and agendas for travel. You put together detailed lists, such as to-do lists, and you number and prioritise them.
3	Jingles, themes or parts of songs pop into your head at random
4	Maths and sciences were your preferred subjects at school.
5	You are happy in your own company. You like to some things alone and away from others.
6	You enjoy learning in classroom style surroundings with other people. You enjoy the interaction to help your learning.
7	You like to read everything. Books, newspapers, magazines, menus, signs, the milk carton etc.
8	You can easily visualise objects, buildings, situations etc from plans or descriptions.
9	You are goal oriented and know the directions you are going.
10	You prefer team games and sports such as football/soccer, basketball, netball, volleyball etc.
11	You navigate well and use maps with ease. You rarely get lost. You have a good sense of direction. You usually know which way North is.
12	You prefer to study or work alone.
13	You like being a mentor or guide for others.
14	You spend time alone to reflect and think about important aspects of your life.
15	In regular conversation you frequently use references to other things you have heard or read.
16	You enjoy finding relationships between numbers and objects. You like to categorise or group things to help you understand the relationships between them.
17	You keep a journal or personal diary to record your thoughts.
18	You communicate well with others and often act as a mediator between them.
19	You love sport and exercise.
20	You like to listen. People like to talk to you because they feel you understand them.
21	You like listening to music - in the car, studying, at work (if possible!).
22	You can balance a chequebook, and you like to set budgets and other numerical goals.
23	You have a number of very close friends.
24	You use lots of hand gestures or other physical body language when communicating with others.
25	English, languages and literature were favourite subjects at school.
26	You like making models, or working out jigsaws.
27	You prefer to talk over problems, issues, or ideas with others, rather than working on them by yourself.
28	Music was your favourite subject at school
29	In school you preferred art, technical drawing, geometry.
30	You love telling stories, metaphors or anecdotes
31	You like identifying logic flaws in other people's words and actions.
32	You like using a camera or video camera to capture the world around you.
33	You use rhythm or rhyme to remember things, eg phone numbers, passwords, other little sayings.
34	In school you liked sports, wood or metal working, craft, sculptures, pottery.
35	You have a great vocabulary, and like using the right word at the right time
36	You like the texture and feel of clothes, furniture and other objects.
37	You would prefer to holiday on a deserted island rather than a resort or cruise ship with lots of other people around.

38	You like books with lots of diagrams or illustrations.
39	You easily express yourself, whether its verbal or written. You can give clear explanations to others.
40	You like playing games with others, such as cards and board games.
41	You use specific examples and references to support your points of view.
42	You pay attention to the sounds of various things. You can tell the difference between instruments, or cars, or aircraft, based on their sound
43	You have a good sense of colour.
44	You like making puns, saying tongue-twisters, making rhymes.
45	You like to think out ideas, problems, or issues while doing something physical.
46	You read self-help books, or have been to self-help workshops or done similar work to learn more about yourself.
47	You can play a musical instrument or you can sing on (or close to) key
48	You like crosswords, play scrabble and word games.
49	You like logic games and brainteasers. You like chess and other strategy games.
50	You like getting out of the house and being with others at parties and other social events.
51	You occasionally realise you are tapping in time to music, or you naturally start to hum or whistle a tune. Even after only hearing a tune a few times, you can remember it.
52	You solve problems by "thinking aloud" - talking through issues, questions, possible solutions etc.
53	You enjoy dancing.
54	You prefer to work for yourself - or you have thought a lot about it.
55	You don't like the sound of silence. You would prefer to have some background music or other noises over silence.
56	You love the theme park rides that involve lots of physical action, or you really hate them because you are very sensitive to the effect the physical forces have on your body.
57	You draw well, and find yourself drawing or doodling on a notepad when thinking.
58	You easily work with numbers, and can do decent calculations in your head.
59	You use diagrams and scribbles to communicate ideas and concepts. You love whiteboards (and colour pens).
60	You hear small things that others don't.
61	You would prefer to physically touch or handle something to understand how it works.
62	You are OK with taking the lead and showing others the way ahead.
63	You easily absorb information through reading, audiocassettes or lectures. The actual words come back to you easily.
64	You like to understand how and why things work. You keep up to date with science and technology.
65	You are a tinkerer. You like pulling things apart, and they usually go back together OK. You can easily follow instructions represented in diagrams.
66	Music evokes strong emotions and images as you listen to it. Music is prominent in your recall of memories
67	You think independently. You know how you think and you make up your own mind. You understand your own strengths and weaknesses.
68	You like gardening or working with your hands in the shed out the back.
69	You like visual arts, painting, sculpture. You like jigsaws and mazes.
70	You use a specific step-by-step process to work out problems.

Results

When all data was collected and processed, a 'typical student of a class' was created, according to preferred learning styles in a class. Recognizing an answer as 'typical' in a class required 70% of students to provide the same answer. Remaining 30% of students was not taken into account since making an average student through a median would result in a 'compromise' between different learning styles and would not give precise results and peak results would blend in (eg. 1+19 is 20, However, this is much different from 10+10 when analysed as separate components).

This way, the author was able to 'create' a 'typical student' who represents at least 70% of the class. The following six graphs represent eight typical students of eight different classes: A, B, C, D, E, F, G and H. Classes consist of 11 to 28 students, aged between 14 and 19.

It may be concluded that class (D) is the closest to a 'balanced class', which means that learning styles have been approximately equally developed (social 18/20, physical 16/20, aural, logical and solitary (15/20), verbal (11/20) and visual (9/20). Other classes have at least one strong(er) learning style, as following: A class: social, B class: physical, C: verbal, E: social, F: logical, G: solitary and H: visual.

Also, it can be noticed that the least dominant learning styles are: A class: physical, B class: logical, C: visual and logical, D: visual, E: logical, F: physical, G: social and H: aural and verbal.

It is interesting to notice that no class has a dominant aural style, nor solitary as the least dominant. Logical style proved to be the least dominant learning style and social the most dominant in eight classes. This means that the students of PRHG on average, prefer studying in groups and discussing. However, when classes are analysed individually, the results are somewhat different.

Author has noticed some similarities between the classes, eg. classes that have more lessons of native and foreign languages per week (classes B and C), do not prefer logical style of learning, and they prefer the same level of aural and solitary style.

Physical learning style proved to have greatest difference between the classes and this confirms author's presumption that some techniques of teaching do not work the same in different classes (average answer ranges from 6 to 16 out of 20). The same may be concluded for solitary style (average answer ranges from 10 to 20 out of 20), verbal style (average answer ranges from 7 to 18 out of 20) and logical (average answer ranges from 3 to 17 out of 20).

It is interesting to notice that class D has a score of 15/20 in solitary and 18/20 in social so it can be concluded that the students enjoy working in groups and discussing, while at the same time, prefer doing certain tasks alone.

Also, class H has a high visual learning style (17/20) and rather low aural (7/20) and verbal style (7/20). This means that the class responds well to pictures, use of different colours and drawing mind maps, but does not enjoy writing, listening tasks nor roleplay, which the author has confirmed in practice.

Graph 1. Class A

Graph 2. Class B

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Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	7 / 20
Aural Style	11 / 20
Verbal Style	18 / 20
Physical Style	8 / 20
Logical Style	7 / 20
Social Style	13 / 20
Solitary Style	11 / 20

Are learning styles the answer to faster learning?
In our view, learning styles should help you adapt how you learn. We don't believe they are a learning system by themselves. Memletics has five core parts which help you learn faster. Learning Styles are just one of those parts.
To understand more, visit
http://www.memletics.com/manual/contents.asp

Memletic Styles Graph:
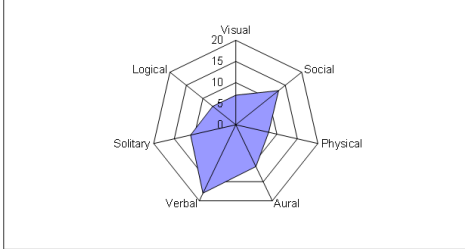
Graph 3. Class C

Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	9 / 20
Aural Style	15 / 20
Verbal Style	11 / 20
Physical Style	16 / 20
Logical Style	15 / 20
Social Style	18 / 20
Solitary Style	15 / 20

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Memletic Styles Graph:
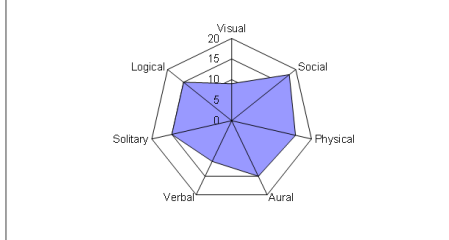
Graph 4. Class D

Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	11 / 20
Aural Style	11 / 20
Verbal Style	10 / 20
Physical Style	9 / 20
Logical Style	7 / 20
Social Style	14 / 20
Solitary Style	12 / 20

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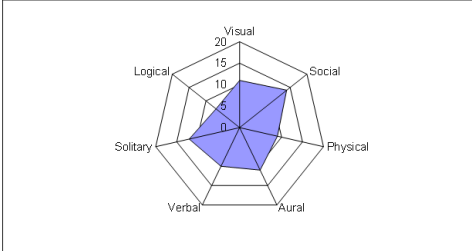
Graph 5. Class E

Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	12 / 20
Aural Style	8 / 20
Verbal Style	13 / 20
Physical Style	7 / 20
Logical Style	17 / 20
Social Style	8 / 20
Solitary Style	11 / 20

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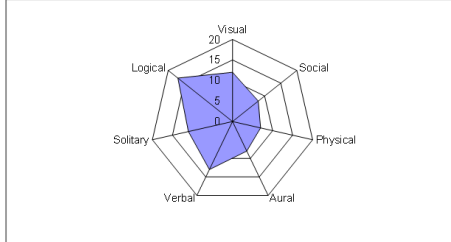
Graph 6. Class F

Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	14 / 20
Aural Style	10 / 20
Verbal Style	16 / 20
Physical Style	14 / 20
Logical Style	13 / 20
Social Style	8 / 20
Solitary Style	20 / 20

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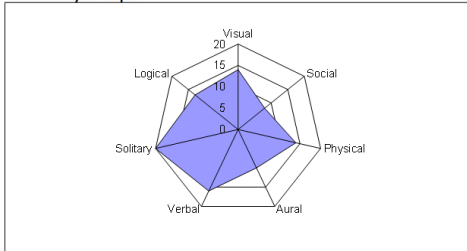
Memletic Styles Quiz – Results Graph

Your overall scores:

Visual Style	17 / 20
Aural Style	7 / 20
Verbal Style	7 / 20
Physical Style	13 / 20
Logical Style	10 / 20
Social Style	10 / 20
Solitary Style	14 / 20

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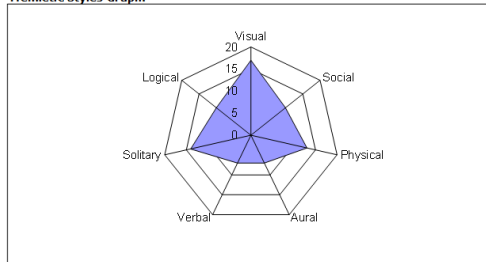
Graph 7. Class G   Graph 8. Class H

After in-depth analysis, results were presented to each of the classes, respectively. Also, each student was given his/her personal graph, description, and advice on how to enforce different techniques of learning and adapt them to their learning preferences.

Further research

The author has so far compared results between eight different classes and has successfully recognized the patterns that occur in groups or between the classes. Author has also implemented learning and teaching strategies that coincide with a specific class and has noticed that a certain material explained in three different ways (eg. grammar rules explained using pictures vs. using rhyme vs. step-by-step list) has made an impact on students from different classes and, finally, this has had a positive impact on number of points in a follow-up test and the overall learning of students.

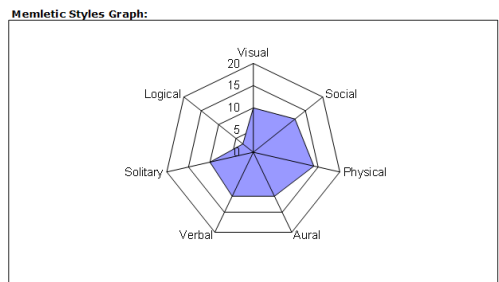Author plans to conduct further research on learning styles of all students of PRHG (540 students) and analyse the data according to classes, types of classes, sex and age of learners. Also, further research into the remaining maximum of 30% of students who did not represent the vast majority in a class is planned.

Conclusion

Author's motivation for research of learners' styles and preferences comes from everyday teaching and noticing different effects of same teaching methods on different classes. The author was intrigued by the occurrence and has underdone further research on preffered learning styles inside a class. Using a structured questionnaire, author has gathered data from 152 students and cathegorised it accordingly. Analysis has proven that indeed differences between typical students (majority) between classes exist and that this could be the answer to the starting question. The classes show a dominant learning style (or two styles) and differ greatly one from another. In accordance with the results, author has used more techiques and strategies to meet the learning styles of classes and has noticed that different approaches worked in different classes, with the same result: better test scores and easier learning. Author will continue teaching using all learning styles since mixed strategies help develop both preferred and non-preferred learning styles. However, certain material will be presented with attention to classes' preferred learning style to increase students' interest and motivation, and finally – to achieve better resuts.

The paper also seeks to point out the need for teachers to continuously monitor the learning process, adapt teaching styles and strategies to the needs and preferences of students. The research can be used as a starting point for further exploration of learning styles on an institutional level with in-depth analysis of differences between types of classes, students' age, sex and interests.

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The Impact of Corporate Social Responsibility on Quality Health, Safety and Environment

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Abstract:

This article aims to identify the role of corporate social responsibility in influencing quality health, safety and environment in the organization. From this point, this study tries to drive the thinking of economic companies that taking benefits from quality, health, safety and environment, requires their good management inside the organization. For that the companies needs to focus on good corporate social responsibility. Therefore, we are trying through this article to clarify the impact of corporate social responsibility on quality, health, safety and environment. In addition, among the most important results reached in this intervention, is that the meaning of QHSE is more than just looking on quality of products and services, and ensuring health & safety & environment, its real objective is gaining the customer satisfaction, ensuring the resources conservation and environment protection in the production process gaining social satisfaction, and gaining the employee satisfaction. Corporate Social Responsibility reflects the social imperatives and the social consequences of business success. Moreover, CSR can improve QHSE practices by following Total Quality management principles in order to ensure quality, helping healthcare organizations in the provision of health care in rural and remote areas in order to ensure health & safety, and reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution in order to ensure environment.

Keywords: Quality, health, safety, environment, corporate social responsibility.

Introduction:

After the Industrial Revolution, which came to light in 1784, many factories appeared which was considered as black boxes. Their sole concern is to convert raw materials into manufactured materials, without paying attention to the gases and wastes that are harmful to the environment. The factory then transfers the goods to the market for sale, without any study of the market. The business organization -at that time- did not care about the external environment surrounding it, but in recent years the organization have a great responsibility towards the external environment, it must care about their customers, the quality of their products, and ensure cleanliness and purity of the surrounding environment from all Aspects.

From this point, we can formulate our main question:

"How can corporate social responsibility improve the practices of quality, health, safety and environment in the organization?"

This main question can be divided into these sub-questions:

- How can we rely on Quality, Health, Safety & Environment in organizations ?

- How can we achieve a good Corporate Social Responsibility ?

- How can Corporate Social Responsibility contribute in supporting and developing quality, health, safety & environment ?

As pre-answers to these sub-questions:

- QHSE is the corporation's interest in the quality of its products and services, as well as ensuring the health of the users of those products and services and maintaining good environment in the workplace as well as maintaining good external environment which is surrounding the organization.

- Corporate Social responsibility means that any organization has a responsibility toward the external environment, as well as a responsibility toward the society in which it operates.

- It is possible to improve QHSE practices through CSR, by an continuous communication with the external environment, and the good knowledge of the surrounding society's culture, so that the organization can know its expectations and develop their products according to the tastes of this society, and contributing to the development of a range of medicines that this society needs, and stopping pollution that harms the health of the community living near this organization.

This article aims to achieve these goals:

- The identification of the QHSE & the CSR.

- The exchange of experiences in the field of QHSE.

- Showing the importance of QHSE & CSR as keys' factors in developing business organizations.

I. Fondamentals on Qhse Management :

In this first section, we will highlight the quality, hygiene, safety & environment management and its importance on business field.

I.1. Definition of Qhse Management:

The word QHSE is the composition of four main component, which are : quality hygiene, safety & environment. To make a good definition of QHSE management first, we have to define each component on its own.

I.1.1. Definition of Quality Management:

The first two editions of the ISO 9000 series, published in 1987 and 1994, had the focus on enabling the firms to produce the same quality every time by specifying the policy, procedures and instructions in a quality handbook. With the revision of ISO 9001:2000 the focus on the customers and on continuous improvements has become stronger. The circles and arrows in ISO 9001:2000 symbolize a dynamic and continuous process (see figure 01). ISO 9001:2008 basically renarrates ISO 9001:2000. The 2008 version only introduced clarifications to the existing requirements of ISO 9001:2000 and some changes intended to improve consistency with ISO 14001:2004 in order to enhance the compatibility of the two standards for the benefit of the user community. ISO9001:2008 promotes the adoption of a process approach when developing, implementing and improving the effectiveness of a quality management system, to enhance customer satisfaction by meeting customer requirements.[1]

Figure (01): ISO 9001 quality management process
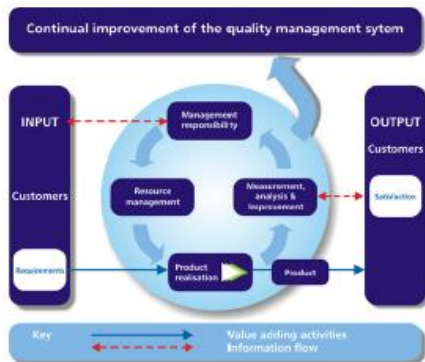
Source: Feng MengTing, **Implementation of a QHSE management system, Criteria and methodologies,** Graduation Thesis on Master of Science in Management Engineering, 4st School of Engineering, Polytechnic University of Turin, Italy, 2011-2012, P 4.

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I.1.2. Definition of Environmental Management:

The first edition of ISO 14001 is published in 1996 and the latest revision is ISO 14001:2004. An environmental management system can be defined as: "A number of interrelated elements that function together to achieve the objective of effectively and efficiently managing those activities, products and services of an organization which have (or can have) an impact on the environment". ISO 14001 is based on the management system principles of ISO 9000 series of quality system standards. It is mentioned in ISO 14001 that ISO 14001 not necessarily needs to be established independently of existing management systems and that it in some cases will be possible to comply with ISO 14001 by adapting existing management system elements. The requirements of ISO 14000 are an integral part of the European Union's Eco-Management and Audit Scheme (EMAS).[1]

I.1.3. Definition of Occupational Health & Safety Management:

OHSAS 18001 was formulated by international certifying bodies with the basis in BS 8800 and published in 1999. Its purpose is to help all kinds of organizations put in place demonstrably sound occupational health and safety performance. OHSAS 18001 can be described as a de facto standard and is used as basis for certification of occupational health and safety management systems. ISO have two times voted about whether to develop an ISO standard in this field and both times the proposals was voted down. Currently, the International Organization for Standardization has no plans to prepare an ISO standard for occupational health and safety. OHSAS 18001 has been developed to be compatible with ISO 9001:1994 and ISO 14001:1996 in order to facilitate the integration of quality environment as well as occupational health and safety management systems by organizations if they wish to do so. With the new ISO 9001:2000 and ISO 14001:2004, OHSAS 18001 has been revised because it is based on these two standards and should remain compatible.[2]

I.1.4. Correlation Among the Three Management:

The emergence of the three management system standards: Quality, environment and health and safety is to adapt to the market integration of the world economy underlining the social responsibility of business organization. Quality Management System(QMS) is to ensure the production of qualified products gaining the customer satisfaction; Environmental Management System (EMS) is to ensure the resources conservation and environment protection in the production process gaining social satisfaction; Occupational Health and Safety Management System (OHSMS) guarantees organized and environment-friendly production and strengthened security within the enterprise, gaining the employee satisfaction. The objects of these three management systems are different; nevertheless the goal to achieve is the same. These three systems are acting on the production process of the business organization sharing a close intrinsic correlation. According to the guideline, the three management systems follow the same management principles:

(1) from focus on technology solution to the organizational and management responsibilities solution; (2) from focus on the terminal control to control the whole process; (3) requires the development of management principles and to make a commitment for the overall goal of the management system; (4) requires to establish and maintain a hierarchical documents system; (5) emphasize on records and traceability; (6) emphasize on "focusing on prevention and continuous improvement"; (7) requires the usage of appropriate management techniques; (8) practicality and effectiveness of the system.[3]

I.2. Importance of Qhse Management:

The importance of QHSE management can be limited on:[4]

- Alignment of business and QHSE goals and maximization of key performance indicators
- Recognition of how all people and processes interact and affect each other for more effective management of interfaces.
- Creation of an integrated team approach focusing on mutual goals and benefits.
- Establishment of common objectives, processes, and procedures.
- Creation of synergies, thereby reducing redundancy and increasing effectiveness and efficiency.

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[1] **Opcite**, P 5.
[2] **Opcite**, P 5, 6.
[3] **Opcite**, P 6, 7.
[4] Terri Andrews, Wayne Pardy, **Integrated Management Systems Leading Strategies and Solutions**, The Scarecrow Press inc., Plymouth, UK, 2009, P 3,4.

- Reduced risk through management based on factual data and overall analysis of performance metrics.
- Systematic prioritization of effort for greatest organizational benefit.
- Single framework for performance enhancement across all functional areas.
- Comprehensive identification and analysis of problems and opportunities to improve.
- Prevention of suboptimization—advancement of one area at the expense of another.
- Increased understanding of all customers' and stakeholders' needs, wants, and perceptions.
- Savings of time, money, and effort.
- Establishment of accountability and clear boundaries.
- Improved internal processes and communications.

II. Generals on Corporate Social Responsibility:

In this second section, we will highlight on the corporate social responsibility and its importance on business field.

II.1. Definition of Corporate Social Responsibility:

One of the most obvious issues with corporate social responsibility is what it actually means and encompasses; it is not an easy term to define. CSR is an umbrella concept that it constantly evolving with various overlapping, often contested, terms and synonyms. Additionally, CSR meanings vary within companies, countries, industries, and sectors. Related and often interchangeable terms include corporate citizenship, corporate accountability, triple bottom line and strategic philanthropy and terms such as fair trade, sustainability, cause marketing, buying green, and responsible social investing that fall within the practice of CSR. Maon, Lindgreen, and Swaen (2009) define CSR as a "stakeholder-oriented concept that extends beyond the organization's boundaries and is driven by an ethical understanding of the organization's responsibility for the impact of its business activities, thus, seeking in return society's acceptance of the legitimacy of the organization". More simply put, Matten and Moon state that at its core, CSR " reflects the social imperatives and the social consequences of business success. Thus, CSR (and its synonyms) empirically consists of clearly articulated and communicated policies and practices of corporations that reflect business responsibility for some of the wider societal good". This definition is used because it clearly states that CSR is communicated via policies and practices but implicitly acknowledges that there are social consequences of business success, whether these consequences help or do harm to the society. Additionally Matten and Moon's (2008) definition recognizes that there is a gap between empirical and theoretical CSR, how it is understood in the academic world versus how it is actually practices.[1]

II.2. Importance of of Corporate Social Responsibility:

The word sustainability has become essential in business terminology, with implications much more far-reaching than environmental friendliness. Savvy leaders understand that in order to gain a competitive edge, they must incorporate sustainable business practices to ensure the long-term success of their companies.

The phrase corporate social responsibility (CSR) gained popularity throughout the late 1960s and early 1970s, referring to companies that emphasized a new paradigm in business: the triple bottom line. Businesses focusing on the components of the triple bottom line — people, planet, profit — stress a commitment to business practices that ensure the long-term health of their company, employees, the environment and the community. The paradigm is rooted in the belief that businesses have an obligation to care for their surroundings and by doing so, will realize greater success. In 2012, Reputation Institute polled consumers in 15 U.S. markets to determine opinions of several global corporations. According to the study, 42 percent of people's sentiment about a company is based on their understanding of the firm's corporate social responsibility practices. Additionally, consumers place more value on a company's reputation than on the perception of the company's products. These days, it's not enough to produce a great product or deliver exceptional service; people want to know they're doing business with a company that cares about its impact on its surroundings and wants to do the right thing for society. No matter the size of your company, demonstrating good corporate citizenship will likely result in significant business benefits. A successful CSR endeavor enhances a company's reputation by positioning it as a business that is interested in more than just the bottom line. This philosophy can be very attractive, not just to customers or clients,

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[1] Meghan Christine Baker, **Corporate social responsibility: understanding its relationship to public health**, Graduation Thesis on Master Public Health, Faculty of Health Sciences, Simon Fraser University, Burnaby, Canada, 2015, P11.

but also to vendors, partners, investors and employees. When people's values align, it can often lead to better working relationships and increased loyalty, which often results in increased financial gain.[1]

III. the Contribution of Corporate Social Resposibility on Improving Quality, Health, Safety & Environment:

In this second section, we will highlight on the relation between corporate social responsibility and quality, health, safety & environment.

III.1. the Impact of Csr on Quality:

If CSR is to become a win:win situation for both the organization and society then, at present, two significant pieces are missing. The first is that CSR must be comprehensive, and secondly, CSR must be genuine as an impact-management strategy at the core of the business. The word "quality", in a global marketplace, suggests an inclusive approach for embracing major stakeholders, such as customers, employees, investors and society. Perhaps, rather unsurprisingly then, terms such as ethics and social responsibility abound in the language of quality management. Ethics in business is not merely philanthropy but an essential foundation upon which businesses are founded and through which business improvement can be achieved and better communities developed. The evidence suggests that quality management and TQM can be used to develop an ethically sensitive corporate culture. Similarly, many definitions of CSR stress the "equivalence between CSR and ethics". Indeed, few distinguish between CSR and ethics when it comes to determining what it means for an organization to be ethical. In a related vein, two key perspectives have emerged within the broad remit of CSR. First, CSR can be defined in terms of legitimate ethics or acceptable ethical behaviour in current society at large. From this perspective, CSR is found to have a strong "ethical anchor", where it is concerned with attitudes towards ethical considerations and fulfilment of moral obligations to society. Second, CSR can be viewed from an instrumentalist perspective where it is concerned with activities that facilitate ethical behaviour and enable management to reach a balanced position in relation to the stakeholders' voice. This dualist definition has considerable congruence with quality management. Thus, ethics, CSR, and quality are similar concepts in that they mean "doing the right things right". Further, CSR has a "strong affinity with the founding principles of quality management" through ethics, values-based governance, and respect for people. This all implies that CSR could be a natural progression for those organizations that have already begun their "quality journey". This concept of the quality journey is portrayed as having an overall element of continuous improvement where organizations both develop and use quality management in an increasingly complex and sophisticated manner; in many respects progressing from quality assurance, through TQM to business excellence and now, socially responsible business. Indeed, the popularity of TQM means that nearly all operations have been exposed to some degree to strategic quality improvement programmes, which have been increasingly geared to the CSR arena through the issues of trust and reputation. Consequently, the principled basis of quality is one of the key factors that identify it as a key influence in CSR.[2]

Quality awards have been developed in many countries and regions. The oldest and most well known is the Deming Award, created in Japan in 1951. It took quite a long time before the West followed: Australian Quality Award (1986), Malcolm Baldrige National Quality Award in the U.S.A. (1987), European Quality Award (1992). In Europe there are also national quality awards in many countries. Additionally there are international and national standards covering various aspects of corporate performance. All these awards have been developed in order to stimulate companies to pay more attention to quality management and to get quality management issues on the agenda of top management. This goal has certainly been reached. The awards are given to companies which score high on criteria which have been defined for the selection, and it is these criteria which have given a definition of what quality management means in management terms. The model of Excellence covering those criteria is different for the various awards, however, there is a general framework. Underlying all the excellence models of the awards. In (Figure 2) the Excellence model of the European Quality Award (EQA) is shown. The model of the EQA was the first model, which explicitly shows that social responsibility is strongly related to the quality thinking. A separate category is defined towards this issue in the excellence model. The model consists of nine categories: Leadership, Policy & Strategy, People Management, Resource Management, Management of Processes, Employee Satisfaction, Customer Satisfaction, Impact on Society, and Business Results. Each of the nine categories covers a number

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[1] Business Development, **The Importance of Corporate Social Responsibility,** Pacific Continental Bank, Oregon, United States, May 2013, P 2.
[2] Emrald Management First, **Corporate social responsibility: A return to quality roots**, Emerald Group Publishing Limited, Bingley, UK, 2007, P 1, 2.

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of criteria (4-5 criteria in each category), and each criterion has subcriteria. Altogether the criteria define what quality management means for managing an organisation, in terms which are easily accepted by managers, because the overall model is a simple input - throughput - output model. The fact that the excellence models give a comprehensive definition of the meaning of quality management, has stimulated the use of these models not only for applying for an award, but for internal self-assessments to monitor and guide the organisation in its quality management implementation.[1]

So, although the number of applicants for an award is very low, the importance of the excellence models is built on the widely accepted use of it as an internal device for self-assessment. The two excellence models which have been studied in more depth in relation to social responsibility are the MBNQA and the EQA. Three questions are defined that are important for measuring the extent to which each of these awards pay attention and give direction to social responsibility issues (Brand, 1989). These three questions are:[2]

1. Does the model demand a clear mission statement of the organisation? The mission statement should give indications of the overall goal of the organisation in economic as well as in social terms, and how these are translated into strategies within the values and norms as defined by the organisation. Within this framework the organisation should be stimulated to recognise the needs of all stakeholder groups and to make clear what its position is in relation to social responsibility.

2. Does the model demand the organisation to be clear about the public debate? Is the mission statement reviewed and evaluated regularly in a public debate, where all relevant participants can join and where all relevant issues can be discussed? Information on the public debate should give answers to questions like:

- are only the formal and legal issues treated as important (transaction ethics)?
- are only those people or parties involved with whom we can make deals that contribute directly to the business performance (recognition ethics)?
- are only that issues discussed which are of direct importance for the business performance (recognition ethics)?
- is the public debate broad (open in participation and open in issues that are discussed) and does the organisation contribute through its resources to that debate (change ethics)?

3. Does the model demand ethical codes? The outcome of the public debate should lead to either a statement of virtues and guide lines for living them or ethical codes, which are the more specific norms of behaviour, which will influence the strategies and the overall mission.

These three criteria will be used to analyse the role of social responsibility within the excellence models of the MBNQA (NIST, 1996) and the EQA (EFQM, 1999). Mission, Public Debate, and Ethical Codes together form a loop through which each of the three is continuously reviewed and improved.

FIGURE (02): The EQA excellence model
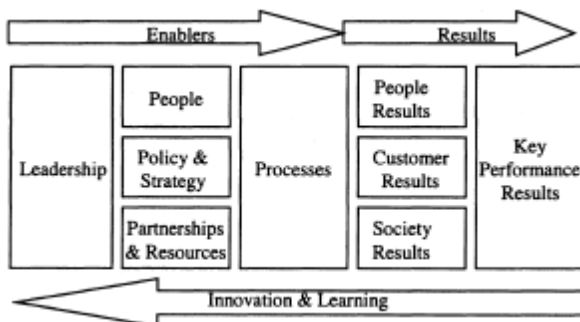
Source: Alan Brown, Peter Kok, Richard McKenna, Ton van der Wiele,

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[1] Alan Brown, Peter Kok, Richard McKenna, Ton van der Wiele, **A Corporate Social Responsibility Audit within a Quality Management Framework**, Journal of Business Ethics, Vol. 31, No. 4, University of Manchester, UK, 2001, P 289, 290.
[2] **Opcite**, P 290.

A Corporate Social Responsibility Audit within a Quality Management Framework, Journal of Business Ethics, Vol. 31, No. 4, University of Manchester, UK, 2001, P 289.

III.2. The Impact of CSR on Health & Safety:

Successful integration of OSH in CSR requires certain conditions to be met. Above all, responsibility and accountability should be considered a virtue. It is important to demonstrate integrity and openness towards employees (as well as towards external stakeholders) so that it is possible to develop moral competence in dialogue with employees. Economic and strategic arguments often form the basis for CSR (including OSH). If moral competence is organized and integrated in a structured way in the daily work of an organisation, OSH will be a logical element of the CSR policy. In this way, not only CSR but also OSH aspects form part of the organisational policy and are therefore considered in a structural way. But how exactly is OSH related to CSR? According to Zwetsloot and Starren (2003) organizational activities that benefit both OSH and public safety contribute to CSR. OSH activities that benefit public safety, such as increasing the security in a shopping mall, also contribute to CSR. OSH, therefore, is an important element of the social dimension of CSR. Via CSR, it is possible to integrate the OSH policy at a strategic level of the organisation. Integration of OSH aspects in CSR contributes to public appreciation, which is, according to the EFQM models, a main result field and essential for business success. OSH in CSR will also lead to benefits in terms of added value for reputation, work productivity, consumer loyalty and share value.[1]

Recently, during business promotional events and in media, managers increasingly mention the names of their companies together with the CSR concept. These Activities of CSR to improving the community health are not directed only to healthcare facilities but to conducting various activities, such as:[2]

1. Joint participation in campaigns for the public benefits (i.e. supporting programs "consciousness raising");
2. Supporting education and continuing medical education of health workers;
3. Supporting education for the introduction of new health technologies;
4. Supporting initiatives at the local level (i.e. campaigns for promotion healthy lifestyles, supporting mass sporting events, supporting human rights in health care promotional activities).
5. The development of corporate philanthropy:

– Projects in the field of diagnosis and examination (i.e. purchase of medical equipment);

– Helping healthcare organizations in the provision of health care in rural and remote areas (i.e. "mobile clinics" and mobile pharmacies)

– Provision of grants and technical assistance (items and equipment: computer equipment, furniture, printing, publication, seminar costs, etc.)

– Provision of space, equipment and vehicles (providing seminar rooms, buses for participants transport, etc.)

– Provision of services in the form of professional knowledge and skills (legal services, members training, etc.)

– Provision of the time in media for public health promotion (TV, radio, Internet, print media) etc.

6. The cooperation that aims to adapt products and services for people with disabilities and other vulnerable groups;
7. Direct payments (funds);
8. Support health institutions to equip citizens for some skills (first aid, preparation for natural disasters, etc.).

The field of CSR has evolved significantly over the past two decades and has broadly gone through four distinct phases. Borrowing from the analysis of Professor Wayne Visser of the University of Cambridge, in the beginning, many CSR efforts

[1] Annick Starren, Gerard Zwetsloot, **Corporate social responsibility and safety and health at work**, European Agency for Safety and Health at Work, Belguim, 2004, P 15.

[2] Nevena Karanovic, **Corporate social responsibility for public health – a new field for businesses to demonstrate the competitiveness**, 5th international scientific conference economic and social development, Varazdin, Croatia, 10-11 April, 2014, P420.

were defensive in nature, undertaken largely to meet legal requirements or avoid fines and penalties. CSR efforts then evolved toward a focus on philanthropy and marketing, where companies contributed to specific social and environmental causes or promoted their CSR activities in ways that enhanced their brand, image, or reputation. Next, CSR served a more strategic role by using the company's core business and existing management systems to create business and societal value. In its fourth and latest phase, CSR is being harnessed to create new innovations and systemic solutions that address the root causes of society's biggest challenges. This latest phase presents an opportunity for companies to elevate the issue of population health as the next frontier of CSR given the fundamental links between health and the wider ecosystem of social and environmental challenges, from maintaining healthy, productive natural systems to achieving equitable prosperity and economic progress. These external factors that influence—and in many ways provide the foundation for—human health and development are too deeply intertwined to be addressed separately.[1]

Figure(03): the Four Phases of Csr and Health and Wellness

Source: Adam Lane, Jesse Nishinaga, Jessica Davis Pluess, **A New CSR Frontier: Business and Population Health**, BSR, Copenhagen, Denmark, November 2013, P 12.

III.3. the Impact of CSR & Environment:

Since the World Commission on Environment and Development Report of 1997 (Brundtland Report) was published, corporate managers and management scholars have been grappling with the question of how and why corporations should incorporate environmental concerns into their own strategic decision making. And they have been assuming a positive role in furthering the cause of environmental protection, as opposed to being seen as an environmental problem. Today many companies have accepted their responsibility to do no harm to the environment (Hart 2000). The Environment Strategy of the World Bank indicates, too, that the private sector is becoming a decisive factor in influencing environmental performance and long-term environmental sustainability. Many citizens, environmental organizations and leadership companies define corporate environmental responsibility as the duty to cover the environmental implications of the company's operations, products and facilities; eliminate waste and emissions; maximize the efficiency and productivity of its resources; and minimize practices that might adversely affect the enjoyment of the country's resources by future generations. In the emerging global economy, where the Internet, the news media and the information revolution shine light on business practices around the world, companies are more and more frequently judged on the basis of their environmental stewardship. Partners in business and consumers want to know what is inside a company. They want to do business with companies in which they can trust and believe. This transparency of business practices means that for many companies, corporate social responsibility, CSR, is no longer a luxury but a requirement. However, the challenge is to create a commonly respected CSR framework, that would allow on detailed assessment of business practices.[2]

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[1] Adam Lane, Jesse Nishinaga, Jessica Davis Pluess, **A New CSR Frontier: Business and Population Health**, BSR, Copenhagen, Denmark, November 2013, P 12.

[2] Piotr mazurkiewicz, **Corporate environmental responsibility**, World Bank, Washington DC, USA, December 2004, P 07.

Corporate social responsibility in business companies covers different areas. These are: market environment, public environment, the area of employment, relations with investors and environmental protection. As one of the most serious effects of external economic activity is detrimental impact on the environment, the environmental issues are of great importance in the company. Corporate social responsibility means here ecological management. This includes activities in accordance with the adopted law, supports environmental awareness in the given surrounding, and also creates its own solutions to minimize the harmfulness of core business. All these elements do not function in isolation – they interlace to create a model of economic management which is responsible for the natural resources. [1]

In addition to the legal framework, according to the concept of CSR, a company must trend to: [2]

- reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution.

- respect, protect and restore natural ecosystems.

- identify potential negative environmental effects.

- introduce mechanisms to internalize external environmental costs.

- take into account environmental objectives at the stage of product design (eco-design, life cycle analysis – LCA/ LCM).

- implement technologies to reduce harmdone to the environment in production processes.

- promote ecological behavior within the company, as well as saving energy and water in every department of the company.

Conclusion:

The interest of modern business organization on the corporate social responsibility drives on positive way, by increasing its value and the increase of community's respect toward this organization. This will make it acquire new customers as well as establishing good relations with new institutions, all of this ensures the continuity of access to profits, which is ensures the continuity of the activity of this organization.

In this article, we derived to these results:

- QHSE means more than just looking on quality of products and services, and ensuring health & safety & environment, its real objective is gaining the customer satisfaction, ensuring the resources conservation and environment protection in the production process gaining social satisfaction, and gaining the employee satisfaction.

- Corporate Social Responsibility reflects the social imperatives and the social consequences of business success.

- CSR can improve QHSE practices by following Total Quality management principles in order to ensure quality, helping healthcare organizations in the provision of health care in rural and remote areas in order to ensure health & safety, and reduce the consumption of raw materials and energy, reduce production of hazardous waste and pollution in order to ensure environment.

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[3]　Opcite, P 5, 6.

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Evaluation of Hospital Performance with Data Envelopment Analysis

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Abstract

Performance evaluation provides information for lacking organizations and demonstrates how to improve performance for hospitals. Formerly, hospitals had to afford to meet the increased demand of their patients by only decreasing their operational costs. In this parallel most of the hospital was first to cut costs or avoid cases that would likely lose money. However, later health care administrators realized that the appropriate solution to keep their hospitals financially viable was to improve their performance. Efficiency analysis based on optimization techniques and their normative structure creates the benchmark for the hospitals. This is one of the most essential requirements of health care industry today. Data Envelopment Analysis (DEA) is a non-parametric linear programming technique that assesses the efficiency frontier by optimizing the weighted outputs to inputs. DEA models can provide the new solutions to increase the efficiency. DEA identifies the optimal ways of efficiency for each of the hospital rather than the averages. Since this is an appropriate way to understand the individual hospital efficiency, DEA provide the significant findings for the improvement process of hospitals. Hospitals can not only find their efficiency level, but also discover the alternative solutions to eliminate the inefficiency causes. The results of this study have also provided meaningful insights into Turkish health care managers' views of the interaction between efficiency and health care expenditures. It is expected that the findings will provide guidance for health care providers. Results also might be beneficial for other researchers in this area.

Keywords: Data envelopment analysis, efficiency analysis, hospital performance

1. Introduction

Health, on the one hand, is directly related to human and community life, but on the other hand it contributes to the quality of the labor factor and affects economic performance through employment and production. It is very important to know the efficiency levels of hospitals which are health sector enterprises. Because hospitals use public resources, these resources need to be used in the best way without being wasted.

Each economic unit transforms resources, inputs it procures from its external environment, into output in the form of goods and services, using a specific production technology, in order to realize its objectives. Assessing the performance of a business in a specific time period is an examination of how rational it is to transform the inputs it uses into output. In this context, when evaluating the performance of an economic unit, it is necessary to determine whether the largest output level is obtained from the inputs used, or whether the lowest output level is reached for the given output level. Here, Data Envelopment Analysis (DEA) has been developed to meet this need and to measure the relative performance of businesses.

DEA is a non-parametric efficiency measurement method that can be easily used for multiple inputs and outputs. In addition, DEA can measure by using many inputs and outputs such as cost, weight, volume. In decision-making units such as hospitals; DEA has become one of the most widely used efficiency measurement methods in recent years because a large number of different input and output variables can be used, such as number of beds, number of specialist and practitioner doctors, mortality rate, and revolving fund.

The purpose of this study is to compare the efficiency of some selected hospitals with data envelopment analysis method. In the study, the relative efficiency of public hospitals will be analyzed in the light of factors such as the health sector's structure, organization, financing of health services and health expenditures, and proposals about health policies will be developed by making use of the results obtained. The data used in this study, in which the relative service performances of hospitals were examined, was obtained in 2015. Performance measurement based on the resource utilization efficiency of the hospitals was done by data envelopment analysis. When performance measurements were made, the hospitals were compared according to the possibilities offered by the DEA using different models, fixed scale according to the scale and variable return according to the scale. While the hospital efficiency is being calculated; Variables such as total number of beds, number of total doctors, number of nurses were used as input and number of patients treated, number of hospitalized patients, output variables. With this analysis, it is aimed to reveal the activities of hospitals to provide health services by measuring the resource utilization efficiency and performance of the hospital.

2. Performance and Efficiency in Health businesses

The concept of performance in general terms; Evaluation of the efforts of decision makers to achieve their goals, quantitative and qualitative explanations of what a unit of work is capable of achieving and achieving the desired outcome. In order to improve the performance of the decision-making units, it is necessary to evaluate the activities carried out in certain periods and this should be done with the generally accepted efficiency measurement methods. The main ones of these methods are classified as ratio analysis, parametric methods and non-parametric methods. The simplest and most common of the methods used to measure operating performance is the ratio analysis, which is the ratio of single entries to single outputs.

The terms productivity and efficiency, which are often used interchangeably, actually represent different economic concepts. For producers of goods or services, the concept of productivity is expressed as the ratio of the total amount of production to the total input used and has less coverage than efficiency (Caglar, 2003). The concept of efficiency, which is closely related to the concept of productivity, shows how good output can be generated from the inputs available. Efficiency is the use of resources in production at an optimal level, and some authors refer to "doing their job right" (Akal, 2000). Efficiency; Is an expression of how resources are used to provide useful output. In economical terms, the capacity to obtain the most results with the least effort and cost is technically defined as the ratio of the actual output to the maximum output (Bayraktutan and Pehlivanoglu, 2012).

The studies of efficiency in the health sector, it is noteworthy that there are more studies to estimate the technical efficiency. Technical efficiency can be defined as producing a certain amount of output by using minimum input or performing a certain production level with minimum cost. When a firm performs the same production by using less input, it should not reduce the quality and quality of the product. It can be said that the performance of a company that has achieved technical efficiency in the production process is better than that of its competitors. In the literature, it is seen that firm's performances are mostly measured by using parametric and nonparametric methods. While parametric methods are preferred when the mathematical form of the relationship between variables is known, nonparametric methods are preferred especially in the service sector such as hospitals and where the mathematical form of relationships between variables is not known precisely (Celik and Esmeray, 2014). When the literature is searched, it is seen that one of the methods frequently used in determining the technical activities of firms is the data envelopment analysis. This method is used to measure the performance of service businesses, especially hospitals that generate more than one output with multiple inputs.

Efficiency in hospital businesses is briefly related to the ability of hospitals to produce data output level (treated patient) using inputs such as personnel and financial capital. Considering that hospitals offer homogeneous services; If a hospital cannot reduce its inputs without reducing it on its output, it is technically efficient. However, if a hospital is using the same output level by using more input than other firms in the sector, it cannot use its resources efficiently.

3. Data Envelopment Analysis

The first applications of DEA were usually made in public institutions, ie non-profit-making businesses. Later, the method became widespread and started to be applied in profit-making enterprises. Areas of application include; Hospitals, educational institutions, military units, local governments, airports, banks, hotels and municipalities (Bowlin, 1998). Initially introduced by Charnes, Cooper and Rhodes (CCR) in 1978, DEA is a linear programming process in which a large number of inputs and outputs are used (Charnes et al., 1978). The first DEA model presented by the CCR was built on Farrell's

work in 1957 (Cooper et al., 2004). DEA has received great interest from the following years onwards and has published a number of theoretical and practical articles and books (Tavares, 2002). DEA measures the relative efficiency of homogeneous Decision-making Units (KVAs), which produce multiple outputs using multiple inputs in a production system and perform similar tasks (Yun et al., 2004).

Data envelopment analysis is a technique in which some mathematical programming methods are used to compare the relative efficiency of units in a group. These units are often called decision-making unit. The most important advantage of DEA is that it does not require any functional connection assumption between input and output. This advantage gives DEA a nonparametric method (Ayricay and Ozcalici, 2014). DEA is a special application of linear programming, which is commonly used to measure the relative efficiency of businesses with the same objectives and targets operating in the service sector (Tunca et al., 2010). DEA is a method used to measure the relative efficiency of businesses with the same goals and objectives. Areas of application of DEA; hospitals, banks, courts, schools, etc. institutions (Tetik, 2003).

The DEA method is often used to measure the effectiveness of a large number of units, such as production units, banks or hospitals, characterized by complex input and output. Efficiency and efficiency analyzes are crucial management tools in determining the extent to which inputs are used in the process of obtaining desired output. In DEA, the units that are evaluated are called decision-making units and the performance measurement is done in these input and output units. DEA is a useful method especially when the relations between input and output are unknown. The first model (CCR) developed by Charnes, Cooper and Rhodes under the assumption of Constant to Return Scale was later arranged by the Banker, Charnes, Cooper in the form of Variable Return to Scale, giving a new dimension to efficiency measurement. This form of DEA is referred to as the BCC model (Karahan and Akdag, 2014). DEA is a non-parametric, linear programming method that provides a powerful comparison method that measures the relative activities of decision-making units in a large number of input and output organizations, evaluating their efficiency. In this sense, RIA is considered as a multi-criteria decision-making (MCDM) technique. In the service process, a large number of outputs are usually obtained using a large number of inputs. Having a feature that considers all inputs and outputs without choosing a successful service is a superior aspect of DEA's other productivity analyzes (Aslan and Mete, 2007).

DEA is a mathematical programming-based technique used to measure the relative activities of organizational units with multiple inputs / outputs that do similar work. Data envelopment analysis is considered to be an effective approach, especially in situations where more than one input field cannot be converted into a weighted input or output set. DEA considers the best observation as the efficiency limit. After this determination, other observations are evaluated according to this most effective observation. On the other hand, the dual of each model is created and analyzed. The reasons for inactive units are determined and what is to be done in the input and output to be effective. Data envelopment analysis differs from other methods in describing optimal performance instead of performance averages (Guzel et al., 2012).

4. Hospital Efficiency Case Study

The main purpose of this study is to determine the activities / performances of the health institutions by measuring the input usage efficiency of the hospitals operating in Turkey. One of the aims of the study is to develop policy recommendations to improve health care services by comparing the effectiveness of hospitals. In this study, the efficiency of hospitals, output-oriented approach of data envelopment analysis method, constant return by scale, variable return by scale and scale efficiency indices were calculated. When the calculation was made, all the hospitals were evaluated together, the effectiveness values were measured, then the incomplete or redundant of the inactive hospitals were determined and finally, what was needed to improve the performance of the hospitals determined to be ineffective. In this context, total, technical and scale efficiency were calculated by evaluating data of 9 hospitals operating in Turkey. Utilizing the findings, the output needed to increase and the amount of inputs that need to be reduced have been determined so that hospitals that are not actively working can work more efficiently and resource waste is avoided.

4.1. Research Methods and Data Used

In the study, DEA was used to measure the efficiency of the hospitals. The most important reason for choosing this method is that it can be easily used for multiple inputs and outputs. DEA uses all the data, does not exclude any data and can be used without problems. Therefore, the most possible input and output variables were tried to be created by taking into consideration the fields of activity of the hospitals and the related literature. Since revolving fund data for hospitals, budget allocations and expenditure data cannot be supplied, they cannot be used as variables. Input and output variables affecting

hospital performance are taken from Ministry of Health 2015 data. Essentially, there are a large number of input and output variables in hospital enterprises. However, outcome variables are the number of patient controls performed at the hospital. Likewise, as input variables, the number of beds and the number of human resources are considered. In the distribution of resources to the hospitals, as the number of beds is taken as the basis, the number of beds is considered as input variables by considering many input variables.

Input variables in the study; total number of beds, total number of doctors, number of nurses. The output is variable; number of patients treated, number of hospitalized patients.

The number of variables must be kept as limited as possible, since the ability of the DEA to decompose in the case of too many inputs and outputs to the application drops. The sum of inputs and outputs should be less than the number of decision units (Aslan and Mete, 2007). For this reason, in this study, the sum of input and output units is kept less than the number of decision units. The data used in the analyzes were handled on an annual basis and it was taken into consideration that sample hospitals were selected and they were similar to each other in service production. Thus, the best production limit was set for 9 hospitals and performance indicators were evaluated according to this class. Data envelopment analysis and efficiency studies were conducted using the WinDEAP 2.1. package program.

4.2. Findings of the study

The technical efficiency scores calculated by the DEA range from 0 to 1. As these values approach 1, the efficiency increases, and the zero approach decreases the effectiveness. When the technical efficiency score is 1, there is full technical efficiency. This shows that the active hospital is at the best production limit. For this purpose, since the efficacy score is compared to the value of 1, the ineffectiveness scores are less than 1. This score (1- activity score) can be calculated as. If the technical efficiency index value is less than 1, it indicates that the operator cannot produce maximum output with his current inputs. In other words, this means that the actual output of the operator can be generated with less input. In Table 1 below, five hospitals with less than the technical efficacy level 1 (ineffective) were identified.

4.2.1. Sample Hospitals Efficiency Scores

Table 2 shows the input-oriented technical efficiency, pure efficiency and scale efficiency scores of 9 hospitals operating in Turkey.

Table 1: Efficacy Scores of 9 Hospitals

Hospitals	Technical Efficiency (CRS)	Pure Efficiency Value (VRS)	Scale Efficiency		Reference Set	Reference Number
1	0.375	0.424	0.884	irs*	**5 (0.592)**	1
2	**1.00**	**1.00**	**1.00**	-	**-**	0
3	0.515	0.519	0.993	irs*	**4 (0.642), 5 (0.306)**	2
4	**1.00**	**1.00**	**1.00**	-	**-**	0
5	**1.00**	**1.00**	**1.00**	-	**-**	0
6	0.684	**1.00**	0.684	irs*	**8 (0.014),4 (0.176)**	2
7	0.635	**1.00**	0.635	irs*	**2 (0.017), 8 (0.276) ,4 (0.030)**	3
8	**1.00**	**1.00**	**1.00**	-	**-**	0
9	0.460	0.800	0.575	irs*	**4 (0.153)**	1

*increasing return to scale

According to the results of the analysis made in Table 1, it is seen that the efficiency results of 9 hospitals are effective in CRS 4 hospital (2,4,5,8) and 5 hospitals (1,3,6,7,9) are not effective. According to VRS 6 hospitals seem to be effective. In scale efficiency, the results in CRS are equal to each other.

As shown in Table 1, the values in the reference set are used to make ineffective hospitals effective, and the input or output values that the hospital needs to increase or decrease are calculated by the package program. According to the analysis results, it was determined that 5 of 9 hospitals did not work effectively. These are hospitals numbered 1, 3, 6, 7 and 9. In

order to make these five hospitals effective, the adjustments to be made in the input and output variables were calculated by means of the DEAP 2.1 program and the results obtained are shown below in separate tables for each of the five hospitals.

4.2.2. Corrections Required to Enable Inefficient Hospitals

As a result of the analyzes made on 9 hospitals, the five hospitals that were determined not to work effectively had to make necessary adjustments in order to be able to work effectively and the corrections to be made in the variables of the 1st hospital were shown in Table 2 below.

Table 2: Amounts Needed to Increase / Reduce Hospital Number One

Hospital 1	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	4637	14537	9900	-
Number of Patients Hospitalized	10356	10356	-	-
Total Number of Beds	150	56	-	94
Total Number of Doctors	90	82	-	8
Number of Nurses	144	12	-	132

As seen in Table 2, the number of patients treated in the first hospital should be increased by 9900, there is no need to change the number of patients hospitalized, total number of beds should be reduced by 94, total number of doctors should be reduced by 8, the number of nurses should be reduced by 132 person.

As a result of the analysis made, the program needs to be adjusted so that the hospital No. 3, which is determined not to be effective, can work effectively. The adjustments to be made in the variables of the 3th hospital patient are shown in Table 3 below.

Table 3: Amounts Needed to Increase / Reduce Hospital Number Three

Hospital 3	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	30944	30944	-	-
Number of Patients Hospitalized	9765	9765	-	-
Total Number of Beds	150	77	-	73
Total Number of Doctors	75	29	-	46
Number of Nurses	135	68	-	67

As shown in Table 3, hospital number three; total number of beds should be reduced by 73, total number of doctors should be reduced by 46, and number of nurses should be reduced by 67.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 6th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 6th hospital are shown in Table 4 below.

Table 4: Amounts Needed to Increase / Reduce Number Six Hospital

Hospital 6	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	6601	6601	-	-
Number of Patients Hospitalized	449	1232	783	-
Total Number of Beds	20	14	-	6
Total Number of Doctors	16	7	-	9
Number of Nurses	25	17	-	8

As seen in Table 4; there should be no change in the number of patients treated, the number of inpatient patients should be increased by 783, the number of total beds should be reduced by 6, the number of total doctors should be reduced by 9, and the number of nurses should be reduced by 8.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 7th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 7th hospital are shown in Table 5 below.

Table 5: Amounts Needed to Increase / Reduce Number Seven Hospital

Hospital 7	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	5318	5318	-	-
Number of Patients Hospitalized	591	931	340	-
Total Number of Beds	24	15	-	9
Total Number of Doctors	7	4	-	3
Number of Nurses	11	7	-	4

As seen in Table 5; there should be no change in the number of patients treated, the number of patients hospitalized should be increased by 340, the number of total beds should be reduced by 9, the number of total doctors should be reduced by 3, and the number of nurses should be reduced by 4.

As a result of the analyzes made, the necessary corrections are made by the program in order to enable the 9th hospital that is not working effectively to function effectively. The corrections to be made in the variables of the 9th hospital are shown in Table 6 below.

Table 6: Amounts Needed to Increase / Reduce Number Nine Hospital

Hospital 9	Current Value	Target Value	Required Increase	Required Reduction
Number of Patients Treated	5595	5595	-	-
Number of Patients Hospitalized	80	1053	973	-
Total Number of Beds	25	11	-	14
Total Number of Doctors	38	6	-	32
Number of Nurses	79	15	-	64

As seen in Table 6; there should be no change in the number of patients treated, the number of patients hospitalized should be increased by 973, the number of total beds should be reduced by 14, the number of total doctors should be reduced by 32, and the number of nurses should be reduced by 64.

Results

Institutions that provide health care services which are critical with respect to quality of human life and labor productivity need to be managed with an understanding of efficiency. It is an important requirement that hospitals offering community health services operate effectively, gain competitive advantage by providing cost advantage, and show continuity in the sector. This issue has become increasingly important, especially as the private health institutions, which have increased rapidly and developed as alternative to public hospitals in our country. Private healthcare providers have become the competitors of public enterprises, especially university hospitals, as they are comparable to each other in the marketplace, offering cheaper quality health care.

In this study, technical efficacy of 9 hospitals operating in Turkey and providing similar services was measured by data envelopment analysis. 4 of the hospitals were effective, 5 of them were not effective. Technically effective enterprises, have a cost advantage over ineffective businesses in the sector. From the point of view of cost advantage, it is not possible for health enterprises which cannot produce technically efficient services to operate in this sector for a long time. For this reason, these firms are obliged to increase their service output in a certain amount of input in the following periods. The increase in the number of technically effective firms in the sector means that similar services on the market can be cheaper. In this case, competition in the sector will also increase. The increase in similar studies in the following years will increase the efficiency of the hospitals as well as the competition in the sector and this competition will be more beneficial to the beneficiaries.

In the study, the values of the input or output that the hospital needs to increase in increments of the hospital are calculated by the package program using the values in the reference set so that inactive hospitals can be activated. As a result of the analysis, 5 hospitals were found to be inactive. These are hospitals numbered 1,3,6,7 and 9, and the corrections to be made in the input and output variables are shown below.

Number 1 hospital; the number of patients treated should be increased by 9900. No change in the number of patients hospitalized. The total number of beds must be reduced by 94. The number of total doctor should be reduced by 8. The number of nurses must be reduced by 132.

Number 3 hospital; no change in the number of patients treated and the number of patients hospitalized. The total number of beds must be reduced by 73. The number of total doctors should be reduced by 46. The number of nurses must be reduced by 67.

Number 6 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 783. The total number of beds must be reduced by 6. The number of total doctors should be reduced by 9. The number of nurses must be reduced by 8.

Number 7 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 340. The total number of beds must be reduced by 9. The number of total doctors should be reduced by 3. The number of nurses must be reduced by 4.

Number 9 hospital; no change in the number of patients treated. The number of patients hospitalized should be increased by 973. The total number of beds must be reduced by 14. The number of total doctors should be reduced by 32. The number of nurses must be reduced by 64.

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'Swachha Bharat Abhiyan' (Clean India Campaign) : A Step Towards Social Accountability

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Abstract

India, one of the fastest growing economy in the World's, faces the uncomfortable truth that many people still struggle with life on the poverty line. Despite high growth rates of GDP, millions of people in India still live with inadequate sanitation and health care facilities. This paradox of India clearly outlines the deprivation of certain strata of population leading to many social movements. A social movement is a sustained collective action over time for shared objectives and ideologies of a group to bring about changes in the existing social system. The health, sanitation and the welfare of masses is closely interlinked. It has been recognized that health is a key determinant of economic growth and better health leads to higher income which in turn leads to better health. Thus, health is a double edged sword if not addressed properly can work as a boomerang against the growth. For India it becomes indispensible to tackle the issue of health and cleanliness which is a fundamental component of human capital and the key to reap demographic dividend. Taking the holistic view of social accountability of the government towards the deprived social classes, the Indian government has offered various policy prescriptions towards cleanliness in terms of various schemes. This paper therefore intends to encompass such schemes with a special focus on 'Swachha Bharat Abhiyan', the most significant cleanliness campaign by the government of India. Various collective social movements in this regard were launched including that of Mahatma Gandhi, which triggered the effective public action and highlighted the role of participatory democracy in India.

Keyword: Clean India, health, hygiene, social movement, accountability.

Introduction:

Jawaharlal Nehru (1889-1964), India's first prime minister, remarked, "The day everyone of us gets a toilet to use, I shall know that our country has reached the pinnacle of progress" "Cleanliness is next to godliness". (Mahatma Gandhi) "(Indians) defecate on the beaches; they defecate on the hills; they defecate on the river banks; they defecate on the streets; they never look for cover." So wrote V.S. Naipaul, channelling Winston Churchill in 1964. Despite decades of state efforts in sanitation, a staggering 597 million Indians still do not use toilets. It is not just an ugly sight but it is a public health emergency and a social scandal. Sanitation is the single most rewarding development intervention and the World Bank's Water and Sanitation Program has estimated that a dollar spent on sanitation saves nine dollars in health, education and economic development.

Changing Paradigms of development in India

All the countries of the world, developed or developing have designed their pathways of prosperity differently. The term 'economic growth' usually refers to the positive percentage change of an economy's real GDP from one period to another, i.e. "the economy's production of goods and services, reflecting the economy's ability to satisfy people's needs and desires". Mainstream economists since long maintained that the "level of real GDP was a good *gauge of economic prosperity*, and the growth of real GDP was a good gauge of economic progress". (Mankiw, 2003, pp. 214, 242) Over the years the concept of economic growth and thereafter of economic development has undergone a massive change. With the passage of time and increasing wealth and income inequalities throughout the world, the economic development was seen from more social angle. Another approach to the development was that, the development of a country should be measured in terms of the

basic needs satisfaction. It attempted to define the absolute minimum resources necessary for long-term physical well-being, usually in terms of consumption goods required to satisfy the basic needs. The World Employment Conference of 1976 (Jolly, 1976) proposed the satisfaction of basic human needs as the important objective of national and international development policy. It influenced the programmes and policies of major development agencies across the nations, and was the precursor to the human development approach. The concepts such as Amartya Sen's Capability Approach, applied in the Human Development Index (HDI) practically demonstrated the fact that social and economic development goals should be treated together in order to achieve a *first best solution* to development. In India too, the concept of growth and development changed from Gross Domestic Product (GDP) growth to the Human development and then to the Sustainable Development (SD). SD simply means the long lasting development of an economy. **Sustainability requires that human activity uses nature's resources at a rate at which they can be replenished naturally. Sustainable development is a principle which involves "care of posterity" (Perman, 2003) and, by definition, requires avoiding wasteful uses of scarce resources. Sustainable development is a normative concept which involves trade-offs among various objectives and which satisfies the requirements of sustaining the integrity and viability of the overall system. Further it has the ethical imperative of equity within and between generations which goes beyond the mere satisfaction of basic human needs.** It aims at socio-economic prosperity and environmental integrity. The term SD is used to communicate the idea that, the process by which the people satisfy their needs and improve their quality of life in the present should not compromise the ability of future generations to meet their own needs. SD may thus be seen as incorporating three different aspects:

Balanced development (trade-offs between social, environmental and economic interests of a country).

Equity and shared responsibility extended over time and space

Participation

The sustained human development therefore has a strong implication in terms of the social sector indicators like health, which in turn would determine economic and environmental aspects of the sustainable development.

Realising the importance of the social sector indicators: Health

World Health Organization defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 2003). The public health measures undertaken by the government of a country not only confirms a rising HDI for a country but also enables a healthy labour force, leading to overall rise in productivities of all factors. The most important aspect of public health in India can be seen in terms of the public policies related to sanitation and cleanliness. Public health, sanitation being the public goods, the responsibility to provide them usually falls within the hands of the government. Various attempts at national and international level were made for effective provisions of health and sanitation mechanisms.

The prominent international attempts were:

In September 2000, members of the United Nations (UN) adopted the United Nations Millennium Declaration. Through the Declaration, committed members agreed to a number of time-bound targets and goals—designed to alleviate poverty, hunger, and disease—, with a deadline of 2015. These goals collectively were termed as the Millennium Development Goals (MDGs). The Millennium Development Goals, signed by the 191 member states of the United Nations, intended to "halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation" where the basic sanitation was defined as "the proportion of population using an improved sanitation facility" (UNICEF, 2014a). Further in 2015 it was extended to the United Nations' Sustainable Development Goals (SDGs), comprehensively covered social, economic and environmental dimensions.

India is one of the countries that has volunteered to take part in the Voluntary National Reviews (VNRs) at the High-Level Political Forum (HLPF) 2017. India presented its 1st VNR on implementation of SDGs on 19th July, 2017 in the HLPF at United Nations, New York. The VNR report is based on an analysis of progress under various programmes and initiatives in the country. The VNR report focused on 7 SDGs: 1 (No Poverty); 2 (Zero Hunger); 3 (Good Health and Well-Being); 5 (Gender Equality); 9 (Industry, Innovation and Infrastructure), 14 (Life below Water) and 17 (Partnerships for the Goals). Of these 7 SDGs, if good health and wellbeing are achieved, the other SDGs would be automatically on their way. The importance of health for individual as well as for the country as a whole can be seen with reference to sanitation. The United

Nations annual report on water and sanitation examined thepolicies for Water, Sanitation and Hygiene (WASH) programs in 94 countries (WHO, 2012). Although two-thirds of thecountries recognized drinking water and sanitation as a universal human right in national legislation, and more than 80% reported national policies in place for drinking water and sanitation, the majority of the programs remained stagnated within written political agreements, with little action taken on the ground (WHO, 2012).

The construction and usage of toilets can indirectly improve physical health via improved environmental quality, and thus increase the number of days an individual can work and receive a wage; but the very construction itself can also directly contribute to utility through improved "emotional" health. This "emotional" health comprises of general mental health, such as feelings of comfort, convenience or privacy. An individual's health will depend upon the community's environmental quality. The extent of environmental qualityrelies upon public policies for health and sanitation, which might include subsidies for toilet construction, or educational campaigns to elicit the benefits of toilet usage and so on. Poor sanitation and the practice of public defecation can have a series of environmental, health, and economic impacts on affected communities. The combination of poor sanitation, water, and hygiene leads to about 700,000 premature deaths annually, as wellas the loss of approximately 443 million school days as a result of subsequent diseases (The World Bank, 2014). Missed school days can have long-term impacts on futureeconomic productivity of both individuals and society collectively. All in all, economic losses from lack of access to sanitation or increased health system costs are estimated atUS$260 billion annually (The World Bank, 2013).

It is interesting to see here the term Sanitation. The concept of 'Sanitation' is a comprehensive one including effective management (collection, treatment and disposal/recovery, reuse or recycling) of human waste, solid waste (including biodegradable and non-biodegradable refuse/trash/rubbish), waste water, sewage effluents, industrial wastes, and hazardous (such as hospital, chemical, radioactive, plastic or other dangerous) wastes. The term 'sanitation' today means safe, hygienic, effective and economical management--collection, storage, treatment and disposal, including recovery, reuse and recycling--of all categories of 'wastes' (rural, urban, and other), primarily including human wastes, solid wastes, wastewaters, sewage effluents, industrial wastes, and 'hazardous' wastes; keeping in view that 'a waste is a resource out of place'. On 28.7.2010, the UN General Assembly and UN Human Rights Council recognized a human right to safe, accessible and affordable water and sanitation. The standards of sanitation in a society are closely inter-related to the levels of hygiene and public health in it and, hence, to the attainable standards of longevity and extent of diseases, and thus to the productive levels of the society. These also determine the levels of avoidable wastages of available resources and to what extent the so-called wastes are being recovered/reused/recycled as valuable resources. Lack of sanitation, which includes lack of cleanliness and causing dirt, filth and pollution, has not only vital economic consequences but also serious social consequences. "Lack of improved sanitation," according to The World Bank, includes defecation in the open—in a bush, field, or forest or toilets that "flush" untreated into the environment (TheWorld Bank Group). "Proper sanitation," therefore could consist of the use of a range oftoilets: ecological toilets, or water-flush and pour-flush toilets. Although one billion people are without access to sanitation facilities, this subsetof individuals is not evenly dispersed globally. Rather, it is a "rural and poverty-relatedphenomenon," and is particularly concentrated in Southern Asia and sub-Saharan Africa (WHO & UNICEF, 2014).In addition to inter-country variation, there is also intra-country variation, with large disparities between rich and poor populations, as well as urban and rural populations. In many instances, the wealthiest 20% receive coverage before the poorest 20%, increasing the wealth gap to access (WHO & UNICEF, 2014). The urban-rural divide is also striking: 70 percent (902 million people) of those without access to an improved sanitation facility reside in rural areas (WHO & UNICEF, 2014). Although the poor-rich and urban-rural divides invoke the most significant disparities, inequalities also exist among gender, ethnicity, language, education, and religion.

The combination of poor sanitation facilities and open defecation is a concern forboth environmental and human health. Edwin Chadwick first made the link between lack of sanitation and disease in the mid-19th century. Attributing disease to uncleanliness, Chadwick advocated for cleaning, draining, and ventilating as means to improve health. John Snow built upon Chadwick's claim by discovering the link between uncleanliness and human health. Public defecation in open fields can lead to human contact with excreta via various water routes: contamination of fingers, field crops, food, flies, etc. (Cairncross& Valdmanis, 2006). Moreover, the World Health Organization reports about 600 million episodes of diarrhea and 400,000 childhood deaths a year due to contaminated water and lack of sanitation, with an estimated 80% of all diseases and one-third of all deaths in developing countries induced by consumption of contaminated water. Poor health due to inadequate sanitation is a byproduct of a complex human environment cycle: public defecation in open fields enters and contaminates watersources, and these polluted water sources interact with crops, food, and flies, amongothers, and

eventually transfer their contaminants to humans. This cycle can be broken through installation of adequate sanitation measures, such as latrines or toilets. However, construction is not enough; there must both be a demand for such facilities and the presence of a proper supply, so that the toilets that are installed are actually used and continually maintained. The transition away from public defecation towards the usage of latrines or toilets produces value through a series of physical and mental health benefits. These all-inclusive health benefits subsequently increase individual value, utility, and happiness.

Sanitation in India

Sanitation, both personal and corporate is a joint responsibility of the individuals, communities and the state. In India, there are multiple institutional systems, including departments and municipal and medical systems, meant to look after the 'sanitation'. By the time India became independent, mortality from epidemics (e.g. plague) had fallen sharply but diseases like fevers and gastro-enteric infections still took a heavy toll of people's health. The First Five Year Plan had noted that only 3% Indians then had toilets and most of the population lacked basic water supply, drainage and waste disposal services. [Ch.3] After independence, Central government set up a number of committees to assess the role of health and sanitation in India and the first National Health Policy came in 1983 and public health was sub-optimal. The Central Rural Sanitation Programme (CRSP) initiated by Government of India in 1986 interpreted sanitation as covering construction of household toilets, and focused on a single model (double-pit pour-flush) through hardware subsidies. Its effect remained very limited. Government of India then launched its 'Total Sanitation Campaign' (TSC) in 1999 aiming at universal rural sanitation (access to toilets) by 2012, the responsibility resting with the Panchayat Raj Institutions and the state and central governments acting as facilitators. It covered also health education, sanitary facilities in schools and *anganwadis* and use of appropriate technology for sustainable community-managed systems focused on solid and liquid wastes. According to the Government report, 'A Decade of TSC: Rapid Assessment of Processes and Outcomes' (vol.1), the sanitation coverage had grown (from 2001 to 2011) from 21% to over 65% and over 22,000 Gram Panchayats had won NGP for total sanitation. It does accept that preventing open defecation remained the biggest challenge. TSC has been one of the flagship programmes of the government. Its annual budget had grown from Rs.202 crores in 2003-4 to Rs.1500 crores in 2011-12. Government of India had launched the National Rural Health Mission in 2005. It converges sanitation and hygiene activities, household toilets and school sanitation programs. By 2011 sanitation coverage had reached over 50% over India (32.7% rural and 87.4% urban). Though the government provides financial incentives to make individual household toilets, toilets had not been yet accepted as a universal necessity and there are still problems of socio-economic exclusion and obvious neglect of the needs of the aged and infirm, women and children, and those living in remote or difficult areas. Rural sanitation coverage was only 1% at the start of 1980s. After the launch of CRSP in 1986, it reached 4% by 1998 and 32.7% by 2011.

As per 2011 census, data on availability of toilets in India is given below:

	Rural	Urban	Total
No. of households in India (millions)	167.83	78.87	246.69
Households with latrine facility within the premises	30.7%	81.4%	46.9%
Households without latrine facility within the premises	69.3%	18.6%	53.1%
Households using public toilets	1.9%	6.0%	3.2%
Households resorting to open defecation	67.3%	12.6%	49.8%

Source : Census 2011

There were also wide regional disparities, e.g. 78% of total households in Jharkhand and Orissa, 77% in Bihar, 75% in Chhatisgarh and 71% in Madhya Pradesh were without toilet facility as against only 5% in Kerala, 8% in Mizoram and 11% in NCT, Delhi and in Manipur. Under Government of India's target of universal coverage of rural 'sanitation' by 2022, 50% of Gram Panchayats were expected to attain Nirmal Gram status by the 12th Plan end, i.e. 2017. Towards this, incentives were increased in amount and extended to many uncovered groups. Article 17 of the Indian Constitution had abolished the practice of 'untouchability'. Nevertheless, the caste groups involved in scavenging, have continued to be linked to the polluting work, such as, sweeping, cleaning toilets and to live in most unhygienic and precarious socio-economic conditions. Sanitation issues are closely interlinked with those of defecation, waste control and disposal, water supplies, environment, and health, as well as with poverty, and there are wide disparities among states in sanitation outcomes. As mentioned

above, the sanitation and public health measures in India have been biased in favour of cities as compared to its rural counterpart.

Rural sanitation moved higher in policy consciousness in India only after 1999, with the Total Sanitation Campaign, which rewarded villages for exemplary sanitation improvements. Central funding has regularly increased since then. But still there is a stark reality as follows

67% RURAL HOUSEHOLDS HAVE NO TOILETS   **78% SEWAGE DUMPED IN RIVERS**   **6000 TONNES OF PLASTIC WASTE LITTERED DAILY**

Urban India generates 68.8 million tonnes of trash a year. More than 6,000 tonnes of plastic waste is littered and uncollected daily, adding to the soaring mountains of non-biodegradable trash. By 2047, 1,400 sq km of land, or the total area of Delhi metropolitan region, will be required just for municipal waste.

According to the UN World Cities Report 2016, by 2030, India is expected to be home to seven mega-cities with population above 10 million. According to Census 2011,377.1 million Indians comprising 31.16 per cent of the country's population live in urban areas. India's urban population is projected to grow to

about 600 million by 2031. Many Indian citiesare now struggling with multiple problems of poverty, inadequate provision of urban services, congestion, air pollution (Delhi's smog case), sizeable slum population, lack of safety measures, and challenges in terms of garbage removal, sewage system, sanitation, affordable housing, and public transport and management of Municipal Solid Waste (MSW)

The UPA's Nirmal Bharat Abhiyan, launched in 2012 with Jairam Ramesh's stewardship, has a strong resemblance to Modi government's Swachh Bharat Abhiyan in its broad allocations, focus on changing behaviours, and attempts at splashy marketing. The expanded Swachh Bharat mission, though, unpacks public dirt into sanitation and solid waste in villages and cities.

Swachh Bharat Abhiyan: earlier attempts by Gadge Baba and Gandhiji

Looking at the importance of public health, some of the social reformists in India launched their social movements even before the government provisions. They were designed to attain the health of entire village and/or the downtrodden society.

Gadge Baba:

Gadge Baba was born in 1876 in a washerman's family in Amravati, in northeastern Maharashtra.His teachings were simple — give food to the hungry and shelter to the needy and protect the environment. As soon as he entered a village he would start cleaning the roads and gutters, telling the people that their felicitations would have to wait until his work was done. With the money that people gave him, he built dharmasalas, educational institutions, animal shelters, and hospitals. After his death in 1956, Gadge Baba and his movement slipped easily into folklore. This was purely a social movement for the common objective of a clean and healthy village undertaken by the people voluntarily. His social movement got an official acknowledgement with the launchimgof SantGadge Baba Gram SwachataAbhiyan, a scheme by state government of Maharashtrain 2000-01.This programme awards prizes to villagers, who maintain clean villages. In addition, the Government of India instituted a National Award for Sanitation and Water in his honour.This idea of launchimgSantGadge Baba Gram SwachataAbhiyan, was prompted by the result of a survey done on the extent of use of sanitation facilities built by the government. The survey revealed that between 1997 and 2000, of the 16,61,000 toilets that were built in Maharashtra at a cost of Rs.456 crores, only 57 per cent were in use. There were two reasons for this. One was the absence of an integrated approach to sanitation and the other, a complete lack of community involvement.

Cleanliness and Gandhiji:

Mahatma Gandhi had realized early in his life that the prevalent poor state of sanitation and cleanliness in India and particularly the lack of adequate toilets, in the then largely rural India, needed as much attention as was being devoted toward attainment of swaraj. He said that unless we "rid ourselves of our dirty habits and have improved latrines, swaraj can have no value for us." [CW 14:56-58] Along with the struggle for India's independence, he led a continuous struggle for sanitation, cleanliness, and efficient management of all categories of wastes throughout his public life (1893 – 30.1.1948), in South Africa and then in India. His concept of cleanliness, health and sanitation was mainly dealing with the practice of untouchability and exclusion of some strata of the then Indian society who did not follow sanitary and hygienic practices. These social groups were made to live in separate 'locations'. As a part of his drive for sanitation, Gandhiji started a national movement for the 'removal of untouchability', according equal social status to the 'untouchables' and improving their living and working conditions, and insisting that everyone should be one's own scavenger. Gandhi stressed the need for "sanitation and hygiene as part of our being". [CW 4:176].

He wanted every educated Indian to be "a missionary in hygiene and sanitation". [CW 5:100-1] As most Indians then lived in villages, he had started paying special attention to 'village sanitation'. During the Champaran satyagraha [1917], he found the villages insanitary with filthy lanes, stink around wells and skin diseases being common. He took up the sanitation work on priority, with a set of volunteers, tried to make one village ideally clean, swept the roads and courtyards, cleaned out wells and ponds and induced the villagers towards sanitation. He saw how extreme poverty too led to personal insanitation-women could not take bath as they had only one sari. He in 1924, even said, "Outward filth is only a sign of the uncleanliness in our minds." [CW 43:410] His incessant drive towards cleanliness may be studied under three broad categories: a) sanitation as a system and a movement (e.g., its role in freedom movement, Indians and sanitation, lessons from the West); b) sanitation in specific situations (e.g. in cities, in villages, on Railways, in Gandhian ashrams and Congress sessions); and c) the associated issue of 'untouchability' and its 'removal'. He stressed the need to learn "from the West, the science of municipal sanitation" and modify these methods of sanitation to suit our requirements". Writing under the title 'Our insanitation', he said that incidence of several diseases could be directly traced to insanitation and, "Swaraj can be had only by brave and clean people."--"A clean body cannot reside in an unclean city." "The first condition of any municipal life is decent sanitation and an unfailing supply of pure drinking water." In highlighting the role of various stakeholders in the whole system of governance, he said, "every municipal councilor– [being] a trustee and custodian of public health, should ensure sanitation of towns and rivers." He stressed the role of the municipalities in eliminating insanitation.

During 1931-1942, Gandhiji led an all-India movement for 'Removal of Untouchability' and instituted 18-point 'Constructive Programme' which included apart from 'Removal of Untouchability, 'Village Sanitation' as well as 'Education in Health and Hygiene'. He observed that treating sanitary workers as 'untouchables' had led to the work of sanitation being grossly neglected as 'unclean', to the unscientific and unhygienic state of sanitation in India and to their own living places being unclean beyond description. He said that we have to change the village from dung-heap into "a smiling garden". His ideal village will "lend itself to perfect sanitation - -cottages with sufficient light and ventilation -- lanes and streets will be free of all avoidable dust." According to him, "In a well-ordered society the citizens know and observe the laws of health and hygiene". For women, he wanted the first place to be given to knowledge of sanitation and hygiene. After independence, he strongly asserted the need to recycle all organic waste by composting it into manure. In his 'ideal village' there would be no filth and darkness, and no plague, cholera or small-pox. [CW 81:320]

In this background the Prime Minister's speech on the Independence Day (15.8.2014) brought fresh hopes: "How do we celebrate 150th birth anniversary of Mahatma Gandhi? - - - Mahatma Gandhi had cleanliness and sanitation closest to his heart. Whether we resolve not to leave a speck of dirt in our village, city, street, area, school, temple, hospital, and what have you, by 2019 when we celebrate 150th anniversary of Mahatma Gandhi? This happens not just with the Government, but with public participation. That is why we have to do it together."

SWACHH BHARAT ABHIYAN -with a participatory approach

Swachhta (cleanliness) was an idea first articulated by Mahatma Gandhi, who said that sanitation is even more important than political freedom. As a mission Swachh Bharat will not only result in intended physical outcomes but also a lifestyle and mindset change.

Prime Minister Narendra Modi transformed this mission into a project of the people in August 2014 titled it as "**SWACHH BHARAT ABHIYAN/MISSION" (SBA/M)**. He is the first Prime Minister to have spoken of sanitation. According to him sanitation is social transformation and is as, if not more, important than economic transformation.

OBJECTIVES OF SWACHH BHARAT ABHIYAN:

The Indian Government, like many around the world, has recognised that health is a key determinant of economic growth in the 21st century. Better health leads to higher income, which in turn leads to better health. Like education, health is a fundamental component of human capital.

The campaign of Swachh Bharat launched by the government of India is aimed to accomplish various goals and fulfil the vision and mission of "Clean India" by 2nd of October 2019 which is 150th birth anniversary of the great Mahatma Gandhi. The estimated investment to cost would be over 62000 crore of Indian rupee (means US$ of 9.7 billion). It has been declared by the government that this campaign is taken as "beyond politics" and "inspired by patriotism".

Following are the some important objectives of the Swachh Bharat Abhiyan:

To eradicate the system of open defecation in India.

To convert the insanitary toilets into pour flush toilets.

To remove the system of manual scavenging.

To make people aware of healthy sanitation practices by bringing behavioral changes in people.

To link people with the programmes of sanitation and public health in order to generate public awareness.

To build up the urban local bodies strong in order to design, execute and operate all systems related to cleanliness.

To completely start the scientific processing, disposals reuse and recycling the Municipal Solid Waste.

To provide required environment for the private sectors to get participated in the Capital Expenditure for all the operations and maintenance costs related to the clean campaign.

To achieve above objectives following ideas were framed,

Leveraging the business sector's consumer knowledge to drive behaviour change over and above the financial and in-kind contributions

Similarly, leveraging NGO knowledge of community structures and local implementation to bring

the programme to more doorsteps in India

Asking the government of India to consider how a greater focus on behavioural change,

measuring this mission's outcomes (and not just outputs), and greater attention on hand hygiene can help SBA be even more successful over the next three years

Proper integration of various components of the sanitation chain such as ensuring water supply, seepage management, sewerage networks, prevention of manual scavenging and solid waste management form the key for the Swachh Bharat Mission.

Corporate India and Swachh Bharat Mision:

Responding to the call of Prime Minister Narender Modi, Corporate India is also enthusiastically taking steps towards making the Abhiyan a success.

Public and Private companies are appending in cleanliness activities under their compulsory Corporate Social Responsibility (CSR) schemes which is a statutory requirement as per Companies Act, 2013. CSR is a mechanism through which companies invest in activities beneficial to society as a whole.

Only recently major corporate houses from different segments such as L&T, DLF, Vedanta, Bharti, TCS, Ambuja Cements, Toyota Kirloskar, Maruti, Tata Motors, Coca Cola, Dabur, Aditya Birla, Adani, Infosys, TVS and many others have earmarked budgets for Swachh Bharat projects. According to one estimate Rs 1000 Crore worth of various cleanliness projects are in the pipeline by corporate sector. These projects include building toilets in distant villages, running workshops on behavioural changes, waste management, and water hygiene and sanitation activities among other things.

In a bid to invite corporate funds for Swachh Bharat campaign, the government had recently decided that corporate contributions towards this scheme will now be counted as CSR spend. And to make it clearer later the Corporate Affairs Ministry also amended Schedule VII of Companies Act to specify that contributions to 'Swachh Bharat Kosh' would be an eligible CSR spends. Therefore, not only government and private individuals but also the corporate sector is playing its role in making India totally clean**.**

Women and Swachh Bharat Mission:

Mahatma Gandhi was of the opinion that being unclean is equal to violence. Women in India are exposed to crimes and violence at a large extent. Data on Women related crimes is putting a big question mark on the women safety in the country. Among many factors responsible for this women's vulnerability towards crimes, one major is the lack of toilet walls for them. Defecation in open surely threatens privacy, increases embracement; and more it increases the violence and crimes against women.

At the backdrop of gender inequality issue in India, Indian women sufferings included the encroachment on her privacy and hygiene by not giving them their right to access the toilets and other sanitation facilities. Launch of Swachh Bharat Mission is a step towards reducing these women sufferings and a step towards their freedom from the embarrassed acts. It is also observed that if a lady of the house has got the good habits of using toilets, hand hygiene and proper use of other sanitation systems, then the other family members including children do get into these good habits. This is a fact and unfortunately due to lack of awareness we have to document this fact. So Swachh Bharat Mission is going to bring in more value addition to women's life in many sense.

Implementation Aspect of the Mission:

SBM is being implemented separately for urban and rural areas. SBM (Urban) is being delivered by

the Ministry of Urban Development (MoUD), while SBM (Rural/Gramin) is being implemented by the Ministry of Drinking Water and Sanitation (MoDWS).

The Central Government and the World Bank signed a US$1.5 billion loan agreement on 30 March

2016 for SBM to support India's universal sanitation initiative. SBM will also receive funding from other multi-lateral and bi-lateral funding agencies, such as the Japan International Cooperation Agency

Swachh Bharat Mission – Urban

Significant progress has been made under SBM-Urban in all towns and cities. MoUD provides funding

to individual households to construct toilets within their premises and to ULBs/Gram Panchayats to

construct community and public toilets. Some major achievements include:

► All ULBs have begun implementing a **100% door-to-door solid waste collection system** in their

towns and cities.

► For FY16-17, more than **50% of the cities and towns targeted** under SBM-Urban have achieved

Open Defecation Free (ODF) status.

► **Two new states**, Andhra Pradesh and Gujarat, were **declared ODF** for urban areas.

Swachh Bharat Mission - Gramin (Rural)

MoDWS has provided guidance to all villages and gram panchayats to help them achieve ODF status.

Major achievements under SBM-Gramin include:

► Reduced open defecation among women in rural areas

► Enhanced access to separate toilet facilities for boys and girls in schools

► Private sector participation in sanitation improvement has begun

Fund allotment for the said mission has happened in the following manner:

Swachh Bharat Mission (R) / Nirmal Bharat Abhiyan
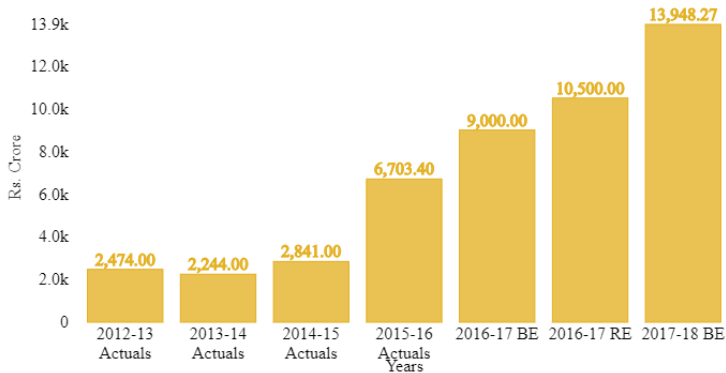
Source: Compiled by CBGA from Union Budget for various years

After the launch of this campaign Ministry data shows the number of toilets built and ODF parts in the country:

1.	**614.38** Toilet Built (in Lakh) since 2nd Oct 2014
2.	**39.16** % increase in HHs with Toilet since 2nd Oct 2014
3.	**2,16,61,383 (in Lakh)** Toilet Built in 2017-18
4.	**1,40,196 (in Lakh)** No. of ODF Gram Panchayats Self Declared
5.	**3,18,433 (in Lakh)** No. of ODF Villages Self Declared

Since its launch on 2nd October 2014, the country has seen an unprecedented scaling up of sanitation related activities. States are competing with each other to fulfill goals and targets by 2019 which is the target date to achieve an open-defecation free country.

According to the Ministry of Drinking Water and Sanitation (MDWS), sanitation coverage has gone up from 42 percent in October 2014 to 60 percent in 2017. As per MWDS, three states – Kerala, Himachal Pradesh and Sikkim – 85 districts across the country and 1,52,535 villages have already been declared open defecation free (ODF). These achievements have clearly contributed to making sanitation a political priority. The Ministry has also come up with ODF Sustainability Guidelines with a view to address sustainability.

Conclusions and Recommendations:

Prime Minister Modi's ambition for the Swachh Bharat initiative is wide-ranging. It must be so to succeed in improving the health and welfare of so many people, so quickly. Additionally, the economic impact of India's inadequate sanitation is sizeable, at an estimated 1.5% of GDP (2015).

SBM has significantly advanced the sanitation agenda in India and created a groundswell of support. But four years on from launch, the campaign is at a critical juncture. To meet the Prime Minister's vision for 2019, SBM must be implemented faster. And there must be much more focus on changing behaviour, so that people continue to use the newly constructed toilets and understand the need for

better hand hygiene - action that could save the lives of 300,000 young children every year.

To imbibe this habit of cleanliness and good health, SBM needs further extension of around five more years. Indian economy has to consider five more years to continue this because it has other growth targets to achieve too. To make it fully successful, we recommend following:

The right to sanitation must become a part of the right to life under Article 21 of the Constitution.

Sanitation is a 'state' subject and 74th amendment to the Constitution (1992) empowers urban local bodies with responsibility of public health, sanitation, conservancy and solid waste management. The 'sanitation' sector is not commercially viable even though it is economically very viable. Its high capital and operating costs need a combination of grant, loan, and tariff funds. Further, provision of viability gap funding by central and state agencies remains a critical area.

Management of Municipal Solid Wastes still is a big challenge. For effective Management of Municipal Solid Wastes, the principle of 'The polluter pays' must be followed.

More fiscal incentives rather than the subsidies to be given for effective health and sanitation outcomes.

A healthy competition to be promoted between different stakeholders of effective provisions of sanitation, to have greater participatory support from each of these stakeholders.

There is also need to make people aware of protecting and maintaining public infrastructure.

It will require new thinking, new ways of working and adaptation. However, this is a once-in-ageneration opportunity. We must all stretch to meet these challenges, even if it is uncomfortable or unfamiliar. And this is the only way to pay tribute to our social leaders who brought about this social change. Fruits of their hardship and visionary guidelines are taking the forms of policy prescriptions.

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Problems with the Competition Policy Formation in Georgia

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Abstract

In Georgia, since the declaration of independence, there has always existed an attempt to establish legal and regulatory mechanisms that would improve competition. Numerous laws and legal acts were formed with the purpose to analyze the process of holding dominant positions by economic agents at markets, to eliminate the abuse of such positions, to reveal the attempts of limited competition at market, as well as to provide established market with fair competition rules. Georgia has always aspired to integrate with European Union structures. The country is a member of World Trade Organization and a part of multiple bilateral, regional, multilateral agreements and international organizations (that collaborate within international competition field) as a full member or as an observer. Based on the above mentioned issues, the improvement of competition policy becomes inevitable in Georgia.

Keywords: competition, antimonopoly regulation, euro-integration, regulation, monitoring.

Introduction

The methodology of the study: The following general scholarly methods were used during the research: analysis and synthesis, observation, comparison, hypothesis and analogy.

Problems with the Competition Policy Formation in Georgia

Competition is an inevitable component of market relations and implies rivalry between economical agents to provide better conditions for goods [service] production and sale. A market economy is impossible without competition the same as competition without market relations. Although, a victorious competitor is guaranteed to have solid positions and highest profit, gaining a victory in competition is not an easy task. It is experienced by those few who complying the "fair game" manage to give economical preferences to their production, arouse customers' interest and attract them. Competition phenomena has long been expanded from local scale to global scale. Today, competitiveness as a principal indicator of development significantly determines a role and a position of each country in international division of labor. [1]

Since the declaration of independence in Georgia, there has always existed an attempt to establish legal and regulatory mechanisms that would improve development of competition and would not allow monopolies to be formed in the market. Multiple laws and legal acts have been constituted with the purpose to analyze the process of taking dominant positions at markets by various economic agents, to eliminate the abuse of such dominant positions, to reveal the attempts of limited competition at market, as well as to provide established market with fair competition rules. In Georgia, a new antimonopoly law was constituted and antimonopoly service – Competition Agency was established. However, to introduce the legal norms into practice, the programs for competition development and antimonopoly regulation should be started and an action plan should be drawn up based on the abovementioned. Let's discuss the issues that would actually improve contemporary, European type of antimonopoly regulation. To study the problem and to explain the reason why the antimonopoly system has not been functioning properly during the last two decades, we need to briefly review the history of establishment of antimonopoly regulation in Georgia and those hindering legal and institutional factors that affected its operation, we also need to analyze the initial stage, current condition and required steps to be taken for the future. [2]

An independent antimonopoly service has been functioning in Georgia since 1995 but there has always been a problem of free competition at market. Nonexistence of competition, cartel agreements, corruption schemes were explained by the defects of antimonopoly law and the weakness of the service. The way out of the situation was considered to be the reorganization. One of the thoroughgoing reforms was implemented in 2005. Between 2005-2013, the antimonopoly service was acting as a department of nominal importance instead of being a service with administrative duties. Its effectiveness did not turn for the better after transformation. Therefore, effective antimonopoly policy does not depend on the "strict" or "mild" rights entitled to the antimonopoly service, but it rather depends on correct formation of legal and institutional base, the extent of expressing political will by the state power and professionalism of people employed at the service.

The stages of competition policy formation and reorganization in Georgia could be set up by years in the following way:

1992 – 1996. After the declaration of independence, the first document "Regarding the restriction of monopoly business and development of competition" (1992) was issued which regulated the activities by monopoly units in Georgia. They should not have made obstacles to the formation of market economy.

1996 – 2004. The competition and free market legislation, which was based on the European experience, was created during this period. Antimonopoly Service was established at the Ministry of Economy and it was obliged to control the companies that were holding dominant positions. First monopolists were created in this period of time.

2004 – 2013. Implementation of liberal reforms began in Georgia after the Rose Revolution. The Antimonopoly Service was abolished and instead, Free Trade and Competition Agency was established which actually had only analytical functions.

After the new government came into power, the law "regarding competition" was amended in march, 2014 and Competition Agency was established. The regulation was approved in accordance with the resolution N288 of Georgian Government, dated as April 14, 2014, "Regarding the Approval of the Regulation of Legal Entity of Public Law – Competition Agency". The Competition Agency id an independent LEPL. It is accountable to the Prime-Minister of Georgia and society. The goal of the agency is to promote market liberalization, free trade and competition in Georgia. [3], [5]

In 2008, the fact-finding board of European Commission emphasized the antimonopoly regulation after evaluating the competitive environment in Georgia. Afterwards, in 2010, the government of Georgia developed "The comprehensive strategy of competition policy", and in December same year, Competition and Procurement Agencies were united as one service. [4]

European Union had two requirements towards Georgia regarding the competition field.

The first – to establish clear competition policy and law regarding the competition;

The second – to form a relevant competition agency which would be responsible for execution of the law.

"Law Regarding Free Trade and Competition" was issued by the Parliament of Georgia in May, 2012. Working on the antimonopoly legislation, as well as the competition policy reform were the priority fields to push negotiations regarding the Deep and Comprehensive Free Trade Agreement between EU and Georgia.

- What is the situation today in the country regarding the antimonopoly activities?

According to "The Global Competitiveness Report" of The World Economic Forum 2015-2016, Georgia gained three positions and moved from 69th to 66th position (with 4,22 points) among 140 countries. The Ministry of Economy reports that in the list of Global Competitiveness Report, Georgia outscores countries such as Slovakia (67th), Montenegro (70th), Croatia (77th), Ukraine (79th), Greece (81st), Armenia (82nd), Moldova (84th), Albania (93rd), Serbia (94th). Georgia improved its positions in 1 factor out of 3 factors, 7 elements out of 12 elements and 58 sub-elements out of 114 sub-elements. The improved factors are: Efficiency Enhancers – gained 2 positions and moved to 77th position (4.0 points).

Higher Education, training – gained 5 positions and moved to 87th;

Efficiency of product market – gained 12 positions and moved to 48th;

Efficiency of labor market – gained 9 positions and moved to 32nd;

Development of financial market – gained 8 positions and moved to 68th;

Market capacity – gained 4 positions and moved to 99th position.

Global Competitiveness Index (GCI), which is determined by the World Economic Forum, measures the quality of macroeconomic environment, state of public institutions of a country and level of technological readiness. The rating is based on the publically open (statistical) data (WB; UNESCO; World Health Organization, IMF, etc.) and the research results conducted by executive authorities of the World Economic Forum and includes the completion of questionnaires by business sectors. It considers the strong and weak points of a country, identifies the priorities to encourage the implementation of political reforms. The research held in 2015-2016 included 140 countries. GCI covers three principal stages in country development (factor-driven, efficiency-driven, innovation-driven) that combine 12 pillars: The 12 pillars that are grouped into three factors include 114 indicators. Georgia has been a member of GCI research since 2004.

The table summarizes the information according to the ranking. [1]

Table 1: The position of Georgia according to the ranking

Ranking by Groups	Position in the World	Point (max. 7)
Basic Requirements	46	4.9
Institutions	43	4.4
Infrastructure	65	4.1
Macroeconomic Environment	40	5.2
Health and Primary Education	64	5.9
Efficiency Enhancers	69	4.1
Higher Education and Trainings	89	4.1
Goods Market Efficiency	46	4.6
Labor Market Efficiency	43	4.5
Financial Market Sophistication	58	4.2
Technological Readiness	65	4.2
Market size	101	3.0
Innovation and Sophistication Factors	113	3.2
Business Sophistication	102	3.6
Innovation	116	2.8

source:[1]

In spite of the fact that some of the indicators are improved, Georgia received low evaluation in several categories from the Global Economic Forum. Georgia maintains a good position in rating regarding the promotion from the state to start a business and reduction of state regulations. However, the situation is very unsuccessful in the field of regulation of domestic goods market. Particularly, Georgia holds 128th position by local competition. This is a very considerable fact. It points out the nonexistence of free competition and antimonopoly regulation in the country.

In Georgia, hidden monopolies exist in many fields. According to the official statistics, the small and average business held 15% portion in total business turnover of Georgia in 2014, while in 2000, only the small business portion was 33%. This value indirectly indicates that competition level at Georgian market has significantly decreased by almost 2,5 times in recent years, which is reflected in high prices on products and low quality. [6] The opinion is being propagandized in the society that antimonopoly agency will restrict private business which is wrong approach. In the countries with developed economy, the general function of antimonopoly bodies is to prevent the state from interfering in business because the state is the power which enables an entrepreneur with more preferred position compared with other competitors.

The leniency program, which is one of the main tools to fight against the noncompetitive behavior from an economic agent in the USA and Europe, is being introduced and established in Georgia. The program offers the economic agent the partial or total release from statutory responsibility if it collaborates to the agency during elimination of noncompetitive action. The leniency program enables the agency to obtain required information for the investigation regarding the noncompetitive

behavior of the economic agent. The functions of the agency and regulating authority were significantly marked of. Any kind of interference from the state which makes potential obstacles or directly impedes the competition is prohibited. Efficiency of competition policy and effectiveness of the agency is also improved during controlling the state assistance which is related to the facts of unlawful restrictions of competition, in order to provide open and transparent market, to protect principle of equality in business, to prevent government institution from establishing administrative, jurisdictional and discriminative barriers for entering the market and to avoid unlawful restriction of competition. [7],[14]

- Why are the local Georgian entrepreneurs in haste to put antimonopoly legislation into force?

In past, up to 70 flour-mill plants used to be operating in Georgia, while today, only one fifth of the mentioned number continues working. Majority of the companies which stopped working in the past years explained that the reason of their break was Azerbaijani company "Karat Holding". According to them, they could not withstand the competition and had to be closed. Those who stayed on market are on the edge of bankruptcy. Their share on market is reducing day by day and is taken by the Azeri company. The flour-mill plants are watching for the antimonopoly law because existence of such agency is their last chance to survive.

'Progresi' Ltd, which is located at Rustavi Highway, is one of the old flour-mill plants in Georgia. The plant is able to process 120 tons of wheat daily which is considered as a middle scale of production. The flour-mill plant sells part of the flour production at market and uses the other part of it to bake bread. The company continued to grow till 2007 when Azerbaijani company "Karat Holding" appeared on the market. The appearance of powerful competitor disturbed the peace on the flour market. The Azeri company entered the market with huge financial resources and purchased the largest flour-mill plants after two years. It grabbed the country's four biggest flour-mill plants out of five and became the leader of the market. The company holds "Karmenka" Ltd in Kakheti, flour-mill plant in Kachreti which owns the biggest 120 tons of grain storage elevator (large building is used to store grain and is equipped with elevating, conveying, ventilating, drying and other facilities). Besides, the Azeri company owns "Mzekabani" Ltd in Tbilisi and "Agrosistemebi" Ltd in Kvemo Kartli with Marneuli elevator which is the largest in Georgia and is able to process 600 tons of wheat a day. "Karmeni" Ltd, which is also included in the holding, allocates the flour-mill plant in Gori with 350 tons of daily production.

According to the data of Flour-Mill Plants Association, Karat Holding holds about 70% of four market and 90% of elevators existing in Georgia (except port elevator in Poti). All four plants can process up to 1200 tons of wheat a day which absolutely satisfies daily demand of the country,

The flour-mill plants which still stay at market. Only 12-13 flour-mill plants out of 70 are going on working. Among them five plants are relatively big. All of the small and middle size flour-milling plants were closed. The monopolist Karat Holding does not leave even 20% of market free. They artificially raise or cut the prices at their convenience. All of the flour-mill plants will be closed very soon. There will be only one company on the market which will dictate prices and local farmers will be dependent on it. The farmers will have no way but to reduce the price if the company requests. The government of Georgia must manage the issues related to the monopolists by coercing them to work at 35% and leave space for other entrepreneurs to exist at market.

1100-1200 tons of wheat is necessary to satisfy the daily demand on bread for Georgian population. Karat Holding flour-milling plants manage to process 1200 tons of wheat a day. This means that this company has enough resources to meet the country's demands completely. At the same time, as we mentioned the company holds 90% of existing elevators. The company is able to store and keep large amount of purchased wheat in its own elevators. Other flour-milling plants does not have such resources. These issues endanger food market safety of the country. Moreover, the Azeri company owns the flour-mill plants in the areas where wheat is grown. As a result, it dictates prices to the local farmers. The competition almost disappeared from the market. The flour-milling plants are no more able to withstand the oppression. It is possible that they will stop flour-milling and start to import ready flour. [8]

The Competition Agency of Georgia studied the flour market in 2012-2015. According to the research, the Agency considers that the defendant economic agent, consisting of "Agrosistemebi" ltd, "Karmeni" ltd and "Karmen K" ltd, as interdependent parties, is holding the dominant position at wheat flour goods market of Georgia. However, facts of abusing the dominant positions by them are not verified.

Georgia has always aspired to integrate with European Union structures. The country is a member of World Trade Organization and a part of multiple bilateral, regional, multilateral agreements and international organizations (that

collaborate within international competition field) as a full member or as an observer. Based on the abovementioned, the improvement of competition policy becomes inevitable in Georgia and therefore, we need to work to provide the elements, such as:

- Existence of clear and predictable rules of competition;

- Effective control from the state power to protect the rules;

- Reliable and transparent practice of execution.

In every country, the enhancement of competitive policy is considered as a crucial course. The opinion can be supported by the work of international organizations in this aspect, as well as by competitive policy of over 100 countries and steps made to maintain stability of the policy.

Recommendations

Although, the agency has long been established, its role still remains ineffective and unfortunately, the events might continue the same like past years' scenario, unless necessary measures are taken that would encourage proper functioning of this service;

The antimonopoly service should timely start to monitor the behavior of monopolist companies at market in order to prevent them from abusing the dominant position. The idea should not be understood as "tighten the screw" policy because old and new laws do not prohibit the monopolist condition, but abusing this condition. For instance, a particular business might be quite successful, while having a good strategy and lots of customers and consequently, it can hold 70-80% of the market. In this case, the controlling body should not be interested in the size of the company's share on the market, but the body should avoid abusing such dominant position. In other words, to prevent the company from fixing such high prices or special conditions that would make troubles for customers;

Competition policy is very important for prevention of corruption in the country. Sometimes, so-called elite corruption, which is quite frequently talked about in Georgia, is expressed in granting the privileged conditions for particular companies (those with having political ties). The precondition for eliminating corruption is the presence of an independent and powerful competition agency which would be entitled with due proper capability and authority.

Newly-established competition agency could not be effective without active collaboration with regulation bodies (commission for communications regulations, gas, water and electricity regulation commissions)

It is essential to develop methodologies of qualitative and quantitative evaluations of market, as well as to create and improve methods of revealing the monopolies. Each of such documents should find out whether it restricts suppliers' number and customer's choice or not.

The antimonopoly service must be a regulatory agency which regulates the behavior of companies at the market so that to provide maximum social welfare and it should not be regarded as a crime-fighting institution. Crime-fighting is a prerogative of governmental powers and not of regulatory body.

The regulatory agency should establish sanctions, fines, pricing limits. The amount of fines should be equal to the social disbenefit; In all respects, the recourse distribution instrument will be ineffective and will create even more loss than it does during monopolies.

The regulatory commission should reveal monopolistic price and not a monopolist company. It is not the presence of monopoly that reduces social benefit, but only the monopolistic price provokes losses. To find the monopolistic price, the agency should investigate the market demand, i.e. the amount of products sold at different prices. Afterwards, the agency should collect information regarding expenses and incomes of the company and subsequently, it should calculate values of the company's marginal expenses and marginal incomes based on the information. The agency should also calculate the level of sales amount where the company's marginal expenses and marginal incomes equal to each other and bases on that, it should find out conformity of restricted demand amount to demand price. The result should be compared to the market price and only if they are identical, it could be considered that the market price is definitely monopolistic.

Literature review

During the work, we discussed information material published in the following Georgian magazines:

The magazine – Economy and Business;

The magazine – Economist;

The magazine – SEU and Science;

The magazine – Science and Life;

The monthly magazine for entrepreneurs and finance experts – Audit, Calculation and Finances;

The magazine – Forbes Georgia;

The magazine – New Economist;

The magazine – Social Economy;

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Efficient Management of Municipal Enterprises

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Abstract

Municipal enterprises, as the local service providers, require a specific management approach. On the one hand, the municipal enterprises are organizations based on a certain commercial basis like LTD, Joint Stock Company and etc. and on the other hand, they have a different style of governance (e.g. municipal supervisory board). Additionally, the sources of budget formation are also different. They can have municipal funding as well as tariffs and commercial revenues. Planning, organizing, motivating and controlling management tools are used in municipal enterprises, like in commercial organizations. However, the implementation tools and functional subsystems are different (HR, communication, marketing, financial and operational management). Municipal enterprises are often required transparency, accountability and more corporate social responsibility than the private ones. This is caused by the fact that the municipal services are directly used by the citizens and in some cases, they are financed by civilians' taxes. Nowadays there are debates if public or private enterprises provide more valuable services (higher quality goods at a lower price) for citizens. Furthermore, if a private company is operating better, it creates possibility to privatize the public enterprise. However, in our work it won't be discussed. The main purpose of the paper is to determine the main postulates that will increase the efficiency of existing municipal enterprises. Accordingly, possible instruments are discussed in order to deliver public services, which have higher quality, are accessible and relatively inexpensive. In the paper theoretical and several practical examples of Georgia are discussed in order to improve municipal enterprise management efficiency.

Keywords: Municipal enterprise; Management; Efficiency; Service delivery.

Introduction

Main Features of Municipal Enterprise

Municipal enterprises, as the local service providers, require a specific management approach. On the one hand, the municipal enterprises are organizations based on a certain commercial basis like LTD, Joint Stock Company and etc. and on the other hand, they have a different style of governance (e.g. municipal supervisory board). Additionally, the sources of budget formation are also different. They can have municipal funding as well as tariffs and commercial revenues. Therefore, municipal enterprises are so called hybrid formations and their study is multidisciplinary (Leroy, 2009, p. 1).

Municipal enterprise is based on the local self-government to provide municipal services. Thus, they are autonomous organizations owned by municipalities, used to produce or deliver local public services outside the local bureaucracy (Voorn, Genugten, Thiel, 2017, p. 820). Such can be organizations related to passenger transportation, care of green plants, medical services, cleaning, recycling of remains and other similar ones. Therefore, the enterprise is a conditional conception, that may produce specific products (e.g. products derived from recycling of remains) or delivering municipal services (e.g. municipal dispensary). In most cases, municipal enterprises are the public significant service providers on the local level.

According to one common approach, the municipal enterprises will provide more efficient services than the private companies. However, there are opposers too. Additionally, there are frequently debates if public or private enterprises provide more valuable services (higher quality goods at a lower price) for citizens. Furthermore, if a private company is operating better, it creates possibility to privatize the public enterprise. There is a form of transfer managing right of public enterprise to a private company. In such case property remains municipal and the service is supplied by a private company.

In addition, there is a public-private party form (PPP), when a specific public function is performed by a private company, based on a specially concluded contract.

There are several factors that are arguments for creating or maintaining public enterprises and they are united in four main groups (Leroy, 2009, p. 17):

1. Ideological conditions;

2. Acquisition or consolidation of political or economic power;

3. Historic heritage and Inertia;

4. Pragmatic responsibility on economic problems.

Unlike the ordinary and private companies, municipal enterprises have several characteristics (The Center for Audit Quality, 2011):

They are based by public law institutions (municipality);

Supervisory Board and Chief Executive Officer (CEO) is approved / appointed by the municipality;

Must deliver public service. Private service delivery by municipal enterprises is considered as a competition restriction on the market and is not feasible;

The municipal enterprise is accountable to the founder (municipality);

Depending on the public nature enterprise revenues and expenses may be fully or partially be public;

The public enterprise is required transparency and accountability, as well as corporate social responsibility;

Audit and control of the public enterprise is carried out by the municipality. However, by the invitation of the municipality the audit may conducted by an independent auditor based on a special methodology.

Public and private enterprises have the same responsibility of paying taxes. Otherwise discrimination and unequal competition will be on the market. Unacceptable that any municipal enterprise had an advantage in tax-finance mode. Furthermore, the European Directives also resist the different / discriminatory approaches.

Management approaches in municipal enterprises

Planning, organizing, motivating and controlling management tools are used in municipal enterprises, like in commercial organizations. However, the implementation tools and functional subsystems are different (HR, communication, marketing, financial and operational management).

Municipalities often participate in **planning** activities of municipal enterprises. It is important to have long-term strategic as well as short-term operational plans. However, decisions at the operational level are often received spontaneously, which is due to fast response to the needs of the local population. On the one hand it is advantageous compared to a private organization, but on the other hand it may be contradictory with the medium or long term plans. Therefore, municipal enterprises have to find a convenient way between strategic importance tasks and short-term needs when **organizing** the work.

Motivation in both municipal and private enterprises are very important, while it ensures better employee work performance. In both cases the same forms of motivation are used (promotion, cash reward, career advancement and etc.). Despite the public companies may be limited in order to use some of the available forms of encouragement. For example in most cases upper pay margin is established in the municipal enterprises and they do not have the possibility of giving more. In such case, there may be a staff outflow from public to a private companies which do not have such restrictions. The outflow of qualified personnel will be negatively reflected on the enterprises. However, this may not happen everywhere: in countries where labour unions are relatively powerful, such as in Spain and Portugal, unions have been known to demand higher salaries for the same jobs to accept the creation of municipal entrepreises, to compensate for workers' reduced job security (Voorn, Genugten, Thiel, 2017, p. 825).

A right organization of work and efficient results need a good **leadership**. The upper level heads in municipal enterprises are approved by the municipalities and afterwards these heads are taking decisions on medium and low level. Therefore, the municipalities should pay particular attention to the selection of high-level managers in the enterprises (such as CEO, CFO and others).

The **control** of municipal enterprises is mostly carried out by municipal controlling organizations. However, an independent auditor may be invited. It is important here to differentiate management control (managers' daily observation) and financial control (audit). Additionally, the municipal enterprise efficiency significantly depends on the efficient work controlling system. Finally, the main task of controlling is to introduce an efficient system of decision-making and analysis, which requires planning-organizing, accounting-reporting, monitoring and controlling the systems completely (Khomeriki, 2008, p. 183).

Municipal enterprises are often required **transparency, accountability** and more **corporate social responsibility** than the private ones. This is caused by the fact that the municipal services are directly used by the citizens and in some cases, they are financed by civilians' taxes. That is why municipal enterprises often publish their own financial indicators, audit acts, annual reports, various activities and achievements.

Ways of improving management efficiency

The main task of improving management efficiency in the municipal enterprises is to deliver lower price and high quality public services on time. However, this is not an exhaustive list. The forms of service delivery are different and depends on specificity of municipal enterprises.

In addition, efficient production should be ensured by the enterprise efficient management system. That is why a direct proportional connection is between them. Finally, in case of efficient functioning of municipal enterprises the local population is winning.

Profit-loss ratio, minimization of losses, external audit, social responsibility and other indicators and tools are used in order to assess the efficiency of municipal enterprises. **Data Envelopment Analysis (DEA)** is a comparatively complex analys form. It is a non-parameter method in operational research and economics and is based on 50 assessment indicators and is used to evaluate the production thresholds (IJET-IJENS, 2014, p. 43). In the end, the efficiency is expressed in the ratio of the weighted sum of outputs and weighted sum of inputs:

$$\text{Efficiency} = \frac{\text{Weighted Sum of Outputs}}{\text{Weighted Sum of Inputs}}$$

Management mostly depends on index of efficiency and effectiveness. The main task of managers is to achieve the objectives by using human, financial and industrial resources efficiently (Robbins, Coulter, 2014, pp. 7-8).

Based on the theoretical material and the existing practice, the following key indicators of efficiency are allocated:

Work/product quality delivery – e.g. high-quality asphalt cover in the settlement, underground communications and their maximal exploitation period. For this purpose, the municipalities should conduct efficient work control and based on the work carried out the municipal enterprises should compensate the payment to the company;

Maximum lower price service delivery – e.g. lower utility tariffs on cleaning, passenger transportation or lighting services. However, low tariffs do not always provide better quality. Therefore, it is important to identify service tariffs correctly. Municipal enterprises should remit expenses and leave at least the point of interest. Otherwise, the municipalitys will have to subsidize from the company's budget;

Timely delivery services – e.g. conducting vaccination in municipal clinics at a right time that is precisely defined for preventing certain diseases. For this purpose, polyclinic should be aware of the expected diseases from the health care facilities and have a sufficient supplies of vaccines;

Availability of services – e.g. allocate the household waste bin as close as possible near the settlement and make it empty as often as possible (transfer the waste to recycling plant). Additionally, it is important that the population does not bother the smell and the filling of rubbish.

Besides the efficiency of enterprises, it is important to differentiate effectiveness. If efficiency is a specific measurable indicator, effectivness is more generalized. High quality, timely and affordable price delivery of goods and services that we have discussed above are within effective delivery. While delivering high quality goods or services to lower price is an indicator of efficiency.

In conclusion, we can say that in some sphere the existence of a municipal enterprises are necessary. But this is justified when in the municipal enterprises the efficient management system is implemented. This means creation more public products or services. Furthermore, we should ensure timely, better quality and low-cost delivery with limited resources. Efficient management in municipal enterprises implies efficient delivery of services and goods to the customers. This means, that local population of the municipality remains satisfied.

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The Analysis of Students' Cognitive Ability Based on Assesments of the Revised Bloom's Taxonomy on Statistic Materials

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Abstract

This research is descriptive research with quantitative approach that aims to describe students' cognitive abilities based on assessment of the Revised Bloom's Taxonomy on statistics material. The subjects of this research were 36 students of class XI Science. Data obtained by using a research instruments that was learning achievement test accordance with the Revised Bloom's Taxonomy on statistic material. The data analysis technique was descriptive analysis. The results of this research indicate that: (1) on factual knowledge the ability percentage of student's cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create); (2) on conceptual knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C6 (create), and C5 (evaluate); (3) on procedural knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C6 (create), and C5 (evaluate); (4) on metacognitive knowledge the ability percentage of students' cognitive process begins from the highest to the lowest percentage that is the level of ability C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create).

Keywords: Descriptive Analysis, Cognitive Ability, Revised Bloom's Taxonomy

Introduction

Background oh the Study

Education quality of a nation is one of the key aspects of the country development, since with education each individual can have a chance to enhance the quality of their existence and participate in the development process. Along with the rapid change of the world in the globalized era, especially in the field of science and technology, Indonesia's national education has to be sustainably improved together with the era development.

National education aims to improve the quality of Indonesia's human resources, to be specific, to produce human beings who believe in God Almighty, have virtuous characters such as independent, advanced, tough, intelligent, creative, discipline, hard-working, professional, responsible, productive, and physically and mentally healthy. Those aspects become more crucial after it is mandated that the objective of national education is to enhance the quality of education on all kinds and levels of education.

Related to the issue above mentioned, Hamalik (2003:16) states that the goals of education are a set of educational outcomes achieved by learners after the implementation of educational activities. All of the educational activities that are teaching guidance and practices are directed to reach the goals of education. To this extent, the goals of education constitute the components of educational system that occupy the central position and function.

Hadis dan Nurhayati (2010:67) argue, "Teachers are the determinant of quality and success of education by their good performances both on institutional and instructional levels".

On the contrary, teachers tend to focus on measuring students' cognitive aspect that only focuses on three lowest aspects of Bloom's Taxonomy: know (C1), understand (C2), and apply (C3) that are included in factual, procedural, and sometimes conceptual dimensions. However, measuring other cognitive aspects (such as to analyze, evaluate, and create) included

in the four knowledge dimension is also necessary so that they can have the whole picture of students' ability on a particular field.

Taxonomy is a categorizing process. Teachers expect that learners succeed in learning a particular thing. The success, by all means, has to be assessed or measured. Bloom's Taxonomy means to bring ease to teachers in classifying things that have to be learnt by the learners at a certain time.

Bloom's taxonomy in cognitive domain is one of the basic frameworks for categorizing the goals of education, curriculum, and test preparation throughout the world (Chung, 1994; Lewy dan Bathory, 1994; Postlethwaite, 1994). This education taxonomy is contained in the book *The Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain* that has been published in 1956 as a work of Benjamin Samuel Bloom (editor), M.D. Engelhart, E.J. Furst, W.H. Hill, dan Krathwohl.

Bloom's Taxonomy makes defining of learning objectives easier for teachers. Learning goals are equipped with verbs and nouns. Verbs define the cognitive mastery desired; while nouns indicate knowledge expected (Anderson et al., 2001; Sausa, 2006).

An article reveals the comparison between the benefits of the old Bloom' Taxonomy and the revised one and concludes that the use of the Revised Bloom's Taxonomy for *"Pre-service Teachers"* in Turkey shows positive results if compared to the use of the old Bloom's Taxonomy in terms of arranging lesson plans (Bümen, 2007). The implementation of the Revised Bloom's Taxonomy in the design of "*Computer Based Assessment"* has been published with the details and thus it can be concluded that Revised Bloom's Taxonomy helps design assessment (Mayer, 2002).

Based on the initial observation, the researcher received information that teachers in general have not implemented cognitive aspects of the Revised Bloom's Taxonomy, teachers only give questions focusing on three cognitive aspects of Bloom's Taxonomy that are know (C1), understand (C2), and apply (C3) in which the three of them are only included in three knowledge dimension so that such ability has not been able to give a detailed picture of every cognitive skill of the students based on the Revised Bloom's Taxonomy covering remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6) and the four categories of knowledge dimension. Due to the facts, the researcher considers that conducting a study regarding students' cognitive ability based on the assessment of the revised Bloom Taxonomy is important.

Objectives

This study aims to describe students' cognitive abilities based on the assessment of the Revised Bloom's Taxonomy on the subject matter of statistics for twelfth grade of one senior high school in Indonesia.

Methodology

This research is a descriptive research employing quantitative approach. Descriptive research aims to describe a status of condition or phenomenon. Therefore, the research will be able to analyze and give the picture of students' cognitive ability based on the assessment of the Revised Bloom' Taxonomy on the subject matter of statistics. This research involved 36 students taken from 144 students of SMA Negeri 3 Polewali, West Sulawesi, Indonesia. The instrument used in this research was a cognitive test. The cognitive test included questions regarding Statistics divided into six categories based on cognitive domain and four knowledge levels of the Revised Bloom's Taxonomy. The questions given consisted of fifteen multiple choice and nine essay questions.

The data were collected by utilizing an instrument that was the mathematical tests given to the students to observe the validity of instrument items. This test method was hired to observe students' cognitive ability. Validation of multiple-choice questions was examined by hiring the biserial correlation coefficient test; while validity of each question item was examined by using Pearson's correlation coefficient test.

The data analysis technique used was the descriptive-statistic data analysis technique examining the data percentage. Descriptive statistics is the statistics employed to analyze data by describing or defining the collected data as they are without any intention to draw a general conclusion. The descriptive-statistic analysis has objectives on describing students' cognitive ability based on the Revised Bloom's Taxonomy on statistic materials in one senior high school in Indonesia.

To comprehend such ability, scores were given to students' responses. Then, the responses were grouped into four dimensions of knowledge by the Revised Bloom's Taxonomy that are factual, conceptual, procedural, and metacognitive knowledge as well as six cognitive processes of the Revised Bloom's Taxonomy that are remembering, understanding, applying, analyzing, evaluating, and creating. Scores were given to responses of multiple choice and essay questions by being based on the question rate.

Theoretical Framework

Blooms' Taxonomy and Revised Bloom's Taxonomy

In 1949, Benjamin S. Bloom proposed an idea on division or cognitive taxonomy to ease the preparation process of question bank in order to create the same learning objectives (Krathwohl, 2002). Bloom and his team published the taxonomy in 1956. 45 years later, David R. Krathwohl, a member of Bloom's team proposed the Revised Bloom's Taxonomy. To formulate the taxonomy, Krathwohl worked with seven experts of physiological education and education (Anderson *et al.*, 2001). The change from the original frame of mind to the revision is illustrated in Table 1.

Tabel 1. Bloom's Taxonomy and Revised Bloom's Taxonomy

Bloom's Taxonomy (1965)	Revised Bloom's Taxonomy (2001)
Knowledge	Remember (C1)
Comprehension	Understand (C2)
Application	Apply (C3)
Analysis	Analyze (C4)
Synthesis	Evaluate (C5)
Evaluation	Create (C6)

Anderson and Krathwohl (2001:66-88) suggest six cognitive taxonomies of the Revised Bloom's Taxonomy that are remember, understand, apply, analyze, evaluate, and create. Each category consists of two or more cognitive processes. Specifically, there are nineteen cognitive processes described by the means of verbs. The detail explanation is as follows:

Table 2. Six Process Categories of Cognitive Process Dimension

Process Category	Other Names	Cognitive Process and Example
Remember: Taking knowledge from long-term memories		
Recognize	Identify	Positioning knowledge in long-term memories suitable for the type
Reremember	Pick	of the knowledge itself (ex. recognizing important dates of Indonesia historical events)
		Picking relevant knowledge of long-term memory (ex. reremembering important dates of Indonesia historical events)
Understand: Constructing meaning of learning materials including learning materials stated, written, and illustrated by teachers		
Intepret	Classify, paraphrasing, represent, translate	Altering a description (ex. number) to be another description (ex. paraphrasing importan statements and documents)
Give examples	Illustrate, give examples	Finding examples or illustrations of a concept or principle (ex. providing examples of movements of art of painting)
Classify	Categorize, group	Placing a certain thing in one category (ex. classifying the examined or described mental disorders)
Make summary	Abstract, generalize	Abstracting general themes or main points (ex. making a summary of phenomena shown at the television)
Conclude	Abstract, extrapolate, interpolate, predict	Making a logic conclusion based on received information (ex. formulating grammar based on examples given during foreign language learning)
Compare	Contrast, map, match	Determining the relationship between two ideas, two objects, and so on (ex. comparing historical events to current condition)
Explain	Make a model	Making a causality model in a system house (ex. explaining causes of important events)
Apply: Implementing or utilizing a certain procedure in a certain condition		
Execute	Execute	Implementing a procedure in a familiar task (ex. dividing one
Implement	Utilize	number to another number, this two numbers are consisted of

Process Category	Other Names	Cognitive Process and Example
		several digit numbers)
		Implementing a procedure in a unfamiliar task (ex. utilizing a correct context)
Analyze: Breaking a material into several structuring fragments and determining the relationship between those fragments and the relationship between those fragments and the whole structure or objective.		
Differentiate Organizing Attribute	Isolate, sort, focus, select Find the coherence, integrate, design an outline, describe roles Structure, deconstruct	Differentiating relevant study materials from irrelevant study materials, important materials (ex. differentiating relevant numbers from irrelevant numbers in a mathematical problem) Determining how elements perform their works or function in a certain structure (ex. compiling evidence in a historical narrative to be either supportive evidence or opposing evidence of a historical description) Determining a point of view, bias, value, or intention of a learning material (ex. pointing a writer's point of view in a certain essay based on the writer's political perspective)
Evaluate: Taking decision based on criteria and/or standards		
Examine Criticize	Coordinate, detect, monitore, test Assess	Finding inconsistency or falseness in a process or product; determining whether a proces or product has an internal consistency; finding the effectivity of a procedure being practiced (ex. examining whether or not a scientist's conclusion are in accordance with the observed data) Finding an inconsistency between a product and external criteria; determining whether a product has an external consistency; finding the accuracy of a procedure to solve a certain problem (ex. determining one best method of two methods to solve a problem)
Create: Integrating fragments to form a new, coherent material or to make an original product		
Formulate Plan Produce	Make hypotheses Design Construct	Making hypotheses based on criteria (ex. making a hypothesis of causes of a certain phenomenon) Planning a procedure to finish a task (ex. planning a research proposal about a certain historical topic) Creating a product (ex. creating a habitat for a certain species with a certain objective)

Findings and Discussion

Based on the test given to students, the researcher gained the data of students' cognitive abilities based on assessment of the Revised Bloom's Taxonomy. The test results gathered were analyzed based on the number of students' correct answers. The researcher determined one correct answer of multiple choice question should be given one point; while the score of one correct answer of essay problem was determined by using assessment rubrics. Those problems were categorized based on the Revised Bloom's Taxonomy. The data of analysis of 36 students' cognitive abilities based on assessment of Revised Bloom's Taxonomy on statistic materials of twelfth grade are presented in Table 3.

Table 3. The Percentage of Students' Cognitive Ability

Bloom's Revised Taxonomy						
Knowledge Dimension	Cognitive Process Dimension					
	C1 Remember	C2 Understand	C3 Apply	C4 Analyze	C5 Evaluate	C6 Create
Factual	72.22%	66.67%	47.22%	27.22%	19.44%	13.89%
Conceptual	80.55%	75%	41.67%	36.11%	19.44%	26.11%
Procedural	52.78%	47.22%	36.11%	33.33%	13.89%	23.89%
Metacognitive	48.61%	42.36%	39.58%	23.33%	22.22%	20%

Table 3. displays that in general, the ability of remembering achieves the highest percentage in every knowledge dimension if compared to other abilities of cognitive process dimension. Moreover, the ability of creating on the conceptual and

metaconitive knowledge dimensions has the lowest percentage if compared to other abilities on the cognitive process dimension. Moreover, in the conceptual and procedural knowledge dimensions, the ability of creating (C5) gains the lowest percentage on the cognitive process dimension. Furthermore, Table 3. also indicates that the highest percentage of all knowledge and cognitive process dimensions is conceptual knowledge on the ability of remembering; while the lowest percentage is obtained by the ability of creating on factual knowledge and the ability of creating on procedural knowledge.

Table 4. The Category of Students' Cognitive Abilities

Bloom's Revised Taxonomy						
Knowledge Dimension	Cognitive Process Dimension					
	C1 Remember	C2 Understand	C3 Apply	C4 Analyze	C5 Evaluate	C6 Create
Factual	Middle	Middle	low	Very low	Very low	Very low
Conceptual	High	High	low	Very low	Very low	Very low
Procedural	low	low	Very low	Very low	Very low	Very low
Metacognitive	low	low	Very low	Very low	Very low	Very low

Table 4. shows that conceptual knowledge on the abilities of remembering and understanding has a 'high' category; whereas factual knowledge on the abilities of remembering (C1) and understanding (C2) has the 'middle' category. Besides, the abilities of analyzing, evaluating, and creating on each level of knowledge dimension possess the very 'low' category.

The result of descriptive data analysis reveals that the ability of remembering on the conceptual knowledge is higher than the ability of remembering on factual knowledge. This indicates that students in general are more capable of remembering factual knowledge than remembering procedural knowledge and possess a good awareness level in remembering learning materials.

Furthermore, the ability to remember conceptual knowledge is higher than the ability to remember factual knowledge. This proves that students are better at understanding conceptual learning materials than understanding the factual ones. The ability to understand factual knowledge is higher than the ability to understand procedural and metacognitive knowledge. This fact indicates that students tend to understand factual knowledge better and that students have a good awareness to understand learning materials.

Furthermore, the analysis result also displays that the ability to apply factual knowledge is higher than the ability to apply conceptual knowledge. This indicates that students are more capable of applying factual learning materials than applying the conceptual one. The ability to apply conceptual knowledge is higher than the ability to apply procedural and metacognitive knowledge. This proves that students is better at applying conceptual knowledge and that they own the awareness level to apply learning materials better than to apply procedural knowledge although the cognitive process of applying is closely related to procedural knowledge.

From the descriptive data analysis result, the researcher also figures out that the ability to analyze conceptual knowledge is higher than the ability to analyze procedural knowledge. This indicates that students are more capable of analyzing conceptual learning materials than analyzing procedural learning materials. Besides, the ability to analyze procedural knowledge is higher than the ability to analyze metacognitive and factual knowledge. This reveals that students tend to be better at analyzing procedural learning materials as drawing conclusion than analyzing factual learning materials as determining the size of data distribution in the form of symbol and that students is more capable of realizing their analyzing ability than realizing their factual knowledge.

Another finding from analyzing the descriptive data is that students are more advanced in evaluating metacognitive knowledge than evaluating other three types of knowledge. Hence, students have more skills to realize their abilities to evaluate statistic learning materials than to realize their abilities to evaluate the conceptual ones. Besides, students are also more capable of evaluating conceptual learning materials than evaluating factual and procedural learning materials.

The researcher is also able to draw a conclusion that the ability to create factual knowledge is higher than the ability to create conceptual knowledge after conducting the descriptive data analysis. This means that students are more skillful at

creating factual learning materials than creating conceptual learning materials. Moreover, the ability to create conceptual knowledge is higher than the ability to create procedural and metacognitive knowledge. Therefore, students are more capable of creating conceptual knowledge. Students' ability to create procedural knowledge is better than their awareness of their ability to create questions based presented data.

Conclusion

Results of this research provides conclusion that twelfth graders taking education at the subject school have better conceptual knowledge than the procedural and metacognitive ones in every level of abilities on the cognitive process dimension. Besides, students have weakness on metacognitive knowledge and the abilities of applying, analyzing, evaluating, and creating. Thus, teacher should pay more attention to every level of students' cognitive ability on every type of knowledge based on the assessment of the Revised Bloom's Taxonomy.

Acknowledgments

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Employment of Entry-Level Journalists- Case of Georgia

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Abstract

The purpose of this research is to identify the common criteria (knowledge and skill-based competences) which employers consider in the process of employing young journalists. The research holds significance for adjusting educational programs and accreditation standards. This research answers the following questions: 1. According to what criteria are entry-level journalists employed in Georgia? 2. What specific knowledge and skills are more attractive for employers? 3. Do employers take into consideration what University was attended, specific qualifications and earned degrees? Employers from 25 media organizations answered questionnaires (with close and open-ended questions). According to the results, only 40% of interns are paid in Georgia. While employing journalists "writing and editing skills" (88%) are the most important ones. Employers consider that "meeting deadlines" and an ability to work with new technologies are important skills as well (76%). 52% of employers prioritize a profound knowledge of a specific field (besides journalism). It is worth mentioning that 84% of respondents give preference to the competences gained in specific fields such as economy, politics, arts, etc. According to employers' opinion, journalists gain more theoretical knowledge than practical at universities. For the majority of employers, practical knowledge is more essential. According to survey results, the specific recommendations have been produced for the media educational sector.

Keywords: Employment, Entry-Level Journalists, Georgia, media education

Introduction

According to the official and latest data (2016) the level of unemployment in Georgia reaches 12 percent, more precisely, 37 percent from this data refers to those between 25 and 30. This is the precise age when students and graduates actively begin seeking jobs. The data stays high (30 %) among 20-24 youths[1].

There is no information in Georgia on how many journalists (journalists included) are employed in the media sector. According to IREX recent research (MSI, 2017, p. 168)[2] the number of active media organizations are as follows:

print media: 313 newspapers (Georgian national service of statistics, 2015);

television: 41 satellite, 54 digital and 76 cable channels;

radio stations: 76 (Georgian National Communications Commission, 2015)

news agencies: 31 (www.yellowpages.ge)

According to National Assessment and Examinations Centre data (www.naec.ge; last visit January; 2017) and National Centre for Educational Quality Enhancement (www.eqe.ge; last visit January, 2017) there are 40 accredited educational

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[1] National Statistics office of Georgia, employment and unemployment
http://geostat.ge/?action=page&p_id=145&lang=geo   (last visit on Jan 20, 2018)
[2] Media Sustainability Index 2017, IREX, https://www.irex.org/sites/default/files/pdf/media-sustainability-index-europe-eurasia-2017-full.pdf (last visit on Jan 20, 2018), p. 168

programs for media/journalism and/or mass communication. Among them are two professional educational programs, 23 - undergraduate, 13 - Master and two - doctoral programs.

The goal of this research is to find out what requirements employers have and what criteria (knowledge and skill-based competences) they consider in the process of employing young (entry-level) journalists or while choosing interns; what recommendations they give to media educational sector etc. The research is a valuable resource for educators in modernizing educational programs by taking into consideration employment requirements and fine-tuning accreditation standards.

Literature review

The employment of Journalists has been studied from various angles, such as the influence of social links and education (including the skills - how to use new technologies), the status of the University (how prestigious it is), internship opportunities, meritocracy based education, gender, race and ethnicity, involvement in activities beyond curriculum and others.

British experts investigate "how networks and connections aid the "educational elite" to gain entrance into the upper echelons of the graduate labor market in two countries: France and England". Authors (Tholen, Brown, Power, Allouch, 2013)[1] mention, that status of the university "becomes especially relevant within debates on the meritocratic nature of the post-industrial labor market. Using interview data from final year students from two elite higher education institutions… it is assessed whether their elite educational experiences are translated into networks and connections that aid their future labor market positions" (2013, p. 142). The authors discuss the issue: what is the main reason for employment: academic achievements or class and elite privileges? British researchers prove that elite educational institutions support their graduates to establish links on the job market. In this research, we will observe the results connected with employer expectations, from this angle.

In other researches, (Montgomery, 1991; Mouw, 2003) authors focus on the fact that in the labor market social connections are very significant (family, friends, etc.). According to SuttonTrust (2009)[2], "educational elites" have substantial access to prestigious positions in the labor market. The above-mentioned research shows that developed networks and connections play a huge role for the elite students in terms of their future employment. Students realize that there is a tendency that people with the same social cultural and educational backgrounds will be accepted and welcomed into jobs. Abovementioned authors (Tholen, Brown, et al, 2013)[3], pay attention to the connections as a part of educational experience. In their opinion, "Education plays a crucial role in providing networks and connections but also legitimizing it. There was a strong sense among the students that the networks and connections are a result of their talent and social exclusivity of their education. Their education does provide excellent opportunities to create a network of useful contacts." (2013, p. 146)[4]. Researchers pay attention to the role of academic circles in broadening the networks and connections and in employing acquaintances. The researchers (Tholen, Brown, et Al, 2013) mention that students "did not exclusively use education-related networks and connections but would also utilize connections through friends, family and fellow-students"[5].

Rivera (2011)[6] focuses on the point that so-called elite employers select the graduates from the most prestigious/ elite Universities and they mostly pay attention to this particular fact rather than education quality. Research conducted in the USA highlights that "the gap between employer-requirements and journalists" revealed that in employers' opinion, graduates

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[1] Gerbrand Tholen, Phillip Brown, Sally Power, Annabelle Allouch, The role of networks and connections in educational elites' labour market entrance Gerbrand Tholena, Research in Social Stratification and Mobility 34 (2013) 142–154. Published by Elsevier Ltd., Available online at www.sciencedirect.com

[2] Sutton Trust is a British organization, think-tank and do-tank. See more http://www.suttontrust.com/ (last seen on October 15, 2016)

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[4] Ibid, p. 146

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don't have enough skills to begin working right after graduation (Adams, 2008; Lepre & Bleske, 2005; Mattern, 2003; McDonough, Rodriguez & Prior-Miller, 2009). The survey conducted in Georgia claims the same.

Internship is an importance practice in terms of broadening networks and connections as well. In addition, internship is an opportunity for professional growth and finding an appropriate job. British authors make it clear that besides the abovementioned factors, social events and self-realization are also essential. During internship, students shape their skills, investigate spheres of their own interests, and evaluate their strengths and weaknesses. An internship is the main platform where students match their skills to the labor market requirements.

The main issue of this topic is to find answers to the following questions: How do students find an internship? Do they address theirs tutors or use personal contacts?

From this perspective, it is worth identifying what employers pay attention to and what their priorities are (e.g. particular skills, University degree, letters of reference, work experience, personal characteristics, emotional and intellectual quotient (EQ & IQ), etc.).

Hines and Basso (2008) found that "an alarming number of communication professionals report that entry-level employees possess poor writing skills and even poorer editing skills" (p. 293)[1]. The results and the parallels of our research show an interesting picture from this point of view.

Researchers (Wegner and Owens, 2013) have developed a coding sheet after analyzing hundreds of job postings and noting the most common skills and attributes requested. According to the research:

"Thirty-five skills and attributes were coded for accuracy, aggressiveness, news judgment, creativity, storytelling, enterprising, willingness to work under pressure/ tight deadlines, team player, willingness to work long hours, strong writing, proofreading skills, ability to develop sources, previous professional experience, communication skills, leadership, ability to multitask, production/field production experience, software knowledge, shooting/photography skills, nonlinear editing skills, web/multimedia skills, design skills, experience posting to the web, Cascading Style Sheets (CSS) knowledge, HTML knowledge, Content Management System knowledge, Adobe Photoshop skills, Adobe Illustrator skills, AVID editing software skills, Final-Cut skills, experience writing for the web, Search Engine Optimization (SEO) skills, web analytics skills, social networking and mobile application skills"[2].

According to this research, employers in broadcast-media consider previous professional experience as very important (98.6 %), same refers to accuracy in writing (84.9 %), leadership (71.2 %), willingness to work under pressure/tight deadlines (69.9 %), news judgment (56.2 %). Also worth mentioning is that work experience is one of the most important point in the case of Georgia.

American researchers (Becker, Han at al., 2014)[3] measured the influence of extra-curricular activities on students' future employment. They have proved that such activities have a significant impact, at least upon the initial phase of entry to the labor market (2014, p. 355). They suggest that journalistic extra-curricula activities (preparing the annual issue, school newspaper and broadcasting programs) have positive effects on career decisions (p. 347), planning and on the success of the university graduates once they move into the job market" (p. 354). Regrettably, similar research has not been conducted in Georgia.

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One of the vital competencies in a journalist's career is an ability to adapt to new technologies. Media researchers from Greece (Veglis, Pomporstsis, 2014)[1] were interested in using information and communication technologies (ICT) by journalists and studied the specific skills, which were necessary for journalists to work successfully. According to the research conducted by them, journalists do not have enough skills to use communication technologies (ICT) in their work. Researchers suggest updating educational programs and acquiring future journalists with the knowledge and skills of - ICT tools[2].

Swede author (Henrik Ornebring, 2010)[3] discusses the integration of technology into the everyday working practices of journalists. He suggests that that interaction "remains an important reason for the continuing strength of this technological paradigm" and concludes, "Relationship between journalism and technology uses the concept of *labour* as a lens through which we can see the relationship between journalism and technology in a different way" (p. 58-59)[4]. Indeed, it seems hard not to agree with the opinion, that "when journalists are required to learn digital production techniques in order to create content for different media platforms, that represents tangible changes in their working lives, changes that are readily perceived as being 'caused' by technology" (p. 58)[5]. Even in this perspective, the basic journalistic competencies like good writing and editing, information gathering skills historically have been viewed as more important than technical skills specific to the medium in which the journalist works (Huang, 2006; Singer, 2004)[6]. From this point of view, the research conducted in Georgia produces important information for further discussions.

Research design, methodology and procedures

Qualitative and quantitative content analysis has been used for this research. A questionnaire (with open and close-ended questions) has been used as a survey instrument. The questions have a comment space/area. The number of questions is 20. Research questions are the following:

RQ1: According to what criteria are entry-level journalists employed in Georgia?

RQ2: What specific knowledge and skills are more attractive for employers?

RQ3: Do employers take into consideration the University, qualifications and earned degrees?

Research period: the research (questioning employers) was conducted in September-October, 2017

Sampling: The questionnaire was sent online to 36 employers in the capital of Georgia and regions (in September 2016). The employers were chosen from nation-wide TV channels, newspapers, on-line publishers, non-governmental and research organizations focused on journalism studies; According to the preliminary agreement, the questionnaire was completed by those high ranking managers who are in charge of employing new people or selecting them for internship.

The completed questionnaires were received from 25 media organizations. Among them 44 % (n=11) were from broadcast-media, 24% (n=6) from online media and 20 % (n=5) from printed media. These organizations are:

- Public Broadcaster – 1st Channel;
- Broadcasting Company "Rustavi 2";
- Broadcasting Company "Maestro";

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[4] Ibid, p. 58-59

[5] Ibid

[6] Huang, E. (2006) 'Facing the Challenges of Convergence: Media Professionals' Concerns of Working across Media Platforms', Convergence 12(1): 83–98. And Singer, J. B. (2004) 'More than Ink-stained Wretches: The Resocialisation of Print Journalists in Converged Newsrooms', Journalism and Mass Communication Quarterly 81(4): 838–56.

- Broadcasting Company "TV Pirveli";
- Broadcasting Company "GDS";
- Georgian Association of Regional Broadcasters;
- Media holding "Fortuna";
- Magazine "Forbes";
- Magazine "Liberali";
- Newspaper "Kronika+";
- Newspaper "Factmetri";
- Online portal www.new.vitube.ge;
- Online portal www.media.ge;
- NGO - Media Development Fund (MDF);
- Research organization "IPM" media monitoring service;
- TV 9 (in Poti);
- TV Company "L-TV"(in Lagodekhi);
- Newspaper "The Trialeti Express";
- Newspaper "The P.S. (Imereti);
- TV Company "Borjomi";
- Newspaper "The Kakhetis Khma";
- Newspaper "Chemi Kharagauli";
- Regional TV Company "Metskhre Arkhi".

Demographic data of the employers (n=25): 64% from questioned respondents (n=16) are female, 36% (n=9) male, 64% chose anonymity, thus they were given special codes (from the respondent 01 to 09). According to age, the highest percentage goes to the questioned respondents from 36 to 55 (72% n=18), under 35-20% (n=5) and over 56-8% (n=2).

Educational background: All questioned respondents have higher education. Among them employers with a Master's degree dominate. This is 68% (n=17) of the questioned respondents and the rest 32% (n=8) can be divided equally between the respondents with BA (n=4) and PHD (n=4) degrees.

Main findings

The research answered the three abovementioned questions as follows:

RQ1: According to what criteria are entry-level journalists employed in Georgia?

The research revealed that social and professional connections enhance employment possibilities. For the majority of the employers, professional and personal recommendations are important while choosing candidates for an internship. At the same point, employers admit that there is certain difference between internship and trial periods. Interns are paid in only 40% of questioned media organizations. From this point of view, improvement of internship practice is a challenge in Georgia.

Besides gaining professional experience and adjusting competences, an internship is an opportunity for broadening networks and connectivity for journalists, which will help them to find jobs in the future. For starting an internship practice, professional and/or personal recommendations are important for 89% of employers. As for employment, only 59% think that this factor matters.

RQ2: What specific knowledge and skills are more attractive for employers?

In Georgia, while employing journalists, writing and editing skills are the most important. Eighty-eight percent of participating employers think that these particular skills are important or very important, 76 percent considers that the ability to work on/meet deadlines is significant. The same percentage considers that tech-skills are important, 80% - the ability to select and process information. For 52% of employers give preference to having 'profound knowledge' in a particular sphere.

For employers in Georgia, an employee's ability to work on tight deadlines is more important than a willingness to work under pressure; we can thus suppose that employers in Georgia do not perceive working on tight deadlines as a stressful situation. Whereas in other research (Venger, Owens, 2013) these two variables are mentioned on the same level. As a perspective of the study, we can research how students gain these skills at Universities.

For our employers, the following personal qualities of entry-level journalists are very important: team-work oriented, high sense of responsibility, communication skills, curiosity, tolerance, ability to manage (control) emotions and time-management.

RQ3: Do employers take into consideration the University, qualifications and earned degrees?

Unlike other research cases where the diploma from an elite university is an additional bonus for employment, Georgian research does not clearly name such Universities. However, for most (72%) employers the status of the University is still important only for "general information and not for decision-making" as they say.

For 28% of employers, a degree in journalism has no importance at all. Exactly the same percentage says that a degree in journalism is a desirable attribute for hiring. Only 16% considers that a diploma is necessary and 16% claims that it is preferable to have additional educational experience in other spheres (e.g. Political science, economy, arts etc.). Other 24% considers that having previous work experience in media is a priority. From the employers' point of view, graduates gain more theoretical knowledge and poor "skill-based" practical competences at universities in Georgia. While employing journalists, 84% of the questioned employers give priorities to competences gained in other spheres rather than journalism. The respondents mention that specific field competences are important while working on particular topics. The absolute majority of those questioned support the idea that gaining practical knowledge and skills is crucial.

It turned out, that 44% of the questioned respondents teach at higher-education institutes, and still, 60% have never discussed the competences (which are necessary for journalists) with academic staff, deans of media schools and/or administration. They suggest that improvement of networks, communications and exchanging ideas about curricula between employers and educators is crucial for development. In further research, interviewing people from the education sector will be a subject of our interest.

Employers list the number of issues, which are correlated, with the requirements of accreditation standards of high educational institutes (HEI) in Georgia. According to the regulations, accreditation standards are met if:

- the program objectives are clearly defined and achievable and take into consideration labor market demands;
- The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of program learning outcomes and program development, is established and implemented;
- The institution supports students' involvement in extra-curricular activities, and also offers them components for developing practical skills;
- The institution aims to internationalize its teaching and scientific work as well as the employability of its graduates;
- The infrastructure and technical equipment of the institution ensures the achievement of program learning outcomes;
- Program staff has necessary competences required for the achievement of intended learning outcomes of the component they teach etc. (see more on www.eqe.ge. last visit February 2018).

From this point of view, employers produced recommendations in the following directions:

Improvement of Competence based education via following descriptors: Knowledge and understanding, Applying knowledge, Making judgments, Communications skills, Learning skills, Values. In particular, employers wish to improve knowledge in media law and ethics, verbal and writing skills, knowledge and using new technologies, improving audio-visual art techniques, knowledge and usage of new and social media platforms, having necessary skills for managing a converged newsroom, development of beat journalism etc. According to employer opinion, the students at Universities gain more theoretical knowledge than practical. For the majority, practical knowledge is essential. They acknowledge that by supporting internship programs students gain practical skills, and in general they literary suggest "less theory and more practice".

As to the educators: qualification is a matter of importance. From this point of view, employers pay attention to the attraction of those lecturers who "have considerable practice in journalism and know all the practical details which will be useful for students in the future."

Improvement of infrastructure and providing students with updated text books/manuals, development of the beat-journalism.

Internationalization: Employers pay attention, to increase the number of exchange programs (with European Universities); necessity of inviting foreign professors; intensive teaching of foreign languages; upgrading teaching methods.

Recommendation

The research revealed that the majority of surveyed employers (60%) do not pay a salary to interns. From this point of view, it is desirable to encourage cooperation between higher-educational institutions and employers via paid internship. In particular, a component of double degree and qualification might be the optional model. In this model, students gain knowledge and skills directly from the employers, have sessions and practice on the employers· basis. However, at the same time students, attend additional theoretical courses at University. For the development of such kind of credit-related courses, a university pays money (part from the fees) to the employer, who in turn, pays part of this money to the intern.

The research revealed that there is no permanent effective practice of communication between employers and educators. It is desirable to create and develop such a platform of communication, to hold different events (forums, seminars, conferences) where interested groups will have a chance for dialogue. This will help to create programs focused on the labor market and programs based on competences, it will also help to sophisticate and develop the labor market. To strengthen formal and informal connections between University and the labor market, it is preferable to involve practitioners and potential employers in the educational process; this is an additional possibility for employing young journalists.

Research showed that for the majority of our employers, practical skills are important. Especially writing and editing skills. Practical teaching should be the exact subject of attention while modernizing programs.

Research revealed that in Georgia, the annual number of graduates who have qualifications in journalism, mass communication or major in journalism (ECTS: 120 credits) is unknown. Being a journalist does not require any regulations, which is why we often have cases of migration from one occupation to a media sector. It may be a good impulse for the development of the beat journalism, though only in those cases when a future journalist has appropriate competences for this profession. From this point of view, admitting the possibility of giving dual qualification/double major (on an undergraduate level) would be an attractive offer (e.g. from 240 ECTS a student can accumulate 120 in journalism studies and 120 in another specialty). In Georgia, by law, there is no possibility of providing a dual qualification. In spite of various changes over the last ten years referring to this law, on the BA level, qualification of two majors has not been recognized and admitted. Our recommendation is to discuss and advocate for this amendment.

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Supportive Relationship between Teachers and Students and Among Peers

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Abstract

This study highlights the importance how a positive environment at class and school affects the relationship between teachers and students and among peers. The positive spirit in a classroom is a determining component for creating a favorable learning environment. Various studies have come to the conclusion that students learn better in an environment, both supported by teachers and other students. Positive relationships provide support, motivation, and better performance for school students. Besides that, improving students' relationships with teachers has a significant, positive and long-lasting impact on students' social and scholastic development. Different studies have shown that students who experience close, positive, and supportive relationships with their teachers have higher levels of achievements compared to other students who have experienced more conflicting relationships. Primary, secondary and high school students make greater efforts if they learn in environments where teachers and peers support is not lacking. Students of all ages, especially teenagers, are very much influenced by their peers. According to the motivational perspective, positive relationships between students help their engagement towards school, because they meet their needs for belonging and the connection with the environment, nourish positive feelings, important for the good functioning of the individual and their role as students. Support grows a sense of motivation and leads the student towards school success. Peers' support affects motivational elements as self-confidence and academic achievement and significantly affects an effective engagement.

Keywords: positive relationship, peer support, teacher support, higher motivation, better performance

Introduction

During the time that the students spend in the school, they have only one main role model, that of the teacher. This means that the teachers have a great impact in the individual and social development of the students. Teachers, being the second most important grown-up people in the students' life, besides their parents, the relationship created between them help a lot in the overall teaching process and in the development of their learning skills.

From a research that was conducted by Bridget Hamre and Robert Pianta, who kept records for the children of a specific region who were registered in the kindergarten and that also followed their studies at the same region till the 8th grade, came to the conclusion that the teacher-student relationship in the kindergarten (based on the disagreements between the two parties, the student's dependency on the teacher and the way that the teacher felt about the student) defined the student's overall school performance and behavior till the end of the 8th grade. This mostly affected the students that were not that very well-behaved. Even when their ethnic and genitive factors of their behavior and overall performance were taken into consideration, the teacher-student relationship was still something that strongly determined the student's overall performance. According to a different research that was conducted among the children starting from four and a half years of age till they reached the 5th grade, Pianta and his colleagues noticed that the emotional warmth that the teachers offered to the students and the teacher's ability to identify the work according to the student's needs, helped students a lot in subjects such as that of Mathematics and Literature. There are a lot of factors that indicate that there is a strong connection between the quality of the teacher-student relationship, starting with the student's performance in the early years and of his overall performance in the years after that (Woolfolk A., 2011).

Teachers devoted to their students, even though they have to deal with many students' difficulties and problems, such as different family situations and other problems regarding their abilities and disabilities, must adapt teaching and assessment methods to students' needs. The teacher must always try to explain the abstract things in a way that are realistic and

understandable to all the students. Besides the academic concepts that the teachers offer to their students, they also have to always pay attention to the students' emotional needs, by boosting their self-esteem and by teaching them to be responsible for what they do. These teachers are able to notice and find out why one of their students seems so tired. They are reflective, which means that they are constantly thinking about certain situations, analyzing what they are doing and the reasons for why they do such things and this analysis helps them in improving their work with the students.

If students are asked to describe a "good teacher", their descriptions determine three qualities. First, good teachers establish good interpersonal relationships - they care about their students. Second, good teachers keep order in class and preserve their authority without being shown rude or rigid. Third, good teachers manage to motivate their students - they are able to make interesting lessons, being creative and innovative, and making students understand and perceive something regarding the lesson (Woolfolk A., 2011).

Some other researches that were conducted among the middle-school and high school students show that in cases when teachers were helpful, the students have studied more. It seems to be a direct connection between the teacher's support and the students' motivation into studying more.

The improvement of the teacher-student relationships has a great impact to the social and the educational development of the student in the following years. But this is not the only thing that improves the students' overall performance. However, those students who get along really well with their teachers tend to achieve higher results compared to the conflictual students.

Therefore, the students who consult and talk with their teachers regarding specific issues tend to get a higher evaluation from their teachers. As a result, the student tends to believe his teacher more, to be more participating and to behave more properly and all these things lead him to achieving higher academic results. The positive relationships between teachers and students attract the latter to the learning process and help them into promoting their desire to learn (assuming the content of the classroom material is all-inclusive, age-appropriate and well-matched with the student's abilities). The teachers, who establish more positive relationships with students, create a more favorable environment in the classroom in order for the students to learn and fulfill their developmental, emotional and academic needs. The positive relationship that is created between the parties, consisting of few conflicts, high levels of closeness and low support and dependence, results in better adaptation of students to school and it also helps them into promoting their social skills and academic performance. The teachers who have established better relationships with their students have said that their students didn't tend to leave the school but learn and be more participating instead (Kaufman & Sandilos, 2017).

The quality of the early teacher-student's positive relationship has a long-term impact. Particularly, students who had had more conflicts with their teachers or were more dependent on them during the time they were in kindergarten had lower academic achievements (in math and language courses) and more behavioral problems (for example: worse working habits), during the eighth grade. The biggest impact was on boys rather than on girls (Hamre & Pianta, 2001).

Further studies showed that the kindergarten children, who were closer to the teachers and had fewer conflicts, developed better social skills during the high school years than the kindergarten children who had had more conflicting relationships in the past (Berry & O'Connor, 2009).

A recent study, examining the teacher-student relationship during elementary school (first to fifth grade), concluded that close teacher-student relationships were directly related to reading achievements, while conflicting teacher-student relationships were related with low reading achievement (McCormick & O'Connor, 2014).

Teachers, who follow each student's focused approach (for example: methods that take into account individual student changes, involving decision-making students, who recognize developmental, personal, and student relationships) are able to motivate their students more than teachers who do not follow such methods (Daniels & Perry, 2003).

Students' group work also requires for the teacher to create a pleasant and a welcoming environment in the classroom. Such assignments require for the students to work together, thus helping them into improving their learning skills and into exchanging valuable information with each other. The teacher's actions in this case are strongly determined by the way that the students respond. The teacher's responsibility is to create a welcoming and warm environment for the students in order for them to understand the value of the group work and by giving them the idea that the teacher is also being part of their work. By maintaining a positive attitude regarding the student-teacher and student-student relationship, it will

eventually lead to having a warmer and a more welcoming environment in the classroom. If this would always be put into practice, the students would learn how to respect other students' ideas. The teachers should always try to support their students into improving their learning skills and they also should try to create a warm and positive environment so the students working together can learn faster (Musai, 2003).

Teachers should encourage and nurture student motivation in order for them to improve the student's learning process, they should take into account the students' interests, and they should support their ability to grow. Motivating, means to promote people's interest and internal resources, their inner sense of ability, self-esteem, autonomy, and self-realization.

According to different research, students tend to learn more when they are supported not only by their teachers but also by their classmates. Students of every age, and more precisely the teenagers tend to be influenced by their peers' opinions.

If students do not get along with their peers, they tend to not be that much participating during the classes and as a result they get lower grades at the very end (Woolfolk, 2011).

According to another motivating perspective, the positive relationships between the students help their engagement in school because they meet the needs of belonging and the connection with the environment, nourish the positive feelings important to the good functioning of the individual and their role as a student. Peer support affects academic performance, school adaptation, motivation to learn, and pro-social behaviors (Veiga, et al., 2014).

In a study that Estelle and Perdue (2013) conducted with the fifth-grade students, they came to the conclusion that the peer support influences their performance later on in the sixth grade, in their overall behavior (during their work in the classroom) and in their active and effective participation in the class. The researchers interviewed different students to get information regarding their interpretation for the peer support, whereas form the interview that was conducted with the teachers, the researchers evaluated the percentage of the students' participation during the classes. The results showed that the peer support helps a lot when it comes to achieving higher results, especially when it comes to the teenage years. Peer support affects the student's self-esteem and their academic achievements. This kind of support motivates the students and helps them into achieving higher academic results.

Fredricks (2011) defines peers with a positive academic orientation as people who represent a model of learning, share information, explain questions, collaborate, develop a sense of belonging, adopt positive social norms, and show emotional engagement, behavior, and knowledge.

Sometimes, the help of another student who has found the solution to the problem is very useful for a student who has not found it. Placement close to a good student with a not so good student makes it possible to gain knowledge by exchanging explanations, questions, answers and solutions that come together. Students learn through dialogue and discussion of various issues (Woolfolk, 2011).

When peers build constructive relationship among them, they help each other in having a higher motivation, a higher self-esteem and a better academic performance. The inclusion of the students in the school assignments is easily achieved when there is support from both the peers and the teachers (Veiga, et al., 2014).

School and class students are surrounded by other peers and teachers. As such, their opinions and choices are also influenced by the actions, behaviors, and suggestions of these people. The studies regarding the influence of the students in the social context where they are part of are mostly concentrated on the influence that the teachers and parents have on their students rather than the influence that the students have among themselves. However, we will also see that the relationship between the peers has a great impact in the inclusion, motivation and the well-functioning of the students in the learning process.

The interactions with the peers might be related to the school issues or not and it is impossible not to notice the great impact that these interactions have on the motivation or the inclusion of the students at the school. Peers interactions have a great impact on the motivation, inclusion and the overall achievements of the students at the school and this can be achieved via the exchange of the information and models that strengthen the principles and the values of the peers (Ryan, 2000).

Support from peer students also occurs during group tasks or projects. During teamwork, each of the students can succeed, as the tasks are shared and if any of the group members is weaker, it will be assisted and supported by others. Collaborative

learning not only provides supportive opportunities for students but also enables them to enrich their knowledge by building academic and social skills (Jacobs, Ranandya, & Power, 2016).

The studies conducted in this field of study show that despite the importance of the peers support, the support that the teachers and the parents give them is way more important when it comes to the students' overall achievement at the school. A study that was conducted among 822 Chinese students, aimed at studying personal and contextual factors affecting student involvement in the learning process, showed that there is a correlation between student involvement in learning and support provided by teachers, parents, and peers. Support from teachers has the greatest impact on students. According to Wentzel (2012), learning occurs in social environments and social support encourages inclusion in the classroom, affecting the emotional and psychological functioning of students. This author suggests that the students' purposes will be guided by the evaluation that is given to them by their peers and their teachers, and when they feel that these two factors are contributing in fulfilling those purposes, they tend to believe more in themselves and as a result they take more responsibilities (Veiga, et al., 2014).

The students embrace the support that they take from their peers and teachers. Having a social and a positive spirit in the classroom contributes into having a more favorable learning environment.

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Syntactical Analytical Overview of the New Testament Translation by Vangjel Meksi, After the Editing of Grigor of Gjirokastra, Focusing on the Syntax and the Sentence Types Strata

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Abstract:

In this paper, we have focused the study on the sintactical level of the translation of New Testament by Vangjel Meksi Laboviti, after the editing of Grigor of Gjirokastra, focusing mostly on syntactical units which are syntagms, as well as their constituents. In the core of the young scholar Bramo, it is the investigation on the syntactical units-syntagms: their connection, types, heads and relations of these connections in sentences. The schemes shown by Mr. Bramo show the high number of syntagmatic connections and the richness of means Albanian language owns, provided by the translators of the New Testament, according to the nature of our native language. The paper, contains a theoretical ground with authors and works from the generative linguistics school, basing on those contractions that can be integrated in syntagmatic structures and connections with models of our language.

Keywords: syntagm, syntagmatic group, syntagmatic constituent, syntagmatic types, head of syntagm, term, noun phrase, verb phrase, function, direct case, indirect case, NS, VS, AdjS, PS, AdvS, phrase, scheme, determinant, simetric structure, etc.

Introduction

It would be an honourific act that instead of the introduction of this paper, for the syntactical level of the translation of Vangjel Meksi, with the editing of Grigor of Gjirokastra, to bring an extract from the work of Prof. Kol Ashta, for the historic Lexicon of Albanian language; here: for the translation of the New Testament by V. Meksi, with the editing of Grigor of Gjirokastra. [1]

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[1] We noote that the work "**Leksiku historik i gjuhës shqipe**"of prof.Kolë Ashta, was published to Vol. 6. Vol. 7 si being prepared by ISA in Shkoder, and will contain the study of the translation of V. Meksi Laboviti, with the editing of Grigor of Gjirokastra, 1827, still in manuscript. The extract was taken by the library of T. Topalli, one of the editors of some published works from the long series of prof. K. Ashta. (*The underlined parts are of prof. Ashta, my notes, E. Bramo*).

For the syntax. *Syntax of verb. When the subject is a collective noun in singular, but its meaning gives the idea of the plural, then the predicate is a verb, which Vangjel Meksi uses in plural, relating it with the subject: «u çuditnë llaoi ndë dhidhahi të tij» M 7, 28; «bota çuditë shinë e thoshnë» M 12, 23.*
Syntax of noun with preposition. The complements can be simple or compound morphologically by a preposition and a noun, thus both give a syntactical unit. There are prepositions related syntactically with a noun of a certain case, then they relate mostly to another case. The preposition "nga" stays with a noun of nominative case, whereas Vangjel Meksi relates it to another case, the dative one: once he says «kree atë e shtjere ngaha teje» M 5, 29 which differently could say: hiqe ate e largoje prej teje.
The preposition "tek" stays with the nominative noun, whereas in the text is in front of dative case of the noun: «ti vjen tek meje» M 3, 14, ti vjen tek unë; «ajo bëri punë të mirrë tek meje» M 26, 10, ajo bëri punë të mirë tek unë. Negative sentence. The conjunction, which serves to connect words or sentences, has a meaning. It is used "as" as a conjunction with a negative meaning in negative sentences, which connects with it and needs another negative particle "s" or "nuk"; both words in the Albanian language do not give declarative meaning, as in other languages. On the other hand, he writes «as fotinë e dhezjënë e e venë ndënë modh, po e venë mbi samdan, e ndrit gjithë ata që janë ndë shtëpi» M 5, 15, as kandilin nuk e ndezin e nuk e venë nën shinik (një lloj bobinie e madhe), po e venë mbi shalldan e ndrit mbi gjithë ata që janë në shtëpi. The complex sentence. The work of Vangjel Meksi is a translation from Greek to Albanian, thus it is the complex sentence which constitutes the main part of the text from the original, but somehow to the translated one. The complex sentences are many, where the conjunctions "e" is more noted than conjunction "edhe"«vurri (fitepsi) një veshtë e e thuri atë me gardhe e rëmoi» M 21, 33.

It must be said that in this translation and editing, Albanian language had found the ancestor of the Great Master, Kristoforidh, as a continuity of the work on writing our language, also in compliance to the Memorandum which the prominent Renaissance representative had planned and proclaimed. We shall not enter into elaborated theoretical investigations of the translation act, semiotists and analyzers of this linguistic work, as it is the example of Umberto Eco, have emphasized that *sometimes the nativenessity of the text is necessary, because the text shall be in compliance with the nature of the target language*, because translation is not just a transfer from one language to another, but also a transfer from one culture to another, from one encyclopedia to another. [1] Even though that the models were not of Albanian language, this famous philologist has also brought into attention even the fact of Biblic translations, about which it is to be noted that *they have archaic and Hebrew purposes and tend to recreate the poetic atmosphere of the semitic text*. [2] Other linguists have paid attention to this issue, such as R. Jakobson, whom more than a half century (1959), has studied linguistic aspects of the translation and he has also noticed that there are three kinds of translation: rewording, interlinguistic and intersemiotic. [3] Within these definitions we shall consider Biblical translations, including also the Albanian translations which have been made by the translator and editor of The Gospel of Matthew, in 27 chapters which we have made here an object of linguistic investigation, focusing firstly in two extreme syntactic units, as follows: syntagms – as constructive units for sentences and utterances; - as commentary units, which are formed by predicate nucleuses, sentences. In the translations of Meksi-Gjirokastiti there are nit divisions in connected texts, as we are used to see in the epic genre, but the limitations in chapters constitute texts which are divided in sentences and clauses. We notice here the Testament (evangelical), which starts with 2-3 sentences/clauses and the connection with the predefined through the conjunctive "e"; for example, in the first Chapter, which has 25 subchapters, after the 2 first phrases, it goes into a more dynamic (active) sequences and static (descriptive), by using it 23 times, such as:

"**23**. Ja Vashëza do të bënëtë me barrë, e do të pjellë djalë edhe do ta thonë emërit'e tij Emanuil, që do të thotë Perndia me nevet."**24**. E si u ngre Iosifi nga gjumi, bëri si e porsiti Ëngjëll'i Zotit, e muar me vetëhe gruan ' e tij."

"**25**. E nuk'e njohu atë fare, gjersa polli djalën'e saj të parën'e të vetëminë, e i vuri ëmërin'e tij Iusu."**4**

There are also other conjunctions within the phrases. In these structures, we will bring a view of syntagmatic constructions, types according to heads, connections and relations and means with which these indicators are accomplished.

Construction of syntagms

NS

Most of the time, Noun Phrases (NP) are forms of nominative groups, which have one or more attributes: nouns, adjectives and pronouns, but the language of Biblical texts turns more to the simplicity, without many epithets, as are seen in the style literature today, in prose or poetry; thus nominative syntagms are not varied in the translation of Meksi and the editing of Grigor:

Krishtër të rremë, t'ardhurit e birit, të sosurit e jetësë, i birit së njeriut, dritën'e saj, anët'e qiellvet, të dridhurit'e dhëmbëvet, fjalët'e mia, jati im, ditët'e Noesë, zoti juaj, kopil i besuarë etj.

For example, for SN *t'adhurit e birit, kopil i besuarë,* we analyse that they have respectively leading connections and attribute relations, with the scheme.

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1 Eco, Umberto: **Të thuash gati të njëjtën gjë** (Përvoja përkthimi), Dituria, Tiranë, 2006, f. 193, 196.
2 Po ai, po aty, f. 196.
3 Po ai, po aty, f. 240.
4 Lloshi, Xhevat: **Përkthimi i V.Meksit dhe redaktimi i G.Gjirokastritit**, Onufri, Tiranë, 2012, f. 254.
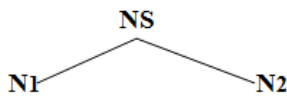
(Nominative case + Genitive case)   (Noun in nominative + articled Adjective)
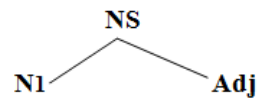
PS

Whereas, the construction of Prepositional syntagms, with a preposition as a head, distinguishes not only for the number of prepositions that come in the prose translated by Meksi, but also of two prepositions, which are very old today "mbë" and "ndë"; great in number, these syntagms are complec, such as: *ndë Vithleem të ludhesë, mbë ditë të mbretit, përpara ature, nga vetëheja, prej ti (ty), ndë vdekëjë t'Erodhit, mbë vend të Israilit, mbë maje të malit, ndë mbretëri të Qiellvet, me lëkura të deleve, ndë jetë të pasosurë, ndë zemërën e tij*, etc.
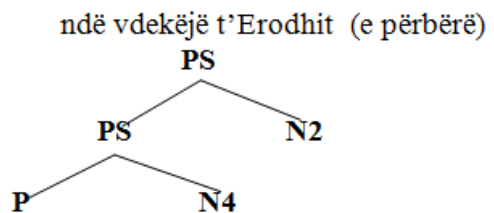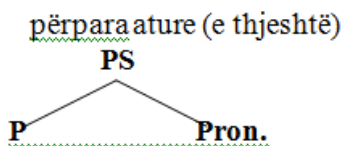
As means of syntactic relations (m.s.r.) among constituents, there are: articles, case inflections and syntactical order.

We think that the selected part of "The Gospel of Matthew", with all the chapters of this summary, creates the possibility for an analysis of the syntax plane of the lexicon streams from the syntagmatic level, to a sentence plane and then to the phrase structure, in the the religious style that Meksi brought about two centuries ago. The overriding function of this style, as mentioned above, is the suggestive one, which means that the word is intended to stimulate the feeling of something beyond, mystical, supernatural, sacred, eternal. [1]

To complete this function, all the translators of the Gospels or of the Bible (Old and New Testament) have aimed at communicating with believers, their understanding, and therefore the language of these utterances tends towards popular folk, towards simplicity. This definition defines not only the relevant style of the lexicon, but also the syntactical unions in the syntax unit "syntagma", where, besides the character of relationships and connections, a first-hand importance takes on valence[2], as belonging not only to verbal syntax (VP), but also those with a head or component from the other parts of speech (otherwise: from other word parts of speech, so called in the generative school), such as noun, adjective, numerator, pronoun and adverb. [3] Since a long time, theoretical linguistics have defined that besides the verbs, we can speak of valence even for other categories of noun classes. [4] The prominent Italian generativist G. Graffi, emphasizes that with some changes, even nouns, just like verbs, show valences, which does not seem strange, because many naouns derive from verbs (and as a result they have been called verbal nouns), for example *shpjegim* (explanation) which derives from *shpjegoj (explain); nisje (start)* from the verb *nisem (start), etc.* [5] Unlike what would happen in other writings, the translations of the Bible by Meksi and the editing of G. Gjirokastrit are always in a certain style, outlined as a religious style, with the appropriate

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[1] Lloshi, Xhevat: **Stilistika e gjuhës shqipe dhe pragmatika**, Albas, Tiranë, 2012, f. 157-158. The author of this university book, the linguist Xh. Lloshi explains: " religious texts in Albanian have the source of one translation, which means that following a foreign language now they encounter traditional formulations. Religious translations have been difficult steps, but valuable for the written Albanian language." f.159.

[2] Dhima, Thoma: *Gramatikë e gjuhës shqipe-Sintaksa*, Gjirokastër, 2010.

[3] Shehu Hajri: **Çështje të sintagmatikës në fjalorë të shqipes,.në Leksikografia shqipe -Trashëgimi dhe perspektivë**, ASHSH, IGJL, ASHAK, Tiranë, 2005, f. 158-168.

[4] Graffi, Giorgio, **Sintaksa**, Shtëpia Botuese "Dituria", Tiranë, 2008, f. 72.

[5] Po ai, po aty, f. 73. (The generativist Italian author continues as follows "... compliance of nouns and verbs is so systematic, that in many cases it can be given to noun classes denominations of respective verb classes, and so we can speak of transitive or intransitive nouns, etc.)

suffix function, dominating the denominational words of the biblical , religious, theological spheresm such as known names from the Testament, from historical events, toponyms of the arena where tribes and ancient peoples of Egypt lived, Israel, Mesopotamia, Palestine; there is a dominance of different actions of earthly life and beyond the grave (verbs), there is also a lack of words in the psychic, spiritual sphere that create what is called the lexical field of this style, etc., which appears in different language situations. Even the rich tradition in the design of such colloquial Dictionaries in Albanian[1], starting from the 18th century to the present day, has, in particular, reflected this very well. On this theoretical basis, we can select the following syntagmatic order from the translation of the Gospel of Mattheus, by looking at the concept of language, by L.Tesnièr, who speaks only of the syntax of the verb.[2]

Noun valence (syntagmatic connections according to V.Meksi): _gaz të madh, mbretëria e Qiellvet, zemërë të pastruarë, krip' e dheut, drit'e dynjasë, vëllait së tij, shtëpi të vogëlë, mbretëria jote, urdhëri it, bukën e sotme, fajet tona, të këqijat e saj, nga priftërit e rrem, fjalë vetëm, im bir, ndë vdekëjë t'Erodhit, kube të qiellësë, një boce me verë, sëmundët' e laoit, të mirat e dheut, drit'e diniasë, të gremisurit të saj, të ndenjurit'e ture_ etj. Their typicall structure would be:
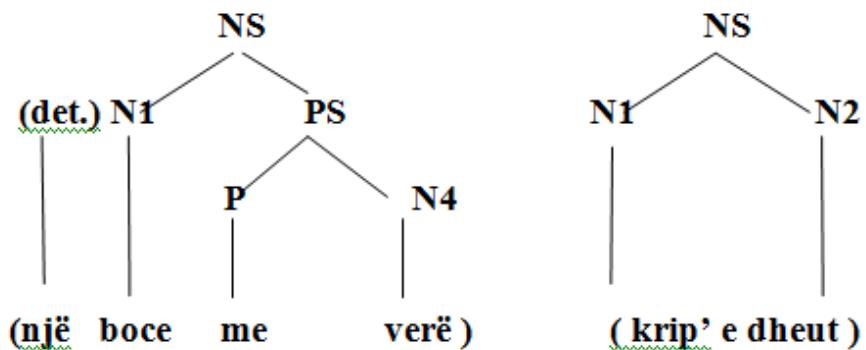
Adjectives valence – _të lartë shumë, më i ndriçuarë nga të ngrënëtë, të dashurat pemët, më i madh se atë, etc._

Numerators valence – _di vëllazër, di të tjerë, di të verbërë, dymbëdhjetë mathitivet, tri llojë, tri pasdreke, dy a tri javë sh, dhietë mijë dërhemë, tre kute cohë, etc._

Adverbs valence – _fort mirë, fort më rrallë, shumë mirë, teprë fellë, mjaft i njohur, keq shumë, kaqë vonë, etc._

Verbs valence – with the verbs there are formed a lot of syntagms, because, accordint to Tesnerian structuralism, the analysis of the sentence starts from the verb and this part of speech has the possibilities to connect with other lexical and grammatical units; thus we have taken most of them from the translation of Meksi.

pagëzoj me ujë, do të bënëtë me barrë, do të pjellë djalë, do ta thonë emërit, u ngre nga gjumi, e muarë me vetëve, e muarë gruan, polli Sadhoknë, polli Ahimnë, polli Eliudhnë, polli Iakovnë, u arravonis me Iosifnë, ta lijë atë fshehura, leu ndë Vithleem, vijnë nga Anatolia, vijnë ndë Ierusalim, pam illin e tij, mbëjodhi të parëtë, është shkruar nga Profiti, e mësoi mirë, mësoi nga ata, hajdeni ndashti, sillmëni mua haber, shkon përpara, panë mbë gjumë, ranë mbë dhe, ju falë atij, u duk ndë ëndërr të Iosifit, vat endë Egjipto, tha me anë të Profitit, e thirra birrë tim, u pru ndë erimi, del nga goja e Perndisë, e vuri mbi kube, ejani pas meje, gjezdiste nëpër Galileë, hipi mbi mal, kanë et për të drejtën, të shkeletë nga njerëzitë, biri derësë, mos shtini të shëntëruarëtë qenet, u mbitnë ndë ujëra, u derdh me vrap, vanë ndë mal të Ullinjet, do t'i bie çobanit, erdhë afër, ra përmbis, pa sosurë fjalën etj., etj.

In a linguistic plan, the possibility to have grammatical connections has as a condition the valence of parts of speech, a fact that points out what is called the dichotomy "language'speech", i.e. the noun is connected to other nouns of different cases, with adjectives, with some pronouns, numerators, etc. Whereas the verbs connect with names, adverbs, past participles, etc. In all cases, the means of syntactical connections among units, called syntagms, in the translation of Meksi are mostly prepositions, inflections, syntactical order, which very often is according to the Albanian language structure, what can be explained with the influence of foreign languages and the author was obliged to use them during the process of translating; thus there are many models "adjective + noun" (*e bukurë grua, tietërë herë, e para punë, e madhe vapë*, etc.) We can say the same thing for the intermediate construction of predicators with analytical verbs, such as: *gjith'ata që ishin keq gjëmuar.*

Regarding the level of syntagmatic connections, we can notice the density of the non-prepositional dative case, such as: *takim miqësh*; prepositions of objective case (place): "**mbë**" and "**ndë**": *do të bjerë mbë dhe, ndë pisë, ndë Qiell, ndë të korrë, për të ngrënët' e tij* etc. In the divine rules of the Gospel we find uses of the dative case instead of nominative case with the preposition "nga", such as: e mpsoni nga meje (nga unë/prej meje), f. 272. Ose me parafjalën tjetër "tek": E erdhm **tek teje**. (p. 301).

Or with the construction of correct and incorrect cases within the sentence, such as: Unë kam shtrëngim të pagëzonem **prej teje**, është **përtej juvet**, e ti vjen **tek meje**? (f. 256) As we have cases like: Ejani **tek u** gjithë sa jeni të lodhurë. (p. 272)

We also witness construction models of grammatical groups for the Albanian, such as: "verb + noun in the nominative case with a preposition": **mpsoni nga meje**, p. 272 (mpsoni prej meje). In the translation of the Gospel of Matthew, there are types of sintagms, but the mos common ones are nominative ones, especially verbs and also prepositional. Regarding the structure, we encounter simple and complex syntagms.

From the prepositional syntagms groups, we bring constructions of prepositional syntagms (PS), such as: *ndë Vithleem të ludhesë, mbë ditë të mbretit, përpara ature, ndë vdekëjë t'Erodhit, mbë vend të Israilit, mbë maje të malit, ndë mbretëri të Qiellvet, me lëkura të deleve, ndë jetë të pasosurë, ndë pisë të zjarit, mb'anë të mëngjërë, ndë vend të Golgothas, mbi rrobën time, nga zilia e madhe, nga të gjashtë sahatë, ndë çarçaf të pastruarë etc*. The means of syntactical connections are generraly as follows: order, articles, case inflections.
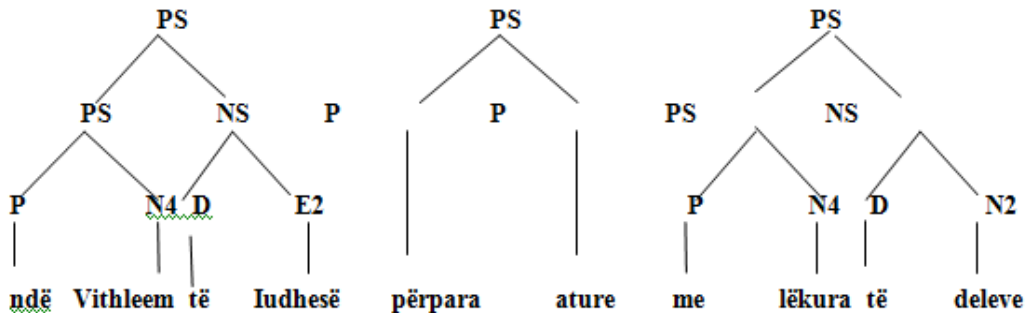
For the presentation of the syntagmatic structures we shall base on what N. Chomski said, which is that the linguistic description in a syntactical level is formed in the aspect of the contituents' analysis. [1]

Sentence level (types)

In sentences, we can say that in the chapters under analysis there are seen different types of sentences; among the most common are declarative sentences, which in many cases start with the conjunction "e", "dhe" and "edhe", such as: *Edhe lisui i tha. E ai nuk' u përgjigj asaj asnjë fjalë. E gruaja i falej atij. Zot ndihmë mua. Edhe ajo tha. E erdhë nde ai shumë botë. Edhe lisui u tha ature. E hangarë të gjithë* etc. They are all complex sentences, with S + P and the general order is: S + P, S + P + O1, S + O**2;** but also the other way round: P + S. Some other types, such as, Interrogative sentences, sometimes extended in long periods (sentences), there are noticed the following interrogative means:

Interrogative pronouns**:**

Sa bukëra keni? Ç'u duketë juvet, ndë pastë ndonjë njeri njëqind dhënt, e t'i humbasë një nga ato, nukë lë të nëntëdhjet'e nënta, e vete nëpër male të kërkojë të humburën? Dhaskal i mirë ç'të mirë të bëj, që të kem jetë të pasosurë? Ç'më duhet'akoma. Me ç'urdhër bën këto? Kush ta dha ti këtë urdhër? Mbretërit'e dheut nga cilët marënë të dhënatë, a haraçnë? The last one generates an incomplete interrogative sentence, which does not contain interrogative grammatical means: *Nga bijt'e ture, a nga të huajtë? Të pamend, edhe të verbërë, cila është m'e madhe, ari a Qisha që shëntëron arë?*

Interrogative adverbs:

Ku të gjejmë navet nd' erimi kaqë shumë bukëra, sa të frihenë kaqë shumë njerëz? E juvet cili thoi se jam unë? Pse mendoneni me vetëve tuaj besëpakë, se bukë nukë muartë? Qish nukë kuptoni se nuk' u thaçë juvet për bukë, të ruheni nga brumët'e Farisejet, e të Sadhukejet? Gjerë kur të u duroj juvet? Si të duketë Simon? E ndë e thërret atë Dhavidhi zot, qish është biri i tij?

With interrogative particles:

A mund të bëj unë atë? A të duketë se nukë mund ndashti t'i lutem jatit sim, e të më dërgojë më tepër se dymbëdhjetë tajmë ëngjëjet? Nga u gjendnë vallë gjithë këto te kij?

With interrogative particle and interrogative pronoun, which makes the question more intensive, like for example: *Vallë cili është më i madh ndë mbretëri të Qiellvet?* Sometimes, the grammatical means of the question comes and it is repeated for

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[1] Çomski, Noam: **Strukturat sintaksore**, Dituria, Tiranë, 2011, f. 44.

the words the question is made, such as: *Cila ështe mëma ime, edhe cilët janë vëllazërit'e mi*? However, sentences and phrases which contain the question, are not built only with particles, such as: interrogative particles, interrogative pronouns and interrogative adverbs, which generally stand at the beginning, but in the translation of Meksi, there are also brought interrogative intonation sentences, which become such, thanks to the interrogative intonation, even though they have parallel structures with interrogative sentences, as: *Njerëz me di faqe (lpokritej) faqen e Qiellit dini ta njihni, e nishanet'e kohëve nukë mundni t'i njihni? Dhaskali juaj nukë paguan haraçnë? Nukë dhiavastë, se ai që bëri që herën e parë mashkull edhe fëmërë, i bëri ata? Mundni të pini potirë që do të pi unë, edhe pagëzimnë, që do të pagëzonem unë, të pagëzoneni edhe juvet? Mik, ç'të dëmtoj ti, nuk bëtë me mua pazar për një dinar? I kupëtuatë gjithë këto? Të vë mbë be Perndinë' e gjallë, të na thuaç nevet ndë je ti Krishti, i biri i Perndisë?*

Generally, interrogative sentences, in each language they are formed, start with question words (particles, or lexical grammatical categories, like pronouns and adverbs), they have an indirect order and they are characterized by the interrogative intonation, with the exception of cases when they are seen as indirect interrogative sentences, which are in the phrase and lack question antonym, such as: *S'e di ç'të keq bëri*. In the translation of Meksi, the main part of the interrogative sentences are rhetorical questions, which do not need a response, but in many casesm the answer comes from Jesus and in this models there are found phrases with some predicate units, with the indirect structure and in different functional relations, as in the following examples: **16**. E juvet lum sitë tuaj, sepse shohënë, edhe veshëtë tuaj sepse digjojenë."(p.275) "**17. Se** me të vërteta u thom juvet, që shumë profitër, edhe të drejtë dëshëruanë të shihnë këto që shihni juvet, e nuk'i panë, e të digjojnë këto që digjoni juvet, e nuk'i digjuanë." (p. 275) The unit that comes after the conjuncti on of reason "se" can stay alone in the context of phrase 16. But the textual relation (minitext) can be wider, as in p. 279 of Chapter XV, where we will bring the following examples:

Atë herë vijënë te Jisui nga Ierusalimi Gramatikotë, edhe Farisejtë, e i thonë:

Pse mathitit e tua nukë mbajnë porsi'e pleqet, se nukë lajnë duartë kur hanë bukë?

Edhe ai u përgjigj ature, e u tha: Pse edhe ju nukë mbani porsin'e Perndisë për porsi tuaj?

Sepse Perëndia porsiti e tha: Ndero babanë edhe mëmën tënde, edhe ai që thotë te ligë babait a mëmësë, le të vdesë me vdekëjë."

Very rarely we see other intonative sentences, as for example, some causative sentences: *Jam pa faj nga gjaku i këtij së drejtit, ju e paçi mbë qafë.* In our lexical studies it is emphasized that, to be in the right level, according to linguistic requests, *the lexicographic treatment of word connections* shall be if such level, *as to fulfill the profound theory of speech activity.*[1] Linguist H. Shehu emphasizes that for the issues of dictionaries, there are some known criteria, such as: a) word density; b) thematic value and word situations; c) width of lexical syntagmatic connections of the word with other words of the language, bearing in mind other extralinguistic factors, logical and material ones, interlinguistic factors, the structure of the language…[2]

only on syntagms, but also in the whole structure of the sentence, to reach the level of the research in the paper.

Schematic approach for the functional order of parts of speech and the lexical and syntagmatic correlation in some extracts from the Gospel of Saint Matthew

In this part, we are doing a schematic approach among words, phrases and statements from Greek to Albanian, accordint to the translation of V. Meksi with the editing of G. Gjirokastriti, to show the lexical and syntagmatic correlation of some syntactical units from the Gospel of Saint Matthew, according to the translation of the New Testament of these authors.

We shall note since in the introduction of this part of syntax, that when we make comparisons or such approaches, regarding the order of functional parts of speech in the unit of sentences, otherwise, according to its constituents: main parts of speech, and secondary ones, as well as tertiary units in order, as are the middle words, separate parts, homogenous parts, exclamations, in both languages: Greek and Albanian have a common typology, thus: SVO – is about the direct syntactical order (neutral order), by passing to emphatic order: VOS/OSV/SOV. For example, in the sentence *Populli shqiptar ka ruajtur*

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[1] Shehu, Hajri: **Çështje të sintagmatikës në fjalorë të shqipes**. ASHSH, IGJL, ASHAK, **Leksikografia shqipe**- **Trashëgimi dhe perspektivë**, Tiranë, 2005, f. 167-168.

[2] Po ai, po aty, f. 168.

në shekuj gjuhën e tij (The Albanian people have preserved for centuries its own language) units or syntactical words emphasized have a neutral order (direct); whereas all the other orders, VOS/OSV/SOV: [1] *Ka ruajtur në shekuj gjuhën e tij populli shqiptar/ Gjuhën e tij populli shqiptar ka ruajtur në shekuj/ Populli shqiptar gjuhën e tij ka ruajtur në shekuj* – are all neutral orders, but emphatic (indirect). The same is also in Greek:

Populli shqiptar ka ruajtur ndër shekuj gjuhën e tij.

Ο αλβανικός λαός έχει διατηρήσει ανά τους αιώνες την γλώσσα του.

Populli shqiptar ka ruajtur ndër shekuj gjuhën e tij.

Έχει διατηρήσει την γλώσσα του ανά τους αιώνες ο αλβανικός λαός.

Populli shqiptar ka ruajtur ndër shekuj gjuhën e tij.

Την γλώσσα του έχει διατηρήσει ανά τους αιώνες ο αλβανικός λαός.

Populli shqiptar ka ruajtur ndër shekuj gjuhën e tij.

Ο αλβανικός λαός, την γλώσσα του την έχει διατηρήσει ανά τους αιώνες.

S V O, V O S, O S V, S O V.

In this approach, we have noticed that there are differences only with the means of syntactical connections, some lexemes are not shown at all, as in many sentences there is a lack of subject (S), implying that (according to generativism) from the personal flections of the verb, the same phenomenon is in Albanian, too, such as: *Bisedojmë së bashku.(Talk together)* For the native speaker of Albanian, there is no need to express the subject, because the trace is in the flection of the verb - *jmë*; which belongs to the personal pronoun "ne" (we) – First person/plural. Let us compare: *Bisedoj me ju (unë), Bisedon me ju (ai, ajo), Bisedon me ta (ti), Bisedoni me ju (ju) Bisedojnë me ju (ata, ato).* The indispensable need to express the subject – speaker comes only in those cases (linguistic situations) when we want to emphasize who does an action, for example:

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[1]   S – Subject
   P- Predicate
   O- Object
   C – Complement
   A – Attribute
   S+P = The structure of judgement, logic unit which coincides with the complex sentence (subject, predicate)
   S+P +O +C+A = Direct syntactical order, or neutral
   P+O+S+C+A … and any other order different from above, is called indirect or emphatic

*Unë e kam shkruar këtë poezi (I have written this poem) (*not you or anyone else*); Ti e theve gotten (You broke the glass) (*not him or anyone else*); Ne u vlerësuam shumë mire (We had good results) (*not you or them*) etc.*

Historians of the language, or even of the two languages, have not been able to ascertain that this phenomenon is influenced by one or the other language, since the phenomenon is also observed in the Neolatin languages (Italian, Spanish and Portuguese and Romanian) and beyond. In today's linguistic theory, apart from the syntax in the known sense, it is important to construct the text as a whole. In this translation, as we have already pointed out, translators try to follow as strictly as the original. But even in the face of this demand, the different translation variants do not emerge exactly the same again. One of the basic points to which text analysis is today is the way of linking periods or paragraphs. The main tool that serves this purpose is called a "connector" or "conjunction" which are foreign terms. It is well known that Bible texts have been compiled at different times and by different authors. However they retain an important feature that was characteristic of oral narrative mode. This appears in the intense use of the conjunction "*edhe*". It is a use of simple narration in the mouth of ordinary people, but since it is embedded in Bible texts, it is perceived today as a feature of Bible teaching. In the New Testament this conjunction goes over 10,000 times.

Regarding the translation that we have as our object, this issue is further extended because it is known that a range of Bible expressions have been translated into foreign languages and over time have emerged from the text and have become part of the general use as in the language both spoken and literary one. Understandably, the translation of Bible expressions has been done by keeping as close as possible to the original.

However, there are two sides, the impact of which has appeared in the linguistic shaping of these Bible formulas. The first has to do with the very nature of the language in which they are translated, i.e. although it was the Hebrew and Greek traits, it would necessarily be subject to any change to the Albanian language. The second has to do with the continuity of translation and linguistic delivery in general. This means that over time some expressions have been elaborated to fit the newest language scale and at the same time the interpreters have tried to provide the most striking formulations.

For the Albanian language it is characteristic that in a great number of cases there is a double choice of synonyms, i.e. the same action can be expressen with a verb, but also with a verb phrase. The typical case is the use of the verb *bëj (do)* mainly with a noun, but also with an adverb. Thus, in Albanian, it is said: *bëj pushim* and *pushoj (have a rest and rest), bëj durim* and *duroj (have patience and patience), i bëj lajka* and *lajkatoj, i bën dëm* and *e dëmton* etc. It is interesting to note that this ability of the Albanian verb *bëj* has enabled the use of various Turkish words in Albanian, such as: *bëj qejf, bëj gajret, bëj hesap, bëj kabull* etc. In Turkish, in this case the order is the other way round and in the second place is the word *etmek* which means *bë*. To make it more evident how strong this characteristic is for Albanian language, we will add that in some cases there is also the verb phase with *bëj* and not the verb, thus for *bëj be* we use *betohem*, but for *i bën dobugh* the antonym verb is: *i bëj dëm, dëmtoj*. By broadening the view, we see that the verb *bëj* takes part widely in idiomatic phrases, such as: *i bëj gropën, ia bëj me sy, i bëj bisht, ia bëj me dorë* etc.

Thus we can understand why in the New Testament 1827 we encounter the verb *bëj* very often. For example: Mathew 8:24 *ἐγίνε σεισμός - u bë tërmet*. This is word by word translation. Whereas in the edition of 2007 there is an interpretation: *u ngrit një stuhi e madhe*. The reason for the interpretation is that if the *tërmet (earthquake)* is accepted, it is a phenomenon of the earth's movement, not the water. The impact of the earthquake is a tsunami, as we know it today. The new translation has avoided this, in keeping with the idea that a storm raises water in the seawater. Meanwhile, we will admit that the verb of the Greek *"bëj"* is naturally accepted for the Albanian language, so it has not been passed on to these beginnings, to think that related to the sea, should not be said *earthquake* but *storm*. So much so that today's text is about a lake and not the sea. We will not get into the details of this case, because we already have a discrepancy of the word with the content, i.e. we will not make a textual discussion of whether the event occurred near the sea or lake.

Conclusions

We think that a part of the text from the translation of Vangjel Meksi, with the editing of Grigor of Gjirokastra, we can list here some conclusions on the defined object, which since in the beginning of the topic: in the construction of syntagms and some types of sentences. Thus, regarding what was mentioned above, we list the following:

The syntagmatic couplings of the constituents in these building units come in all their types, classified according to the heads of the components.

It is noticed that the most common and various structure are NS, which show different connections N + N in different cases without preposition; Noun + PS in different cases with prepositions; N + N, N + Adj, N + P, etc.

The connective syntactic means among constituents of syntagms are mainly: article, prepositions, inflections according to order of m.l.r.

In writing, we have not left without even introducing new facts from structural and generative linguistics, such as the verb valence, defined by L.Tesniere, but also the valence of other classes of words such as adjectives, pronouns, numerals, adverbs and nouns, in the process of grammatical connections between them.

Recognizing well the requirements and the religious style indicators in both languages, in this treatise, it has been possible to carefully select and distinguish several sentences from the translation of the New Testament to group them by type.

Not so much based on the punctuation marks of the time in which Meksi's translation was realized, it is possible to identify the intonational characteristics, the features of the order of functional parts, and the emphasis on unit-sentence types, starting from the questionnaire, with the grammatical tools of the question - as well as a few other sentences, found on their own, or in a phrase structure.

Even for the order, we could draw some considerations of parts of speech in a sentence in both Albanian and Greek, provided with some lexical language correlations from the source language to the receiving language.

It is of interest to look at the grammatical tools of the question in interrogative sentences, their plurality, and the place they occupy in relation to the other words of these sentences, as words bearing the logical emphasis of the statement.

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Improving Senior High School Student's Creativity Using Discovery Learning Model in Islamic Senior High School 1 Jambi City

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Abstract

The curriculum 2013 as a new curriculum offers a scientific approach as a learning approach to address the challenges of the 21st century and improve the quality of education in Indonesia. Scientific approach is considered capable of improving scientific attitude, scientific thinking and scientific skills. Scientific attitude encourages students to be able to think Creative by using scientific data found and supported by scientific activities. One of the models offered in the curriculum 2013 is discovery learning which is an active student learning model. This research is a classroom action research conducted in three cycles to apply discovery learning model as an effort to improve students' scientific attitude, especially student creativity. With the involvement of 24 students Islamic Senior High School 1 Jambi City 2014/2015 in Physics course material Rectilinier Motion. From the test of each cycle, the students' creativity results are as follows: cycle I (2.08), cycle II (2.35) and cycle III (2.66). From the data can be concluded that by using the model of learning discovery learning can improve student creativity attitude.

Keywords: Scientific attitude, discovery learning model, student creativity.

Introduction

Indonesia is faced with new challenges in the world of education with the presence of a new curriculum that is the curriculum 2013. Curriculum Changes Education Unit Level (KTSP) into the curriculum 2013 as one of the response to the quality of education Indonesia is not considered good, it was seen from the Program for International Student Assessment (PISA) of 2012 in the field of science Indonesia ranked 64th of 65 countries. The low level of students' science skills in Indonesia can also be seen from the results of The Third International Mathematics and Science Study (TIMSS) in 2007 and 2011 in science for junior high school students, showing that more than 95% of Indonesian students are only able to reach while nearly 40% of Taiwanese learners are able to reach high and advanced levels (Kemendikbud, 2013: 80). The 2013 curriculum is considered capable of responding to the challenges of the 21st century and improving students' achievements in science by using scientific shortcuts. With this scientific approach students are expected to have a scientific attitude, scientific thinking and scientific skills. Scientific Approach is used as a solution to improve teacher's method of teaching using a variety of models. The 2013 curriculum offers a variety of alternative learning models that teachers can use to improve the quality of learning. Not only increase the ability of cognitive, but also to improve affective and psychomotor ability of students, that is by applying learning model problem base learning, scientific learning and discovery learning. Various models of learning can be tailored to the material and the needs of students in understanding a field of science. Teachers as facilitators and mediators have a need to be able to implement these changes in order to achieve the expected goals.

One area of science that students learn is physics. The purpose of physics lessons is not only to develop students' cognitive abilities in knowing natural events, but also a process for improving skills that can develop themselves. To develop the

ability, physics learning should be adjusted to the physical characteristics as a part of science subject, Kemendikbud (2013) describes that physics learning should reflect the competence of scientific attitude, scientific thinking and scientific work skills. In this study researchers focused on developing students' scientific attitude. The students' scientific attitude is the tendency of students to respond to events scientifically. So hopefully the scientific attitude is able to reflect scientific thinking and scientific skills.

Damanik (2013) defines the scientific attitude is "a tendency, readiness, willingness of a person to give responses / responses / behavior in science and qualify (law) science that has been recognized truth. So it can solve problems, assess ideas and information to make decisions. "Emphasized by Hidayati (2014) that scientific attitudes is an emotional notion of a method of science and directly or indirectly related to an action. This implies the quality of the intellectual mind in truth, respect and freedom of communication in science. Sahida (2014) states that a scientific attitude can affect student learning outcomes. Therefore, by increasing the scientific attitude will also improve student learning outcomes, not only affective and psychomotor students. Harlen (Herson, 2009) detailed the dimensions of scientific attitude in the Nine attitudes of curiosity, respect for data, critical thinking, creativity, open mindedness and cooperation, and perseverance.

Islamic Senior High School 1 Jambi City is one of the favorite schools under the auspices of the religious ministry. From the result of interview and observation with physics teacher at school, it was found that attitude assessment has not focused on scientific attitude. So far the attitude aspect which is considered only for general attitude such as, students diligently do the task, the students behave and the students activeness in the class. On the other hand curiosity, discipline, honesty, want to get something new, and especially the attitude of student creativity has not become the focus of the attitude that needs to be developed. Found on the previous discussion, scientific attitude can also affect student learning outcomes. Based on the results of observations of the author to the school, obtained the value of learning results of physics subjects as follows:

Table 1. Average Grade Physics Class X5 Islamic Senior High School 1 Jambi City Academic Year 2014/2015

NO	Class	Score Average
1	X5	6,3
2	X6	7,0
3	X7	6,5
4	X8	6,0

Source: Recap the value of physics teacher Islamic Senior High School 1 Jambi City

From the data can be seen that the students have not reached the minimum cricteria of mastery learning in the specified that is 7.5. Solution to overcome the problem is by applying active learning model, where students get involved in the process of knowledge discovery. By involving students in the discovery process will also improve the ability of scientific attitudes, especially the attitude of student creativity is still low that can be seen in the table below:

Table 2. Scientific Attitudes Class X5 Islamic Senior High School 1 Jambi City School Year 2014/2015

NO	Scientific Attitude Dimension	Score 1th	Score 2th	Score Average	Category
1	Curiosity	3.12	3.13	3.12	B
2	Respect for data	3,13	3.32	3.22	B
3	Critical thingking	2.27	2.37	2.32	C+
4	Creativity	2.05	2.08	2.06	C
5	Open mindedness and cooperation	3.19	3.16	3.17	B
6	Perseverance	2.76	2.62	2.69	C+

Source: Preliminary observation

This attitude of creativity will enable students to combine, collaborate, discover many answers, new possibilities and discoveries that emphasize quantity of usability. Munandar (Apridawati, 2007) describes several definitions which are the conclusions of several definitions formulated by the experts that are, 1) creativity is the ability to create new combinations, based on data, information or elements. In this case creativity is emphasized on creative product. 2) creativity is ability based on data or information available to find many possible answers from a problem where the emphasis is on the quantity of accuracy and diversity of answers. 3) operational creativity can be formulated as an ability that reflects fluency, flexibility and originality in thinking, as well as the ability to elaborate (develop, enrich and detail) an idea.

Discovery Learning as one of the learning model applied in the 2013 curriculum that able to improve students 'scientific attitude one of them is student's credibility, this is in accordance with research conducted by Widiadnyana (2014) that there are differences of students' scientific attitude significantly between students who learn by using model discovery learning with students learning to use direct learning model (F = 11,013; p <0,05). Burner was recognized as the first person to introduce the learning of Discovery learning as a formal learning theory and publish it in a book entitled The Proces of Education in 1960. Burner in Geraldine (2008: 48) defines Discovery learning as a learning method making students as learning centers. "His (Burner's) definition of discovery learning was a method of encouraging students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or exprerinces". Budiningsih in Kemendikbud (2013) also explained that the Discovery Learning model is to understand concepts, meanings and relationships through an intuitive process to finally come to a conclusion. So the function of the teacher is more to the facilitator and the companion so that the conclusions obtained by the students are correct.

In the learning process using Discovery Learning students will play a variety of professions. They can be mathematicians, detectives, scientists and others who can support learning activities. The role function is to make students feel they have a stake in finding the information assigned, according to the role they choose. Burner (Kemendikbud, 2013) says: Teachers should give their students a chance to become a problem solver, a scientist, a historian, or a mathematician. The learning process works well and creatively if the teacher gives the student the opportunity to discover a concept, theory, rule, or understanding through the examples he or she encounters in his life.

This kind of learning process will give students the opportunity to be able to carry out various activities of collecting information, comparing, categorizing, analyzing, integrating, reorganizing materials and making conclusions. So that the learning process becomes more active and independent. Burner in Geraldine (2008: 49) explained that, "Discovery learning; an approach to intruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. With the ideas that were more likely to remember their concepts "Discover" on they own".

Ruseffendi (Maarif, 2016) explains that the discovery method is a method of learning that is structured to gain knowledge that they have not known before without being immediately notified by the teacher. Discovery learning requires students to find out their own knowledge with the help of teachers. In the process teachers play a role as motivators, facilitators, learning managers. Further Kosasih (2014) describes the function and role of teachers in teaching and learning process using the Discovery Learning model as a motivator, which encourages students to think and work hard to be able to learn well. The students become confident that they are able to find something important and useful. Furthermore, the teacher also acts as a Facilitator, which provides the learning resources needed by the students in realizing their findings. Learning resources in question can be a variety of reference materials or learning environment in accordance with the context of learning. Finally, the teacher also acts as a learning manager, organizing intercultural relationships and learning plans that they will play, for example by pairing, group discussions, and visiting certain places so that their activities are effective.

Syah (kemendikbud, 2013) to apply Discovery Learning in the classroom, there are several procedures that should be implemented in general teaching and learning activities as follows:

a. Stimulation (Stimulation / Giving Stimulation). The first stage that can be done by the teacher is to provide stimulations to students which are useful to cause keinginan conduct investigation. Shah (kemendikbud, 2013) stimulation serves to provide conditions of learning interaction that can develop and assist students in exploring materials. The technique that can be used at this stage is the questioning technique. Bruner in Kemendikbud (2013) provides stimulation by using questioning technique by asking questions that can expose students to internal conditions that encourage exploration.

b. Problem Statement (Statement / Problem Identification). Kosasih (2014) explains in this stage the teacher convey a problem to arouse and curiousness about certain phenomena. So students feel compelled to do more deepening. The shah (kemendikbud, 2013) also explains this stage of the teacher provides an opportunity for students to identify problems and agenda issues relevant to the subject matter, followed by hypotheses. This stage is also a useful technique in building students to get used to finding a problem and to feel involved in the discovery of a concept.

c. Data Collection (Data Collection). At this stage the student explores to find as much information as relevant and can prove the hypothesis that has been made. Kosasih (2014) describes several activities that students can do to collect data to test the hypothesis: 1) reading various documents, 2) conducting field observations, 3) laboratory research, 4) conducting

interviews, 5) distributing questionnaires. Kemendikbud (2013) also provide advice in the implementation of data collection by conducting their own trials and so forth.

Research methods

Research method in this research is classroom action research that done in three cycle. The targeted institution is formal school education. So the Action Research is called Classroom Action Research. Kunandar (2011) Classroom Action Research is a form of self-reflection activity by education actors to improve rationality and justice regarding: (a) their educational practices, (b) their understanding of such practices, (c) -the practice is implemented.

This research was conducted in X5 class in odd semester at Islamic Senior High School 1 Jambi City in academic year of 2014/2015 which amounted to 24 students, with subject teachers and recording teaching and learning process of various data sources. This study was conducted in three cycles consisting of cycle I, cycle II, and cycle III. Each cycle has certain stages in accordance with the steps in class action proposed by Kunandar (2011). The stages in question are; 1) Planning, 2) Implementation of acting, 3) Observation and evaluation, 4) Analysis and reflection.

This research involves the observer, the observer is the subject teacher, the teacher will fill the creativity observation sheet that has been available, so the data used was qualitative data. In this study the authors used three behavioral indicators presented by Herlen to measure students' attitudes of creativity that can be measured through observations ie, showing different reports with classmates, suggesting new experiments and outlining new conclusions of observations.

From the observations made, the next step is to perform the analysis and reflection, the results of the analysis and reflection will determine whether the actions taken can solve the problem, if the results have not been as expected, or the problem is not resolved then the improvement in the next cycle. At this stage, the researcher evaluates the implementation of the action in cycle I which is used as the consideration of the next learning cycle planning.

Action plan of cycle II is intended as a result of reflection and improvement on the implementation of learning in cycle I. While in cycle III is intended as a result of reflection and improvement of the implementation of learning in cycle II. Stages of cycles II and III follow the steps in cycle I.

Results and Discussion

Result of Student Creativity Attitude

Student creativity attitudinal data obtained through observation sheet assessed by the teacher on the implementation of physics material learning straight. Assessment of the attitude of creativity is done every meeting in every cycle consisting of two meetings. The results obtained are used to reflect each cycle to determine the deficiencies in each indicator of student creativity and provide solutions to improve it.

From the results of the assessment of cycles 1,2 and 3 obtained data assessment of students' creativity attitude can be seen from the table below:

Table 3. Rating Result of Student Creativity Attitude Cycle I

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.08	C
Suggest new experiments	2	C
Outlining the new conclusions of observations	2.16	C
Assessment 2		
Show different report with classmates	1.95	C-
Suggest new experiments	2	C
Outlining the new conclusions of observations	2.29	C
Score Average	2.08	C

Table 4. Rating Result of Student Creativity Attitude Cycle II

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.08	C
Suggest new experiments	2.21	C
Outlining the new conclusions of observations	2.37	C+
Assessment 2		
Show different report with classmates	2.17	C
Suggest new experiments	2.38	C+
Outlining the new conclusions of observations	2.5	C+
Score Average	2.35	C

Table 5. Rating Result of Student Creativity Attitude Cycle III

Indicator	Score Average	Catagory
Assessment 1		
Show different report with classmates	2.42	C+
Suggest new experiments	2.33	C+
Outlining the new conclusions of observations	2.41	C+
Assessment 2		
Show different report with classmates	2.67	B-
Suggest new experiments	2.63	C+
Outlining the new conclusions of observations	2.67	B-
Score Average	2.66	B-

Discussion

Cycle I

In cycle I can be seen that student creativity attitude is still relatively low by getting category C on all indicators. The obstacles found in improving students' creativity attitude are: a) Students do not have high discovery and creativity attitude. This was seen from the unmotivated students to dare to show different reports with classmates, b) Students have not dared to suggest new experiments, new ideas and new ways to solve problems. This happens because the motivation for creative thinking is still lacking, c) Students have not been able to describe the conclusions of the lessons that have been implemented. This is due to the unfamiliarity of the students describing their own conclusions, usually the teacher explaining the conclusions.

The implementation of learning by using discovery learning model in cycle I by using the method of group discussion and experiment. The teacher has created a Work Sheet (WS) that uses the syntax present in the discovery learning model. At the stage of stimulation students have provided questions regarding the materials taught that day and asked students to observe and understand the issues together and provide an understanding of their respective duties. In the problem statement stage the teacher only guides the students in the form of groups to identify and analyze the problems as much as possible, in accordance with their respective expertise and the teacher invites each group to select one of the conclusions which are then formulated in the form of questions or hypotheses. In the data collection stage the teacher invites students to collect data by doing experiments that have been listed in the WS. In the data processing stage students are welcome to fill in the data fields that have been provided. At the verification stage the teacher directs students in groups to conduct investigations, completion steps to check errors, Teacher provide an opportunity to discover concepts, theories that he encounters in life and the Teacher gives one group a chance to present and respond to by another group. In the generalization stage the teacher invites each group to draw conclusions from the experiment or discussion, and guide the students to get the appropriate conclusions.

To improve the shortcomings that exist in cycle I and to improve student's creativity attitude, it is necessary to proceed to cycle II by doing some improvements, as follows:

1. Improve student's creativity attitude. Doddington (2010: 121) explains that creative and meaningful experiences can be gained if teachers use a child-centered approach to education. Learning designed to do this provides opportunities and activities that are sense-based and involve physical activity, through collaborative movements for example.

2. Improving the attitude of creative thinking so that students dare to pour ideas is to instruct students write their ideas and read it aloud. Siberman (2014: 152) explains that teacher stimuli often get no response, so reading the text out loud will help students focus their minds and ask questions, think creatively and stimulate discussion.

3. Providing motivation for students to be diligent and willing to repeat the activities and continue to learn. Sibermen (2014: 281) in his book describes how to keep students learning is as follows:

a) Clarify the expectations of teachers so that students do not stop learning.

b) Tell students that there are many ways for them to continue to learn independently.

c) Show that one way is to create a list of their own ideas to "keep learning."

4. Astawan (2013) revealed that using the method of physics Gasing effect on improving learning activities, problem solving skill, and describing students' responses in quantum learning.

Cycle II

Implementation of action performed on cycle II consists of two meetings and one cycle exam. The first meeting discussed the sub subject of Uniform Rectilinier Motion while for the second meeting discussed the Uniform Accelerated linier Motion. The result of students' creativity attitude has improved although still in category C with learning using discovery learning model, from the average of 2.08 to 2.35. indicators show different reports / opinions with their friends are still not visible, so at the time of discussion only some students who dominate the discussion.

Implementation of learning in cycle II adopt method of learning physics gasing (easy, fun and fun) work of Prof. John Surya applied to the learning discovery learning model. By using student work sheet, the students are involved in the discovery process and make the students active in learning. At the stage of student stimulation presented questions related to everyday like what is the same between speed and velocity. At the stimulation stage students are also accustomed to express their ideas with a louder voice, followed by motivation from the teachers about the excitement of learning today. By using work sheets of physics gasing (one of kind learning method developed by Yohanes Surya) which makes the analogy of physics lesson easy, in the process of data collection and data processing, students have been able to answer the problem quickly and analyze the relationship between acceleration and time properly. at the time of data verification, students calculate events with the existing formula and display it in the presence of classmates. The generation stage of the students is asked to summarize the lesson today and the teacher invites the students to convey his or her own idea of the implementation of the lessons of the next meeting.

To improve the deficiencies that exist in cycle II and to improve student's creativity attitude, it is necessary to proceed to cycle III by doing some improvement, namely in the discussion process. There are several things that can make the discussion more flowing and improve the attitude of creativity and increased student discovery, ie the teacher's role during the discussion is to facilitate student's student traffic. Sibermen (2014: 52) outlines ten tips to facilitate discussion.

Reiterate what the student has said so that he / she feels that his or her opinion has been understood and that the other students can hear an overview of what is delivered at length.

Make sure the teacher understands the words delivered by the student or the student's instructions to clarify what is meant.

Give praise to yanng's interesting and deep opinions.

Explain the brainstorming of student suggestions on the discussion by using an example or suggest a new way.

Sparkle the discussion by speeding up the process, using humor for example.

Show a subtle disagreement with the student's opinion to trigger further discussion.

Pick up all opinions, show their connection to each other.

Pull together ideas, showing their relationship to each other.

Change the group process by altering the method for obtaining participation or moving the group to a stage of evaluating ideas that have been placed before the group.

Summarize (and record, if desired) the major views of the group.

Cycle III

Cycle III is a continuation and improvement of cycle I and II. The learning process is done based on the results of the reflection of action in cycle II, which there are some activities that have not been done well. Implementation of the action held two meetings. Meeting I discusses the sub subject of free fall motion and downward vertical motion while for the second meeting discusses the sub subject of vertical upward motion.

The result of students' creativity attitude increased in cycle III, ie from 2.35 to 3.66 from category C to B-. In the third cycle students have begun accustomed to identifying problems and discovering the meaning of the experiments they are doing. Students are also getting used to sharing ideas and opinions both in discussion forums and class forums. Although still in the low category but the students start accustomed to active in the classroom.

The discovery model used in this cycle still uses the Work Sheets that has been adapted to the more in-depth material related to straight-line material. At the stimulus stage students are asked to connect the straight motion on the plane and straight motion on the vertical plane. With prior knowledge they were asked to hypothesize the problem. At the data collection stage students have been accustomed to analyzing the events found in the experiments and cultivating them, so that they are able to attribute relationships between variables. At the time of verification data the students do calculations on more complex events with the formulas they've got. At the generation stage students are asked to report their findings for three cycles of walking.

Based on the above description, it can be seen that by using syntax in learning discovery learning model, able to increase their creativity, especially on the courage and ability of students to show different report or opinion with their classmates, students start accustomed to suggest new experiments and decompose new conclusions the observations they have made.

Conclusion

Based on the results of classroom action research that has been implemented, it can be concluded that learning by using the learning model of Discovery Learning can improve students' creativity attitude on straight motion materials in class X5 Islamic Senior High School 1 Jambi City. This can be seen from the average value of students' scientific attitudes in the first cycle of 2.08, increased in cycle II 2.35 and increased again in cycle III reached 2.66.

Based on the conclusions obtained above and to further improve the students 'scientific attitude, the authors suggest several things, namely: Physics teachers can use the Discovery Learning model to improve students' creativity, especially in straight motion materials and because this research is only done on straight motion material , it is expected that similar research can also be carried out on other materials. As well as expected teachers and schools are able to support and apply active student learning with learning models offered in the curriculum 2013.

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Prison as a Heterotopia in the Roman "Berlin-Alexanderplatz" by Alfred Döblin

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Abstract

One of the biggest problems of modern times and modern literature is the big city. The big city problems are accepted as a motive of modern literature. These problems and the prison are concretized in the novel "Berlin-Alexanderplatz" by Alfred Döblin. The prison in the novel is taken with regard to Michel Foucault's heterotopic perspective or concept. On this occasion stands the relationship of the main character with the prison in the foreground in the analysis of the novel. The society is the origin of the mental problems of the figure seen in the novel. The figure is in a confrontation with society and actually with itself. Because of this, the complexity of the subject with society is taken into consideration by the perception of the city and the attempt to overcome the urban problems. The figure seeks for itself a space other than society. The prison is referred to as another room and the meaning of the prison is described as heterotopia. In addition, the novel is analyzed with Döblin's language or narrative style. Because the construction of the novel gives the narrator a special value. From the narrator, the heterotopic meaning of the prison is elucidated.

Keywords: Heterotopia -Prison, society, mental problems.

Introduction

The meaning of spaces or perception of space is changing nowadays. Because this meaning of the spaces refers to the time and the influences of modern times. The 19th century is adopted as the time or epoch of the spaces. In the present time, space is at the center of our lives. Actually, the space is sweeping in our everyday life. That's why in recent years the concept of interior design emerges as a theory because space has an important place in our lives. It is clear that there is a close relationship between the people and the spaces. The effect of the spaces on human existence becomes ever greater and more intense over time, because they gain weight in modern times. (Intelmann, 2004: 41-46)

Since the 1970s, space has become an important topic in literary studies. The theory of space by Michel Foucault makes an interesting contribution to space science. The heterotopia concept of Foucault offers a different way of thinking. (Chlada, 2005: 8-10) The term "heterotopia" is led in a lecture for the first time in 1967 by Foucault. Then he revised this term in 1984 and published under the title; "Other Spaces" In this publication, Foucault's spatial perception focuses on the discourse of traditional spaces. (Siebenpfeiffer, 2004, 99-102)

Michel Foucault calls heterotopia the space of freedom of expression. Moreover, heterotopy is a mediating space between reality and utopia. "Heterotopia combines both and provides a space that mixes the aspects of normal space and utopia." (*Die Heterotopie vereint beides und stellt einen Raum bereit, der die Aspekte von Normalraum und Utopie mischt.*) (Tetzlaff, 2016:16) In the concept of heterotopia, there are spaces that are different. In this concept, space is understood as a non-neutral space. He is conceived as a social network.

Foucault differentiates the spaces into two groups; Heterotopic spaces and utopian spaces. According to this distinction of Foucault, heterotopias are accepted as real places and utopias as unreal places. Actually, heterotopias are considered realized utopias. (Brohl, 2003: 171-175) "Es gibt gleichfalls – und das wohl in jeder Kultur, in jeder Zivilisation – wirkliche Orte, wirksame Orte, die in die Einrichtung der Gesellschaft heineingezeichnet sind, sozusagen Gegenplazierungen oder Widerlager, tatsachlich realisierte Utopien, in denen die wirklichen Platze innerhalb der Kultur gleichzeitig repräsentiert, bestritten und gewendet sind, gewissermasen Orte ausserhalb aller Orte, wiewohl sie tatsachlich geortet werden können." (Barck, 1992:39) The heterotopia concept of Foucault describes the construction of the spaces. The heterotopias are a kind of escape from everyday life judged and mean a spatial otherness. That is why the heterotopias create different spaces.

The functioning of the heterotopia shows the relationships of the individual to his everyday life, society. The alienation of the individual to himself and his surroundings is an important feature in the heterotopic concept. With reference to Foucault's concept, the cemeteries, museums, libraries, prisons are also depicted as important heterotopic spaces. Museums and libraries are unlimited accumulation of time. Time does not stop in these heterotopias. The cemeteries signify a transition to another life. (Dickhaut, 2004:47) Until the end of the 18th century, the cemetery was in the city and generally near the church. But afterwards with modernity, he was moved to a circle or in another direction, because the immortality is believed after death and because it is thought that the cemeteries spread disease. As a result, the cemeteries begin to be referred to as another city actually a Heterotopie. The garden is also a heterotopia, because it is a locally created and at the same time natural space. (Lobgesang, 2007:4) It's about a contradiction inside. The garden and the carpet contain many parts inside and they symbolize the whole world. On this occasion, the garden or the carpet is the smallest part of the world accepted. They are amazing creations with contradictory placements. They represented a space that consisted of many parts. They produce a wholeness. With regard to this wholeness, they have superimposed meanings. (Barck, 1992, 40) In addition, the theater and cinema are seen as a heterotopia according to Foucault's concept of heterotopia; "Das Theater auf dem Viereck der Bühne eine ganze Reihe von einander fremden Orten aufeinander folgen; so ist das Kino ein merkwürdiger viereckiger Saal, in dessen Hintergrund man einen zweidimensionalen Schirm einen dreidimensionalen Raum sich projizieren sieht." (Barck, 1992, 42) Also, the ship is a heterotopia and it will take a place without place according to Foucault's concept. This encloses a space that always moves. Ship heterotopy is about discovering the new lands and reaching home. (Hey- Engert, 2009: 234) Psychiatrische Kliniken, Altersheime, Erholungsheime sind als Abweichungsheterotopien oder Krisenheterotopien in Betracht gezogen. (Barck, 1992: 42) ""Sogenannte Krisenheterotopien, die privilegierte oder geheiligte oder verbotene Orte, die Individuen vorbehalten sind, (beschrieben), welche sich im Verhaltnis zur Gesellschaft und inmitten ihrer menschlichen Umwelt in einen Krisenzustand befinden wurrden von Abweichungsheterotopien abgelöst. Diese Abweichunsheterotopien sind beispielwiese Orte für Individuen, deren Verhalten abweichend zur Norm ist, (…)" (Grünwald, 2012: 107) These heterotopias are presented as other spaces in Foucault's concept. The thinking "space-time connection" has a special meaning in the sense of heterotopia. On this occasion, this connection determines the construction of heterotopic spaces such as crisis heterotopias, deviation heterotopias. Prisons and old people's homes are assumed to be a kind of mixed form of crisis and deviation heterotopias. Actually, it is about an isolation of the individual from humans in these so-called heterotopic imaginations. (Günzel, 2007: 99-105)

The prison is a space to enter under duress. Man is isolated from society in prison. The prison has a specific function in the heterotopic concept. The individual is put in prison, whose behavior is deviant in relation to the norm. (Hochreiter, 2007: 111) The prison limits man in many ways in reality. The function of the prison in heterotopia is considered imprisonment, and in social life it serves protection against the criminal offenses and the sense of responsibility of the individual. (Becka, 2013: 3-4) In addition, prison as a powerful and social institution symbolizes the control and monitoring system. The connection between the space and the individual has an important function in heterotopia. Therefore, the perception of this central position of space offers a spatial perspective. (Füller – Michel, 2010: 12)

In these heterotopic types we analyze the prison as heterotopia in the novel "Berlin Alexanderplatz" by Alfred Döblin in this work. In the social sphere, prison is an important institution, and in this regard Foucault's concept of heterotopia is also considered as a basis. In fact, in this concept, it is an important research topic and it plays a major role in literary science. (Biermann - Westermann, 2016:71-79)

The modern ego in the big city is a symbol of the social and emotional state of the individual in the modern world in this novel. That's why the novel is one of the few German big city novels adopted. The spatial representation in the novel plays a major role in the excitement of modernity and the development of urban novels. (Reinhardt, 2006:3) There are also different views on the genre of the novel. Some literary critics judge the novel a detective novel. Benjamin and Müller - Salget describe the novel as a Berlin novel. By contrast, Hermann Kähler says that the novel is a big-city novel. (Detken, 1997, 14) Berlin Alexanderplatz is considered a classic of the modern age. The novel, which is located between the big-city epic and crime crime, he attributed to the author "Döblinismus". (Jänsch, 2007:2) Incidentally, Döblin himself expresses how he took this novel by the hand; "Es wäre eine lange Geschichte zu erzählen, wie ich zum Stoff und zu dem Grundmotiv des Buches kam. Hier will ich nur sagen: mein ärztlicher Beruf hat mich viel mit Kriminellen zusammengebracht. Ich hatte auch vor Jahren eine Beobachtungsstation für Kriminelle. Von da kam manches Interessante und Sagenswerte. Und wenn ich diesen Menschen und vielen ähnlichen da draußen begegnete, so hatte ich ein eigentümliches Bild von dieser unserer Gesellschaft: wie es da keine so straffe formulierbare Grenze zwischen Kriminellen und Nichtkriminellen gibt, wie an allen

möglichen Stellen die Gesellschaft – oder besser das, was ich sah – von Kriminalität unterwühlt war. Schon das war eine eigentümliche Perspektive." (Döblin, 1961; 681) He connects his fantasy world with his practice in the field of neurologist. He has a lot of attention for his environment and the landscape. Therefore, he shows how a person behaves after being released from prison / closed space. Döblin tells the story of the criminal events. In addition Döblin acts in his future plans of his novel "Berlin Alexanderplatz" so; "Mich beschaftigt das soziale Problem der Menschen, die, aus irgendeinem Grunde aus der eigenen inneren Sphare herausgerissen, sich nicht ohne weiteres einer anderen Klasse anschliessen können, das Problem der Menschen, die "zwischen den Klassen" stehen. Mein neuer Roman betitelt sich: Berlin Alexanderplatz und handelt von einem Mann, der aus dem Zuchthaus kommend, ein neues Leben versucht und schliesslich hin- und hergeworfen, erkennt, dass es nicht darauf ankommt, ein sogenannter anständiger Mensch zu sein, sondern darauf, den richtigen Nebenmenschen zu finden." (Prangel, 1975: 41) Döblin summarizes his novel and novel hero in the above quote. He treats this figure in his artistic form and designs his epic work with the critical arguments.

Prison as Heterotopia in the novel "Berlin Alexanderplatz"

The novel begins with the main character Franz Biberkopf standing in front of the gate of Tegel Prison. He walks on the street without knowing where to go. In this phase, the narrator makes Biberkopf so famous; "Dieser Franz Biberkopf, früher Zementarbeiter, dann Möbeltransportör und so weiter, jetzt Zeitungshandler, ist fast zwei Zentner schwer. Er ist stark wie eine Kobraschlange und wieder Mitglied eines Athletenkubs. Er trägt grüne Wickelgamaschen, Nagelschuch und Windjacke. Geld könnt ihr bei ihm nicht viel finden, es kommt laufend bei ihm ein, immer in kleinen Mengen, aber trotzdem sollte einer versuchen, ihm nahezutreten." (Döblin, 1961: 13) Its external and economic situation is explained here. He is a transportation worker and a cement worker in front of the prison. But now he does not know what to do. Only he stands in front of the prison and looks at the people and the street in an affected way: "Gestern hatte er noch hinter auf den Ackern Kartoffeln geharkt mit den ändern, in Straflingsklediung, jetzt ging er im gelben Sommermantel, sie harkten hinten, er war frei. (…) Der schreckliche Augenblick war gekommen (schrecklich, Franze, warum schrecklich?), die vier Jahre waren um. Die schwarzen eisernen Torflügel, dier er seit einem Jahre mit wachsendem Widerwillen betrachtet hatte (Widerwillwen, warum Widerwillen), waren hinter ihm geschlossen." (Döblin, 1961: 13) The above quotation clearly shows the mental state of Biberkopf. The narrator gives his mental state in detail. The sentences given in parenthesis are the narrator's sentences of interpretation. The terms "terrible, Franze, why terrible?" give signals that there is something different about Biberkopf and the prison. In the quote, there are also turning back. The narrator explains what Biberkopf did yesterday.

The heterotopic side of the prison can be seen quite frankly in part of the dismissal of Biberkopf from prison. He leaves a closed room and therefore he can not adapt to life outside. For Biberkopf the punishment starts now, because he does not like life outside. He always shakes and swallows. He feels weird among the people. He notices that everything is moving outside: "In ihm schrie es entsetzt: Achtung, Achtung, es geht los. Seine Nasenspitze vereiste, über seine Backe schwirrte es. (…) Was war denn? Nichts. Haltung, ausgehungertes Schwein, reiss dich zusammen, kriegst meine Faust zu riechen. Gewimmel, welch Gewimmel." (Döblin, 1961: 14) Biberkopf speaks to himself here. This quote is a suitable example for the inner monologue. Inner monologue is a self-talk or interjection in the literature. This is mostly an I-form representati on and the most outstanding narrator performance. (Prangel, 1975, 48) By talking to himself, Biberkopf wanders the streets. This conversation with himself shows that he is angry with himself. His anger feels completely open in these sentences.

In this heterotopia concept Biberkopf always experiences something bad. That's why life after being released from prison makes no sense for Biberkopf. His existence among the people and in society is the central problem for him, because he has intensive adaptation difficulties to society. "Die Mauern standen vor seinen Augen, sie betrachtete er auf dem Sofa, betrachtete sie unentwegt. Es ist ein grosses Glück, in diesen Mauern zu wohnen, man weiss, wie der Tag anfangt und wie er weiter geht. (Franz, du möchtest dich doch nicht verstecken, du hast dich schon die vier Jahre versteckt, habe Mut, blick um dich, einmal hat das Verstecken doch ein Ende.)" (Döblin, 1961: 19) "Die roten Mauern, schöne Mauern, Zellen, er müsste sie sehnsüchtig betrachten, (…)" (Döblin, 1961: 22) The quote above shows that Biberkopf can not escape from the influence of the prison. He gives a special meaning to the walls. Everything he sees, the jailer associates him and he becomes happy when he thinks of the prison. He does not want to leave these walls. He watches for hours the walls of a room in which he happens to enter.

In the novel, the streets in Berlin are always in the foreground because the character is always on the streets. But in the novel Berlin is not present with its positive side. As a city, it is not a preferred city. The people who live or live in Berlin are reported in the novel. In the center of these people is Biberkopf with his prison heterotopia. The threatening environment of Biberkopf is the biggest signal for its crisis. Biberkopf is looking for space, but he can not go anywhere outside Berlin.

The novel refers to the city of Berlin with the title Berlin-Alexanderplatz. The story of Biberkopf is related to this city because he sits in Berlin Tegeler prison and lives after release from the prison in Belin. He is in the middle of this big city Berlin. This big city perception concretizes the confrontation of the figure with its surroundings.

The heterotopic feature of the prison is concretized in the unsteady life of Biberkopf because his haphazard and failed life begins with the release from prison and continues with the problem of adaptation to society. His mentality is illustrated by the influence of heterotopic space on his life. He goes from one pub to another and thinks that he always eats, drinks and sleeps. He realizes that life already ends in prison for himself. In the novel, the narrator uses the verb "fressen" for the food of Biberkopf. This is also a kind of humiliation of Biberkopf. The narrator intends to use this verb to show that he is in an inhumane situation after the prison. Therefore, one can say that the narrator prefers this verb in particular to emphasize its location. After being released from prison, his emotional mood changes.

The heterotopia becomes more concrete with the fear of life outside. He is very afraid of freedom and society. On the third day after his release from prison, he begins to tell why he is in prison. Biberkopf tells for the first time what he has done and his guilt:"So ist der Zementarbeiter, spater Möbeltransporterarbeiter Franz Biberkopf, ein grober, ungeschlachter Mann von abstossendem Aussern, wieder nach Berlin und auf die Strasse gekommen, ein Mann, an den sizh ein ein hübsches Madchen aus einer Sclosserfamilie gehangt hatte, die er dann zur Hure machte und zuletzt bei einer Schlagerei tödlich verletzte. Er hat aller Welt und sich geschworen, anständig zu bleiben. Und solange er Geld hatte, blieb er anständig. Dann aber ging ihm das Geld aus, welchen Augenblick er nur erwartet hatte, um einmal allen zu zeigen, was ein Kerl ist." (Döblin, 1961: 58-59)The above quote is the last paragraph of the first book. The narrator here makes detailed explanations of what Biberkopf did and what he swore for. After these explanations begins the second book and the narrator wants to emphasize here, if Biberkopf can remain decent. . "(…), wenn er sagt, er will anständig sein, so können wir ihm glauben, er wird es sein. Ihr werdet sehen, wie er wochenlang anständig ist. Aber das ist gewissermassen nur eine Gnadenfrist." (Döblin, 1961: 61) The narrator is not sure if he can stay decent and he can keep his promise. With the sentence "You will see," the narrator tries to establish a communication with the reader.

The narrator tells the guilt of Biberkopf not in one unit but in the chapters. There are many chapters in the novel, and in each chapter he talks about his guilt with one sentence or two sentences. He puts the blame of Biberkopf in the chapter titled "Ausmasse dieses Franz Biberkopf. Er kann es mit alten Helden aufnehmen;"Franz hat seine Braut erschlagen, Ida, der Nachname tut nichts zur Sache, inder Blüte ihrer Jahre. Dies ist passiert bei einer Auseinandersetzung zwischen Franz und da, in der Wohnung ihrer Schwester Minna, wobei zunachst folgende Organe des Weibes leicht beschadigt wurden: die Haut über der Nase am spitzen Teil und in der Mitte, der drunter liegende Knochen mit dem Knorpel, was aber erst im Krankenhaus bemerkt wurde und dann in den Gerichtsakten eine Rolle spielte, ferner diche rechte und linke Schulter, die leichte Quetschungen davoontrugen mit Blutaustritt. Aber dann wurde die Aussprache lebendig. Der Ausdruck "Hurenbock" und "Nuttenjager" animierte den ehrempfindlichen, wenn auch stark verlotterten Fraz Biberkopf kolossal, der dazu noch aus anderen Gründen erregt war. Es bibberte nur so in seinen Muskeln. Er nahm nichts in die Hand als einen kleinen hölzernen Saghnenschlager, denn er trainierte schon damals und hatte sich dabei die Hand gezerrt. Und diesen Sahnenschläger mit der Drahtspirale brachte er in einem enormen zweimaligen Schwung zusammen mit dem Brustkorb Idas, der Partnerin des Gesprächs." (Döblin, 1961: 138) The above quote indicates in detail how Biberkopf killed Ida. That's why Biberkopf has to be in jail. Biberkopf always walks on the streets without working. He walks and suddenly suddenly remembers how he killed her. His consciousness is very confused. That's why he thinks different things or topics at the same time.

The heterotopic construction of the prison always comes when Biberkopf feels bad outside. Biberkopf hid in a room and does not want to do anything, see anyone. He wants to be alone. For two weeks he is sitting in a room and does not work at all. That's why he can not pay the rent of his room. A full beard grows for him, he has no money to go barber. His situation is getting worse day by day."Franz Biberkopf, sieh dich vor, was soll bei dem Sumpfen herauskommen! Immer rumliegen auf der Bude, und nichts als trinken und döşen und döşen! Was geht das was an, was ich mache. Wenn ich döşen will, döşe ich bis übermorgen auf einem Fleck. – Er kanbbert an seinen Nagelln, stöhnt, walzt den Kopf auf dem schweissigen Kissen, blast durch die Nase. Ich liege so bis übermorgen, wenns mir passt. Wenn das Weib bloss heizen würde. Die ist faul, denk bloss an sich." (Döblin, 1961: 180-181) Biberkopf pukes and then he looks at the porridge on the floor. He thinks what a person carries around in his stomach. He is very powerless and shaky on his feet. He pushes his body in the gray-green soldiers coat through the people. He goes faster and faster. He wants to find a place or a street without people.

The dramatic focus of Biberkopf stems from society. He wants to move away from the people. The days go by and Biberkopf is still drinking against the world. He drinks everything there is. He wants to be decent, but scoundrels, scoundrels and rags are always in the company, among the people. One evening he is awakened by a noise in the yard. He looks down in his tears. He screams and people go away. After one week, one evening is the same and Franz sees the people again and thinks. Then the police arrive. But Franz does not say anything about what he saw. He does not help the policeman and he leaves quickly. He wields 1.55 marks in his pocket on the streets; "Raus aus dem Loch, auf die kalte Strasse. Viel Menschen. Kolossal viel Menschen gibts am Alex, haben alle zu tun. Wie dies nötig haben. Der Franz Biberkopf lief ihnen, der drehte di Augen rechts und links. Als wenn ein Gaul ausgerutscht ist auf dem nassen Asphalt und kriegt einen Tritt in den Bauch mit dem Stiebel und krabbelt hoch, und nun karriolt er los und läuft wie verrückt. Franz hatte Muskeln, der war mal im Athletenklub. Jetzt trudelte er durch die Alexanderstrasse und merkte, was er für einen Schritt hatte, fest fest, wie einer von der Garde. Wir marschieren akkurat genau wie die ändern." (Döblin, 1961: 229) Biberkopf always has to walk on the streets unemployed and without money. For a while he sells newspapers at Alexanderplatz, but after a short time he does not sell newspapers. One evening Franz is found in the street and two people take him to a clinic; "Das große Privatauto, in das Franz Biberkopf gelegt wird – ohne Bewußtsein, er hat Kampfer und Skopolaminmorphium be kommen – rast zwei Stunden. Dann ist man in Magdeburg. Nahe einer Kirche wird er ausgeladen, in der Klinik läuten die beiden Männer Sturm. Er wird noch in der Nacht operiert. Der rechte Arm wird im Schultergelenk abgesägt, Teile vom Schulterkno chen werden reseziert, die Quetschungen am Brustkorb und am rechten Oberschenkel sind, soweit man im Augenblick sagen kann, belanglos. Innere Verletzungen sind nicht ausgeschlossen, vielleicht ein kleiner Leberriß, aber viel kann es nicht sein. Abwarten." (Döblin, 1961: 322-323)

After two weeks, he is taken to his friend Herbert and he stays there for a while with him and his girlfriend. You always ask Biberkopf what's wrong with him. But Biberkopf does not say a single word. He gets better with time, but he is completely powerless. If he feels well, he will immediately be back on the streets and he will walk. He always goes to the pubs and drinks. He becomes a stooge, a criminal. In time he gets worse. He does not want to sell newspapers anymore but earn money quickly. Still, he does not do anything to earn money. He always sits in the bars, sings and always plays cards. The narrator summarizes his life like this; "Es ist ja gar nicht viel zu erzählen von Franz Biberkopf, man kennt den Jungen schon. Was eine Sau tun wird, wenn sie in den Kofen kommt, kann man sich schon denken. (…) So lebt unser ganz dicker, ganz lieber einarmiger Franz Biberkopf, Biberköppchen, seinen Trott in den Monat August rein, der ist noch leidlich temperiert. Und det Franzeken kann schon ganz hübsch rudern mit dem linken Arm, und von der Polizei hört er auch nichts, obwohl er sich gar nicht mehr meldet, die machen da eben auf dem Revier auch ihre Sommerferien, Gott, schließlich hat son Beam- 423 ter ooch bloß zwee Beene, und für die paar Pimperlinge, die die verdienen, reißen sie sich ooch keen Bein aus, und warum soll eener rumloofen und suchen: wat ist denn mit dem Franz Biberkopf, wat Biberkopf, ausgerechnet Biberkopf, und warum hat der bloß einen Arm, vorher hat er doch zwee gehabt; laß den man in den Akten schimmeln, ein Mensch hat schließlich noch andere Sorgen." (Döblin, 1961: 423) With these sentences, the narrator tells about the life of Biberkopf and concretizes what Biberkopf will experience in the future. He always drinks. Drinking becomes an indigenous need for him. This need is in him and comes out again. The narrator represents the changes of Biberkopf and now he is calling the readers again; "Hier sieht jeder, der so weit gelesen hat, welche Wendung ein getreten ist: die Wendung nach rückwärts, und sie ist bei Franz beendet. Franz Biberkopf, der Starke, die Kobraschlange, ist wirklich wieder auf der Bildfl äche erschienen. Es ging nicht leicht, aber er ist wieder da. 442 Er schien schon da zu sein, als er Miezens Lude wurde und frei herumspazierte mit einem goldenen Zigarettenetui und einer Ruderklubmütze. Aber jetzt ist er erst ganz da, wie er so jauchzt und keine Furcht mehr hat. Jetzt schwanken bei ihm keine Dä cher mehr, und sein Arm, na, das hat er davon. Der Sparren aus dem Kopf ist ihm glücklich rausoperiert. Er ist jetzt Lude und wird wieder ein Verbrecher sein, aber weh tut ihm das alles nicht, im Gegenteil. Und es ist alles wie am Anfang. Aber man wird sich auch klar sein, es ist nicht die alte Kobraschlange. Das ist unser alter Franz Biberkopf, man sieht es schon, nicht mehr. Das erstemal betrog ihn sein Freund Lüders, und er kippte aus den Pantinen. Das zweitemal hat er Schmiere stehen sollen, aber er wollte nicht, da hat ihn Reinhold aus dem Auto geschmissen und glatt überfah ren. Jetzt ist es für Franz genug, es wäre für jeden einfachen Men schen genug. Er geht nicht ins Kloster, er reißt sich nicht kaputt, er geht auf den Kriegspfad, er wird nicht nur Lude und Verbre cher, sondern jetzt heißt es: nu grade. Jetzt werdet ihr Franz sehen, nicht wie er allein tanzt und sich sättigt und sich seines Le bens freut, sondern im Tanze, im Rasseltanz mit etwas anderm, das soll zeigen, wie stark es ist und wer stärker ist, Franz oder das andere. Einen Eid hat Franz Biberkopf laut getan, als er aus Tegel kam und wieder die Beine setzen konnte: ich will anständig sein. Den Eid hat man ihn nicht halten lassen. Jetzt will er sehen, was er überhaupt noch zu sagen hat. Er will fragen, ob und warum ihm sein Arm abgefahren werden mußte. Vielleicht, wer weiß, wie es bei so einem im Kopf aussieht, vielleicht will Franz sich von Reinhold seinen Arm wieder holen." (ss. 442-443) The narrator

emphasizes the changes at Biberkopf and he assesses his situation. Biberkopf becomes an immoral man. By nature, it is well designed. But he falls for his friends and his new life comes to an end without starting. Guilt and death are referred to as the turning points in his new life. He belongs to the criminal milieu. He can not manage to be a responsible person. The change to a good person has failed him.

The narrator reports his actions. His inconsistent place in society is made clear by the narrator with his thought and behavior. The interpretations of the narrator are striking; "Ein anderer Erzähler hätte dem Reinhold wahrscheinlich eine Strafe zugedacht, aber ich kann nichts dafür, die erfolgte nicht." (s. 218) The narrator shows his place in the novel and, strictly speaking, he feels his existence. The storytelling of the narrator complicates the construction of the novel. Especially before the sixth chapter he emphasizes his existence and he lets memorize this complicated construction of the novel. He makes explanations before the beginning of the sixth chapter. He calls the readers and orientates them; "Es ist kein Grund zu verzweifeln. Ich werde, wenn ich diese Geschichte weitererzähle und bis zu ihrem harten, schrecklichen, bitteren Ende geführt habe, noch oft das Wort gebrauchen: es ist kein Grund zu verzweifeln. Denn der Mann, von dem ich berichte, ist zwar kein gewöhnlicher Mann, aber doch insofern ein gewöhnlicher Mann, als wir ihn genau verstehen und manch mal sagen: wir könnten Schritt um Schritt dasselbe getan haben wie er und dasselbe erlebt haben wie er. Ich habe versprochen, obwohl es nicht üblich ist, zu dieser Geschichte nicht stille zu sein. Es ist die grausige Wahrheit, was ich berichte von Franz Biber kopf, der ahnungslos von Hause wegging, wider seinen Willen bei einem Einbruch mitmachte und vor ein Auto geworfen wur de. Er liegt unter den Rädern, der unzweifelhaft die redlichsten Bemühungen gemacht hat, seinen ordentlichen erlaubten und gesetzlichen Weg zu gehen. Aber ist das nicht grade, um zu ver zweifeln, welcher Sinn soll denn in diesem frechen, ekelhaften und erbärmlichen Unsinn liegen, welcher verlogene Sinn soll denn dahineingele gt werden und vielleicht gar ein Schicksal für Franz Biberkopf daraus gemacht werden? Ich sage: es ist kein Grund zu verzweifeln. Ich weiß schon einiges, vielleicht sehen manche, die dies lesen, schon einiges. Eine lang same Enthüllung geht hier vor, man wird sie erleben, wie Franz sie erlebt, und dann wird alles deutlich sein." (Döblin, 1961: 315) This quote above is a good example to clarify that the narrator is in the midst of events. He is not the pure observer. He always makes interpretations and warnings about Biberkopf. He orients the readers. On this occasion, one can notice that there is curiosity-inspiring construction in the novel. With this story telling of the narrator, the reader combines text-theoretical pieces and forms the basis in the novel.

Biberkopf is not only known from the perspective of the narrator but also from the perspective of Reinhald-the friend of Biberkopf-; "Dem Mann ist vor einiger Zeit der Arm abgefahren worden, das war mal ein anständiger Mann, läßt sich eidlich bezeugen, jetzt ist er Lude, (…)" (Döblin, 1961: 432) Biberkopf is referred to as a Lude by Reinhold. Reinhold wants to see the girlfriend of Biberkopf, but Biberkopf turns away the desire of Reinhold. He convinces Biberkopf to go home with him. In the end, they collapse and Reinhold hides in bed, under the covers. Biberkopf wants his girlfriend Reinhold not to see. Then his girlfriend comes home, but she tells Biberkopf that she is going to her other friend. He begins to roar at her. He hits her in the face, then hits her shoulder; "Da sitzt sie mit gerissener Bluse, das eine Auge zu, Blut aus der Nase und verschmiert die linke Backe und das Kinn." (Döblin, 1961: 495) Biberkopf goes out and carries her into the room. In the evening Biberkopf comes home and they start talking to each other. They laugh. They are in each other's arms. They behave as if they had not experienced anything. Their way of life is wrong, completely immoral and inappropriate. The environment of Biberkopf shows inhuman individuality. Reinhold organizes a burglary and they are wanted by the police. Reinhold lent everything and his other friend Karl remains in prison. Reinhold wants to go with the girlfriend of Biberkopf to the forest and she assumes to go with him to the forest to learn about him from Biberkopf something. Reinhold forces her to be with her. But when she tried to escape, he killed her. Biberkopf hears the death of his girlfriend from the newspaper. On the newspaper are two pictures side by side of Biberkopf and his girlfriend. The reaction of Biberkopf is that he sees the newspaper;"(…), det bin – ick doch, det bin ick doch, warum denn, wegen de Stralauer Straße, warum denn, gräßlicher Schreck, det bin ick doch und denn Reinhold, Über schrift: Mord, Mord an einer Prostituierten bei Freienwalde, Emilie Parsunke aus Bernau. Mieze! Wat is denn det. Ick. Hin term Ofen sitzt ne Maus, die muß raus. (…) wat is los, Mord, wie is det, Mieze, ick bin verrückt, wie is det, was heißt det. Seine Hand hebt sich wieder auf den Tisch, da steht es in der Zeitun g, mal nachlesen: mein Bild, ick, und Reinhold, Mord, Emilie Parsunke aus Bernau, in Freienwalde, wie kommt die nach Freienwalde." (Döblin, 1961: 568) Biberkopf reads the newspaper and his head trembles. He begins to speak intermittently. His look becomes emptier and unfilled. He looks shakily, trying to think what it was all about. Then he talks to his friend Herbert about it and suspects how the event is happening.

Biberkopf is on the way again. He does not know where to go. But still he is back on the streets. He always walks from one street to another. He is always in the thoughts. He speaks to himself. This quotation too is a suitable example of the inner

monologue like other inner monologue examples in the novel. Not only by the figure but also by the narrator, the experiences of Biberkopf are presented in a judgmental and orienting way; "Wer ist es, der hier auf der Alexanderstraße steht und ganz lang sam ein Bein nach dem ändern bewegt? Sein Name ist Franz Biberkopf, was er getrieben hat, ihr wißt es schon. Ein Ludewig, ein Schwerverbrecher, ein armer Kerl, ein geschlagener Mann, er ist jetzt dran. Verfluchte Fäuste, die ihn geschlagen haben! Schreckliche Faust, die ihn ergriffen hat! Die ändern Fäuste schlugen und ließen ihn los, da war eine Wunde, da war er bloß, die konnte heilen, Franz blieb, wie er war, und konnte weiter eilen. Jetzt, die Faust läßt nicht los, die Faust ist ungeheuer groß, sie wiegt ihn mit Leib und Seele ein, Franz geht mit kleinen Schritten und weiß: mein Leben ist nicht mehr mein. Ich weiß nicht, was ich jetzt tun muß, aber mit Franz Biberkopf ist es aus und Schluß." (Döblin, 1961: 592) He goes on and on, but as he walks the Gedanlen disturb him. In the end, the police take him. He is arrested. But he does not speak and just stares. Biberkopf behaves strangely in prison and he does not feel well. That's why he's being taken to a lunatic asylum. He always tears off his shirt and does not cover himself. His eyes are always firm and he denies any food. He does not speak and does not answer the doctors or guards at all. They try every method they can to move it, like schnapps nose. But he's fighting the doctors. Then he gets better and he can get up. The detectives and the doctors ask him immediately; "Vor dem Kriminalkommissar hat er am nächsten Tag seine Aus sage gemacht, er hat nichts mit der alten Sache in Freienwalde zu tun. Wenn dieser Reinhold etwas anderes sagt, dann – irrt er. (…) Er bringt stöhnend einige Daten heraus. Er stöhnt, man soll ihn lassen. Er blickt ängstlich wie ein Hund vor sich. Der alte Biberkopf ist hin, der neue schläft und schläft noch. Er be lastet diesen Reinhold mit keinem Wort. Wir liegen alle unter einem Beil. Wir liegen alle unter einem Beil. Die Angaben bestätigen sich, sie stimmen überein mit den Aus sagen von Miezes Gönner und dessen Neffen." (s. 663) He is released. The police tell him that he is also being watched outside because of his bad past. Before the end of the novel, the narrator explains how he finishes the novel and what it is from now on; "Dem Biberkopf wird gleich nach dem Prozeß eine Stelle als Hilfsportier in einer mittleren Fabrik angeboten. Er nimmt an. Weiter ist hier von seinem Leben nichts zu berichten. Wir sind am Ende dieser Geschichte. Sie ist lang geworden, aber sie mußte sich dehnen und immer mehr dehnen, bis sie jenen Höhepunkt erreichte, den Umschlagspunkt, von dem erst Licht auf das Ganze fällt." (Döblin, 1961: 674-675) He is an assistant porter in a factory and he does not swear by anything in the world. He promises himself to be pure.

Biberkopf experiences bad events, but at the end of the novel he becomes a little worker and makes a new beginning for himself and his life. He loses himself in a big city and the catastrophes include him. At the center of these disasters is the prison. It all starts with Biberkopf's release from prison. Therefore, the novel is a suitable example for the investigation with the Hetetrotopie method.

Conclusion

This novel, with which Döblin achieves a great and international success, reflects the confrontation of the Hautpfigur with himself and his environment. Franz Biberkopf always tries to stay decent after being released from prison, where he has been serving for 4 years. Actually, his sentence begins with his release from prison. The life of Biberkopf changes with the release from prison. He seeks his own identity, but he can not find her. For a few weeks he stays decent but after a short while he finds himself back in indecent and immoral work. In the whole novel Biberkopf fights against himself, but he can not succeed in this area.

In this novel, the prison is a symbol of heterotopic space. Prison as a heterotopic space encloses people in a group and at the same time excludes people from a group. One can show that the 'prison' in this novel includes the main character in the prison and excludes it from the society. Therefore, it is possible to suggest that the prison is a border town for Franz Biberkopf. But because of this border town the life of Biberkopf is getting worse and worse. Because the heterotopia softens Biberkopf of society and limits his life. He loses himself in society. The complexity of the main character is taken with the prison and city perception and the overpowering of everyday life in the hand. The prison stands here as a deviation heterotopia in the foreground and the experiences of the main character in prison and outside the prison symbolize the heterotopic characteristics. The prison is selected for the history of Biberkopf as crisis heterotopias or deviation heterotopias.

The prison is an ineligible place and occupies a different role in the novel, because it has a central meaning for the figure. For Biberkopf, the prison is an unneutral space. The prison is not only a social network but also a space that gains importance with the individual perspective. In other words, the prison for Biberkopf has an individual side besides the social side. On this occasion, the prison in the novel is in the foreground because it is both an institution of society and a space that robs the freedom of Biberkopf.

In Foucault's concept of heterotopia, the prison reflects the otherness in society. According to this concept, the prison refers to other spaces. The prison is identified as the essence in the life of Biberkopf, where he must stay for 4 years. The isolation of Biberkopf from the society is a kind of heterotopic perception. In this idea, Biberkopf can not overcome the bad influence of the prison and the difficulties of adapting to society lead him to insanity. An important feature of the prison is that Biberkopf is alienated from society. He is estranged from himself and society. This alienation leads him to isolation from society. Biberkopf comes into conflict with the social order. In the heterotopic system, the prison is a social space that makes people dependent on an institution. But this feeling of dependency affects Biberkopf's perception of the world in many ways from his release from prison, and in terms of the limits of freedom, he becomes a system. In this system, he becomes a failed man because he can not integrate into society.

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Work Values and Career Aspirations of Women Employees in Government Hospitals in Pangasinan

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Abstract

This study aimed to determine and analyze the extent of practice of work values and level of career aspirations of women-employees in selected government hospitals in the fifth and sixth congressional districts of Pangasinan, Philippines. The study made use of quantitative and qualitative data and descriptive correlation that looked into the relationship between the extent of practice of work values, level of aspirations and profile characteristics. Sixty nine regular women-employees with different positions were purposively selected. Data were gathered through questionnaire and analyzed using frequency counts and percentage, average weighted mean, Wilk's A and Pearson r. It was found in the study that women-employees a) have ages within the legal age range of government employees; attended trainings/seminars relative to their work; and have monthly income commensurate to their positions; b) always practiced the work values of punctuality, honesty, respect, cooperation and industriousness; and have high level of career aspiration; c) extent of practice of work values and level of career aspiration were comparable across age, civil status, highest educational attainment, position and monthly income' d) encountered problems with varying degrees of seriousness in the practice of work values in their respective work places; e) that significant positive correlation existed between the women-employees' extent of practice of work values and level of career aspiration. Generally, the work values of punctuality, honesty, respect, cooperation and industry practiced by women-employees in the performance of their job have contributed to their high level of career aspiration in their present and future career status.

Keywords: Work Values, Career Aspirations, Women Employees, Government Hospitals, Pangasinan

Introduction

Values are standard which one upholds as desirable and guide one's way of life. Living with good values often gives the bearer a sense of control of his life because he knows what he wants and where to go. Working with values and understanding their importance in one's career enables a person to fit into his profession, clients, colleagues and superiors. Some individuals find satisfaction in their job because it matches their work-related values, while some end up hopping significant to them.

Friendliness, teaching and motivating others, fun, order and harmony decrease stress in the work setting and creates healthier relationships. The rewards and fulfillment financially, morally or spiritually and recognition gives security and stability among the workers. With these characteristics equally valued in the workplace, it promotes efficiency in work. A worker with the right sense of work values is more effective and efficient than one who does not possess the same values (Calderon, 2014).

According to Articula and Florendo (2013), a person with commitment is transparent and open. He is honest, upright, probe and sincere without pretense or deceit. He also manifests loyalty and reliability that he gains the trust and confidence of his superiors, clients and co-workers. Committing one's self to the organization is definitely committing one's self to the work, staff and customers.

Moreover, people work in groups with different behaviors and social backgrounds. They use appropriate technological tools and techniques to achieve organizational goals and be able to coordinate the work among them. Thus, the human resource is considered the lifeblood of an organization. As the saying goes, that no two individuals are exactly alike, human

resource in an organization varies in terms of its values, job satisfaction and commitment, in its ability to make decisions, and its performance.

The fifth and sixth congressional districts and community hospitals of Pangasinan has around 135 women employees that composed of the chief of Hospital, Section/Division Chief and down to the heads of offices/department and staff. With their mission to pursue a balanced and environmentally sound economic growth through responsible and equitable management of resources and participative governance, women employees should have unified values to work to meet the needs of every customer that comes in and goes out of the hospital.

Work values such as responsibility, accountability, honesty, respect, competence and consistency maintains the integrity of an institution. The desire for knowledge, advancement, personal growth, challenge, creativity, aesthetics and openness to change and variety takes a working group to a higher level of success. Good leadership, autonomy, decision-making, teamwork, power and authority provide a stronger foundation and strengthen the organization.

However, there are organizations where there are observable negative working attitudes of personnel as they render their services in the workplace. Some of these are disobedience from orders of supervisors, leaving the assigned work undone, idleness, absenteeism and tardiness. Collectively, these negative work values serve as constraints and impediments to higher work productivity and organizational performance.

Materials and Methods

The study was conducted to determine the extent of practice of work values of women employees in selected government hospitals in the fifth and sixth congressional districts of Pangasinan and their level of career aspiration in the performance of their duties and obligations in their respective workplace.

The descriptive correlational method of research was employed in the study since it described women employees' extent of practice of work values and level of career aspiration. It also looked into the relationship between the two variables.

The study was carried out in six (6) selected hospitals in the fifth and sixth congressional districts of Pangasinan, namely: Asingan Community Hospital, Eastern Pangasinan District Hospital, Manaoag Community Hospital, Pozorubio Community Hospital, Urdaneta District Hospital and Umingan Community Hospital.

A total of 69 women employees with permanent and/or plantilla position / item representing different positions were included in this study.

Prior to the survey proper, approval from the Hospital Administrators was sought before the administration of the questionnaire-interview guide to the respondents.

A guided-response type of questionnaire consisted of four parts which was prepared by the researcher as the data gathering instrument was pre-tested and validated. Part I elicited data on the personal profile of the respondents; Part II contained the indicator-statements which measured the respondents' extent of practice of work values in the workplace; Part III dwelt on the indicator-statements which determined the level of career aspirations of the respondents in terms of present career status and preferred career status; while Part IV consisted of possible problems encountered by the respondents in the practice of their work values.

Frequency counts and percentage distribution were used in determining respondent's profile; while frequency counts, average weighted mean and ranks were employed to determine the degree of seriousness of these problems encountered by the respondents on their practice of work values. To determine the extent of practice of work values and level of career aspiration, frequency counts and summated mean drawn from a 5 point Likert Scale was used.

Results and Discussion

Respondents' Profile

A total of 69 women employees with permanent status holding different positions in the six hospitals of Pangasinan were included in the study. The profile of respondents is presented in Tables 1 and 2:

Table 1 Profile of the Selected Respondents, n=69

Profile	Frequency	Percentage
Age		
30 Years and Below	7	10.1
31-40	5	7.2
41-50	28	40.6
51-60	24	34.8
61 Years and Above	5	7.2
Civil Status		
Single	14	20.3
Married	55	79.7
Highest Educational Attainment		
BS Undergraduate	1	1.4
BS Graduate	55	79.7
With MA/MS	4	5.8
MA/MS Grad	9	13.0
Position		
Administrative Aide	9	13.0
Administrative Assistant/Officer	8	11.6
Dentist/Dental Aide	3	4.3
Nutritionist/Dieticians	2	2.9
Medical Officer	2	2.9
Nurse	26	37.7
Pharmacist	5	7.2
Midwife	2	2.9
Medical Tech	3	4.3
Others	9	13.0
Monthly Income		
10,000.00 and Below	4	5.8
10,001.00-20,000.00	37	53.6
20,001.00-30,000.00	18	26.1
30,001.00-40,000.00	5	7.2
40,001.00-50,000.00	4	5.8
Above 50,000.00	1	1.4

It can be gleaned from Table 1 that as to profile **age**, 28 or 40.6% of the respondents belonged to age range of 41-50; 24 or 34.8% fall within the age range of 51-60; 7 or 10.1% have ages 30 years and below; while 5 or 7.2% respondents for each of the age range of 31-40 and 61 and above.

As regards **civil status**, most of the respondents with 55 or 79.7% are married; while 14 or 20.3% are single. Meanwhile, relative to **educational attainment**, most or 55 or 79.7% respondents are BS graduates; 9 or 13% are masteral graduates; 4 or 5.8% have earned masteral units; while 1 or 1.4% is BS undergraduate. Regarding **position**, 26 or 37.7% are nurses; 9 or 12% are holding administrative aide positions; 8 or 11.6% are administrative assistant officers; 5 or 7.2% are pharmacists; 3 or 4.3% for each of dentist / dental aides and medical technologists; 2 or 2.9% for each of nutritionists / dieticians, medical officers and midwives; and 9 or 13% respondents whose positions are not specified and considered occupying other positions.

With respect to **monthly income**, 37 or 53.6% belonged to income bracket of Php10,001.00 – Php20,000.00; 18 or 26.1% with income range of Php20,001.00 – Php30,000.00; 5 or 7.2% belonged to income range Php40,001.00 – Php50,000.00; 4 or 5.8% for each of the income brackets of Php10,000.00 and below and Php40,001.00 – Php50,000.00, while only 1 or 1.4% has an income of P50,000.00 above.

In terms of number of **seminars/trainings attended**, 14 or 20.3% respondents have attended 5 or more local trainings/seminars; 6 or 8.7% - regional and 5 or 7.2% - national. Three or 4.3% respondents have attended 1-5 seminars/trainings in the international level; 24 or 34.8% - national level; 31 or 44.9% - regional level and 42 or 60.9% in the local level. Meanwhile, there are women employees who have not attended any seminars/trainings conducted at the local – v13 or 18.8%; regional – 32 or 46.4%; or national – 40 or 58%.

Table 2 Number of Seminars/Trainings Attended Relevant to the Position, n=69

| Type | Number of Seminars/Trainings Attended | | | | | |
| | None | | 1 – 5 | | 5 or More | |
	f	%	f	%	f	%
Local	13	18.8	42	60.9	14	20.3
Regional	32	46.4	31	44.9	6	8.7
National	40	58.0	24	34.8	5	7.2
International	66	95.7	3	4.3	0	0.00

Extent of Practice of Women Employees on Work Values

The distribution of respondents according to their extent of practice of work values with the corresponding mean ratings of their responses on the different indicator-statements of each of the domains of punctuality, honesty, respect, cooperation and industry are reflected in Table 3.

Table 3 Extent of Practice of Work Values of Women-Employees, n=69

Work Values	AP	OP	MP	SP	VSP
A. Punctuality					
Report to work on time.	40	26	3	0	0
Attend flag ceremony every Monday.	43	17	8	1	0
Attend relevant meetings and seminars regularly to improve my skills and knowledge in hospital works.	45	21	3	0	0
Observe work hours, break period, etc	50	15	3	1	0
Submit reports, outputs on or before deadline.	51	15	3	0	0
Average Weighted Mean	4.59(Always Practiced)				
B. Honesty					
Accomplish my DTR daily indicating the actual time of arrival and departure from hospital.	52	15	1	1	0
Admit mistakes I commit.	51	14	3	1	0
Accept for my own actions and not blame others.	54	12	2	1	0
Return any belongings left by clients or co-workers in the hospital.	59	9	1	0	0
Render my services with dedication, commitment and sincerity.	58	9	2	0	0
Average Weighted Mean	4.75(Always Practiced)				
C. Respect					
Greet with courtesy with clients, visitors and co-worker.	55	13	1	0	0
Speak modulated voice.	41	25	3	0	0
Answer honesty and promptly.	46	22	1	0	0
Do not utter unsavory words.	40	26	2	1	0
Control my temper.	39	24	6	0	0
Average Weighted Mean	4.60(Always Practiced)				
D. Cooperation					
Strive to work cooperatively with my co-worker regardless of their status.	53	13	3	0	0
Try to inspire co-worker to bring quality output.	48	17	4	0	0
Share knowledge/skills with co-worker.	46	19	4	0	0
Try to considerate/fair I dealing with co-worker and clients.	44	23	2	0	0
Strive to show concern for co-worker and clients.	49	16	4	0	0
Average Weighted Mean	4.65(Always Practiced)				
E. Industry					
Complete work assignment in a more efficient manner.	44	21	4	0	0
Comply work assignment within a target time even without supervision.	44	21	4	0	0

Can render extra time for exigency of service.	47	18	4	0	0
Voluntarily participate actively to socio-cultural, spiritual activities and others.	34	29	6	0	0
Am very willing to assist clients and co-worker in their needs.	42	21	6	0	0
Average Weighted Mean	4.54(Always Practiced)				
Overall Weighted Mean	4.63(Always Practiced)				

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent

Legend: 1.00 – 1.80 **VSP – Very Seldom Practiced;** 1.81 – 2.60 **SP – Seldom Practiced**; 2.61 – 3.40 **MP – Moderately Practiced;** 3.41 – 4.20 **OP – Often Practiced**; 4.21 – 5.00 **AP – Always Practiced**

Table 3 presents that generally, the women-employees in the different government hospitals always practice the work value of **punctuality** in their respective work places as evidenced by the overall average weighted mean of 4.59.

Particularly, the five indicator-statements of **punctuality** were **always** practice by the respondents, however, indicator on submitting reports, outputs on or before deadline, and observing work hours, break period, etc. were **always** practice by most or 50-51 respondents.

On the work value of **honesty**, Table 3 discloses that in particular most of the women employees **always** practice **honesty** in returning any belongings left by clients or co-workers in the hospital with 59 or 86% respondents practicing it; 58 or 84% is rendering services with dedication, commitment and sincerity; 54 or 78% in accepting their own actions and not blaming others; 52 or 75% in accomplishing DTR by indicating their actual time of arrival and departure from hospital; 51 or 74% in admitting mistakes that they commit.

Generally, the women employees in the different government hospitals **always** practice **honesty** in their respective work places with an average weighted mean of 4.75.

In terms of **respect** as one of the domains of work values, Table 3 shows that in particular, most of the women employees **always** practice **respect** in their work places by greeting with courtesy clients, visitors and co-workers (55 or 80%); by speaking in modulated voice (41 or 59%); by answering honesty and promptly (46 or 67%); by not uttering unsavory words (40 or 58%) and by controlling their temper (39 or 57%)

Overall, the women-employees in the selected government hospitals **always** practice showing **respect** to their clients, visitors and co-workers as indicated by the average weighted mean of 4.60.

With regards to **cooperation** as a work value, on the whole, the women-employees in the selected government hospitals **always** practice **cooperation** in their respective work places as revealed by the general average weighted mean of 4.65.

Particularly, 53 or 77% respondents **always** practice **cooperation** in striving to work cooperatively with their co-workers regardless of their status; 49 or 71% in striving to show concern for their co-workers and clients; 48 or 70% in sharing knowledge/skills with their co-workers; 44 or 64% in trying to be considerate and fair in dealing with co-workers and clients.

On the work value of **industry**, Table 3 reveals that generally the women-employees in the different government hospitals **always** practice their work values of **cooperation** as indicated by the average weighted mean of 4.54.

In particular, 47 or 68% respondents **always** practice **industry** in rendering extra time for exigency of service; 44 or 64% in complying work assignment within a target time even without supervision and in being willing to assist their clients or co-workers in their needs; while 34 or 49% in voluntarily and actively participating in socio-cultural, spiritual and other activities.

To sum it all, the overall weighted mean of 4.63 may imply that the women-employees in the selected government hospitals in Pangasinan **always practice** the different work values in the performance of their duties and obligations in their respective work places.

Level of Career Aspiration of the Women-Employees

Career aspiration which refers to the present and preferred aspirations of women-employees in terms of their career expectations while working in the government hospitals are reflective of their motivation, satisfaction, expectations regarding conditions of their work and work environment in relation to their present and future career status.

The distribution of the respondents according to their responses in each of the indicators on career aspiration with the corresponding average weighted mean and overall weighted mean are reflected in Table 4.

Table 4 Level of Career Aspiration of the Women-Employees, n=69

Career Aspiration	VHA	HA	MA	LoA	LeA
A. Present Career Status					
Current work suits parents, family's idea of success and I will stay in this job.	21	**35**	8	2	3
Ability to render service and be significant help and assistance to sick people with commitment.	**28**	27	9	1	4
Work provides freedom from very strict supervision and Organization culture promotes conduciveness of work environment and healthy work condition.	13	**40**	11	3	2
Work family that conveys/manifest mutual respect cooperation and I am satisfied to this present job.	19	**33**	10	5	2
Supportive supervisors who lead with sufficient support, motivation, inspiration and I feel the contentment in this job.	23	**28**	13	4	1
Average Weighted Mean	**3.96** **(High Level of Aspiration)**				
B. Future Career Status					
Career in the hospital world represent progress through increased recognition on salary.	15	**25**	24	4	1
Complete/earn, masters/doctorate degree to secure promotion in the work place.	10	**31**	23	3	2
Occupation to continue having the prestige especially for women as employees in the hospital.	13	**37**	14	3	2
Higher prospect for lo9ng term security in the hospital service.	18	**32**	13	3	3
Given continuous recognition and incentives or rewards for an excellent job and more teambuilding and general Wellness activities be conducted among the hospital employees.	16	**26**	21	4	2
Average Weighted Mean	**3.75** **(High Level of Aspiration)**				
Overall Weighted Mean	**3.86** **(High Level of Aspiration)**				

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent

Legend: 1.00 – 1.80 **LeA – Least Level of Aspiration;** 1.81 – 2.60 **LoA – Low Level of Aspiration**; 2.61 – 3.40 **MA – Moderate Level of Aspiration;** 3.41 – 4.20 **HA – High Level of Aspiration**; 4.21 – 5.00 **AP – Very High Level of Aspiration**

Level of Career Aspiration in Present Career Status

Table 4 shows that along present career status, 28 or 41% respondents have very high level of career aspiration when they have the ability to render service and be of significant help and assistance to sick people with commitment; 40 or 58% have high level of career aspiration when their current work provides freedom from very strict supervision and organization culture which promotes conduciveness of work environment and healthy work condition; 35 or 51% with high level of career aspiration when their work suits parents, family's idea of success and they will stay in the job.

On the whole, the women-employees of the selected government hospitals in Pangasinan have **high level** of **career aspiration** in their **present career status** as indicated in the average weighted mean of 3.96.

Level of Career Aspiration in Future Career Status

It is shown in Table 4, page 5 the distribution of respondents according to their level of career aspiration in each of the expectations regarding the conditions of their work and work environment along their future career status.

Table 4 reveals that respondents claimed that they have high level of career aspiration given each of the conditions where occupation to continue having the prestige especially for women as employees in the hospital, (37 or 53.62%); higher prospect for long term security in the hospital service, (32 or 46.38%); complete/earn masteral/doctoral degrees to secure promotion in the workplace, (31 or 44.93%); career in the hospital would represent progress through increased recognition on salary (25 or 36.23%); and given continuous recognition and incentives or rewards for an excellent job and more team building and general wellness activities conducted among the hospital employees (26 or 37.68%)

Generally, the women-employees in the selected government hospitals have **high level** of **career aspiration** in their **future career status** as reflected in the average weighted mean of 3.75.

In a summary, the overall weighted mean of 3.86 signifies high level of career aspiration of the women-employees in the selected government hospitals in Pangasinan.

Problems Encountered By Women-Employees in the Practice of Work Values in their Jobs

The distribution of respondents according to the degree of seriousness of the problems they have encountered together with the average weighted means and ranks of the problems are indicated in Table 5.

Table 5 Problems Encountered By Women-Employees in the Practice of Work Values in Their Jobs, n=69

Possible Problems	VS	S	MoS	MaS	NP	AWM	RANK
Delayed action to request for repair of facilities and equipment.	10	25	24	8	2	3.48	1
Delay in the requisitioning of supplies and materials.	9	23	26	10	1	3.42	2
Extra duties due to lack of manpower.	17	17	17	8	10	3.33	3
No scholarship program for employees to pursue further studies.	11	18	25	5	10	3.22	4
No special benefits or considerations given compensation overtime or extra duties.	14	13	25	4	13	3.16	5
Irregularity of other monetary benefits.	9	18	22	10	10	3.09	6
Favoritism in the organization.	10	16	23	9	11	3.07	7
Only few or the same persons are given chance to attend trainings.	7	19	22	11	10	3.03	8
Fast turn-over of personnel.	8	20	16	13	12	2.99	9
Delay of salary.	7	18	22	10	12	2.97	10

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent, AWM = Averaged Weighted Mean

Legend: 1.00 – 1.80 **NP – Not a Problem;** 1.81 – 2.60 **MaS – Marginally Serious**; 2.61 – 3.40 **MoS – Moderately Serious;** 3.41 – 4.20 **S – Serious**; 4.21 – 5.00 **VS – Very Serious**

It can be noted in Table 5 that there are 10 problems identified by the respondents in the practice of work values in their respective jobs.

Among the top three which were considered serious problems by the women-employees as evidenced by their average weighted mean and rank are: "Delayed action to request for repair of facilities and equipment", (AWM – 3.48, Rank 1); "Delay in the requisitioning of supplies and materials", (AWM – 3.42, Rank 2); and "Extra duties due to lack of manpower", (AWM – 3.33, Rank 3).

Other problems that they have encountered in the practice of work values in their jobs were considered as moderately serious.

Significant Difference on the Extent of Practice of Work Values of Women-Employees

Across Profile Variables

The results of data analysis using Wilk's A on the significance of the differences between the extent of practice of work values of women-employees in their jobs across profile variables are presented in Table 6.

It can be deduced from the results that no significant difference exists on the extent of practice of women employees on work values across profile variables. The obtained multivariate Wilk's A values of all the profile variables range from .490 to .849 with significance levels ranging from .051 to .487 which are all greater than the .05 level of significance.

These findings may imply that regardless of their age, civil status, highest educational attainment, position and income, their extent of practice of the work values on their jobs are comparable. These findings may also reinforce the previous results on their extent of practice that generally, women-employees always practice the work values of punctuality, honesty, respect, cooperation and industry.

Table 6 Significant Difference in the Extent of Practice of Work Values of Women-Employees Across Profile Variables

Profile	Wilk's Λ	Sig.
Age	.490 ns	.051
Civil Status	.794 ns	.081
Highest Educational Attainment[a]	.723 ns	.176
Position	.742 ns	.233
Monthly Income[a]	.608 ns	.348
Seminar Attended		
Local	.802 ns	.487
Regional	.681 ns	.087
National	.752 ns	.269
International	.849 ns	.225

Note: [ns] Not Significant, [a] Some categories were collapsed due to minimum number of cases.

Significant Difference on the Level of Career Aspiration of Women Employees

Across Profile Variables

This section discusses the significance of the differences in the career level of aspiration of the women employees across profile variables. The obtained multivariate Wilk's A values together with their corresponding level of significance are presented in Table 7.

Table 7 Significant Difference of Women Employees' Level of Career Aspirations Across Their Profile Variables

Profile	Wilk's Λ	Sig.
Age	.811 ns	.302
Civil Status	.998 ns	.958
Highest Educational Attainment[a]	.850 ns	.123
Position	.927 ns	.496
Monthly Income[a]	.888 ns	.713
Seminar Attended		
Local	.960 ns	.768
Regional	.974 ns	.881
National	.991 ns	.984
International	.973 ns	.550

Note: [ns] Not Significant, [a] Some categories were collapsed due to minimum number of cases.

It can be inferred from the results that no significant differences exists in the level of career aspiration across profile characteristics of the women employees in the selected government hospitals in the province of Pangasinan as revealed by the multivariate Wilk's A values which range from .811 to .998 with corresponding significance levels ranging from .123 to .984 which are all greater than the .05 level of significance. Thus, it can be deduced that the level of career aspiration of women employees in the selected government hospitals are the same across profile characteristics. These findings may imply that the profile characteristics of the women employees such as age, civil status, highest educational attainment, position, monthly income and seminars attended do not cause any variation or have not affected their level of career aspiration.

Relationship Between the Women Employees' Extent of Practice of Work Values on their Job and Level of Career Aspiration

This portion of the study discusses the relationship between the extent of practice of work values and level of career aspiration of women employees in the selected government hospitals in the province of Pangasinan. The obtained coefficients of correlation with the corresponding level of significance are indicated in Table 7.

Table 8 Coefficients of Correlation Between Extent of Practice of Work Values and Level of Career Aspiration of Women employees

Extent of Practice of Work Values	Level of Career Aspiration					
	Present Career Status		Future Career Status		Overall Level of Aspiration	
	r	Sig.	r	Sig.	r	Sig.
Punctuality	.358**	.002	.363**	.000	.360**	.000
Honesty	.430**	.000	.398**	.000	.422**	.000
Respect	.330**	.008	.345**	.003	.339**	.004
Cooperation	.420**	.000	.448**	.000	.426**	.000
Industry	.380**	.001	.362**	.006	.365**	.002
Overall Extent of Practice	.354**	.002	.349**	.006	.346**	.008

**p < .01

*p< .05

It can be deduced from the obtained coefficients of correlation the women employees' extent of practice of work values related to punctuality, honesty, respect, cooperation and industry as well as their overall extent of practice of work values are significantly related to their level of career aspiration in the present career status and future career status as well as their overall level of career aspiration as clearly shown by the obtained coefficients of correlation ranging from .330 to .448 with corresponding significance level that are all less than the .01 level of significance. These imply that the hypothesis of no relationship between the two variables is rejected. The significant positive correlation indicates that the greater the extent of practice of work values by the women employees in the selected government hospitals in the province of Pangasinan, the higher is their level of career aspiration in their present career status, future career status as well as their overall level of career aspiration.

Conclusions

In conclusion, the women employees in the fifth and sixth congressional districts of Pangasinan always practice the work values related to the performance of their jobs in relation to punctuality, honesty, respect, cooperation and industry. They have high level of aspiration related to their present career status and future career status. Moreover, the women employees' profile of age, civil status, highest educational attainment, position and monthly income has not influence the extent of practice of work values in their respective jobs and their present career status and future career status. Further, the significant positive correlation suggests that the greater the extent of practice of work values by the women employees , the higher is the level of their career aspiration in their present and future career status. The women employees encounter problems of various degree of seriousness in the practice of work values in the performance of their respective jobs.

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The Role of Folk Songs in Social Movements: A Case Study on the Separate Telangana State Formation in India

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Abstract

Folk songs are instrumental in people's mobilization for social movements. In the cultural and social context, the folk art forms played a crucial role in raising the social consciousness towards various social movements in Telangana. Folk arts are instrumental in shaping the people's consciousness. The role of folk songs is pivotal in social movements. The research paper depicts, how the folk songs had brought the collective identity and consciousness among the people of Telangana and had brought the separate statehood. From the time of Telangana armed struggle to Telangana State formation, the role of folk songs is enormous and played a definite significant role in the formation of Telangana... The folk song which had undergone metamorphosis into protest and revolutionary song had raised the voice against all major social exclusion and inclusion indicators like feudalism, social and economic exploitation, denial of power, resources exploitation, water crisis, underdevelopment, drought, poverty, alienation, suppression of cultural identity, social injustice, bonded labour, migration of labour, suicides, gender inequality, caste discrimination and for separate statehood in Telangana.

Keywords: The Role of Folk Songs in Social Movements: a Case Study on the Separate Telangana State Formation in India

Introduction

Social exclusion and inclusion indicators are the "key indicators" for the birth of all social movements. The Telangana Dhoom Dham was the crescendo of collective consciousness at its peaks through folk songs and other folk arts and resulted in violent and aggressive modes of operation like humiliating, demolishing, attacking the Andhra dominance and suicides became a sign of protest for self-identity and separate statehood. Whenever there is social unrest, the folk song evolves in the form of 'protest or revolutionary song' from the poets, writers, balladeers and lyricists. The 'folk consciousness' infiltrated by the poets, balladeers, politicians, academicians and intellectuals had succeeded in bringing the 'collective consciousness' among Telangana people to fight for Telangana cause. Thus the folk song played a significant role in shaping the collective identity, collective consciousness and collective experience which forced the emergence of formation of new Telangana state.

Concept of Social Movements.

Social movements erupt whenever there is a serious political or social issue in the state or any part of the country. The social movements involve individuals, large groups or masses or organizations and strive for the social change... Modern Social movements used the technology effectively the disseminate the persuaded messages.

Mario Diani says "A network of informal interactions between a plurality of individuals, groups and /or organizations, engaged in a political or cultural conflict, on the basis of a shared collective identity."

Charles Tilly accounts that social movements projects a series of performances, campaigns, protests and displays. The normal ordinary people possess the collective identity and claims on others.

The Role of Folk Songs in the Telangana Movement.

The Concept of Folk Song represents people's culture and tradition. It says that Folk songs apply irrespective of every culture of the universe. That's why it's called People's song

"A song originating among the people of a country or area, passed by oral tradition from on singer or generation to the next, often existing in several versions, and marked generally by simple, modal melody and stanzaic"

Roy stresses that social movements disseminate and publicize the culture. The movements bring the shared identity and sense of belonging and culture with the aid of various vernacular forms like art, drama, literature, music and dance. The folk song became a powerful tool for all the social movements in Telangana. Over the period the folk song has evolved as a protest song, martyr song and revolutionary song etc. The Telangana poets and writers, written folk songs to address the various social issues and injustice from the Nizam's ruling to latest formation of Telangana and will continue further in future as well.

The folk song brought the collective experience, collective identity and collective consciousness and mobilized the groups/people and struggled for the formation of separate statehood. Ron Eyerman also stresses that music plays a crucial central role to send the messages out to recruiting groups. The collective identity or identification and collective consciousness can be achieved through the collective experience of music or song. The Music persuades the bodily movement, contact and collective experience.

The phenomena of social exclusion and the social consciousness raised over a period which triggers the lack of opportunities in the collective people gradually develop into social movements. Folk Songs became the medium of communication for raising the social consciousness of the social movements. Telangana has experienced social movements with regard social exclusion factors like caste, poverty, education, women rights, land rights, the ban on liquor freedom struggle etc. Peasant Movements; Women movements and Dalit movements; Region movements, Jai Andhra Movement; Sayudha Raithanga Poratam; Separate Telangana movement of 1969, Second Phase of Telangana movement 1990-2009, Samaikya Andhra Pradesh movement, to name a few. The balladeers penned the folk songs with the narratives which connect to common man's ideas of social exclusion. The folk songs are catchy and connect to hearts of people and spread rapidly. Folk songs became the expression of a protest

song, a self-respect song, cry for freedom and liberation gives a loud voice for equal opportunities, provides a strong dissent on the exploitation of equal rights as well. The Folk songs became a strong bond to hold collective people's emotions and their raised social consciousness and social movements.

Telangana Dhoom Dham

Dhoom - Dham is the crucial instrumental factor in the formation of Telangana state. Dhoom Dham is a cultural revolution which had brought all Telangana people together and fought for the cause of New Telangana state formation.

Well Noted Telangana folk singer Rasamai Balakrishna says that

"Dhoom- Dham united with Telangana folk songs had brought together people cutting across caste and creed working as a binding factor during the movement. It was the cultural revolution that brought the people of different ideologies - the TRS, CPI, BJP, party - on the one platform called the TJAC which played a significant role in the movement. From the first 'Dhoom-Dham' organised at Kamareddy in 2002, it had become an integral part of the movement.

Dhoom- Dham was instrumental for all agitations which led to the formation of new state Telangana. The folk songs played an instrumental role in Telangana armed struggle to fight back against the oppressive Nizam rulers. The folk songs can provoke, sensitize, mobilize people for the movement. The folk songs of Telangana had left a profound impact on the statehood movement as it played a significant role in the success of the 'Dhoom Dham' a cultural revolution which was a vital part of the agitations.

The well-noted revolutionary folk songs of balladeers like Gaddar, Goreti Venkanna, Vimalakka, Andesri, Kodada Srinu, Rasamai Balakrishna, Gidde Ramnarsaiah, Thelu Vijaya, daruvu Yellanna, Pailam Santosh and Saichand etc. penned the revolutionary folk songs and inspired huge masses of Telangana. Gaddar's song "Podusthunna Podhumeedha, Nadusthunna

Kalama, Veera Telanganama" became all-time hit folk song all over Telangana during the movement. The Telangana Non-Resident Indians in US, UK and other countries also played a crucial role in mobilizing funds for Dhoom-Dham events and also imbibed the culture of Telangana and also shown their great love and brave heart for the formation of new state Telangana.

During the times of genesis of Telangana movement, thousands of songs were produced. There were hundreds of new voice came in to light. The pro-Telangana poets and writers expressed their solidarity and great for the cause of Telangana.

The folk song became protest song. The folk song has changed its genre and content accordingly with the context and situation.

The research paper especially focuses on the "Telangana Dhoom-Dham" songs. The Protest songs worked as a catalyst for the movement. As the research paper earlier mentioned there was the genesis of thousands of songs. The research paper may be quite difficult with the time consumption for date collection and analysis. The paper is limited to well-noted balladeers whose penned folk songs became highly popular in "Telangana Dhoom Dham" events and became a cause for the collection consciousness and crescendo struggle for the separate Telangana. The study examined the well noted revolutionary folk songs of balladeers like Gaddar, Goreti Venkanna, Andesri, Kodada Srinu, Rasamai Balakrishna, Gidde Ramnarsaiah, Thelu Vijaya, Daruvu Yellanna, Pailam Santosh and Saichand etc.

Some of well noted folk singers in Telangana

"For the construction of movement the 'cultural army' is an essential tool for bringing the mobility among the masses and The cultural army who penned folk songs and sung by the well noted folk singers like Goreti Venkanna, Gaddar, Vimalakka, Ande Sri, Rasamai Balakrishna, and others disseminated the shared identity in to the masses of Telangana.

Gaddar song: Podusthunna Poddumeedha Nadusthunna Gaanama Porutelanganama

Poru Telanganama kotladi pranama bhale bhale bhale, hu Aahu Aa… is one of the most significant songs which played a key role in the Telangana movement.giving a call for collective identity and resistance.

Gaddar is the most well-known Balladeer from Telangana known for social activism. Gaddar is "popular name". His actual is Gummadi Vittal Rao, born to poor dalit family in Medak district. He has penned several folk songs for the working class and oppressed people and to the social justice

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'Kolaatamu jada koppeyeraa Doolantoo alwwpi dumkaadaraa.'

By Vimalakka.

Vimalakka. Her full name is Arunodaya Vimala, popularly known as Vimalakka born in Aleru, Nalgonda district in 1964. She is well known Telangana balladeer and social activist and joined the Joint Action Committee for the separation of Telangana State. She has given numerous performances in all Telangana districts and sensitized for the Telangana cause.

Goreti Venkanna performing in Telangana Dhoom Dham.

'Doring Parugu Paruguvochinaru Patnamula Vaalinaru' song.

Well noted Balladeer "'Goreti Venkanna"'. Goreti Venkanna is a popular poet and folk singer from Telangana. He was born in Gowraram village in Mahbubnagar district in 1963. He penned several folk songs for farmers, peasants living conditions. He was significant Telangana

separatist activist. His song "Palle Kanneru Peduthundo" written for Telugu movie "Kubusum" became popular and moved the masses. He is one of the cultural icons of Telangana.

Song: 'Jaya Jayahe Telangana Janani Jayakethama, Mukkoti Gonthukalu Okatina Chetanam'

'Taratarala cheritagall thalli ni rajanam Jai Telangana jai jaii Telanagana'.

By Dr Ande Sri .well known Poet and Lyricist Andesri. He was born in 1961, near Janagoan in Warangal district. Known for the same popular song "Jaya Jayahe Telangana Janani Jaya

Ketanam" which was honored as "Telangana State Song". He has penned songs for Telangana cause and penned songs for films and won Nandi award for "Ganga" film.

Rasamai Balakishan is infiltrating the collective aspirations of Dhoom Dham.

Rasamai Balakrishna is popular Telangana poet, singer and lyricist born in Raorukela village in Siddipet. He played a crucial role for Telangana cause. He was the convener for Telangana Dhoom Dham Committee. He headed the cultural troupe for the formation of Telangana. He appointed as MLA for Mankondur constituency in Karimnagar district and currently works as the chairman for Telangana Culture Department.

Girls were actively participating in during Telangana March in 2012.

This can be seen as space created for Telangana women to enter into the public sphere and express their voice as well. Women and Children are inseparable. The children of Telangana were also highly inspired by the cause of Telangana and actively participated, and the mother and parents also encouraged the children to take an active part in the collective consciousness for the formation of Telangana.

Protester were participating at Tank Bund in Hyderabad during Million March in 2011.

Conclusion

Folk songs had brought the collective identity and consciousness among the people of Telangana and had brought the separate statehood. From the time of Telangana armed struggle to Telangana State formation, the role of folk songs is

pivotal in social movements. The research paper clearly depicts how the folk the role of folk songs is enormous and played a special significant role in the formation of Telangana. The protest song became the siren to alert and demanded attention and participation to fight against the social exclusion factors which had been prevalent for so long time. The folk song which had undergone metamorphosis into protest and revolutionary song had raised the voice against all significant social exclusion and inclusion indicators like feudalism, social and economic exploitation, denial of power, resources exploitation, water crisis, underdevelopment, drought, poverty, alienation, suppression of cultural identity, social injustice, bonded labor, migration of labor, suicides, gender inequality, caste discrimination and for separate statehood in Telangana.

Telangana Dhoom- Dham, the Cultural Revolution was well thought of by the Telangana supportive political parties, politicians, intellectuals, poets and singers. Telangana Dhoom-Dham became a platform to entertain, educate, sensitize and provoke for the separate formation of new state Telangana. The singers penned their own songs which reflected the identity and cultural issues, equal rights, denial of the power and injustice. The mob hysteria of Dhoom-Dham became an instant hit in the masses, and all the pro-Telangana political parties and intellectuals planned and decided, Dhoom-Dham is the major weapon to draw the attention of a considerable number of masses and fight for the separation of Telangana state. The folk songs became an instant hit. The caller ring tones were downloaded in lakhs. The folk songs became house hold songs. Lakhs of sharing auto rickshaw wallah's played the popular Telangana folk songs to the customers. The folk songs became a Cultural Revolution wave hit. The folk songs were owned and sung by the children, villagers, rural and urban, old people, intellectuals, politicians and academicians as well.

The rhetoric words used in the folk songs had made realized the Telangana people that how much injustice suffered for the last seven decades. The Folksongs made the Telangana people to be volatile and reactive to the movement. The folk songs pumped the aggression on the exploiters of Telangana. The folk songs also made it realized "Now or Never", "Do or Die".

The social movements are directed towards social change and have specific goals. The folk song addresses the social and cultural issues and tries to reinforce the social change. Every word and stanza in the folk song are highly charged political expressions to bring the social cohesion and social integration. The folk song infiltrated the radical aspirations and disseminated the revolutionary ideology and succeeded to attain the specific goal – the formation of Telangana State.

Social exclusion and inclusion indicators are the "key indicators" for the birth of all social movements. The Telangana Dhoom Dham was the crescendo of collective consciousness at its peaks through folk songs and other folk arts and resulted in violent and aggressive modes of operation like humiliating, demolishing, attacking the Andhra Pradesh dominance and suicides became a sign of protest for self-identity and separate statehood. Whenever there is social unrest, the folk song evolves in the form of 'protest or revolutionary song' from the poets, writers, balladeers and lyricists. The 'folk consciousness' infiltrated by the poets, balladeers, politicians, academicians and intellectuals had succeeded in bringing the 'collective consciousness' among Telangana people to fight for Telangana cause. Thus the folk song played a significant role in shaping the collective identity, collective consciousness and collective experience which forced the emergence of formation of new Telangana state.

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India – Canada Relations Post-Cold War Perspective – Part 2

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Abstract

From the perspective of this great relations, the purpose of this essay is to explore a dynamic amalgamation between two great democracies on the basis of education, culture, economy, defense, social phenomena, it is a broad-based story since India's independence to at present through which a relation between India and Canada has been settled on a true nature through various ways of cooperation, contribution, support, aid and many more. I am in Canada and as a student and researcher. I would like to approach this relation more fruitful and cordial by its nature. I would like to pursue my study in International Development and topic like this will be helpful for me to explore ideas, presentation, proposal writing, and developments between countries which is useful for the development of human being. This topic is my academic thesis during my master's program in International Relations at Jadavpur University, Kolkata, West Bengal, India.

Keywords: India, Canada, Relations, Post-Cold War, Perspective

Introduction

Focus India, Team Canada, Colombo Plan, CIRUS Nuclear Reactor, Partners for the 21st Century, CIDA

India and Canada have enjoyed a wide ranging and broad-based relationship ever since 1947, when India gained independence. The commonalities between the democratic structures of the two countries and the values interests shared by them provided the basis for this comprehensive relationship. The partnership between the two countries was enriched through common participation in peacekeeping missions since the very early days. Bilateral visits between the two countries contributed to the strengthening of this relationship and assisted the two countries in gaining a true measure of the respective economies. Spurred by commonalities of perceptions, India and Canada have a cooperated on international platforms like the United Nations and the Commonwealth. Driven by its desire to participate actively in the vigorous development process underway in India, Canada became a significant aid contributor to India in 1951. Aid volumes peaked to about $100 million annually in the period 1969-78. As India's economy matured and its industrial base became strong, the India-Canada relationship underwent to metamorphosis from one based on aid to one based on trade and partnership. Close study of the current Indian situation has convinced Canada that the size of India's economy, its impressive growth rate, advancing industrial profile and the tremendous buy power of the sizable middle class in India (estimated at between 250 to 300 million) represent great opportunity for Canada. It is in the context of this understanding that Canada launched (June 1995) a Focus India trade strategy, which culminated in the visit to India in January 1996 by a Team Canada led by then Prime Minister Jean Chretien. Seventy-eight commercial deals worth $3.29 billion were concluded between Indian and Canadian companies during the visits, strongly reinforcing for participation of inherent complementarity between the Indian and Canadian economies. This high-water mark has been established against the backdrop of quickly ascending graphs in the bilateral trade sphere and in

the area of Canadian investments in India. Exports from India to Canada have traditionally covered garments, textile products, cotton, carpets, rugs, leather articles, jute, jewelry, handicrafts, spices, coffee, tea, fruits, nuts, organic chemicals and software. Canadian exports to India comprise paper, pulp board, wood pulp, iron, steel, machinery equipment, electric, electronic goods, ships, resin, plastics, asbestos, vegetables, oil, lime and sulphur. The deeping commercial and economic relationship between India and Canada stands embodied in the joint business council, India - Canada business alliance platform operated by the federation of Indian Chambers of Commerce and Industry (CII), on the Indian end, and Canada-

India Business Council, on the Canadian side. The confederation of Indian industry has also established a partnership with Canada. These forums coupled with the resolve of Prime Minister Chretien to double trade with India in the next two years and to quadruple it within the next five and backed by a clear recognition in Indian and Canadian commercial quarters of the vibrant symbiotic alliance between the two countries forebodes and even stronger relationship between the two countries. The visits of Mr. Inder Kumar Gujral, then External Affairs Minister of India, to Canada in September-October, 1996 and that Mr. Lloyd Axworthy, Canada's Foreign Minister, to India in January 1997 have consolidated the progress made in recent times and provided the basis for enlarging the scope and width of bilateral links. There are about 310,000, 3.80% of the Canadian population (est. 2015) of Indian origin in Canada. The earliest among them came to the west coast in the firm few years of the twentieth century. They were joined in the 1960's and 1970's by a large number of Indian professionals, who have, over the years, significantly contributed to Canadian society and there by acquired senior and respectable positions in the society. By virtue of the manner in which they are settled, persons of Indian origin today enjoy leverage in nearly 10% of Parliamentary ridings in the determination of electoral results. The contribution of this segment of Canadian society to India- Canada relations is well recognized and forms part of the joint declaration that was issued by the two Prime Minister upon the conclusion (January 4, 1996) of the visit of Prime Minister Chretien to India. The Indian official representation in Canada is in the form of a High Commission in Ottawa and consulates Generals of Toronto and Vancouver. Together these offices strive to serve the cause of strengthening India-Canada relations and the Indian Community. Air India has its offices in Toronto, and Montreal, the State bank of India (India's largest bank) has branches in Toronto and Vancouver and the department of tourism, an office in Toronto. There are various community organizations who have been succeed to amalgamate Canadians and Indian, India Canada Association(ICA) is a not- for profit, volunteer based organization and as served the community in the national capital region for over 50 years whose mission is to contribute significantly to the preservation, awareness and the promotion of Indo-Canadian cultural heritage in the Ottawa-Gatineau area founded on June 28, 2012. Indian Students Association at the University of Alberta founded on january 1, 1962 to create and extend support for cultural awareness, provide a platform for the participation of campus activities, contact with Indian communities and promote international understanding and fellowship. Bhartiya Cultural Society of Alberta is another community organizations founded in August 1988 to explore to the community about India's religious tradition such as Jainism, Buddhism, Hinduism, Sikhism, Mughal Islamic tradition etc. Thus India-Canada relations are headed for even greater heights in the coming years through then Prime Minister Stephen Harper and current Prime Minster Justin Trudeau.

Literature Review

India and Canada have cordial relations since 1947 and it is due to regular bi-lateral dialogue between officials and the Prime Ministers of both countries. Canada is 150 years old great

democracy since her independence and a great civilization, India is the world largest democracy and both have same structure of administration, therefore it is easier to understand each policies, rules and regulation, both are commonwealth countries and enjoying their rights by respecting her Majesty Queen Elizabeth 2nd. Canada helped India a lot for the development of India's road railway infrastructure, electricity, nuclear energy by providing CIRUS nuclear reactor and many more. India is grateful to Canada for the contribution of India's development as a welfare state. Relations deteriorated in the wake of India's peaceful nuclear explosion of may 1974 by then Indian Prime Minister, Indira Gandhi. The Canadian government was stung by allegations that the fissionable material used to construct India's firm nuclear device has been obtained from the Canadian supplied CIRUS nuclear reactor, as a result cooperation in the nuclear field between India and Canada which had flourished in 1960's, came to a halt after the explosion of nuclear bomb. This explosion by India led to relations being frozen for over twenty years with Canada alleging that India has violated the terms of the agreement under which Canada had supplied a CIRUS nuclear reactor in 1956 under Colombo Plan. Activities of Canada based Sikh terrorist's groups in planning and carrying out acts of violence in India during 1980's introduced an additional element of strain. India's nuclear explosion in May, 1998 made this relations on hold by Canada, by recalling its High Commissioner, imposed restrictions on India and called off several plan visits. The arrival of a new Foreign Minister John Manley in November 2000 paved the way for a new beginning in India-Canada relations with his decision to re-engage India. So, there are several ups and downs we have seen in Indo-Canada relations because of India's stand on nuclear issue and Canada's stand on world peace as itself a peaceful country. Canada finally understood India's regional circumstances and the requirements of minimum nuclear deterrent for national security and regional balance for peace and stability and the stability of democracy. Canada finally recognized India's nuclear doctrine and signed on a civil nuclear energy agreement

in 2010 which was joyful for India's then Prime Minister Dr. Manmohan Singh and his counterpart Prime Minister Stephen Harper of Canada. India and Canada are two major players in the world, for the peace of present world and its stability both need to work together for the solution of climatic change, educational development, cultural awareness among societies, immigration and refugee's problems and terrorism. India is a fully democratic country which is its strength and Canada needs to understand India and make a friendship just like all-weather friend. Impossible can be possible by trustworthiness.

Methodology

I was a master's student in International Relations at Jadavpur University, Kolkata, India. During my final year as a part of my syllabus I choose to write on India and Canadian relations, a thesis paper. I first contacted with the Professor of North American Studies and I found Dr. Tridip Chakroborty as my supervisor for the writing guidance. I then went to our library and collected regular newspaper, internet search, articles etc. Collecting Indo-Canadian news was troublesome for me because of less information in Indian newspaper or in any academic journal, but few people such as librarian, Dr. Tridip Chakroborty helped me lot during papers collection. I then collected information about history, economy, cultural, studies, educational exchanges etc. and wrote a draft, my supervisor saw my efforts three times and advised for corrections. I finally made my final draft and submitted to my supervisor. It was wonderfully accepted by the department as a successful thesis paper for which I received a certificate as recognition on North American studies by the head of the department of International Relations, Dr. Sumita Sen.

Acknowledgement

Result and Discussion

New opportunities to improve the Canada-India relations arose when India institutes major reforms of its economy in the early to mid-1990. India's economic transformation attracted sufficient attention from the Canadian Government and business community that the Prime Minister of Canada, Jean Chretien, lead a Team Canada Mission to India in January 1996 compromising two cabinet ministers, seven provincial premiers and 300 business persons. During his visit Canada and India signed various fields to cooperate each other. Contracts worth $444 million were signed. The business deal included commercial contract worth 244.25 million and agreements in principals for another $199.88 million. During Mr. Chretien visit to India, he said that the close ties that existed during Jawaharlal Nehru's time, had been missing in recent decades, he said that there was a reason for that cooling but he wants to build that that relationship in a new way. During his visit RPG-RR Power Engineering Limited, the Calcutta based venture between Rolls Royce and RPG signed an agreement with the Canadian power giant Agra Industries Limited. Agra industries currently records an annual turnover of $760 million. According to the MOU Moneco Agra, a subsidiary of Agra Industries and RPG-RR would jointly undertake turnkey engineering, construction, procurement and operation services projects in the country. Moneco Agra and RPG-RR are currently biding for a 30 MW co-generation plant. On the other hand, TATA Industries and Bell Canada International signed an agreement to provide comprehensive telecom service to Andhra Pradesh. The Bell Canada International and TATA Construction had been awarded one of the two cellular licenses for the state. BCL a wholly-owned subsidiary of BCE, Canada's leading tele commission company was BCE's primary vehicle for investment in foreign network operation, India and Canada agreed to receive ties based on a buoyant economic relationship. The visiting of Prime Minister Mr. Chretien also urged India to sign the controversial nuclear non-proliferation treaty (NPT) to help globalize the over 175-member regime. During talks without aid, the Prime Minister of India Mr. P.V. Narshimha Rao and his visiting counterpart expressed a strong interest in reviving the close relationship of co-operation that used to exists between the two countries. Both leaders recalled the traditional friendship between India and Canada and felt that the end of the cold war presented new opportunities to work together for mutual benefit. According to Mr. Rao, Prime Minister of India, India and Canada's relations was built up soon after India's independence in 1947 based on sympathy by then Prime Minister of Canada Mr. Lester B. Pearson. New Delhi and Ottawa decided to step up high level consultations in a variety of fields. India and Canada also signed an agreement on avoidance of double taxation to boom trade. MOU's were also signed on surface transport, heavy

oil industry, and telecommunication. Both the country also decided to work out a treaty envisaging transfer to convicted offenders. A declaration of intent to achieved this was initiated. Canada chairing the developed nation grouping G-8 saw vast economic opportunities in Indian market of 1.5 billion people. Agreements between India and Canada during Mr. Chretien visit to India helped multidimensional business ties including cooperation in the infrastructure area. Both Prime Ministers of India and Canada stressed the value and mutual benefit for both countries of close and regular consultations on matters relating to the changing world situation. They agreed to expand the pace and scope of high level exchanges and bilateral consultations on the full range of political, economic, security, commercial, science and technology and social issues. They both looked forward to further and regular ministerial, head of government and head of the state visits. Mr. Chretien also was interested to grow cultural relation between them. They shared a common perspective on importance of maintaining the unity of pluralistic states they stood committed to strengthening democracy and respect for human rights and the rich diversity provides the best guarantee for stability harmony and human rights in multicultural societies. On the terrorism issue India and Canada advocated a global campaign to counter terrorism. The two leaders were united in their determination to work together with the entire international community to combat terrorism in all its form. They called upon all states that assists terrorists to renounce terrorism and to deny financial support, the use of their territory or any other means of support to terrorism organizations. Canada India's one-time partner in developing nuclear power hoped that India would join NPT regime. According to Canadian Prime Minister, India will bind a way out to be able to accept the NPT and that is the Canada's view about NPT issue. Hearing Canada's argue on NPT, India's point of view was not to change her declared position on NPT. India declared her position on NPT remained unchanged because of its discriminatory characteristics. Both the country stressed the need for the unity of multiethnic states. In a joint statement, both the Prime Minister (Mr. Narshimha Rao of India and Mr. Jean Chretien of Canada) agreed that special efforts should be made by all sides in supporting the strengthening of the global disarmament and non-proliferation agenda. They recognized that both Canada and India shared a longstanding and deep dedication to the ultimate objective of nuclear disarmament and strongly encouraged efforts by the conference of disarmament in that regard. Canadian Minister for Constitution All Affairs Joe Clark offered all assistance to the Government of India in bringing to book the terrorism responsible for the bomb blast in Mumbai formerly called Bombay. According to him Canada and Canadians were saddened and concerned over the conflict in India and were troubled by the continued unrest in Punjab and Kashmir and the devastating bomb attacks in Mumbai, Calcutta as well on 16th March 19994. Mr. Clark condemn such cowardly and abhorrent acts of terrorism and its action whenever it occurs. He also emphasized the need for a strengthened bilateral dialogue between India and Pakistan. Canadian Minister for Constitution All Affirms strongly supported making the rupee fully convertible on the trade account and steps taken to de-license imports to increase the ability of foreign investors to participate in joint ventures, to open key sectors to privatization and to abolish licensing requirements for all but a small number of industrial sectors. There were two high level visits. One from India and the other from Canada during the year 1994. Then Home Minister of India S.B. Chavan visited Ottawa and Toronto for a week during the month of October, 1994. It was the first visit of a senior minister from India after former Prime Minister Rajiv Gandhi in Vancouver 1988. For the commonwealth, Prime Minister conference. Mr. Chavan signed a controversial treaty on mutual legal assistance in criminal matters with Canadian Solicitors General Herb Gray. The treaty reflects importance of cooperation in law enforcement between Canada and India. The treaty provides for cooperation between police and prosecutors in India and Canada in the area prevention, investigation and prosecution of crime. According to then Indian High Commissioner Mr. Prem Budhwar, the arrest of Mahesh Inder Singh accused of conspiracy in the 1985 assassination of Akali Dal President Harchand Singh Longowal was an aftermath of the treaty. The British Columbia Court decided whether or not Mahesh Inder Singh should be extradited to India to face criminal charges there. If we look behind in 70's decades we observed a cordial relation between India and Canada. In 1973 then Prime Minister of India Mrs. Indira Nehru Gandhi visited to Canada in June 1973 and met her Canadian counterpart Prime Minister Pierre Trudeau, father of the current Prime Minister of Canada Justin Trudeau. Mrs. Gandhi addressed the Parliament of Canada in Ottawa and thus made an outstanding effort to continue a great cordial relations between India and Canada. In October 1987, then Prime Minister of India Rajiv Gandhi visited to Canada on the occasion of Commonwealth Summit though it was

not very good visit because of threats from Indian origin people and Canadian Government forced to increased security to protect Indian Prime Minister Rajiv Gandhi. Back to 1996 judging by the personal notes he struck during his Indian itinerary, Canada's Prime Minister Jean Chretien must have had reason to feel satisfied with his five days visit to India. But it was difficult to say if the large encourage of about 300 businessmen that accompanied him would be feeling the same way. The total number of MOU's would come to fruition. This however should not be taken to mean that the Indian and Canadian businessman did not have a lot to share and benefit from mutual cooperation. In fact, the Presidents of several Canadian Universities, who accompanied the Prime Minister, affirmed the vast potential for academic exchanges between the two countries. Such exchanges in perception that had stood in the way of a smoother business relationship. The freeze in bilateral relations between India and Canada was so irrational economically and politically that it was surprising it had taken more than 20 years for the emergence of sign of thaw. By declaring unequivocally that the big chill in the relations had ended and that Canada was here to stay Mr. Jean Chretien, making the first visit by a Canadian Prime Minister in 25 years, had set ties back on the road to the warmth and enlarging diversity of a new priority to trade with Asia which was unavailable in the earlier years. If Mr. Chretien's voyage of discovery of the religion and his talks in the political and business capitals of this country results in a thaw in the relations, a qualitative new thrust can be given to the old friendship based under the changed global circumstances on buoyant economic ties agreements and memorandum of understanding in all worth more than three billion dollars were signed by the large team of businessmen who accompanied Prime Minister Narshimha Rao suggesting that efforts be made by both sides to double bilateral trade in two years. Already in the first eight months of 1995 there was a 64 percent increase in Canadian exports to the country and a 25 percent rise in Indian export to that country. The Chretien Government visit to India heralding a thaw in ties through the political message coming from it would hopefully inject energy and dynamism to the two-wat trade. As the visiting Prime Minister himself acknowledged, Canada like its rich neighbor to the south was re-focusing its sights from Europe to the Asia-Pacific and must bind the reform-bound Indian economy most friendly. The Team Canada delegation led by the then Prime Minister of Canada Jean Chretien must had been pleasantly surprised by the warmth of the host displayed. If the visitor had one complaint, it related to the existence of child labor in this country, instead of protesting at the team raising this issue. There was no doubt that the Chretien visit would help bring a degree of warmth back to bilateral relations in deep freeze after Pokhran nuclear explosion in 1974. It was not an indication that Mr. Chretien's visit to India would change Canada's stand on India's nuclear explosion but there was a welcome realization by Ottawa of the absurdity of linking it's political and economic non-proliferation. No purpose would be served by introducing the nuclear issue into the bi-lateral relationship. The disadvantages of the perception of the nuclear energy and non-proliferation was well known. May 1974 nuclear explosion had resulted in Canada ending extensive and mutually beneficial nuclear cooperation. India and Canada had not seen eye to eye for a long time on most issues relating to nuclear disarmament. Canada proud itself on its un-compromising posture on non-proliferation. It was off course lazy for Canada to preach the virtuous of nuclear abstinence while on the American nuclear umbrella in the safety of its geographical location. India did well to reiterate its position on the non-proliferation treaty and global disarmament, it would do both countries immense good to delink the non-proliferation issue from the other aspects of bilateral relations. Both had paid the price for keeping a tried and trusted friendship on hold. It was time for the old warmth to return. On 11th and 13th May 1998, India surprised the international community when announce the detonation of five nuclear devices in two sets on May 11 and 13. Despite calls from Canada and many other countries for restraint, neighboring Pakistan retaliated with an alleged six nuclear detonations on 28 and 30 May 1998. After nuclear test the Canadian Government decision to impose sanctions on India was taken without assessing the security consideration that forced New Delhi to explode nuclear device.

Canada had taken a hardstand by re-calling High Commissioner from Delhi and taking the initiative at the G-8 meeting to punish India. It also called of all high-level visits. Indian ministers and officials were even refused visas for multilateral meetings held in this country. Then Prime Minister of Canada Jean Chretien condemned further nuclear test by India and said that Canada's relations with India had been placed on hold. Mr. Prime Minister said Canada's disappointment and shock at India's action which could set off a nuclear arms race in the Indian Subcontinent and led other countries to develop and test nuclear weapons. In the reaction of then foreign Minister of Canada Mr. Llyod Axworthy who visited to India in January 1997 and inaugurated the office of the Canadian High Commission in Chandigarh, capital of Punjab and Haryana state, said that, India's quest for permanent seat on the UN security council has suffered irreparable damage. It has forfeited to claim to a permanent seat on a body created specially to create peace and security and enhance the international order. According to the minister, If India think that acquiring a nuclear weapon on the capacity for nuclear weapons is an elevate its status, then it is India's imagination, nobody will value India's fake status, and if India think that this is the way to entry security council or positions of responsibility in the commonwealth or other areas, they can forget it. However, nothing happened and India is a full-fledged nuclear weaponized country, best friend of the USA at present as well, this is India's diplomacy to accept her worldwide not yet a signatory country on NPT and CTBT. Despite the disagreement over India's nuclear policy, Indo-Canadian relations grew in some areas of mutual interest during 1999 and 2000. In June 1999, the Canadian Supreme Court hosted the Chief Justice and delegation of Indian Supreme Court for the first meeting of the Indo-Canada Legal Forum. Human Rights and Court efficiency were the Forum's principal themes. The second meeting of the Indo-Canadian Legal forum was held in India in early February 2000. The third meeting of the Canada-India working Group on Counter-Terrorism took place in New Delhi, India in February 2001 with the participation of several departments and agencies of the Canadian and Indian Governments. The fourth meeting of the CIWGCT (Canada-India Working Group of Counter Terrorism) was held in Ottawa, Canada in August 2001 and the fifth one took place in New Delhi on December 10-11, 2002. In March 2000 then India's Minister of Environment and Forests T.R. Balu made the first official bilateral visit to Canada at the ministerial-level in over two years. Minister Balu participated the GLOBE 2000 environmental exposition in Vancouver where he met with then Secretory of the State of Asia-Pacific Raymond Chan. Mr. Balu later travelled Ottawa to participate in the technical program and to meet the minister of Fisheries and Oceans, Harbanch (Herb) S. Dhaliwal. In early March 2001, Elinor Caplan, Minister for Citizenship and Immigration came to India with a delegation of eight members of parliament, and visited Delhi, Chandigarh, Mumbai, and Bangalore. She was the first Canadian minister of cabinet rank to visit India in over three years. India is Canada's second largest source of immigrants, who numbered approximately 28000 in 2001. In that same year 1200 Indian students received permission to study in Canada. According to Minister Caplan, Indian immigrants to Canada have created a strong Indo-Canadian community that was contributed significantly to Canada's progress. Most of the estimated five hundred thousand (5,00000) Indian who have migrated to Canada arrived after the Canadian Government reformed its immigration laws beginning in the 1960's. Canadian of Indian origin have involved themselves in all aspects of the social-political-economic life of Canada. Several Members of the Federal Parliament of Canada are Indian origin, Ministers are Indian origin like Mr. Amarjeet Sohi, Minister of Infrastructure and Communities, Harjit Singh Sajjan, Minister of National Defense etc. they are current Ministers of Canadian Government led by Prime Minister Justin Trudeau. In the past Harbance(Herb)S. Dhaliwal, Minister of Natural Resources, Ujjal Dosanjh, Premier of British Columbia were Indian origin. Business and academic organizations also worked to enhance Canada-India relations. For example, Canada-India Business Council(CIBC) the leading private sector association of Canadian companies are doing business in Indi, actively promotes trade and investment between the two countries. In its thirty years of existence the Shastri Canada Indo-Canada Institute has supported research, education and academic exchanges to increase mutual understanding between Canadians and Indians. On March 20, 2001, the minister of Foreign Affairs, John Manley announced that the Government of Canada planned to pursue the broadest possible political and economic relationship with India, ending a newly three yearlong cooler periods in bilateral relations. According to Mr. Manley, South Asia is undergoing on historic period of change and Canada was looking forward to being an active participant in the sweeping changes in that part of the world. He said that India and Canada's strong historical ties with the region coupled with its position as a world leader in Telecommunication, Transportation, Power, Natural Resources and Education distinguished Canada as both a recognized and a logical partner to meet many of South Asia's infrastructure needs, while Ottawa seeks to push a broad-based policy with every country in the region, there was the unmistakable impression that a prime focus was going to be in the realm of economics, trade, investments and developments. Ottawa's main focus in South Asia would be on India. After three yearlong cooler periods between India and Canada, Ottawa and New Delhi were poised to enter a new dimension of the bilateral relations, politically, economically, and in terms of government to government. Mr. Pierre Pettigrew visited to India with a trade mission consisting of a term 100 Canadian companies or

even more. His agenda in India was two-fold policy and trade. More immediately Ottawa was focused on the bilateral meeting with Mr. John Manley of Canada and his counterpart Mr. Jaswant Singh, External Affairs Minister of India in Hanoi, Vietnam on the sidelines of the ASEAN Regional Forum gathering. Ottawa's decisions to end sanction on India except on defense and nuclear cooperation for its 1998 nuclear test and re-engage India had a lot to do with Mr. Inder Kumar Gujral, then Prime Minister of India, although virtually all of its had been away from the public gaze. In late January 2002, John Manley the newly appointed Deputy Prime Minister of Canada travelled to Amritsar, New Delhi, Mumbai, and Chennai completing an undertaking to visit he had made when he was the Foreign Minister of Canada. As a Deputy Prime Minister, he met then President of India K.R. Narayanan, Prime Minister Atal Bihari Vajpayee, Minister of External Affairs Jaswant Singh, Home Minister L.K. Advani and the Leader of the Opposition the widowed of then Prime Minister Rajiv Gandhi and the Daughter in Law of then Prime Minister Mrs. Indira Gandhi, Mrs. Sonia Gandhi Maino. In a statement announcing the withdrawal of the sanctions, Mr. Manley said that Canada's deep concern about the dangerous towards nuclear proliferation in South Asia remains undiminished and its policy unchanged, setting aside the sanctions invoked in the wake of the Pokhran nuclear test, Canada is now gearing up to do business with India with focus on development projects. Following the green signal from the Canadian Government, CIDA was reactivating its industrial cooperation program which India had benefited earlier with flow of funds and successful ventures. According to Mr. Trenholm, South Asia Project Manager, Canada was looking at power project, hydel as well as thermal energy conversation and transmissions, manufacturing sector, infrastructural development, highways, services for planning and management of infrastructure projects and large technology transfer, and some firms were interested in housing sector project. He said Canada was also interested to invest in oilfield equipment, material movement from oil fields, e-commerce, training area and coal mining operations. Project for installation of water and sewage systems were also being eyed. One particular project Canada was keen on was the cleaning up of Bhopal, Madya Pradesh, India. The project for which CIDA proposes commissioning a study was tackling the problem of contamination which had nothing to do with the effect of Union Carbide Gas tragedy in 1984. Another project being taken up by Canada was a rehabilitation project for the earth quake hit of Gujrat, India. Most of the project would be taken up as joint ventures. Thus, the business tie-up again started after nuclear test on 11th and 13th May 1998 by India. Canada lifted all sanction over India except the ones on military equipment, and in a dramatic turnaround Canada's then Foreign Minister and Deputy Prime Minister John Manley, Mr. Manley opened Canada's arms once again to India. According to him, Canada will continue to build on the strong historical relationship it enjoys with India, Canada is encouraged by the Indian Government's Unilateral Moratorium on further nuclear testing and its efforts to forge a domestic consensus in favor of signing the Comprehensive Test Ban Treaty (CTBT). India has also showed restraint along the Line of Control dividing the territory of Kashmir. In April 2002 Stephane Dion, Minister of Intergovernmental Affairs, came to New Delhi to deliver the Lester B. Pearson lecture, an annual event hosted by Delhi University. He met with then Home Minister L.K. Advani, Law and Justice Minister Arun Jaitley, and the Defense Minister Mr. George Fernandez. Mr. Dion also participated in events organized by the Forum of Federation in Delhi and Bangalore. In November 2002, Herb Dhaliwal, Minister of Natural Resources, led a Canadian business delegation to India. During the same the Speaker of the Senate of Canada, The Honorable Dan Hays, led a parliamentary delegation to India. Several Indian Ministers also visited to Canada. Then Minister of Power, Suresh Pravhu, Minister of Heavy Industries, Murali Monohar Joshi visited to Canada in June 2001. In June 2002, Minister of Petroleum and Natural Gas, Ram Naik led a government and business delegation to Calgary, Alberta. In September 2002, Minister of Civil Aviation, Shahnawaz Hussein visited to Montreal, Ottawa, Toronto and Vancouver. Minister of State (Human Resource) Mrs. Rita Verma also visited to Canada. In January 2003, Mr. David Kilgour, Secretary of State for Asia-Pacific came to India on a working visit. In Delhi, he met with Mr. Digvijay Singh, Minister of State for External Affairs. He also went to Hyderabad, where he was one of the guests of honor at the partnership summit organized by the Confederation of Indian Industry. In Bangalore, he met with then Chief Minister of Karnataka, H.M. Krishna in Mysore, he then participated in the conference of the International Association for Canadian Studies. Mr. Kilgour ended his visit to India in Chandigarh, Punjab. Thus, we followed that Mr. John Manley started again a normal and cordial tie with India. According to him, Canada will continue to call upon India to renounce its nuclear weapons program, Canada has concluded that to pursue an effective dialogue Canada need to engage India in all sectors of interest and at all levels. India is a vigorous democracy with one sixth of humanity and in increasing globally-integrated economy. Mr. Paul Martin, then Prime Minister of Canada visited to India in January 2005, he followed Mr. John Manley and continued a fruitful relation with India by reviewing the partnership during 2004 with his counterpart and agreed to strengthen the architecture of the India-Canada partnership. There was a joint statement between India and Canada led by then Canadian Prime Minister Paul Martin and then Indian Prime Minister Dr. Manmohan Singh which was the milestone for both India and Canada in joint collaboration of science and technology, reporting on tsunami early warning, creation of tsunami early warning system

for the countries of Indian Ocean in concert with multilateral efforts, environmental cooperation and its promotion of friendly technologies, expanding economic ties by supporting CEO's of both countries, investment promotion and protection agreement, trade mission, people to people link by improving visa and consular services, strengthen on health sector through research cooperation, stronger ties in cultural sector etc. During the visit of Mani Shankar Ayer, then Minister of Petroleum and Natural Gas in 2005, India offered 20 new oil and gas exploration blocks to Canadian petroleum entrepreneurs demonstrated a new level of interest among Canadian oil majors in moving to prospect for oil and gas in India. It was due to success of Niko Resources of Alberta, a partner with Reliance Industries of India, in the largest gas find in 2002, offshore of the Krishna-Godavari basin in south-eastern India, Canoro, another Calgary based oil and gas firm has struck oil in north-eastern India. Then Minister of Trade, Mr. Jim Peterson helped India tremendously to maintain the business-related momentum created by then Prime Minister of Canada, Paul Martin. Delegation team led by him discovered five important sectors for investment and cooperation, was agribusiness, energy, oil and gas, transportation, science and technology. In science and technology Canada provided its world class expertise for India's development in environmental technologies, clean development mechanism, quality control mechanism, Nano technology, oil and gas exploration and extraction. Canada's cordial relations with India was continues through the then Prime Minister of Canada, Stephen Harper, on November, 4th to 9th 2012 at the invitation of the then Prime Minister of India, Dr. Manmohan Singh, Mr. Harper Officially visited to India. Prime Minister Harper was accompanied by Mrs. Laureen Harper and a high-level delegation comprising three Ministers, five Members of Parliament, two Senators, senior officials and business persons, including four members of the India-Canada CEO Forum. Including New Delhi, Prime Minister Harper visited Agra, Chandigarh, and Bengaluru. During his official engagements in New Delhi, Prime Minister Harper held bilateral consultations with Prime Minister Singh. He also called on the President of India, Shri Pranab Mukherjee, and the Vice President of India, Shri Hamid Ansari. Prime Minister Harper met the Leader of the Opposition Smt. Sushma Swaraj and the UPA Chairperson Smt. Sonia Gandhi. This Official visit was on its high-profile nature and mostly based on trade and investment between India and Canada, however, it was also a personal tie between two countries, namely one million strong Indian diasporas in Canada. Trade between two countries sits at a modest $5.2 billion annually, but they both would like to see it rise to $15 billion by 2015. Mr. Harper and his counterpart Manmohan Singh, announced a joint statement on people to people ties, values of democracy, tolerance, human rights, freedom of religion, pluralism, rule of law and many more. Both leaders agreed to cooperate on energy sectors, to develop capacities to maximize the utilization of energy resources ranging from oil and gas to new hydrocarbon resources such as oil sands, shale gas and other sources of energy including renewables, the recognition of synergies between Canada's developed natural resources sector and the growing demand for such resources and related technologies and services generated by India's economic growth, in particular in mining and energy sectors, including liquefied natural gas, both Prime Minister welcomed ongoing bilateral collaboration under Memoranda of Understanding(MOU) signed between India and Canada as well as with four of Canada's provinces, British Columbia, Ontario, Quebec and Saskatchewan; finalizing a Bilateral Investment Promotion and Protection Agreement and expressed their commitment to finalize the Agreement on a priority basis; the progress being made in negotiations on a Comprehensive Economic Partnership Agreement (CEPA) and reaffirmed their desire to conclude it by the end of 2013, both Prime Minister expressed deeply their shared desire to see bilateral trade reach $15 billion by 2015; expansion of commercial cooperation between India and Canada, noting in particular the decision by Indian Farmers Fertilizer Cooperative Ltd to establish a urea project worth $ 1.2 billion in the Province of Quebec; the increase in collaboration between the scientific communities of both countries; recognizing the strategic importance of enhanced science and technology cooperation; the two leaders have tasked the Canada-India Joint Science and Technology Cooperation Committee, which meets in January 2013, to develop an Action Plan that would further strengthen the scope of this collaboration with the goal of promoting basic research, facilitating academic and industrial personnel exchanges, and accelerating technology commercialization; the signing of the Information and Communication Technologies (ICT) Memorandum of Understanding (MOU). They recognized the mutual benefit from cooperation in the Information Communication Technology and Electronics (ICTE) sector and stressed the need to establish a strong and effective business-to-business partnership and cooperation in this sector; to raise awareness among private and public sector stakeholders on ICTE opportunities in Canada and India, and to establish an ICTE Working Group to engage in a wide variety of ICTE Sector related issues; recognizing that the number of Indian students studying in Canada has grown considerably over the past five years, with a total of more than 23,000 Indian students currently in Canada, and noting that over 300 Memoranda of Understanding exist between institutions of higher learning in India and Canada; Canada welcomed the decision by the Indian Council of Cultural Relations to establish an India Research Chair in Humanities and Social Sciences at McGill University. Both sides also agreed to explore the possibility of convening an India-Canada Education

Summit in India further to the Canada-India Education Summit in Canada in June 2011, with the objective of expanding cooperation between the educational institutions of the two countries; both Prime Minister appreciated the contributions made to both societies by the community of more than one million Canadians of Indian origin, they emphasized the need to further energize bilateral people-to-people contacts and for the two Governments to work more closely to facilitate the orderly movement of people, in particular, students and professionals; both expressed satisfaction at the existing India-Canada space partnership, including astronomy and commercial activities in satellite launch services. India and Canada expressed satisfaction at progress in developing an ultraviolet space telescope, soon to be flown in India's Astrosat satellite; they both congratulated the Defense Research Development Organization of India(DRDO) and York University of Canada for concluding a Memorandum of Understanding to develop collaboration in areas such as chemical-biological defense and the application of research in advanced materials and nanotechnology to defense; they both agreed to enhance bilateral security cooperation, including through a dialogue to be led by India's National Security Council Secretariat and Canada's Office of the National Security Advisor to the Prime Minister. Both countries agreed to work closely together to improve cyber security as well as broaden their dialogue and cooperation on cyberspace policy with the shared goal of an open and secure cyberspace which is increasingly essential to freedom of expression and economic growth. Condemning violent extremism in all its forms and committing to continue to counter global terrorism, they agreed that India and Canada would work together to address this challenge; two sides agreed on the need for greater effort to reform the Bretton Woods Institutions, key organs of the United Nations and other international institutions, in this area they noted progress made in the reform and renewal of the Commonwealth, they both expressed their continued commitment to the Commonwealth's values and principles, both sides agreed on the importance of democracy and development as the twin pillars of the Association's strength; two leaders underlined their shared commitment to a world without nuclear weapons. They both promised their support for global efforts for non-proliferation and elimination of all weapons of mass destruction; Canada acknowledged India's strong non-proliferation record and expressed support for India's ongoing engagement with the four multilateral export control regimes with the objective of India's full membership of these regimes, as a result both sides agreed to hold regular official-level bilateral consultations on disarmament, arms-control and non-proliferation issues; Prime Minister Singh and Prime Minister Harper agreed on the importance of considerable potential for mutually-beneficial civil nuclear cooperation, based on the early implementation of the 2010 Bilateral Agreement of Cooperation on Peaceful Uses of Nuclear Energy; both countries recognized that they both were leaders in nuclear technology and services, and that the two countries could develop mutually-beneficial partnerships in this area; They also recognized that Canada, with its large and high-quality reserves of uranium, could become an important supplier to India's nuclear power program. The most important fact between the relation of India and Canada was to support India by Canada in civil nuclear technology, Canada and India both signed on civil nuclear energy agreement through which Canada will supply uranium and other important nuclear products to India for its civil nuclear energy production such as electricity production and many more. Canada also supports India's bid for the membership of Nuclear Suppliers Energy Group(NSG). Historical visit to India by then Prime Minister Stephen Harper changed Canada's policy about India in nuclear energy, the bilateral agreement led by Harper and Singh brings Canada and India more closure and at present Canada is interested to help India in civil nuclear program as well which was in the past seems to impossible due to Canada's hardstand on India's nuclear explosion in 1998 and as a non-signatory member of NPT, CTBT. India's current Prime Minister Narendra Modi's two days and nights visit to Canada on April 14th, 2015 was historic, after 42 years Modi as the Prime Minister officially visited to Canada after then Prime Minister Indira Gandhi's official visit in 1973. It was another amalgamation between India and Canada and between Mr. Stephen Harper and his counterpart Mr. Narendra Modi. During his visit, there was several mutual understandings had been established. Mr. Modi stated that India look forward to resuming its civil nuclear energy cooperation with Canada, especially for sourcing uranium fuel for its nuclear power plants. Canada had agreed to supply 3000 metric tonnes of uranium for its increasing energy demand and to power Indian reactors under a USD 254 million five-year deal, the civil nuclear deal had been signed between India and Canada in 2013. Foreign Investment Protection was another side to be made by both countries to protect the legal rights of Canadian and Indian investors, Mr. Modi was scheduled to meet Canadian bank and pension fund managers in Toronto in efforts to attract capital for infrastructure development in India. He is also expected to woo entrepreneurs and businesses to invest more in India under his Make in India campaign, his Make in India campaign is to build a strong and new India. Mr. Modi urged business leaders to start manufacturing in India, assured them that his government was slashing regulations and reducing red tape to make it easier for companies to work there. Mr. Modi tried his best to let Canada and his Canadian counterpart realize that India is an active democracy, across cultural country, a country of full youth and energy, a knowledge of economy, a vast market, therefore Canada must continue its best efforts relation with India in Asia pacific and in the world as a rising global power, after all both country

stands on a similar constitutional governmental structure, similar judiciary system, similar thought about global issues etc. Mr. Modi already announced that he will open India up to global commerce. There were 13 agreements on India's skill development project launched by Modi signed by India and Canada during Modi's visit to Canada, according to PM Modi, India's environment is now open, predictable, stable, and easy to do business in, highlight of the agreements was the $350-million uranium deal that was signed by Cameco and the Atomic Energy Commission of India in the presence of Modi and Harper. It marked a new chapter in India's ties with Canada, which had imposed sanctions on India after its nuclear tests. Under the deal which runs through 2020, Cameco will supply 7.1 million pounds of uranium concentrate to India. Current Prime Minister of Canada Mr. Justin Trudeau expressed his great attitude and deep concern over India and promises to continue strengthen this bilateral relationship; Prime Minister of Canada Mr. Trudeau had a cordial conversation at a bilateral meeting during the 2016 Nuclear Security Summit in Washington, USA. Both leader exchanged views on developments of mutual interest specially on climate change. Indian Prime Minister congratulated his counterpart Mr. Trudeau on the 150th anniversary of the Canadian confederation and congratulate him again being a newly elected Prime Minister of Canada. Mr. Modi said, he would like to heartily congratulate to Mr. Justin Trudeau for an immense victory in the elections, during their meeting in Washington DC. Mr. Modi then invited him to visit India to begin a new era led by such a young and brilliant Prime Minister like him. Mr. Trudeau accepted this invitation and very soon he will visit to India. As per Mr. Nadir Patel, current Canadian High Commissioner in India. The current Trudeau Government of Canada eagerly interested to tie with India in every sector, in this context eight Canadian Cabinet Ministers visited India over the past 10 months. Mr. Harjit Singh Sajjan, Canada's Minister of National Defense visited to India in April, 2017, he re-visited to India in November, 2017 on behalf of Prime Minister Justin Trudeau. On his first official 7 days visit, Mr. Sajjan met with then Defense Minister Arun Jaitley, External Affairs Minister, Susma Swaraj to discuss about defense tie-up between India and Canada. According to him, this visit will further strengthen Canada and India's bilateral defense cooperation, and expand its partnership in the security and defense sectors. Including Mr. Sajjan, all the four Indian origin Ministers of Canada Cabinet visited to India to build a new tie-up with India. In 2017 Canadian Minister of Infrastructure and Communities, Amarjeet Sohi, led a business delegation to the vibrant Gujrat summit 2017, Minister of International Trade, Mr. Francois-Philippe Champagne travelled to India, Minister of Agriculture and Agri-food, Mr. Lawrence Macaulay led a delegation of over 20 Canadian companies and associations active in agriculture, agri-food and sea food sectors, Minister of Small Business and Tourism and the Leader of the Government in the House of Commons, Bardish Chagger travelled to India in New Delhi and Mumbai- it was a good will visits and messages from Mr. Trudeau that Canada is eagerly wish a deep bilateral relations in every sector with India at present. Canada's defense ties with India could benefit from the North American nations technological skills, cold climate expertise, and can explore the possibilities of Canadian defense manufacturer becoming the part of Make in India initiative. According to current High Commissioner of India in Canada, Mr. Vikas Swarup, current cordial relations between India and Canada is in full swing and it could bring two countries more closure. Mr. Kasi Rao, President and CEO of the Canada-India Business Council(CIBC) said that India's rise is deeply relevant to Canada. India will eagerly wait for the official visit of Canadian Prime Minster, Mr. Justin Trudeau and First Lady Sophie Gregoire Trudeau.

Conclusion

In the 55 years since India achieved its independence Canada's bilateral relations had been characterized by distinct warmer and cooler periods. In 1947 when India became independent, the relation between India and Canada started significantly by then Prime Minister of India, Pandit Jawahar Lal Nehru and his counterpart Mr. Lester B. Pearson. From the beginning Canada had helped India in the fields like power, infrastructure, development, telecommunication, energy, science and technology, oil and gas industry, agriculture, water resources, agribusiness, paper, wood industries and so on. Driven by its desire to participate actively in the vigorous development process underway in India, Canada became a significant aid contributor to India. Aid volume peaked to about $100 million annually in the period 1969-78. Even the nuclear energy development Canada's help to India was significant. The Indo-Canadian cooperation in the nuclear field flourished in the 60's, Canada supplied CIRUS Nuclear Reactor to India in 1956 under Colombo plan for the production of civil nuclear energy. In the context of Indo-Canadian relations, Canada was one of the good wisher for India's development in almost every sector. As a result, India and Canada enjoyed a close and cooperative tie-up through the early years of India's independence. Canada remained an important development partner for India during 1950s and 1960s. Since 1951 to 1974 the relation was smooth and on its cordial nature. But India's nuclear explosion in 1974 led to relation being frozen for over twenty years with Canada alleging that India had violated the terms of the agreement under which Canada had supplied a CIRUS Nuclear Reactor in 1956. From 1974 to 1990 the relation was almost frozen. New opportunities to improve the

Canada – India relationship arose when India instituted major reforms of its economy in the early to mid-1990s. India's economic transformation attracted sufficient attention from the Canadian Government and business community. Relation started again in the mid-90s with the visits to India of then Prime Minister of Canada Jean Chretien in 1996 with a Team Canada delegation and that Governor General of Canada Romeo LeBlanc in March 1998. Since 1990 to 1998 the relation was reached at high level. In the commercial and economic engagement between India and Canada strengthened primarily after the end of the cold war with the realization that Canada should expand its economic presence in markets other than in the south of its border and given the opportunities offered by India's economic reforms. Not only in the economic and trade, India and Canada helped each other to protect the problem of terrorism. They concluded an extradition treaty in 1987, concluded a Joint Working Group of Terrorism. In the field of education and research both countries agreed to help each other and in this context Indo-Canada Shastri Institute was made in India. Indian students are coming to Canadian Universities as a global institutional citizen, so far Canadian students are going to India as well as an exchange program, to know India, as course credit or requirement etc. India surprised the international community when announced the detonation of 5 nuclear devices in two seats of tests on May 11 and 13, 1998. Canada called-off its all official including High Commissioner from India and taking the initiative at G-8 meeting to punish India. Again, relation was frozen. In 1974 when India detonated its first nuclear device bilateral relations of two countries was 24 years long cooler and this time it was 3 years long cooler. On March 20,2001 then Foreign Minister John Manley started again a normal and natural relation with India. Following Mr. Manley, Mr. Paul Martin, Mr. Stephen Harper and the current Prime Minister of Canada Mr. Justin Trudeau are doing their great job with India and the relations at present is in full swing. Canada's stand is widely softer than before and it has even civil nuclear agreement with India to powered Indian reactors. Present global scenario changes countries image, India is now a rising global power, the relations between India and the United States of America is wonderfully good at present and therefore countries from western world also seeks to have a good relation with India, they fairly understand India's security concern and to keep minimum nuclear deterrent. Countries like Canada is eagerly interested to making an all-weather relation with India in every field, off course defense sector is one of them. India and Canada must to tie up for the requirement of present world scenario. Both countries are ambassador of the peace for rest of the world through their secular ideology and constitutional democracy which is the only path for the human being to live well.

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Participative Management and Socio-Environmental Sustainability: a Study of Public Schools of Sobral, CE, Brazil

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Abstract

In this study we analyze indicators of the influence of participative management on the development of school projects envisaged by the Direct Funding in the School Program – Sustainable Schools (Programa Dinheiro Direto na Escola – PDDE – Escolas Sustentáveis), which aimed to promote socio-environmental education. Data were generated through semi-structured interviews with principals, teachers, coordinators, and students in four schools included in the program. Based on a group of 15 participants, results confirm the premise that participative management, with the addition of institutional financial support for school projects, enriched both the school and social community regarding issues of conservation and preservation of the environment for the purpose of enabling better quality of life for present and future generations. Broad participation and discussion were the foundation for identification of the meanings/sense (import) the participants attach to their actions and achievements in the schools. This culminated in creating what we here designate as indicators of socio-environmental sustainability in schools with participative management.

Keywords: financial resources, participative management, socio-environmental sustainability projects, public schools.

Introduction

In recent decades, society has made new demands on schools in all respects. This has placed new challenges on educational professionals, among which are understanding and including principles of sustainability in daily life. Unfortunately, it seems this theme has not been treated with due necessity, importance, and high profile. Socio-environmental issues that are part of and experienced in educational communities are of crucial importance for the quality of life of current generations and, even more, for that of future generations.

The school is a source of human, social, and educational development and, as such, must not fail to engage in support for the environment and to consider this activity through consolidation of participative management. In addition, the school should take the initiative of assuming this role and the challenge of motivating and guiding the engagement of the inside and outside community so that all participate together in construction and preservation of principles that lead to socio-environmental development (LOUREIRO; AZAZIEL; FRANCA, 2003). The school will thus seek to promote environmental education through its own projects, directed and developed in processes of coparticipation. At the same time, it will gradually modify its traditional management structure toward another based on the premises of participative management.

It is known that the need for the school to implement projects that develop environmental education is linked to the requirement of training and educating citizens that are able to interact in a sustainable society in which a *green economy* prevails, i.e., "one that results in improving the well-being of humanity and in social equality, at the same time that it significantly reduces environmental risks and ecological scarcity" (VELLOSO et al., 2012, p. 15).

The convergence and the pertinence of these issues for contemporary problems leads to an attempt to consider one more dimension that may improve quality in Education with reintegration on the triple foundation of '*management-community-participation*'. Therefore, the methodology adopted in this study was developed to understand the result of application of

financial resources from the federal government used as a means of disseminating principles of sustainability and promotion of environmental education in the school.

This was the central theme examined in the doctoral dissertation defended by Brito (2016), who approached it from the perspective of one issue: conservation of the environment as an educational challenge in the day-to-day life of schools of the public education system, specifically in the city of Sobral, state of Ceará, Brazil. The objectives of the dissertation were realized in the study of four schools that stood out from the others in terms of management and learning. The data that documents the investments applied in socio-environmental sustainability projects in these schools were used as a strategy, as well as the data that corroborated the choice of these spaces as the most appropriate, since the investment in the Direct Funding in the School Program – Sustainable Schools (Programa Dinheiro Direto na Escola – PDDE – Escolas Sustentáveis) generated quite positive results. We also decided to diversify the participants to involve different levels of activity. Therefore, it included members of management, coordinators, teachers, and students.

School: agent of a transformational environmental education

The perspective of **sustainable schools** adopted in this paper is that recommended by the Ministry of Education in Resolution CD/FNDE no. 18 of 21 May 2013. According to this Resolution, there is a very close relationship between the school and the environment, and the effort of putting in practice the principles that arise from this relationship is what provides balance in the face of the impact from development of technologies. School management is presented and cited as one of the important dimensions in this process of transition to sustainability.

Sustainable development is understood as a strategy implemented in a collective manner that produces the necessary economic growth so as to ensure conservation of the environment and social development for present and future generations. Education, for its part, as a pioneer in transmitting and shaping opinions, can be associated to carry out projects and activities that observe the principle of the responsibility humans have for future generations. Using natural resources in a conscientious manner may represent a new manner of economic development that takes into account respect for the environment. Thus, sustainable development requires implementation of innovations in educational systems and processes and in the teaching-learning process (NEWTON et al., 2011).

Based on the insight of Beraldo and Pelozo (2007), our premise is that a common, implemented, disseminated, and shared view among those that make up a school community can contribute to constructing objectives, goals, and theoretical and practical procedures to be followed in constructing a School Development Plan, a document that provides support and systematic orientation for funding and pedagogical projects. It is also important to consider that since it is a public space, the school should be a place that is open and common to all, with the offer of full openness to the participation of its users, directing and being directed by all in a responsible and shared manner.

In this respect, a point of consensus is that the school will always have the role as an agent of a transformational environmental education to the extent that it takes upon itself the vision of essential responsibility in educating citizens that are aware of the future consequences of their present actions. Socio-environmental sustainability dealt with in the context of participative management has strongly promoted development of this awareness.

Participative management in the context of environmental sustainability

Some conceptual aspects that clarify the relationship between participative management and environmental sustainability are hereby presented in a summarized manner. Participation of all citizens on behalf of sustainability or of environmental conservation is a suitable process for success. When a human being begins to develop in a multifaceted manner or in community, ideas and ways of carrying out actions emerge that probably would not have been thought of in individual terms. In the same way, sustainable actions are always innovative and can arise from all age ranges, social classes, and educational levels. In this perspective, the idea of **eco-communitarianism** is fitting, which, according to Velasco (2015), consists of

[...] the post-capitalist socio-environmental order in which human beings are reconciled with each other to jointly allow and encourage full development of each subject and reconcile themselves with the rest of nature, maintaining a permanent position of conservation and regeneration before it (VELASCO, 2015, p. 156).

Eco-communitarianism can be understood as a form of community action, directed to development of actions and values that aim at conservation of the environment and carrying out practical actions toward sustainability. Thus, the process of

transition to a more sustainable society grows from structuring an interdisciplinary and integrated view of knowledge and of education, which can only occur through a holistic practice of interaction and integration of all the agents involved in the educational process (NEWTON et al., 2011). That is because, according to Brito (2013), in all the perspectives of unity of the school with the community, leadership and empowerment are presupposed as key elements in the process.

Leadership and empowerment are abilities that can be learned, achieved, and made concrete in the sphere of school management. However, they require a deep process of reflection and of adequate direction toward the exercise of autonomy and protagonism in making decisions and acting responsibly. Leadership that acts under these principles tends to correspond to the most legitimate aspirations of the school community and to active exercise of citizenship. Thus, sustainability internalized in a deep way in the mentality of the agents involved can become a type of tool so that this approximation is realized. From the very nature of the concept and of the vision to which it corresponds, being sustainable implies thinking in the direction of the other and of the environment in the perspective of perpetuity, a concept that contrasts with superficiality.

This could be the focus of teaching institutions, which should not emphasize only the question of student output, but also students' integrated development, their ability to live in an ethical and harmonious manner in society, and their competence in making sustainable decisions throughout life. The crucial question is that leadership can contribute to changes in the manner in which students, parents, and community perceive the value of a sufficiently good education in their lives. From this perception, it is tangible for the leader to act positively in involving the parties in this new perspective of life together. In short, for there to be sustainable development, participation is a primary presupposition.

Methodology of the study carried out

This article refers to a doctoral dissertation (BRITO, 2016) which investigated the impact of participative management on actions directed to environmental sustainability in the day-to-day activity of four schools. A differential aspect was analysis of the context of federal government participation through financial investment in the projects idealized by the school community and the possibilities that emerged from joint management of these resources.

The approach used in this investigation was founded on qualitative research, with an emphasis on the descriptive-analytical nature. The **semi-structured interview** was used as a technical instrument and allowed incorporation of the meanings and intentions present in the actions, relationships, and social structures of the community investigated, valued by the researcher as significant human constructions (BARDIN, 2011). Qualitative analysis was thus appropriate for studying the history, the social relationships, interactions, and representations, the beliefs, the perceptions, and the judgments that result from the interpretations that humans make regarding their own way of life, the objects that they construct, how they construct themselves, and how they feel, idealize, and think (TURATO; RICAS; FONTANELLA, 2008).

In addition to the semi-structured interview, a procedure that allowed primary data to be obtained, on-site observations (the plan of which was composed by what was registered and later systematized from the field notes) and documental analysis were performed. Field notes were considered as everything that was registered from the spontaneous episodes observed during the process of data generation. Traditionally, there is a set of rules that advocate previous planning of on-site observations (LÜDKE; ANDRÉ, 2003); however, considering the aims of this study, this was not elaborated a priori. The option was made to follow the natural flow allowed by the empirical context. Events that emerged were registered when considered relevant and pertinent for achieving the goals.

In **on-site observation**, it was noteworthy how what emerged from the context assisted in obtaining and identifying more concrete elements that were legitimated by spontaneity in the activity of the participants. This may constitute an indirect form of validation of the data. For Lakatos and Marconi (2002), those are elements and aspects that participants are not aware of; yet, they are what guides their behavior in that environment. These authors state a relevant point, because spending some time in the research environment played a fundamental role in establishing more direct contact with the reality investigated.

Documental analysis was the extensive research conducted through official data. The resolutions of the PDDE and PDDE-Sustainable Schools, the pedagogical-policy projects of the schools under study, the texts taken from legislation pertinent to the theme, and the institutional sites constituted the body of documents used to complement and enrich the data. In deeper investigation, through the process of analysis and interpretation, elements of Content Analysis were adopted as a manner of decoding the information obtained. To do so, procedures were diversified, placing more emphasis on those

that proved to be more appropriate within the material to be analyzed, which included "lexical analysis, category analysis, enunciation analysis, connotation analysis" (CHIZZOTTI, 2006, p. 98). By this last type of analysis, it is understood that in addition to the words expressed by the participants and the meanings of the words, it was also necessary to reveal the meaning/sense that was communicated at the time of speaking, above all, because we are dealing with different segments of the school community. It is known that each one of them perceives reality from a quite particular point of view, according to the place occupied in living and working together.

To come to the categories and indicators, the set of procedures belonging to **Content Analysis** (CA) of Bardin (2011) was used in organization and analysis of the data generated. In a broader perspective, this technique of analysis is understood to have contributed by proposing a set of categorization procedures, whose objective consisted of the attempt to understand the message both by means of words spoken by the participants and the meaning or meanings/sense that could emerge from the word.

Most authors refer to CA as a technique of word analysis that allows inferences regarding what was communicated by the participant to be made in a practical and objective way. The transcribed text is treated as a means for him to express himself and for the researcher, in the role of analyst, to seek categories from units of the text that are repeated. In this analysis, ever shorter and more inclusive expressions are found that represent the categories. This was performed by categorical analysis, characterized "by operations of dismembering the text into units, into categories according to analogical regrouping" (BARDIN, 2011, p. 153).

The **categories** were constructed according to the themes that emerged from the transcribed text. Classifying elements of utterances into categories began with identification of what they had in common so as to be able to make such groupings. Pre-analysis was performed, an organizational phase of the data generated, and, after that, skimming the text, the choice of documents that demarcated the corpus of analysis, and the formulation of indicators that directed the interpretation and formal preparation of the material (BARDIN, 2011).

Formulation of the **qualitative indicators** constituted the most important point of these procedures since they systematized orientation toward the results of the study. They more tangibly expressed the results of good articulation among participative management, fostering of socio-environmental projects by the federal government, and sustainable development in the schools under study. These indicators, defined from the categories found, contained the "(literal) meaning" and the "meaning/sense" of the data generated. From them, it can be affirmed that **participative management in the sphere of the funding of socio-environmental school projects helped bring about educational projects directed to sustainable development.**

The phase that works with the results occurred through inference and interpretation of concepts and proposals. According to Bardin (2011), this is the time in which the intuition of the investigator flows in reflexive and critical analysis of the information, beyond the explicit content of the documents, through the search for content that is underlying or implied or the (literal) meanings and the meanings/sense that is hidden between the lines and beyond that which is immediately perceived and assimilated.

The semi-structured interview and the analytical-interpretive process of the data

This interview technique was chosen because it made it possible for the researcher to draw nearer the perspective of the interviewees and understand or pick up the "hidden" aspects in relation to the data (ROESCH, 1999, p. 159).

The group of people interviewed was limited to those directly involved in implementation of the program developed in the schools of the municipality of Sobral. A total of 15 participants was interviewed, all employees of the Department of Education. The four schools defined as the "sphere of investigation" will be identified as School A, School B, School C, and School D to respect the requirement of anonymity in accordance with the Free and Informed Consent Form signed by all the participants.

Each segment – principals, teachers, students, and coordinators – was identified by the respective name of the segment and the letter of the school, adding numbers according to the number of those in the segment in each school; for example, "Student 1, School A", "Teacher 2, School B", "Coordinator, School C", and so forth. All the schools mentioned were visited and their operation was observed on site. The highest percentage of participation reached was in the student segment (33.4%), followed by the managers (26.6%), teachers (20%), and coordinators (20%).

That way, ever shorter and more inclusive expressions are found that represent the categories. The data generated from the different segments allowed information to be mapped in relation to participative management and its implications for organization and carrying out sustainable development projects in the schools under consideration. It was possible to define elements to better understand the ways of deciding about application of financial resources, as well as to identify those in the school community that more directly participated in this process. Furthermore, some efficiency indicators were examined from reports – provided by participants – regarding the results achieved by the projects developed in their respective schools. At the time of visits, the researcher had the opportunity of verifying how each school dealt with the challenge of implementing (through participative management) sustainable development projects that promoted socio-environmental education.

To ascertain that the questions were clear and to ensure better quality in the process of generating data, a pilot study was undertaken on the semi-structured interview, with the number of people invited to participate subtracted from the overall group to be interviewed. The same series of questions was used in all the interviews, for the purpose of gathering the impressions of each participant without restricting their freedom to express concepts, ideas, and perceptions related to the theme at hand.

To achieve a greater level of understanding, articulation between the different perspectives of data analysis and of data interpretation was necessary, understanding that these actions are not isolated from each other. Solely as a question of didactic organization, the two processes, in name, appear at different times. Following Ribeiro (2016), the analytical-interpretive perspective preserves the feature of unity, of intersection, and of interaction between analysis and interpretation. It is necessary to stimulate researchers to break with the habit of excessive ordering, often induced by concern in making oneself understood in the "analytical and imaginary space of writing" (PAUL, 2009, p. 302).

Results and discussion: the way to the categories

Documental interpretation was directed to results with theoretical purposes, with the expectation of insights that would emerge from the data and which could be incorporated in the theoretical corpus of the area of study or of the baseline investigated. Division into and grouping of smaller units of analysis or **logging units** (LU), the step after **skimming the text**, resulted in the **categories**. This consisted of organization of broad categories grouped analogically from segmentation of the text *in verbatim* from each interview. This process occurred through identification of the first **emerging macroconcepts**, without concern for the traditional criterion of repetition of words, phrases, or expressions. Excerpts from the text were taken insofar as they presented a complete assertion related to the object under study. This first focused on each text, and then the repetitions were integrated and joined in the excerpts of texts analyzed and interpreted together.

Three categories emerged: **Concept of Participative Management, True Ability to Act**, and **Emerging Concepts of School Sustainability**. These three categories served as the "entry" to categorization, i.e., they represented the main axes of orientation for the other steps of reduction. The third category was called "emerging concepts" because it was not formal or theoretically based definitions, but rather the concepts from each one, prepared solely by intuition itself, guided by the shared sense of those participants. Although they emerged from what arose as convergent among the excerpts of greatest emphasis in the material generated by the interviews with the participants, the connection was maintained among the three categories and the three specific objectives of the thesis at issue.

The first highlighted the activity of participative management in relation to development of sustainable projects and generated the category "concept of participative management". What was common in the material generated was that, every time the participants were questioned regarding this issue, they referred to their perceptions about what they came to perceive as participative management by the way changes began to occur from these projects.

The second category dealt with application of resources received via PDDE in schools that adopted participative management, which resulted in the category "true ability to act". In this case, the idea was to investigate how effective management activity was upon obtaining such conditions, i.e., upon being considered for resources from PDDE-Sustainable Schools.

Finally, in the third objective, it was understood that to identify the qualitative indicators that showed the contribution of participative management, it would be necessary to listen for concrete realizations of the socio-environmental projects. At that time, the participants were aligned in verbalizing their understanding in regard to the concept of "school sustainability". In elaboration of this unspoken concept or upon expressing their perception of what they understood by "school

sustainability", each one indicated the benefits of this successful interaction in the school. This way of expressing thought, with spontaneous articulation of the two themes – participative management and an increase in projects directed to socio-environmental education – was what concentrated the richness of details to access the way of responding to the research problem.

Categorization proceeded with **composition of cores of meaning**, with intensification of the process of reduction. With use of "paradox", an effort was made to categorize in "small, ever more inclusive units" to visualize the **indicators** of successful management of the federal government resources on behalf of environmental sustainability in the school. The way of translating and expressing the cores of meaning was by means of central words (BARDIN, 2011), which were transformed in indicators called **socio-environmental indicators in schools with participative management**, as a final result of the categorization process.

In the last step, **object (re)constitution** was elaborated, understood as a new reading of socio-environmental sustainability in the school, this time based on a different perspective: the perspective that emerged from the union between the constituted theories and the view of those participants. The prefix "re" means that an object already existing in the science of school management was once more constituted from a new point of reference. This reference point was now founded on the empirical reality of the four schools that effectively carried out socio-environmental sustainability projects. The way of expressing the result of this step of the categorization process was by means of elaborating a response to the question that motivated the study. This response was considered to draw the theory closer to the foundation of the data since it explains the relationship between participative management and sustainable development in the context of public funding of school projects. However, we must not lose sight of the fact that this theorization of the reality of the study was based on the data generated in that reality by means of the investigation carried out.

Data classified as categories

The data for the categories were generated by taking expressions from the interviews. In **composition of cores of meaning in central words**, reduction intensified. The way to find them consisted of reducing the categories to shorter words or expressions with a less descriptive nature. This was characterized as a "transition" procedure since, in spite of evolving from the *in verbatim* description to an abstraction process, terms used by the participants and non-literal terms were still mixed, according to the interpretation attributed by the researcher. The significant expressions were grouped by segment and category to integrate the responses of the participants of the four schools, which enabled the formation of **cores of meaning** (BARDIN, 2011) (Table 1).

Table 1 Composition of the central words by segment and category

SEGMENT	CENTRAL WORDS		
	Concept of Participative Management	True Ability to Act	Emerging concepts of School Sustainability
Students	Mixing everybody	Trips and excursions	Only for me isn't worth anything
Teachers	Everybody has an influence	Class in the landfill	Better education, better citizens
Coordinators	Everybody is heard	Participation in regional conferences	Change in the whole community
Principals	Everybody can speak up	Workshops with the municipal authorities	Feeling of belonging

Source: Prepared by the author.

Category 1 – Concept of Participative Management

As observed in Table 1, the core of meaning "everybody" was chosen as an axis that connected the four segments. It was understood that the core of meaning that emerged was something that led to the idea of totality, of joining, and of full unity, which, if it does not translate that reality with the same intensity, at least it is established as a latent collective desire. This desire, if identified, recognized, and expressly verbalized *by* and *among* the group, can be transmuted into a goal and, gradually, become a joint challenge that "everybody" in those schools will seek to overcome as a common endeavor. It is noteworthy that in the responses of the participants that generated Category 1, each segment added its "natural partner", i.e., that party that seems to be most directly related to their common living space. In other words, the student mentioned

the family or parents; the teacher and the coordinator mentioned the community; and the principal mentioned the partnerships.

Category 2: True Ability to Act

The axis of connection among the four segments emerged as the idea of using and acting in spaces outside the school. According to the words of Category 2, the common verbalization that was abstracted as common to all of them was the activities that each segment performed in contact with the medium, which raises a concern, or at least a preference, for closeness to the broader environment. This leads to the deduction that the meaning/sense attributed to the true activity in this possible route to a change of mentality is in the relations that we establish with the medium, life together in community, and in the interaction of learning that transcends the walls of the school to benefit the other in a more inclusive way. It can thus be inferred that the view of each segment regarding the true ability to act evolved in the sense of drawing near the concept of environmental sustainability; that is, it is possible to perceive a correlation between theory and practice.

In the reports of the interviews, a concern was observed for improving the space in which all live together and in promoting community participation. This was perceptible through the focus of the study, directed toward understanding sustainability as those actions aiming at supplying present needs without compromising the future of coming generations. Movements were observed in the sense of making adequate use of spaces and developing care for the environment, as well as expressing ideas of a "view toward the future" and of including the other, even if these notions were not present in a conscious or explicit way.

Category 3: Emerging Concepts of School Sustainability

What emerged in this category was a view of the whole, such that it corroborates the two previous categories. The discourse of the four segments, according to the core of meaning it brought about, converged in the sense of transcending one's own needs and looking beyond oneself. There was a movement in the direction of the other and of space, a predisposition of extension of a benefit or of that which is good for oneself, of including the other and the surroundings as beneficiaries of the good actions. Other words that are variants, whose meaning/sense does not break the link with the common idea, were mentioned: life together, preservation, change, rational use. And the keyword that appeared in the utterances of the segments was "the environment".

The reduction process that began in a more intense way beginning with central words was developed to saturation, a limit established not only by repetition but also by the proportion in which the meaning/sense attributed to the category envisaged the idea to be condensed and transmitted. The indicators that follow represented the synthesis of the categories mentioned above.

Indicators of socio-environmental sustainability in schools of participative management

The meaning of each indicator combines elements that respond to the issue that inspired the study. These elements both maintain a strict relationship with the field of environmental sustainability in the school context and attribute a sense and meaning to the interaction of this field with participative management. Figure 1 illustrates in what way they interconnect and act in that environment.

Figure 1 Hologram *Participative management for socio-environmental sustainability in the school*

BELONGING, Qualification of partnerships, Decentralization of management, Learning together, Involvement with surroundings, Living together harmoniously, Small initiatives, big changes, Mutual benefit, Access to materials, Joining efforts

Belonging: the catalyzing indicator

The feeling of **belonging** can be conceived of as an "absent-presence" in current society. It indicates a profile of society marked by exclusion and by ever greater distancing among people. This distancing can also extend to a distancing from oneself, which leads to a search for identity when faced with the feeling that there is a void in what should be common and in what binds. This is a requirement that integrates school sustainability and participative management, to the extent that those agents that provide impetus to this reality evoke the feeling of belonging as something that fills the empty space of that which is common and binding. According to Sousa (2010, p. 34), the feeling of belonging,

[…] is translated in a visible way, in senses and motivations diverse from those of its roots, sustaining a search for participation in groups, tribes, and communities that allow grounding and generate identity and a social reference, even though in different territories […].

The idea of belonging includes and drives energy and sustains the other indicators since it is a benefit that comes from inside "oneself" and goes to others and the environment. It is linked to the other indicators and was understood as a generating and articulating element of a school with participative management that promotes sustainable development.

The category in question was understood as a **catalyzing indicator** by indicating the potential of articulating sustainability and participative management in a full process of interaction. According to Sousa (2010, p. 34), the search for belonging in the sense of finding the common-articulator in itself brings about the "traditional breaking down of borders between the local and the global, the public and the private, the common and the individual, and the community and the society, generating both hybridisms and new forms of tension and conflict". Furthermore, it promotes participation by valuing the collective through affective connections and historical connections established with the community.

Joining efforts: a consequence of looking beyond oneself

This indicator expressed the ability of that school community to look beyond itself and observe that there are people around it, i.e., observe the medium and the environment in which more than one lives. To observe the other, it is necessary to observe oneself, to feel that one belongs in a community, and develop the trust to belief that from unity it is possible to achieve that which seemed to be an insurmountable obstacle.

Qualification of partnerships: a requirement for success in school projects

From joining efforts comes **qualification of partnership**. This indicator requires and leads to intense articulation in the search for better results for the school projects created. Articulation does not exist without participative management. Often, according to aspects that arose in different reports of the participants, not even participative management would be successful without partnerships. Brazilian reality confirms this inference, actually even based on the affirmation that the financial resources/funding made available, when they exist, are not fully sufficient to generate sustainable results. Qualification of partnerships takes up the idea of breaking down borders that are present in the belonging indicator, as well as acceptance of the idea of hybridism, i.e., the idea of mixture, of interpenetration of different processes to achieve a common goal.

Decentralization of management: opening to sustainability

Seeking partnerships requires and implies **decentralization of management**. Therefore, the participative management theme in the sphere of school environmental sustainability is of utmost importance, a decisive question so that changes occur. But the concept of decentralization has the weight of its meaning, which is intensified and materialized to the extent that the segments incorporate the concept of community, especially in respect to participative school management and sustainable actions. To decentralize consists, above all, of opening and creating flexibility. It is a movement in the direction of the other to be receptive to his/her ideas and proposals, which are generally different from those of the one that leads. As a rule, those that occupy positions at the base are those who observe the gaps, precisely because they suffer the impact of the (competent or incompetent) actions of the manager.

Learning together

What is reported as a result of the previous indicators was named **learning together**, which is reported as a result of the previous indicators to the extent that belonging led to the joining of efforts and to the search for partnerships as a consequence of decentralization. It can be denominated as a natural consequence of participative management that generates actions of school socio-environmental sustainability, since integration of people of a community and learning from/with the other promote consistent results, with characteristics of becoming sustainable.

Involvement with surroundings

An element visibly present in the four schools was reflected as a collective concern for the other, shared by all. In a response from the principle of School C, not only the existence of learning together, but also mobilization in the direction of interacting with the surroundings was clear; a predisposition toward productive and affective life together. From this, fruitful results for the school and surrounding community are noted.

We called the representative of the community, community leaders, association, and from that, we began a series of actions. And the first action we thought of in a collective way was a mobilization in the community, identifying there the points where there was, for example, garbage. (Principle – School C).

Living together harmoniously: proximity factor

The perception of harmony emerged in a natural order of posteriority from the idea of *involvement with the surroundings*. Living together presupposes with others and in harmony; no one deliberately involves himself or herself with that which brings about conflict or lack of harmony. The first tendency is to remove or to isolate that which leads to bad instead of good. Distancing and isolation were not elements present in those four communities. In spite of the imperfections of any relationship of this scale – school and community – harmony appeared to be quite present. The words of Tajfel (1982) well illustrate this question when the author argues that people construct and are constructed in a symbiotic manner by their surroundings. Higuchi (2002) corroborates that when he agrees that a person is constituted most of the time in a complex relational dynamic with the surroundings where he/she lives with other people.

Small initiatives – big changes, mutual benefit, and access to materials

The last three indicators – *small initiatives-big changes*, *mutual benefit*, and *access to materials* do not require a more detailed definition since they seem to reflect a material dimension in a more explicit manner. These three indicators lead to an idea of results, of consequences, or of implications from the action of the first seven.

Final considerations

Highlighting aspects and presenting elements that indicate the impacts of funding projects of socio-environmental sustainability in the four schools studied through the concepts of sustainable development applied to the school context is an important contribution of the study carried out. A consensus view, based on the flagrant educational reality the country is currently going through, is that it is necessary to consider difficulty of financial resources as a major obstacle to improving the quality of teaching in the most fundamental sense, i.e., of providing conditions for the school to be able to fulfill its academic role. Extending this effort to development of projects that go beyond the walls of the classroom to observe the environment seems, at first sight, a Herculean demand given the difficulties faced by management, teaching staff, and even the students themselves.

An exogenous factor of some higher proportion is necessary to encourage efforts in this direction, simply so that the school is able to experience the benefits for the learning process of the students themselves. The factor that appeared in order to be able to perform this study was funding. It is understood that the absence of a minimum of material resources can lead the school to stagnation, caused by a sense of impotence in the face of economic problems that seem, a priori, not to have a solution. Thus, the aim of this study was to show the side of the school that has that need apparently fulfilled and the way it reacts toward fulfilling its responsibility in regard to socio-environmental issues.

The way of investigating this problem was the formulation of indicators to show how this funding of projects had an impact. However, there was no concern, due to the very nature of the study, of establishing quantitative indicators. This was an essentially qualitative study, and all the instruments for generating data were directed to this approach. The indicators were generated from a process of categorization that took into account the discourse of the participants, their perceptions

regarding the changes experienced in the school in the period agreed upon at the time of the interview. There was no concern in quantitatively objectifying the subjectivity of these perceptions because it was understood that they express the point of view of each participant. All the participants are active and living in that reality and so it is suitable for them to verbalize the impacts made by the projects. Value was placed on the convergences that emerged from these utterances. Thus, based on theoretical examination of the bibliography and examination of the elements that emerged from the practical dimension of the study performed in the field, the **socio-environmental sustainability indicators in schools of participative management** were generated.

An examination of the conceptual field that surrounds questions of socio-environmental sustainability seemed to develop a gradual process of awareness-raising in the sense of "looking outside at what surrounds you". The very understanding that sustainable actions essentially aim in the direction of future generations already constituted "getting outside oneself" and looking around. The idea that this brought about was that a horizon opened before that community. As was explained in the definition of the indicators, a new concept of living together was constructed. This kind of living together "has import", in other words, there is an understanding that what is around me is an intrinsic part of me, insofar as it is part of my space of living together, even if this is not in terms of physical or geographical proximity. There is a different luster when life encompasses the presence of the other, and the sense of reality constructed by all reinforces the certainty that they are not alone or isolated in the world, but rather that responsibility and commitment to other people and to the environment ensure the security of all, but also of each one.

A kind of web of cooperation was formed, spun by the members of the school, members of the community, and partners that developed skills to provide services. It was also created by the government that provided public policies to the Municipality of Sobral and made resources available to carry out these projects.

For effective promotion of socio-environmental sustainability, the school must remain in touch with the needs of its community, as well as create projects that carry benefits beyond its walls, as mentioned in the reports presented here. The new social tendency impels us to a reality in which the walls of the school no longer satisfy the pressing needs of our students. The school is in need of renewal, adaptation, and reconfiguration. It is evident that environmental education should be part of the school curriculum, not as an elective subject, but as a necessary and primary concern.

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Subjects and Subjectivities on-Line. Thought Processes

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Abstract

The characterization of the symbolic cyber-cultural exchanges in the world of the cyber-society as a socio-semiotic practice is determinant in the configuration of subjects and subjectivities, which show the new forms of social relations, and interactions in the actual global society, starting from the languages of cyber-culture. It is clear that contemporary societies have experienced deep transformations in a relatively short span, in comparing it with other epochs of humanity, as an outcome of the globalization process. One of them is the incessant flow techno-mediated of the information and communication than permeates and modify all the areas and social, cultural and educational practices. The cyberspace confronts the objective, universal, and true modern world with a border world, without spaces or time, from where a new presence arises projected from the virtual world; here languages come to life in the stage of a new expressive medium, body and subjectivity are the protagonists. There is a lot to say about the cyber-culture, not only about the technological impact, but also about the modes of subjectivity created, starting from the multi-presence of bodies on line generated in this symbolic space.

Keywords: Cyber-culture. Episteme. Subject and Subjectivities.

Introduction

(Abstarct and text in Spanish)

SUJETOS Y SUBJETIVIDADES ON-LINE- PROCESOS DE PENSAMIENTO[1]

Presentación

Caracterizar los intercambios simbólicos ciberculturales en el mundo de la cibersociedad como práctica sociosemiótica, es determinante en la configuración de sujetos y subjetividades, que dan cuenta de las nuevas formas de relaciones e interacciones sociales en la sociedad global actual a partir de los lenguajes de la cibercultura, como espacio de construcción epistémica. Es claro que las sociedades contemporáneas en la múltiple expresión de la episteme, han experimentado profundas transformaciones en un lapso relativamente breve, si se compara con otras épocas de la humanidad como resultado del proceso de globalización. Uno de ellos, es el incesante flujo tecnomediado de la información y la comunicación que permea y modifica todos los ámbitos y prácticas sociales, culturales y educativas. El ciberespacio confronta el mundo moderno objetivo, universal y verdadero con un mundo fronterizo, sin espacios ni tiempo, de donde surge una nueva presencia proyectada desde la virtualidad; aquí los lenguajes toman vida en el escenario de un nuevo medio expresivo, cuerpo y subjetividad son los protagonistas. Hay mucho que decir sobre la cibercultura, no solo sobre el impacto tecnológico, sino también sobre los modos de subjetividades creados a partir de la multipresencia de cuerpos on-line generada en este espacio simbólico.

Palabras Claves: Cibercultura. Episteme. Sujeto y Subjetividades.

PRÄSENTATION

Zur Konfiguration vom Subjekt und Subjektivitäten, die neuen Formen der Beziehungen und sozialen Interaktionen in der gegenwärtigen globalen Gesellschaft von den Sprachen der Cyberkulturen und seine epistemische Konfiguration berichten, es ist entscheidend die Charakterisierung der cyber-kulturellen symbolischen Austausche in der Welt der Cybersociety als soziale Semiotik.

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[1] La presente ponencia hace parte de la tesis doctoral de la autora, titulada: "Configuración Sociosemiótica del chat: una visión multimodal" repositorio.uptc.edu.co/bitstream/001/1549/2/TGT-290.pdf

Als Ergebnis des Globalisierungsprozesses haben die zeitgenössischen Gesellschaften in relativ kurzer Zeit, im Vergleich mit anderen Epochen der Menschheit, tiefgreifende Veränderungen erfahren. Der unaufhörliche Fluss von Technologie und Kommunikation, der alle sozialen, kulturellen und pädagogischen Bereiche und Praktiken durchdringt und modifiziert, ist einer dieser Änderungen

Die objektive, universelle und wahre moderne Welt wird* mit einer Grenzwelt, ohne Räume oder Zeit für den Cyberspace, konfrontiert. Von hier aus entsteht eine neue Präsenz, dieaus der Virtualität projiziert wird. Die Sprachen erwecken zum Leben hier auf die Bühne eines neuen Ausdrucksmediums, was zum Körper und zur Subjektivität entspricht. Es gibt viele Aspekte, die in Bezug auf die Cyberkultur berücksichtigt werden müssen, und zwar nicht nur in Bezug auf die technologischen Auswirkungen, sondern auch auf die Arten der Subjektivität, die durch die Mehrfachpräsenz von Online-Körpern entstehen, die in diesem symbolischen Raum erzeugt werden.

Cyberkultur, Episteme, Subjekt und Subjektivitäten

UNA APROXIMACIÓN A LA EPISTEME EN LA CIBERSOCIEDAD

El conocimiento se expresa a través del lenguaje, el lenguaje mismo es ya una forma del conocimiento, la forma como está estructurado esboza la estructura profunda de la episteme, esto refiere el sentido histórico que propone Foucault cuando señala el espacio social, cultural y político desde donde se construye el saber[1]. Lo que se evidencia con Foucault es que la episteme no es una constante en el tiempo, su variabilidad depende de los poderes articulados a cada época del hombre y a lo que se privilegia como conocimiento en cada tramo de la historia.

En el contrapunto de este enfoque se ubica de manera expositiva el poder tecnológico y la comunicación como espacio de construcción de sentido; más allá de un carácter meramente informativo, la comunicación en la sociedad contemporánea fundamenta la base de lo que se ha llamado recientemente *sociedad del conocimiento y de la información*. Esta realidad señala un momento crucial en la transformación misma del conocimiento y en el enfoque de los estudios epistemológicos.

Ya no hay una historia lineal de la epistemología, como tampoco existe un solo sentido de la episteme. Hay giros y saltos que contradicen el sentido homogéneo con el que Occidente ha tratado de construir su sentido de civilización. La comunicación siempre ha estado cargada de símbolos, pero cada época tiene también su ruptura del símbolo, sus contraflujos de sentido y sus contradicciones internas. El carácter social del lenguaje al trascender la comunicación nos habla de la construcción colectiva del conocimiento: no hay idiomas hablados por una sola persona, ni experiencias vividas por una sola cultura, el sentido continuo ha encontrado abismos es su trayectoria.

Con esta premisa se aborda inicialmente y antes de incursionar en un sentido epistemológico, la función del signo. En el signo encontramos originariamente la comunicación acompañada de la técnica; la voz es también una técnica de comunicación como lo son la escritura y la música.

"Dentro de la sociedad actual el estudio de este sistema de comunicación humana es un hecho relevante, producto de una cadena de importancia en los ámbitos verbal y no verbal, representados por signos (lingüísticos, icónicos, fonéticos, gustativos, expresivos, estéticos, audio-visuales, entre otros) que funcionan como una totalidad expresiva, lo que configura un sistema sociocultural con otras dinámicas de comunicación". (Ortiz, 2016, p. 30)

 En esta búsqueda de las formas y las estructuras hay quienes se han remontado a través de la lingüística a los orígenes mismos del signo y han encontrado la biología como el primer escenario de presentación del signo. Incluso se ha acudido al comportamiento de los animales y las plantas, el comportamiento de las abejas y su comunicación a través de olores, aleteos, danzas, feromonas, venenos y movimientos geométricos se han convertido en lugar común para ejemplificar el uso del signo en los animales.

La búsqueda del sentido primero, del lenguaje secreto de las plantas y los pájaros, ha sido la base de donde arranca una buena parte de la indagación por el conocimiento. Algunos tratados sobre feromonas nos acercan a la comunicación desde el signo biológico. Las feromonas son sustancias de la bioquímica de los animales y las plantas que cumplen funciones

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[1] Foucault Michel, Las palabras y las cosas, SXXI Editores, Argentina 1968. 378 págs.

comunicativas a través del olor y son parte de sus sistemas de defensa, de reproducción y de sobrevivencia, las feromonas son medios de comunicación de los estados sexuales, de guerra, o de vida del mundo vegetal, de allí que algunos encuentren en la naturaleza los primeros signos cargados de sentido comunicativo.

En uno de los innumerables estudios sobre el tema José Hierro S. Pescador (1980) en su ejercicio de filosofía del lenguaje[1] nos trae las mismas referencias desde el mundo natural para señalarnos, en sentido contrario, el decrecimiento y la atrofia de la actividad hormonal en la especie humana. Esta singularidad de la especie humana en el contexto de las especies en la naturaleza es para Hierro una muestra de la función comunicativa del lenguaje humano, como el primer paso de la separación del hombre del entorno natural, el lenguaje es la experiencia de la expulsión del paraíso y el comienzo del conocimiento propiamente humano a través del lenguaje. Hierro argumenta que ante la presencia de "medios de comunicación más eficaces"[2] las feromonas como recursos biológicos de comunicación son remplazadas por recursos técnicos de mayor incidencia social y mayor eficacia comunicativa en un mundo global.

Lo que Hierro toma a manera de ejemplo como una parte episódica de su ensayo, se puede asumir como un enfoque que nos sirve para apreciar los primeros cambios importantes que determinan la producción del lenguaje como elemento constitutivo de la separación del hombre y la naturaleza, aunque algunos autores no estarían de acuerdo en reconocer el signo como parte componente de la comunicación en la naturaleza. Lo que se quiere resaltar con esta referencia es la importancia que tiene la técnica en la construcción del lenguaje y en la conformación misma del sentido de la sociedad; la técnica determina en buena parte el horizonte de la civilización humana. "Desde la propuesta de Barthes (1971) de relacionar el signo con el mundo, los signos y los usuarios, es importante destacar la consideración teórica de la expansión del signo como la proyección de sus significados" (Ortiz, 2016, P. 32) y sentidos en la sociedad, donde adquiere otras configuraciones que el ser social produce a partir del conocimiento de sus realidades y la expresión de sus múltiples sentidos. Me refiero aquí a los modos comunicativos, pero se puede extender el argumento a las formas del conocimiento que están más allá de lo que se conoce como la tekné griega. El conocimiento empieza como técnica, aunque se halla interpuesto un límite entre ciencia y técnica, la primera no es posible sin la segunda, y menos si enfatizamos este punto en el contexto de la vida contemporánea.

Desde el enfoque presentado podemos apreciar cambios importantes en la sociedad actual. El hombre es siempre un ser biológico pero en la medida que la técnica avanza, se expande, o interviene en la cotidianidad, más se aleja el hombre de su primer entorno que es el mundo natural. Esta condición nos habla del proceso de mecanización de la vida, la máquina se convierte en nuestros días en receptora y emisora de signos y de lenguaje, la cultura entra cada vez con mayor fuerza en procesos que abordan el maquinismo como entorno de la cultura.

Así, el vínculo de proyección de significado y sentido, es la categoría de signo. La sociedad de la comunicación alcanza el valor del conocimiento de los objetos del mundo a partir del reconocimiento e interpretación de los signos. Esto es a lo que Verón (1993) denominó "clausura semiótica" aspecto que configura la concepción de "un sujeto atrapado en una red de signos como condición necesaria para vincularse con las cosas, con el mundo y con la sociedad en general" (Ortiz, 2016, p. 32.)

De acuerdo con lo dicho "el signo se concibe a partir de las diferentes formas semióticas —señales, símbolos, indicios, iconos, signos— en términos de una unidad que en una dinámica mediática conduce a la construcción de sentidos, lo que implica desde la perspectiva de la transducción[3] todo un proceso en que los signos no representan, sino transforman, el sujeto no enuncia construye en la acción" (Ortiz, 2016, p. 60). Lo que permite reconocer, deconstruir y transducir la acción semiótica del lenguaje, aquí la posibilidad transductora garantiza el proceso de comunicación al convertir unas señales en otras, pues los signos, algunas veces denotan, otras connotan.

Un signo [4] a su vez puede ser un símbolo de estatus o una señal de interconexión en red. "Lo cierto es que las señales están relacionadas de manera estrecha con la acción humana, son indicadores de acción y, por supuesto, permean la

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[1] Hierro S. Pescador José. Principios de la filosofía del lenguaje. Alianza Editorial. Madrid 1980. 190 págs.

[2] Ibid

[3] La transducción es una individuación en progreso que convierte un tipo de señal en otra distinta en lo tecnológico, económico, social, biológico, etc., cuyas transferencias transforman al sujeto en el mundo físico, psíquico, colectivo y artificial, en una relación interobjetiva e intersubjetiva, sincrónica y compleja en relación con el yo, el mundo y el otro.

[4] https://www.google.com.co/ Apple logo

conducta humana" (Cárdenas, 2015, p.13), lo que implica que el estudio del signo no este restringido exclusivamente al objeto de estudio de la semiótica (el signo como representación), sino que es visto como un proceso transductivo de interpretación, de sentido y de valor. (Ortiz, 2016, tesis doctoral).

Siempre ha existido la tensión entre naturaleza y cultura, pero frente al vertiginoso desarrollo tecnológico y de las comunicaciones, la tensión biológica sede espacios importantes a la tensión técnica; cada vez más se hace evidente la atrofia del cuerpo frente al desmesurado campo de la técnica pareciera que el hombre decreciera mientras la técnica se hace monumental.

En este nuevo paso de la cultura hay un trazo hondo donde se proyecta la continuidad de la separación entre naturaleza y cultura, con todas las implicaciones y problemáticas a las que este modelo somete a la episteme en medio de la reacción cada vez más violenta de la naturaleza. Pareciera que el avance técnico tuviera como respuesta la guerra de los elementos. Las "piedras", "agua", "fuego", "tierra" y "aire" hablan con retadora contundencia: en el Popol Vuh *las piedras hablan y le dicen a los hombres de madera que van a probar de nuevo la fuerza de los elementos; como el hombre de maíz no ha sido creado todavía, el hombre imperfecto que es el hombre de madera, recibe la aniquilación necesaria por parte de los elementos*.[1]

Esta separación originaria entre naturaleza y cultura, no se resuelve mientras el hombre mantenga su relación estrecha con el mundo natural y la técnica no le garantice su libertad absoluta. No se sabe si esta plena liberación sea algún día posible, pero lo que resulta de la condición actual es una especie de limbo y de paradoja entre expansión técnica y reducción biológica, el ser humano que la historia conoció durante muchos siglos empieza a ser sustituido por el hombre de la "sociedad de la información" y "del conocimiento", esta nueva condición tiene unas severas implicaciones en la forma de abordar los problemas, en el conocimiento mismo y en la construcción de sentido que permea a la sociedad, a la cultura, a la educación y por ende a los sujetos.

Veamos: En un periodo muy corto, en unos cuantos años, del ejercicio del lenguaje a través del texto se pasó al ejercicio multimedial y multimodal[2], donde, en el paso del hipertexto a la hipermedia hay un proceso de cambio que tiene incidencia tanto en la manera de comunicar y de intercambiar como en las formas de creación, de configuración de sujetos y subjetividades y de pensamiento, lo que conlleva a referirse a los lenguajes emergentes. Las principales características de estos nuevos lenguajes o lenguajes nacientes son la multiplicidad y la pérdida del sentido lineal, exclusivamente referencial.

Así, las nuevas maneras de simbolizar y expresar los hechos y fenómenos del mundo actual, el constante empleo de signos multimodales, de imágenes y demás recursos visuales y auditivos, se separan de las formas lingüísticas establecidas o normalizadas socialmente, lo que confiere un peso determinante al hecho semiótico en los entornos comunicativos virtuales de interacción social y cultural. (Ortiz, 2016, p. 36)

Y aunque existe una tendencia a la homogenización y la estandarización del conocimiento como fenómeno del mercado, la hipermedia, por su carácter interactivo de doble vía, permite la construcción colectiva de lenguaje en todos sus ámbitos, desde el lenguaje cotidiano, hasta el lenguaje de la creación y de la política, en corto, la hipermedia abre el espectro de la significación al sentido y este ya es un hecho histórico tanto en el lenguaje como en las formas de conocimiento.

Giros Semióticos

Retomando algunos aspectos del signo vemos que algunos investigadores han clasificado los signos en signos icónicos y simbólicos, como es el caso de Peirce[3] quien además agrega el índice que es el signo modificado por el objeto, según afirma Von der Valde (1990) en el estudio de Peirce. Hierro (1980), quien también es un investigador de la obra de Peirce, enfatiza en la diferenciación entre signo y símbolo, o mejor, entre el signo simbólico y los demás signos: "Los símbolos,

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[1] Popol Vuh. Anónimo. Editorial Losada Buenos Aires, 1965. Pág. 9

[2] Confluencia de presencialidad, integralidad y virtualidad de lenguajes que integran en una misma plataforma los formatos: texto, audio, vídeo, gráficos, fotografías, animaciones, hipertexto etc., de realidad virtual, diferente de cualquier medio analógico y, que debe ser contemplado desde múltiples opciones comunicativas.

[3] Von der Valde Lilian. Aproximación a la semiótica de Charles Peirce. Revista Acciones Textuales, revista de teoría y análisis N 2. Universidad Autónoma Metropolitana. Ciudad de México. 1990

afirma José Hierro se distinguen claramente de los demás signos por cuanto solamente adquieren su carácter de signos en el proceso de la comunicación, y por lo tanto son signos en cuanto hay reglas que rigen su uso como tales". Hierro escribe esta aclaración para explicar otra afirmación que señala a los símbolos como "signos por convención". De esta clasificación se puede decir que el símbolo es lo propio de la cultura mientras los signos pueden estar en la naturaleza sin ser elementos de la comunicación, es decir, sin ser signos "por convención."[1]

Se toman estos referentes de la reflexión para sustentar que la deriva del símbolo son la abstracción y la cultura que tiene sus pilares en el lenguaje, considerando el lenguaje como sistema simbólico; de allí que Heidegger afirme que el lenguaje es la casa del ser. Esa escisión entre signo y símbolo es el límite donde empieza la historia como construcción colectiva y como obra de creación. En este recorrido aparece simultáneamente la tekné como habilidad manual en un principio, luego como una habilidad más compleja que determina buena parte de la tecnología moderna. Tradicionalmente se piensa que mientras la tecnología transforma la realidad, la ciencia se ocupa del sentido, pero en los filones de la tecnología se encuentra simultáneamente el lenguaje, lo que contradice el pensamiento tradicional que escinde ciencia y tecnología; más profundas, las vetas de la ciencia moderna conforman lo que después constituye la base del estudio de una especie de "arqueología del saber", y es lo que indaga Michel Foucault (1968) en su libro *Las palabras y las cosas.*

Ante las nuevas realidades tecnológicas se vive una especie de afasia, un extrañamiento del mundo y del lenguaje, en donde el hombre ya no puede nombrar la realidad con palabras reconocidas, y el contexto se torna más complejo cuando apenas reconocemos las nuevas realidades tecnológicas en el espacio de la comunicación. Aquí ya no está el campo delimitado como territorio exclusivo del lenguaje verbal en donde la comunicación se establece a través de los sonidos en el contexto de la díada tradicional de emisor y receptor, aquí aparecen complejos procesos que requieren de simultaneidad y multiplicidad; entra en juego la semiótica como giro[2], como acción, donde es clara la posición y definición del sujeto nómada, no como simple receptor sino como quien posibilita y decide su autonomía y singularidad, para con ello dar cabida a la creación de múltiples identidades, sentidos y significados que a su vez "lo constituyen como sujeto diverso, en un entramado de relaciones transductivas (subjetivas), que reinterpretan y reinventan los universos multimodales de la cibersociedad" (Ortiz, 2016, p. 61).

Foucault lo plantea desde la epistemología a través de una reflexión sobre el orden de las cosas y sobre el espacio en que la cultura occidental ha constituido ese orden en lo que él mismo llama "arqueología" de las ciencias humanas.

A partir de ello el lenguaje se concibe como un problema de intercambio lingüístico y no solo de enunciación; por el contrario, el ser social es un ser de acción, de deseos de pasiones, quien se moviliza en un "espacio sincrónico, veloz y simultáneo", sin fronteras como lo plantea Bauman (2007) lo que favorece los múltiples sentidos y significados al "transmitir, transportar, intervenir y modificar el signo, el símbolo y el cuerpo a partir de las subjetividades" (Ortiz, 2016, p. 56) que se configuran en la virtualidad y que permiten la liberación del hombre, del espíritu y de la sociedad en la cual los internautas, construyen su proceso de transducción en el otorgamiento de otras formas de simbólicas de percepción del mundo, lo que influye en el proceso tradicional de lectura y de escritura, de interpretación, transformación y reconocimiento del "yo, del mundo y del otro" Aspecto que Simondon constituye como "un transporte donde lo transportado resulta transformado" (Simondon, 2008, p. 13). Por lo tanto, el objeto del discurso siempre es una focalización y un producto de la semiosis social (Verón, 1993).

Por ello, los lenguajes y las corporeidades, en una transformación de la episteme, nacen de la red de relaciones generadas en los ciberlenguajes: el aquí, el ahora, el afuera, el cerca, el lejos, se presenta como una ruptura dada desde el espacio que ha sido modificado por las formas multimodales y multimediales de comunicación, donde, como afirma Bauman (2010), "las distancias ya no importan y la idea del límite geofísico es cada vez más difícil de sustentar en el mundo real" (p. 20), lo que implica la velocidad que facilita el desplazamiento del cuerpo desde lo corpóreo a un espacio virtualizado donde confluyen los no lugares (Augé, 2000).

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[1] Ibid

[2] Fabbri se refiere a la teoría de la acción o giro semiótico, desde la narratividad, donde "según esta idea el lenguaje no sirve para representar estados del mundo sino, para transformar dichos estados, modificando al mismo tiempo a quien los produce y los comprende" (p.48) desde la acción del sujeto como agente que dinamiza y transforma el mundo y a su vez es transformado de manera transductiva.

De lo anterior podríamos derivar que no hay una sola episteme, pero ese no es el tema de este ejercicio que busca más bien una aproximación a la episteme en la cibercultura. Vivimos un ethos y una episteme que se singularizan en sus propios contextos históricos, y en donde Foucault (1968) manifiesta el no-lugar del lenguaje, Carpentier encuentra lo real maravilloso[1], y allí donde Chiampi (1968) observa la afasia para metaforizar la dificultad de nombrar las cosas frente a la realidad del Nuevo Mundo, Foucault observa la atopía, que contrasta con la necesidad de un orden en la cultura "el pensamiento sin espacio". Lo que aquí se puede señalar no son solamente ángulos de visión sino actitudes mentales, es decir, formas distintas de ser y conocer, ¿y qué otra cosa es la episteme si no es una actitud mental, una forma de abordar el conocimiento?

Esta red de sentidos ofrece un campo pluricultural abierto a múltiples representaciones y formaciones discursivas y comunicativas que favorecen un anonimato social, cuya consecuencia es la necesidad de imaginar al otro y a los otros "fabricando" y proyectando un sinnúmero de identidades como caracterizaciones existen.

Vale la pena preguntarse si esta nueva actitud de la episteme se afirma en el mundo de la cibercultura, o si al contrario la crisis de la representación se profundiza en el tiempo de las nuevas tecnologías y la sociedad del conocimiento; si éstas propician un giro transversal en la construcción de sentido, o por el contrario ayudan a profundizar la crisis de la representatividad ya que el sistema digital con su virtualidad es una de las expresiones definidas de la representatividad en donde el cuerpo, el mundo físico y el territorio dejan lugar a la imagen, a la realidad virtual y a la subjetividad.

CONCLUSIONES

Se puede pensar frente al avance tecnológico por su carácter digital, que fortalece el sentido de la representación, y la representación misma en la modernidad es indudablemente la forma del conocer y ha sido importante en el avance de las ciencias sociales, pero de lo que se trata hoy, como plantea Foucault, es que en el territorio en *"las cosas"*, se encuentra el sentido completo. La otra pregunta que nos podemos hacer es si hay cambios significativos en la episteme.

De hecho, este asunto conduce a un replanteamiento de las diversas maneras de pensar el mundo desde la sociosemiótica, valores que se proyectan a la vida económica, social, política y educativa. Así, Fabbri (2004) afirma que "al poner en evidencia la dimensión de la acción también introducimos la posibilidad de reflexionar sobre la pasión del signo (cuerpo), una cuestión que había sido eliminada del paradigma semiótico racionalista, cognitivista y representacional" (p. 62). Así que desde la acción como perspectiva multimodal se reconoce al sujeto como transformador en las dinámicas de cambio de los lenguajes y las corporeidades.

Desde la virtualidad, la acción o ser del cibernauta es un acto configurador de sentido del sujeto nómada desde el momento en que el sujeto se conecta a la red e inicia su movilidad. Con lo que asume diferentes posiciones o puntos de vista como sujeto, desde la constitución de sus identidades (creadas a partir de las interacciones multimediáticas), hasta la configuración de las relaciones sociales; la relación con los modos de trabajo y las maneras como desde la perspectiva en red, se configuran los modos de ser y hacer en el mundo.

Este acto semiótico performativo en el que se cumple la acción del sujeto en relación con el hecho social de proyectar el signo como provocador de múltiples sentidos, es una estrategia semiótica de acción pragmática donde las conexiones múltiples establecen esa performance. Así Fabbri (2004) plantea que: "[…] Al igual que la lingüística performativa, la semiótica también debe concebir los signos como acciones, como transformaciones de situaciones, como planteamiento y modificación de actores, espacios y tiempos". (p. 62).

Ninguna sociedad se ha llamado antes *sociedad del conocimiento,* o de *la comunicación* y sin embargo en todas las sociedades ha habido comunicación y conocimiento. El énfasis puesto en el conocimiento, la tecnología y la comunicación en la sociedad actual, derivan de entender que estos son los determinantes del poder, de ese poder que no solamente constituye la economía y la política, sino que también construye su propio sentido epistemológico.

Las rupturas epistemológicas planteadas "donde se evidencia el tejido complejo en la producción de subjetividades, en relación con los sujetos nómadas y la sociedad-red, podemos identificar cómo el paso o la continuidad de la modernidad a la sociedad de la información, de alguna manera afecta e influye en los fenómenos culturales y en los proyectos de vida de los sujetos como productos de la globalización actual" (Ortiz, 2016, p.97). En términos de Lipovetsky (2006) este juego

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[1] Carpentier Alejo. El reino de este mundo. Centro de estudios latinoamericanos Rómulo Gallegos. Caracas 2005. 160 págs.

de "la hipermodernidad funciona bien, según la lógica del reciclaje permanente del pasado, pues nada parece escapar a su imperio" (p. 35). Estas mediaciones tecnológicas, científicas y epistémicas:

cuya convergencia (comunicación-sociedad-usuarios) se anticipan de alguna manera a la construcción de un mundo sin jerarquías evidentes, permiten el uso democrático de la información y la imagen, lo que permea de manera transversal la transformación en las variables sociales, cognitivas, políticas, educativas, de producción de riqueza, etc.; desde el mercado de las TIC, la construcción del conocimiento, las subjetividades, las identidades y los cuerpos como medio de producción del sujeto autónomo, lo que pone en evidencia las necesidades de otras formas de acción y de lectura de la sociedad actual sobre las que bien vale la pena reflexionar desde la relación realidad virtual, realidad real , comunicación, sociedad y usuarios (Ortiz, 2016, p.74).

Queda entonces en este ejercicio de aproximación a la episteme contemporánea el esbozo de un enfoque que puede facilitar posteriormente un avance en la reflexión; la relación entre tecnología, ciencia y episteme, no es reciente, pero cobra en estos tiempos un nuevo significado que va se enuncia en las preguntas por la incidencia de la tecnología en la regulación del pensamiento mediado por el lenguaje multimodal.

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Digital Marketing Suggestions for Luxury Brands

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Abstract

Nowadays, consumption is not an activity made for only to meet basic consumer needs. It is believed that, some of the purchased products or brands reflect the lifestyle, the style, trend or the status of consumers'. These products or brands can define as lux products or brands. Also, the perception of the haute couture products as symbols of status or power, and the economic developments in the world, increase the interest and the demand for lux products or brands too. Luxury can be described as a lifestyle. After democratization, luxury brands start to be more accessible and start to create lover cost designs and distribution channels. Given these circumstances, it can be said that democratization of luxury can be described as a revolution in luxury sector. So, starting from this point, it can be said that, some one can perceive luxury as equal to rarity or some one perceive luxury as quality, special, prestigious or something like else. Another revolution in luxury industry can be called as digital revolution. Although there are traditional marketing applications for luxury brands, brands should not to ignore that new media channels have emerged. These channels can be described as internet and social media. At the present time, the internet is using in every place and every area of our lives and it is also using as a new shopping environment. And consumers start to use the internet and social media as a new shopping tool intensively too. So luxury brands have to recognize that they start to take place in the internet and social media according to the situations mentioned above. Using the internet and social media as a shopping channel provides a number of advantages to producers, brands and consumers. These advantages can be listed as follows; Internet and social media provide brands, producers and consumers to establish an interactive communication with each other.

- Internet and social media, help customers to participate in the development process of products.
- Customers' ideas and experiences about brands and products can be measured faster Thanks to the Internet and social media.
- Thanks to the Internet and social media, people beyond the country's borders can exchange ideas with each other and have an opportunity to be able to follow brands they want.
- In addition, accessing the products from anywhere anytime, reducing costs and opportunities to build customer databases can be counted as the benefits of internet and social media too.

Judging from the advantages mentioned above, in order to adapt to today's conditions, it can be said that, the luxury brands have to develop digital strategies by necessity. Also to reach generation z, who are the potential customers of the future, it can be mentioned that, luxury brands need to improve digital strategies too. In addition, when people searching luxury goods on the internet, for not to encounter counterfeit products, it is important that luxury brands should make their own online environments, such as social media accounts or websites.To attract consumers' attention, luxury brands can create innovative campaigns over social media. Besides, creating an online magazine, creating mobile applications or mobile games include adwergames can be beneficial for luxury brands. Also, creating vblogs or using celebrities or celebrity bloggers can be useful for luxury brands. Especially luxury brands in beauty industry can create innovative mobile apps and games.

Keywords: Luxury Brands, Internet, Social Media.

The Historical Meaning of the Presumption of Innocence

Lola Shehu

Abstract

The presumption of innocence is one of the fundamental and most important principles of the due legal process. No principle of criminal and procedural law has ever caused more interest and debate than the rule that every person is presumed innocent until his guilt is proved by a court decision. The presumption of innocence is a legal right of any person in the modern state of law who is suspected of committing a criminal offense. It is the principle that gave life and historical rivalry between the civil law and the common law, which is reflected in the application of the principle of guilt in the typical continental right and the application of the principle of the presumption of innocence to the common law system. Despite this somewhat artificial distinction that happens from time to time, the role of this principle can not be denied even in civil law. The presumption of innocence is closely related to the other essential principles of the criminal procedure such as the right to protection or the right of the suspect to have available the necessary procedural means to present his case without being disadvantaged with the other party. The contradictory, together with the guarantee for an independent and impartial tribunal serve as elements to safeguard the principle of presumption of innocence at least in the context of narrowly procedural aspects.

Keywords: criminal procedure, innocence, reasonable suspicion, presumption, individual right, etc.

With R Programming, Comparison of Performance of Different Machine Learning Algorithms

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Abstract

Machine Learning (ML) includes automatic calculation procedures based on logical or binary operations that learn a set of tasks. There are statistical approaches in the background of ML's decision process. ML uses statistical theory to construct mathematical models, because the main task is to inference by a set of data. ML programs computers in order to optimize a process based on past experience and / or example data. By ML, desired classifications can be done by computer in a short time and effectively. A model is created and this model can be foreshadowed in future predictions, can be found in explanations, or can be inspected on the basis of available data. ML functions in three different ways. The first is supervised learning, the second is unsupervised learning, and the third is semi-supervised learning. In supervised learning used in this study; a set of data and a training set about the concept to be learned in the system is entered. In the training set, the desired output values are also given for each sample (labeling done). Moving from this information, a relationship is established between input and output. Output values are tried to be estimated or learned by using the values of the input data. The results are classified based on known data and predictions are made on data sets whose results are unknown. In this study, in R programming, machine learning performances are compared. For this purpose, various machine learning algorithms have been applied to real data obtained from the UCI machine learning repository which is a collection of databases, domain theories, and data generators that are used by the machine learning community for the empirical analysis of machine learning algorithms, (UCI was created as an ftp archive in 1987 by David Aha and fellow graduate students at UC Irvine. Since that time, it has been widely used by students, educators, and researchers all over the world as a primary source of machine learning data sets), and classification algorithms have been compared using various criteria. The calculated criteria are; precision, accuracy, sensitivity, and classifi- cation techniques based on the F-scale were compared. As a result of comparisons made, Logistic Regression algorithm is seen that to be more successful than other algorithms.

Keywords: R Programing, Machine Learning, Survised Learning, Classification Algorithms.

The Reflections of Minimalist Approaches on the 21st Century Graphic Design

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Abstract

Not only Graphic design, but also many other fields has changed in many ways throughout the information age. Audiences of various products have been lost within the information masses that have still been increasing day by day. Therefore, presentation and visualization of information has been becoming more important than ever. With the development of internet and mobile technologies, thousands of visual designs are being shared every day. This situation leads to visual pollution that makes communication harder with people. At this point, minimalist approaches have been played an important role to solve complexity and communication issues of design products. The main goal of minimalist approaches in design field to present an idea as the minimum numbers of colors, shapes, images and lines as possible. The purpose of this study is to investigate mentioned applications of minimal approaches in the beginning of 21st century graphic design. In order to indicate advantages and disadvantages of minimalist design methods within the context of recent graphic design samples that have been analyzed throughout this research process. As a result of these examinations, it is found that simplistic design approaches may help the people to make them understand complex information easily, which are used in graphic design products. Another finding of this research is that usability of a website, a mobile application or a product can be increased via using minimal design approaches.

Keywords: Graphic design, minimalism, user interface, data visualization

Incorporating Task Based Language Learning Approach into a Kurdish Young EFL Learners' Classroom through Storytelling Technique in a Basic School in Kurdistan Region

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Abstract

Effective teaching of English language to EFL learners has always been an important issue. There has been continuous efforts to find and adapt teaching methods and styles which suit learners' context, needs, and interest. This paper tries to devise a lesson for Kurdish young learners of grade six in a primary school in Kurdistan Region through integrating Task Based Learning aspects with the characteristics of Storytelling Method. Efficacious language learning approaches prioritise enhancing learners' communicative performance over teaching complex grammatical structures in the early stage of learning a foreign language. Similarly, Task Based Language Learning approach aims to develop learners' communicative competence via engaging them in authentic language activities and tasks. Storytelling technique on the other hand, can create an energetic, friendly ambiance in which learners are enthusiastically immersed in the lesson. They speak more confidently and are less afraid of making mistakes. The technique adapted, is new and novel in Kurdistan region's basic schools however, it falls within the scope of Communicative Teaching Approach which has recently become the popular approach for teaching English Language in basic schools of the region in the last few years.

Keywords: young learners, task based language learning, storytelling, task cycle

1. Introduction

Teaching English to Young Learners (TEYL) is a field of education which has witnessed a rapid growth around the world. English language teaching has widely been adopted in the primary levels worldwide. This trend has appeared in a time when ESL/EFL field is experiencing a remarkable shift from structural, teacher-centered approaches to communicative, task-based and learner-centered approaches. These new approaches recognize that learner engagement and affective aspect are of great significant in acquisition and learning of a foreign language. They offer an interactive, reduced-anxiety, and amusing atmosphere in which learners generally and young learners in particular, can effectively learn the target language.

2. Rationale

Task based language learning (TBLL) also known as Task Based Language Teaching (TBLT) or Task Based Instruction (TBI) concentrates on using authentic language and promoting learners' engagement and communication in the target language by providing meaningful tasks. It aims at enabling learners to acquire new linguistic knowledge as well as helping them proceduralise their existing knowledge. It has its roots in CLT approach. In TBLL, specific needs of learners and the suitable ways of learning the target language are prioritized whereas morphological, phonological and lexical elements of language like phonology, grammar, discourse and vocabulary are considered secondarily in curriculum design (Nunan 1991). According to Larsen-Freeman and Anderson (2011), TBLL aims to facilitate learning by involving learners in a variety of activities and tasks that carry a clear result. They set three stages for TBLL which are:

Teacher introduces the learners to the language that they need for accomplishing the activity or the task. The task should be purposeful and related to every day life experience so that the learners can make better sense of it.

Teacher encourages students to actively participate and engage in the task. The teacher has a monitoring role and intervenes whenever and wherever is needed. The clarity of task objective is crucial as it makes the teacher and learners be aware of when the objective of the task is achieved and can move to another task or activity.

In the last stage, the teacher addresses and identifies the problems which may arise in learners' learning. He/she also reinforces learners' learning by providing suitable feedback.

In TBLL, learners are regularly exposed to the target language through communicative and social situations which are created in the classroom. Therefore, learners are provided with sufficient comprehensible input. Learners are also given chances to participate in the communicative situations in the classroom in order to utilise target language and produce a comprehensive output.

TBLL has a close connection with young learners' characteristics. Some general characteristics of young learners and TBLL's connection to them can be highlighted as follow:

Learners' needs: young learners as language learners are always looking for meaning (Cameron 2003).They are actively engaged in formulating rules that lead them to understanding the world (Wells 1987). Meanwhile methodological characteristics of TBLL emphasize that language learning activities should directly reflect what learners actually and potentially need to do with the target language (Nunan 1991).

Focus on form: young learners are in the stage of developing first and second language and they are getting familiarized with the written form of the words (Cameron 2003). Regarding this fact, in TBLL language features are taught according to learning needs and capacity. Therefore, complex grammatical, phonological and discourse features are considered secondary and taught in later stages. Young learners in this stage do not need to explicitly be taught these elements because they are developing their skills to understand the concept of the language rule (Nunan 1991).

Communicating in the target language: young learners are less constrained and limited than adult learners to talk in the target language and if the topic of the task interests them, they will initiate communication nevertheless most of them lack self-consciences when they speak in a new language (McIlvain 2004).This aspect in TBLL has been taken into consideration and ccommunicative tasks designed in TBLL, intend to promote communicative competence of the young learners (Ellis 2003).

Curriculum flexibility: young learners are naturally curious and like to explore new things. They tend to ask questions and experiment with the language (Tizard & Hughes 1984). This aspect has not been neglected as in TBLL young learners influence curriculum design. They can change the course of the activity or the task by going beyond the expected objective due to their natural curiosity toward new experiences. This approaches provides young learners with space , to the extent that teacher finds it appropriate and useful, to conduct the learning process. Therefore, teacher can control the instruction of the lesson in favor of a learner-centered teaching process (Willis 1996).

Correction of form: young learners have specific literacy demands and capacities. They might not be ready to grasp certain linguistic complexities and structures either in their first or the target language (McIlvain 2004). Considering this, TBLL stresses on acquiring the form which essentially fosters acquisition of formal linguistic elements but suggests that this should happen in natural interventions during accomplishing the tasks (Harley & Swain 1984).

Story-telling on the other hand, is an art, the act of narration by which language and gestures are ingeniously manipulated to generate scenes in a sequence (Champion 2003) ; however, this art may exceed merely telling a story and incorporate other elements like pictures, costumes, ornaments, real objects, musical instruments, school books, and so on. Young learners love stories and are always avid to listen to them. They know how a story works. They enjoy by listening to stories narrated by their parents, grandparents or elder siblings to them in bed before asleep. They are, to some extent, familiar with stories even before attending the school. Storytelling is a unique method of communication and learners express their thoughts and ideas in their own unique ways. Haven (2000 p.57) considers storytelling to be powerful, impressive and motivating and states that "Factual and conceptual information is learned faster and better, and will be remembered longer, recalled more readily, applied more accurately when that information is delivered as a well-told story".

Stories also give the teacher more freedom and a better opportunity to plan and organise the lesson in a way that he/she likes. Furthermore, they suit learners' interests. Stories help young learners practice all things that they have learned in an integrated lesson environment.

Ellis and Brewster (1991) recommend teachers to integrate stories into their teaching. They also put forward some benefits of adapting stories for teaching/learning such as:

- Story is fun and motivating and generates a profound desire and interest for learners to pursue learning.
- When learners listen to a story, they share a social experience. Story instigates their shared response of sadness, anticipation, laughter and excitement.
- Story exercises learners' imagination; learners are personally engaged in the story while they are identifying with its characters and trying to analyse the narrative and illustrations.
- Stories link imagination and fantasy with learners' real life and world. They help learners make sense of and understand their everyday life.
- While learners are listening to stories, the teacher can expose them to language by introducing or revising sentence structures or new vocabulary.
- Stories introduce universal truths and moral lessons which appeal to one generation after another.

Furthermore, storytelling is an influential way for the early foreign language class because its purpose is genuinely communicative and appeals to affective side of the learners. It also gives them a chance to experience listening with a reduced anxiety (Curtain & Dahlberg 2004).

By carefully concentrating on TBLL approach and storytelling, it will be obvious that they share some similar characteristics. In Schnank (1998) s' view, elements of TBLL approach are apparent in storytelling method through two independent mechanisms which are storyteller and task environment. She poses that "the task environment provides learners with engaging, motivating activities, the teacher monitors the task environment, looking for opportunities to present tasks that will help learners to learn"(p. 105). Storytelling and TBLL help learners learn from their interactions by providing them with and exposing them to various situations, tasks and activities.

3. Teaching Context and learners' background

In Kurdistan region, English language is taught in primary schools in a drip feed situation. English language is a major subject which is taught two hours per week along with other subjects. The current curriculum for teaching English in primary schools in Kurdistan is based on CLT approach which encompasses TBLL method.

The focus of the proposed lesson is young learners of age 11 - 12 years in grade 6 in a Kurdish primary school. These young learners have been taught basics of English language like vocabulary items, writing and reading words and sentences, composing paragraph as well as certain routines and patterns from grade three. They have experienced engaging in communicative tasks and situations through 'dialogues, Look and Say, Listen and Say' activities and so on. However, they are not still competent communicators and tend to use first language in a number of situations. They are well-established at school and comfortable with school routines. They have a growing understanding of the world around them and are interested to involve in real life issues. They have a longer attention span compared to pupils in lower grades as their intellectuality is more developed so that they can engage in a task or an activity which lasts for ten or fifteen minutes without getting bored. They also have a clearer understanding, compared to younger learners, of discourse and more importantly, of why they are learning a new language (Pinter 2005).

4. Task Cycle

4.1 Aim

The aim of using storytelling for teaching young learners in this proposed lesson is to promote their oracy skills as well as focusing on some certain vocabulary items derived from the story.

Although speaking and listening are different skills but they are closely intertwined and they are fundamental elements for a successful, understandable communication. According to Cameron (2001 p.40) "Listening and speaking are both active uses of language, however they are different in the mental activity demands they make on learners with regard to finding and sharing meaning. Listening can primarily be regarded as the active use of language to access other people's meanings, whereas speaking is the active use of language to express meaning so that other people can make sense of them". On the other hand, teaching learners the vocabulary items which are frequently and commonly used, is a good means to enrich their target language repertoire. Story presents vocabulary items in a clear and vivid context and elaborations can help express meaning (Ellis & Brewster 1991).

4.2 Resources

The required materials for teaching this lesson are whiteboard, pictures which are related to the target story, worksheets, and storyteller traditional costume.

4.3 Phases of implementing storytelling process

4.3.1 Pre-task phase

According to Willis (1996 p.43) pre-task activities that present the language focus topic "should actively involve all learners, giving them relevant exposure, and [...] create interest in doing a task on this topic". Therefore, the pre-task stage, teacher should ensure that pupils (young learners) have a clear understanding of the task requirement, its goal and outcome. In addition to explaining the task, he can demonstrate the task with a good, competent pupil or show the class what previous pupils have achieved.

Skehan (1998) similarly states that since learners' attentional capacity is limited. The teacher in pre-task phase can emphasize on the general cognitive demands of the task as well as on linguistic factors.

4.3.2 During-task phase

For this stage the teacher according to Brewster, Ellis and Girard (2004) can perform the following techniques:

If possible, gathering all the pupils around in a form of a circle or semicircle so that every pupil can see and hear the teacher and illustration clearly.

Reading the story slowly and clearly so as to give the pupils time to link what they hear to the pictures they see. This also provides pupils with an opportunity to ask questions, think and make comments.

Teacher can encourage pupils to participate in the storytelling by repeating vocabulary items and key phrases and expressions.

Teacher can vary his/her tone and volume of sound to create suspense or an element of surprise by raising the voice (Skehan & Foster 1999).

Teacher can also ask questions to engage students and keep their attention.

He/She can also repeat, reformulate and expand the story elements and ideas to make sure it is comprehensible for the pupils.

4.3.3 Post-task phase

In this stage, pupils are provided with a chance to repeat the performance of the task. Teacher encourages them to reflect on how the task was performed. He can also focus on forms particularly those which were problematic during the task performance. Research has shown that there is a case for asking pupils to repeat a task (Bygate 2001) because when they repeat a task, their production improves in a number of ways such as increase of complexity, clearer expression of prepositions, and pupils become more fluent. Encouraging pupils to reflect on their performance may contribute to the development of meta-cognitive strategies of planning, monitoring and evaluating which are considered important for language learning (O'Malley & Chamot 1990). Ellis (2003) sees the primary goal of the task to be developing fluency and promoting communicative strategies while she considers focus on form as secondary goal.

5. Procedure

Estimated Lesson time: 50 mints.

Number of pupils: 25

Objectives

Promoting listening & speaking, and teaching new vocabulary.

The teacher starts the lesson by telling the young learners (pupils) that in this lesson they are going to listen to a story. Then s/he directs some brainstorming questions in the first language about the story (See appendix. A). Later, he/she shows some pictures related to the story and explains it briefly in the first language (See appendix. B). In the next step, he/she introduces the new vocabulary items which are derived from the story, writes them on the whiteboard along with their meaning in the first language. After that, the teacher reads the vocabulary items once and asks the whole class to repeat after him/her (See appendix C). S/He then asks pupils to listen to the story attentively as he begins to narrate in English language. S/He starts reading slowly and clearly so that the learners can follow and relate what they hear to what they see in the pictures. S/He can also use repetition to emphasize on a particular word or sentence during storytelling process. S/He uses gestures and asks questions in order to keep the attention of pupils and whenever s/he found that pupils have problem in understanding a particular word or sentence, s/he can use the first language for scaffolding as necessary. Another element worth focusing in this process is prediction. The teacher tells the story to the climax and then he pauses and asks pupils to predict what will happen or what would they do if they were in that situation. Once they have verbalized their own ending for the story, the teacher continues and finishes the story (See appendix D).

In the final step of the storytelling, the teacher reads the story once more in the target language without using the first language while pupils are listening carefully. Then he extracts the moral lesson of the story, writes it on the board and explains it to the learners using first and second language.

For the post-task storytelling process, teacher can make use of the techniques stated below:

Preparing some comprehension questions for learners to answer orally (See appendix. F).

Group retelling to encourage learners to retell the story. S/He retells the story with gaps and pauses and asks learners to fill those gaps (See appendix. G)

Encouraging learners to create their own ending for the story by writing a paragraph. The teacher can assign this activity as homework so that pupils are given enough time to re-read the story at home and master the vocabulary items completely so as to use them in their writing.

Story boarding to help learners understand the plot of the story. Learners can draw pictures to show the plot of the story sequentially. The pictures can be accompanied by dialog bubbles or text.

The last useful sort of activity is project. Teacher can divide the learners into small groups and encourages them to work together and do a performance of the story or create a wall display for the story. This activity can be accomplished later, due to time constrain, as homework. Also Total Physical Response (TPR) technique can be used to keep pupils lively and focused. (See appendix. E).

6. Possible Problems

There are several anticipated problems which may occur while conducting storytelling lesson. The first problem is the large number of learners in the class. In primary schools in Kurdistan region, each classroom approximately accommodates 25 learners. When teacher tells a story, some of the learners may not be able to see and hear him clearly. To solve this, the teacher can arrange the desks in a circle or semicircle form so that all learners can vividly see and listen to him. Another problem would be noise and fear of losing control of the class (Appel 1995) which this may impede or disturb the teaching process. This is a common problem in large classes. Learners speak to each other during narrating the story, or during performing group tasks. To overcome this issue, teacher can walk around and monitor to keep order and make sure that learners are busy doing their task. The third problem might be that some learners (weak learners) may not understand the story or task instructions clearly. To cope with this, teacher can use first language to explain the instructions and consecutively repeat the instructions in the target language. He can also form groups which include weak and more competent learners together so that competent learners can cooperate and help weak learners in doing the task.

Learners' individual differences and diversity is another problem which may arise during storytelling lesson. Learners have different characteristics and abilities. They furthermore, differ in comprehending, thinking, or processing information (Jensen 1998). Some learn quickly whereas some are slow learners. Some are auditory, some others are visual or kinaesthetic. For this, teacher can provide variety of activities and aids like tape, personal narrating, pictures or videos as well as extra activities which are a little more challenging. Those learners who finish the task quicker in a correct way, are given these extra activities to accomplish.

Linguistic and pronunciation problems are another aspect that may appear during doing communicative tasks or answering questions. Teacher can let the learner continue speaking as long as he/she can convey his/her message without being interrupted. Teacher can also correct and provide scaffolding whenever the learner is stuck and meanwhile, he should avoid interrupting and correcting the learner for every error or mistake as this may lead him/her to losing or forgetting the point or being disappointed and frustrated.

Young learners are active and lively people and if they are clung to one sort of activity for a long time they may lose focus, get bored and play around or make noise. To keep them focused and attentive, teacher can adopt some total physical response (TPR) techniques.

Use of the first language in the classroom is another issue. Teachers vary in the amount of the first language they use however, it should not be over relied on (Turnbull 2001). It is most commonly used to manage classroom behaviour and activity as well as maintaining order and formality in the class. In this regard, the teacher should use the target language equivalent of the instruction or command and repeat it (uses target language first then uses its equivalent in the first language or vice versa) so that learners will understand clearly and can simultaneously learn new vocabulary items. Moreover, sometimes learners during the lesson or performing the tasks are unable to utter the suitable word or sentence to express their meaning as a result, they resort to the first language. In this case the teacher can scaffold them by telling him/her the appropriate word or expression in the target language and asking them to repeat loudly. Thus, the learner and the entire class can hear and learn the word and expression as well as its meaning and pronunciation.

Shortage of time is another serious predicted problem. The teacher should carefully consider learners' language level and the level of difficulty of the tasks in order to manage his/her class time. He should evaluate the task and anticipate the required time for each task before starting the lesson.

Conclusion

Speaking and listening are two skills which are highly interrelated. Listening is the receptive activity which leads to speaking. When teacher speaks and explains, pupils listen and when a pupil speaks, others listen. This is in accordance with the TBLL's principles which importantly focus on boosting communication and interaction among learners. Storytelling can also enhance both skills in the classroom as it attracts the attention and the interest of pupils and involves them in communicative, interactive tasks and activities.

TBLL approach suits young learners. According to second language learning acquisition theory (Krashen 1981; Long 1991; Ellis 2003) the ultimate goal of teaching a foreign language to young learners is to enhance their communicative competence and avoid teaching complex grammatical structures in the early stages of learning or acquiring a foreign language. Likewise, TBLL's primary aim is to develop communicative competence of learners through engaging them in authentic language tasks and materials.

Storytelling can create a friendly, lively atmosphere in which pupils are actively engaged in the lesson and they feel more confident. They try to participate and use the target language.They are less afraid of making mistakes.

When choosing a story, it is necessary that teachers regard pupils' language level and their interests. The story should be motivating and interesting for pupils in order for the story and the related tasks to promote pupils language skills, creativity and bring their inner imaginative capabilities to the forefront.

However storytelling is not a common method for teaching English language in Kurdistan primary schools but I think it is a very useful method to make use of as it is in line with our community traditions (narrating stories and anecdotes that carry moral lessons to amuse children and teach them different values and manners). Also translating our stories into English and teaching them in the classroom is an influential way to re-introduce our culture and traditions to our Kurdish pupils.

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