

SAJMMR

ISSN (online) : 2249-877X

South Asian Journal of Marketing & Management Research



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

Editor-in-Chief : Dr. Dalbir Singh

Impact Factor : SJIF 2021 = 7.642

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor(SJIF 2020 - 7.11), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon(ProQuest), ISC IRAN, Primo and Primo Central, I2OR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF.

E-mail id: saarjournal@gmail.com

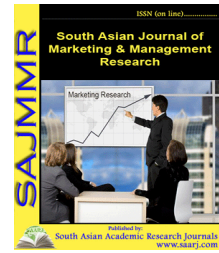
VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.



South Asian Journal of Marketing & Management Research (SAJMMR)

(Double Blind Refereed & Peer Reviewed International Journal)



SR. NO.	PARTICULAR	PAGE NO.	DOI NUMBER
1.	COVID 19 AND STRESS AMONG STUDENTS Dr L. Vijayashree, Shishira Srinivasa	1-9	10.5958/2249-877X.2021.00049.7
2.	PISKENT REGION: INVESTMENT OPPORTUNITIES Manzura Rustamovna Rustamova	10-12	10.5958/2249-877X.2021.00050.3



South Asian Journal of Marketing & Management Research (SAJMMR)

(Double Blind Refereed & Peer Reviewed International Journal)



DOI: 10.5958/2249-877X.2021.00049.7

COVID 19 AND STRESS AMONG STUDENTS

Dr L.Vijayashree*; Shishira Srinivasa**

*Head-New Gen IEDC, ED Cell & Professor -MBA DEPT,
BNMIT, INDIA

**Part time PhD Scholar,
BNMIT, Bangalore (Affiliated to VTU), INDIA

ABSTRACT

In today's culture, there are numerous factors that may act as a stress catalyst, making stress a big aspect of one's life. Covid-19 has wrought tremendous havoc all over the planet. Stress isn't just an issue for adults; it's also growing more common among children of all ages. Proper stress management is incredibly difficult to achieve since parents do not have the time to adequately care for their children. Most people assume that stress can only be caused by a traumatic event, but the fact is that tension may also be caused by a good experience. There are numerous causes of student stress that can lead to stress in a student's life, including misbehavior between the student and the teacher, which can lead to increased tension and stress. A lack of parental engagement also led in attacks on all pupils. Children in general do not pay attention to their eating habits, making them more vulnerable to stress in general. Inadequate sleep is also a source of stress, and students all over the world suffer as a result. Students' capacity to manage stress is hit or miss.

KEYWORDS: Covid-19, Students, Stress, Online Classes, Impact, Remedies

INTRODUCTION

COVID-19, which entered our lives towards the end of 2019 and has since spread throughout the world, has placed countless people's health at danger and has reached epidemic proportions. Since December of this year, an outbreak of unexplainable pneumonia has occurred in Wuhan, Hubei Province, China, for the first time in history (Wang et al. 2020). The World Health Organization quickly decided that SARS-CoV-2, a recently discovered coronavirus, was to blame for the pandemic that swept across China and other areas of the world (WHO). The World Health Organization named Covid Tod 19 a pandemic on March 11, 2020. (WHO). On a worldwide basis, Covid-19 impacted about 4.5 million people (WHO, 2020).

The COVID-19 death rate, together with other factors such as economic stress, unemployment, fear, dread, and insecurity, make this new pandemic a terrible and unpleasant experience for everyone involved. As the COVID-19 pandemic and its far-reaching repercussions continue to spread throughout the world and in our society, it is natural for people to have a variety of perspectives, experiences, and emotions to the issue. The major objective of this research is to better understand the effects of stress on students and the importance of stress management in order for learning to occur.

We must recognize that the pandemic is more than simply a medical illness; it also has a social, emotional, and psychological impact on those afflicted. The idea of being alone and wearing masks is linked to anxiety, sleep problems, panic, stress, and other mental disorders, as well as other psychological concerns. As a result of the pandemic epidemic, many students experienced psychological difficulties, which impacted not only their academic performance but also their whole personality (WHO, 2020).

Countries all around the world have placed strict controls on their populations to prevent them from spreading. The government converted its personal education system into a virtual schooling system for youngsters by shutting public places and imposing travel limitations. Quarantine is the most challenging aspect of the procedure.

Quarantine is defined by the Centers for Disease Control and Prevention as "the practise of isolating and restricting the mobility of persons who have been exposed to an infectious disease in order to ascertain if they may become ill later" (CDC). Living under quarantine, often known as a lockdown, may be a horrible tragedy for everyone who is forced to suffer it. The effects of quarantine on three elements of mental health are significant: autonomy, skills, and connection.

Even when individuals visit their pals and go about their regular lives, they are lonely.

COVID-19 has a negative impact on lock-down personnel, according to a recent research titled "The Psychological Impact and Reduction of Quarantine." A traumatic incident can cause fear, melancholy, numbness, sleeplessness, bewilderment, anger, post-traumatic stress disorder symptoms, depressive symptoms, bad mood, tension, emotional disturbances, irritability, and feelings. According to some research, the repercussions might be long-term (Brooks et al, 2020).

According to Hans Selye, the stress reaction is "the body's unspecific answer to any request" (Fink, 2009). Everyone is subjected to stress at some time in their lives. The scientist who popularised the concept of stress, Dr. Hans Selye, stated, "The strain of being both too generally recognised and yet too little understood as scientific ideas is a tragedy." Despite being one of the most prevalent human emotions, stress is surprisingly difficult to quantify. Stress, according to experts, is a force or event that disturbs the body's natural equilibrium, balance, or functioning. Consider the following illustration to better understand stress:

A strong wind can cause the balance of a suspension bridge to change, causing the span to swing side to side across the bridge span. When most individuals drive across the bridge, they don't even feel the little shaking. Everyone can see the bridge swinging back and forth as the wind increases more pace. While this swing may make some people feel uneasy or anxious, it is the bridge's technique of dealing with stress. If the bridge had not swayed at all, the wind's stress would have made it more fragile and hence more prone to collapse. If the wind speed rose drastically enough to exceed the bridge's design constraints, the bridge might collapse altogether. Stress is similar to the wind that sweeps across our life. Stress, on the other hand, is commonly felt but seldom recognised.

Individuals may have emotions of instability or dread, as if they are on the edge of crumbling, similar to the bridge. This fear is usually unfounded, and most people's foundations are stronger than they realize.

Stress, as well as the body's response to hardship, have become more important aspects of modern life. Stress no longer impacts only adults, but is now impacting children of all ages. The current COVID 19 scenario acts as a trigger for boosting the learner's stress level. Without a doubt, stress has risen to become the most major obstacle to academic performance. A certain level of stress may be good to us, because the proper type of stress may strengthen your brain and reflexes, as well as aid in our evolution and growth. It's your reaction to the difficulties you've observed across the world. This natural reaction has particular physical consequences on your body that can help you better manage these challenges, such as increased heart rate and blood circulation. Despite the fact that stress appears differently for each individual, it has been observed that everyone suffers stress, regardless of age, gender, or present life condition (Currie et al, 2016).

However, when stress persists over a lengthy period of time, it may become a burden and even a health concern.

Stress is an unavoidable and beneficial component of the study process. It motivates youngsters to study more, focus more, and return to school rather of participating in other activities. Students who are overly worried, on the other hand, will be unable to concentrate on their academics (Gale et al, 2018). It is essential to distinguish between stress that enhances students' learning and stress that hinders them from finishing their studies completely. Adults everywhere complain that pupils are not paying attention to what they are being taught.

Stress levels

1. Acute stress

Acute stress is the most frequent way of life for every person and is a result of recent or expected stresses. It may be beneficial as well as bad. It swiftly emerges in reaction to unforeseen or distressing circumstances. Typically, either alone or once the stressful incident is done, it dissipates rapidly. Acute stress frequently does not lead to severe health consequences. For example, the previously thought-out tension students had before the test or test; riding a roller coaster can induce acute stress, but in an exciting way. The thrill before a fun event is a kind of pleasant acute stress. In a vehicle collision, the tension is negative. Unless the acute stress lasts for longer durations or happens too often, there is nothing wrong with acute stress. This sort of stress often happens and may be easily identified. Includes several symptoms of acute stress (Will, 2006):

- Stomach discomfort, such as cardiovascular, diarrhoea or stomach acid.
- Increased pulse and blood pressure.
- Breath shortening or chest discomfort.
- Headaches, discomfort on the back, pain on the jaw.

Since it is so prevalent and lasts for a short period, acute stress is typically easy to handle and treat.

2. Episodic Acute Stress

Episodic acute stress is repeated, over and over again, stress. Essentially, episodic stress individuals are frequently overwhelmed and difficult to manage. This is the sort of tension that always emerges, sometimes in a pattern. People with episodic stress are nearly constantly in "crisis mode," are typically angry and nervous, and are susceptible to continual anxiety. It is characterised by anxiety and anxiety over things happening to or around you. You may be more prone to it if you have a personality of "Type A."

Type A people are extroverted, ambitious, strictly structured, very conscious, impatient, worried, proactive and time-controlled. People of type A are generally highly accomplished "workaholic."

3. Acute chronic stress

Chronic acute stress might be considered an endless tension that wear on you mercilessly. If you don't see an end in sight, if you face something that has no way out, then chronic stress will probably start to affect you. It typically comes in response to conditions that feel bleak and unchecked, such as problematic marriage, poisonous employment or poverty.

This sort of stress will ultimately impact your health and may lead, among other things, to heart problems, strokes or cancer. Chronic stress clearly demands assistance.

Stress Types

Whether students attend university online or in person, during their time at school, they will most certainly confront new stresses. When you start to see how you and your body react to it, you can distinguish symptoms which only occur in particular conditions. Understanding the sort of stress people experience might enable oneself to manage these problems without feeling depleted.

The social scientist and management expert Dr. Karl Albrecht defined four primary types of stress: temporal, anticipatory, situational and meeting (Kraag et al, 2006). While in many various circumstances, from job to home, these sorts of experiences are particularly significant for a student's life.

1. Time stress:

Time stress happens when you're anxious about time, particularly when you don't have enough time to perform all the activities that are essential. People frequently feel thus if they think that they cannot fulfil their deadlines or that they are late for a meeting or appointment.

You might sense time stress in several ways as a student. You may be worried about being late in your classes when you learn your campus geography or if you need to log in and connect to your computer for a lecture after you have completed your homework.

2. Preventive stress

You may have a hazy and concrete feeling of this sort of tension during your study. You experience a more concrete type of anticipatory stress if you are worried about a next test, assignment or presentation. If you experience a sensation of anxiety or fear of insecurity over your future generally, this is a more vague form.

Students may feel this type of stress more often when they come closer to graduation and make decisions regarding their after-school life.

3. Situational stress

Situational stress is experienced when you are in a distressing or worrisome scenario that you cannot control like the current COVID 19 predicament. In contrast to anticipatory and time-related stress, such stress occurs unexpectedly and with little, if any, warning. Actually, you may not have foreseen the circumstance at all.

This kind of stress may occur in a number of settings for kids. It may arise from something as small as the forgetting of your words during your presentation or as big as a family emergency telephone call.

4. Encounter Stress

Stress arises when you are anxious to see specific people, alone or in a group. You can't spend time with them or communicate with them with difficulty. Whatever the cause, there's something that makes you nervous about that individual or group. Stress may also arise when you have spent too much time and feel scorched, even though you prefer to be around.

Planning your future and preventing stress

Future uncertainty might be hard to manage, but you're not alone. Accomplish not hesitate to contact your friends, family, instructors or consultants for assistance and advice as you begin to ponder what you want to do after graduation. If you are confused with your job decision, go for aptitude testing. The findings of this exam will be your guidance. Talk to your career and your teacher.

Health

In an APA study (2020), 63 percent of individuals mention 'health problems' as their number one cause of stress following academic stress. For college students, in particular, health concerns or problems may be a big stressor, because it affects the academic performance (Albers et al, 2017). In addition, the academic achievements of about 30 percent of pupils have been affected by a physical condition range from allergies to bronchitis (Almojali et al, 2017). Whether the cause is a simple cold, psychiatric or chronic disease, one thing stays the same: it might be tough to maintain your studies up to date while you're ill. You should avoid attending class (unless you are a distance learner or can sit at home in a lecture) when you are infectious, which implies that your teacher does not have significant knowledge. You may not have the stamina to focus on teaching, learning and work, even if you're not infectious but merely feeling under the weather.

Tips to keep students healthy

If you have a specific disease, try your best to avoid contact with someone who is contagious and often washes your hands and follow other preventative directives. In the current circumstance of COVID 19, use a mask, distance yourself socially, clean up your hands or wash your hands. Everybody gets sick from time to time; you may accept that despite your best efforts. If you catch anything, take care of yourself and rest and take medication to the fullest extent feasible before your regular activities resume. Watch your diet. Watch your diet. Eat healthily and eat well. Excessive caffeine, for example, can aggravate physical signs of test stress.

Personal

The difficulty of developing social closeness is another source of stress. After you enter college, your interactions with friends, family members and others might alter. Students have no time to build interpersonal relationships and/or opportunities.

Finances

In recent decades, the expense of education in traditional institutions has increased significantly. In addition to other costs — such as the cost of housing, food and books — students may be stressed about their money while in school. Even if you qualify for assistance, receive assistance from family members or work during school, you may still feel concerned about money. Students may experience extra stress because of indebtedness after graduation. The debt you buy may be a hardship before you finish school, because it might influence your finances years later and during college. You may also be on your own physically and mentally, but also financially on your own.

Life with the family

For many students, college is the first time they have spent a substantial time away from home or away from their families. It's a pretty foreign atmosphere, besides that. Everything is different - cuisine, people and living quarters. Even if the majority of students get acclimated to these new things easily, the first couple of weeks of college can create a tense environment. That's true even when you're really thrilled about the changes. Recall that even favourable changes can cause stress (Kessler, 2012). You have to find the proper balance between school, family and other tasks at school or in student life. The intellectual burden at various stages of schooling typically increases and complicates employment. Trying to do that can add extra stress to your everyday lives, in addition to your work and family commitments — especially when your home and work obligations are so demanding that you fall behind in your academic work.

Suggestions for balancing family, career, and personal life

These strategies may assist you in establishing boundaries between the many aspects of your life so that you may offer everyone your undivided attention. Remember that adjusting to new desires and concerns is just as essential as adjusting to the first. You may feel more anxious if you fear you will be unable to modify your plans.

Students should practice Time management.

"Instead of hurrying through the day, spend a few moments to focus on your ideas and feelings. Make an effort to remain calm and focused for the remainder of the day. As a result, you are better prepared for a nice and harmonious interaction."

Stress is unavoidable throughout college, but it should not take over your life. Make every effort to understand the source of your stress, the variables that contribute to it, and the most effective methods to respond constructively. Maintaining an efficient stress management plan helps you to get the most out of your college experience as possible. As a student, you have several alternatives for dealing with stress. Everyone encounters stress at some time in their life, and we all have different ways of dealing with it. However, not all stress management techniques are beneficial, and some may even make you feel worse than before. If you want to excel in school, you must learn how to properly handle stress as a student. After all, while you have no control over the pressures in your life, you do have control over how you react to them.

Much of the stress management approach is centred on the idea of removing discomfort rather than increasing eustress levels. The removal of anguish may create a gap in your life, which will be immediately filled with either the same discomfort that you previously drove away or with another kind of negative pressure. When you work efficiently to generate eustress, you won't have to worry about unpleasant sensations or a lack of energy when you have some spare time. Furthermore, there are several other variables that might lead to stress in a college student.

Techniques for stress management that are damaging to one's health:

1. Make a habit of making charitable gifts. When you're down, one of the first things that comes to mind is to buy yourself a treat. If you are relieved of the obligation of shopping or spending your money, you may end up causing yourself extra stress by straining your own budget or adding items to your shopping list that you don't want to leave the house without first verifying.

2. Consume your way up and down the stairwell.

When you are anxious, you are more likely to seek comfort or to notice a loss of appetite. If you are concerned about your eating habits, you should make every effort to keep them consistent, because eating too much or too little can have a long-term detrimental impact on your physical health.

3. Ignoring stress sources

It is totally OK to take a break from your problem in order to relax and come up with a fresh solution, but completely disregarding your problem may not be the greatest choice. Even if you are able to remove yourself from the situation, the stressor will most likely stay in the back of your mind until you are unable to ignore it any longer.

4. Make advantage of social media, streaming services, and other technologies of this nature.

There is no shortage of digital diversions when it comes to getting away from stress. While striking a balance between work and leisure is important, it is critical to limit your use of digital media. The more time you waste viewing videos or scrolling through social media, the longer you will be behind on your work, and the more stress you will experience as a result of this negative cycle of avoidance feeding on itself.

Methods of stress management that are good to one's health.

1. Coping with Stress

One of your most effective stress management strategies may be the capacity to deal with your tension at its source. If you're worried about your busy schedule, take some time to sit down and think about what you can do. If you are currently enrolled in a traditional institution and realise that it will not fit your scheduling demands, you may want to explore moving to a more suitable online education.

2. Time management is essential.

One of the most effective methods of stress alleviation is stress therapy combined with efficient time management (Macan et al., 1990). Time should be spent with care and attention, whether for pleasure, business, or education. In order to succeed, students must be able to develop and adhere to a timetable. Choose a nice break from work to devote to your study, even if it's just a few deep breaths. The creation of a timetable and the proper management of time reveal goals and priorities. Students should make every effort to organise ahead of time in order to minimise

delays, and then deal with stress in an efficient manner. If they are severely thin and falling behind, it is essential to keep a calm and attentive demeanour. Create a "To Do" list or a calendar to help you deal with stress, keep track of deadlines and schedules, and learn to say "no."

3. Creating a formal structure

The capacity to manage one's time is critical for stress management in academic life (Sinha, 2014). Academic stress may be significantly decreased by organising academic notes, scheduling tasks, and keeping track of all delays. Acquaint yourself with the practise of taking notes and keeping track of assignments and other crucial paperwork. They will be able to establish a nice learning atmosphere in which to concentrate, concentrate, and do things. Furthermore, if they are well-organized, they may be able to provide peace of mind since they know where everything is, can keep track of time constraints and test dates, and may be able to alleviate some of the mental illness.

4. Physical exercise, sleep, and diet are all important factors to consider.

Regular exercise, a well-balanced diet, and adequate sleep can help to reduce stress significantly. In order to reduce excessive tension, they must be well-rested. Make certain that everything works well and that you enjoy a stress-free existence.

5. Take a deep breath.

Between courses, assignments, and other obligations, you'll find that even your most reserved days are jam-packed with plans, events, and chores to keep you engaged. If you're feeling overwhelmed by the quantity of work you have to accomplish, take a break. Plan a day with nothing to do except read, watch a movie based on your favourite book, or simply rest and decompress. You may not be able to accomplish everything on your to-do list at once, but don't be scared to start anything. "Every day may not be nice, but there is something enjoyable about every day. Make an attempt to find it."

CONCLUSION:

COVID-19 affected everyone on the world, no matter where they lived. This lockdown was put in place 100 years ago to prevent the spread of Spanish flu. The people who are now incarcerated in COVID-19 are also weary and anxious as a result of their confinement. Students are having academic difficulties. All of these things lead you to be perplexed.

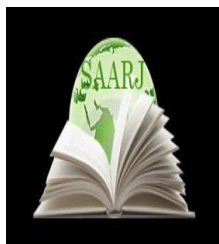
According to the study's findings, youngsters are stressed out, and the level of stress grows as the number of school days increases. Yoga, exercise, and diversion therapy, such as spending time with family and watching television, are other common coping strategies among students. A multitude of factors impact the development of stress, including academic achievement, environmental factors, social issues, and health problems. Academic challenges are the most stressful elements for students, necessitating the creation of specific, focused strategies to significantly reduce the stress burden on pupils. Individual students' requirements should be fulfilled by tailoring teaching techniques and academic settings. The effective use of current student welfare services, the creation of "student-friendly" settings, and the organisation of regular, periodic out-of-school events with universal participation can all be useful initiatives.

Students living in hostels were also shown to be more prone to stress; as a consequence, students should do a monthly assessment of the hostels and offer feedback, as well as solve any problems

that emerge as soon as feasible. According to the poll results, the great majority of students believe that stress management education should be incorporated in the curriculum.

REFERENCES:

1. Currie C, Molcho M, Boyce W, Holstein B, Torsheim T, Richter M. Researching health inequalities in adolescents:
2. The development of the Health Behaviour in School-Aged Children (HBSC) Family Affluence Scale. *Social Science & Medicine*. 2016 ;66(6):1429–1436.
3. Dangi RR, George M. Psychological Perception of Students During COVID-19 Outbreak in India Psychological Perception of Students During COVID-19 Outbreak in India. *High Technol Lett* [Internet]. 2020;26(6):142–78. Available from: https://www.researchgate.net/publication/342094992_Psychological_Perception_of_Students_During_COVID-19_Outbreak_in_India
4. Eisenberg, D., Gollust, S. E., Golberstein, E., & Hefner, J. L. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university students. *The American Journal of Orthopsychiatry*, 774, 534–542.
5. Fink G. Stress: Definition and history. In: *Encyclopedia of Neuroscience* [Internet]. 2009. p. 549– 55. Available from: https://www.researchgate.net/publication/285784528_
6. Folkman S. (2015) A theoretical analysis. , *Journal of Personality and Social Psychology* 46, 839-852.
7. Gale SD, Berrett AN, Erickson LD, Brown BL, Hedges DW. Association between virus exposure and depression in US adults. *Psychiatry Res* [Internet]. 2018;261(March):73–9. Available from: <https://doi.org/10.1016/j.psychres>.
8. Hunsley, J., Elliott, K., and Therrien, Z. 2020. The efficacy and effectiveness of psychological treatments for mood, anxiety, and related disorders. *American Psychology* 55(3), 161-176.
9. Jennings. M L (2009) Medical student burnout: interdisciplinary exploration and analysis. , *The Journal of Medical Humanities* 30, 253-269.
10. Kessler, R. C. (2012). The costs of depression. *The Psychiatric Clinics of North America*, 351, 1–14.
11. Kraag, G., Zeegers, M. P., Kok, G., Hosman, C., & Abu-Saad, H. H. (2006). School programs targeting stress management in children and adolescents: A meta-analysis. *Journal of School Psychology*, 44(6), 449–472.
12. Lewis, J. & Webster, A. (2014). *Sort Your Brain Out: Boost Your Performance, Manage Stress and Achieve More*, Capstone.



South Asian Journal of Marketing & Management Research (SAJMMR)

(Double Blind Refereed & Peer Reviewed International Journal)



DOI: **10.5958/2249-877X.2021.00050.3**

PISKENT REGION: INVESTMENT OPPORTUNITIES

Manzura Rustamovna Rustamova*

*Head,

Information service of the press secretary of the khokim of the Piskent district,
UZBEKISTAN

ABSTRACT

This article is written about a town located in the Tashkent region, not far from Tashkent, the capital of the Republic of Uzbekistan. The article tells about the history of this town, historical sites and tourist sites, also analyzes some investment projects and business objects.

KEYWORDS: *Piskent District, Tashkent Region, History, Future, Opportunities.*

INTRODUCTION

The Tashkent region-viloyat is a very large region with a population of more than 2.5 million people (and this is without the city of Tashkent), located in the northeastern part of Uzbekistan between the western spurs of the Tien Shan mountains and the Syrdarya river.

In the north and north-west, the region borders with Kazakhstan, in the north-east - with Kyrgyzstan, in the east with the Namangan region of Uzbekistan, in the south - with Tajikistan, and in the west across the Syrdarya river with the Syrdarya region. This article tells about the Piskent District, which is one of the districts that is part of the Tashkent region.

Research methodology

The article uses research methods for analyzing documents and literature, observation, interviews, comparisons, questionnaires, forecasting.

Analysis and results

Piskent was founded on September 29, 1926. It borders on Akhangaron and Sredniy Chirchik in the north and north-east, with Akkurgan in the west, Boka region in the south-west and Sughd region of the Republic of Tajikistan in the south. Area 0.79 thousand km². In the Piskent region there is 1 city (Piskent), 29 rural communities - makhallas. The regional center is Piskent [1, 4, 5].

History of the town of Piskent

Piskent is an old town. It has been known since the 6-7th century as a trading place on the way from the Tashkent oasis (Shash) to the Fergana Valley called Biskra. In the 13th century,

destroyed by the Mongol hordes, it was revived, retaining the status of a transit caravan town under the rule of various emirs, sultans and khans. In the 18-19th century, before joining Russia, Biskra belonged to the Kokand Khanate. Most of the enterprises were built in the city: brick, concrete and cotton ginning factories. There is a farmers' market, food and furniture shops.

Piskent is also known as a center for motorsport. In the late 1980s, not far from the city, the Yuzhny test track was opened, where competitions in circuit auto racing and drag racing of republican significance are now held. The administrative center of the Piskent district is the small town of Piskent. It is located in the south of the region, 60 kilometers from Tashkent and in the foothills of the Kurama ridge on the Tapa River. To the north of Piskent is the Tuyabuguz reservoir.

The words of the great statesman Amir Temur did not lose weight over time: "A decisive, proactive, vigilant, brave and courageous person is better than a thousand careless and indifferent people." These words are proof that business people, who at all times have been entrepreneurs, masters of their craft, are appreciated.

In recent years, the Republic of Uzbekistan has opened a wide path for entrepreneurship. A growing number of entrepreneurs and private enterprises are able to start their own business and make a worthy contribution not only to themselves and their families, but also to the well-being of people.

Comprehensive reforms carried out by the direct efforts of President ShavkatMirziyoyev, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 serve as a program for the further development of small business and private entrepreneurship.

Entrepreneurship is developing both in the Piskent region and throughout the republic. The favorable climate and opportunities of the region should be noted. The total land area of the Piskents district is 79 thousand square kilometers. It borders on the Republic of Tajikistan, Boka, Akkurgan, Akhangaran regions of Uzbekistan, the city of Almalyk. The distance to the regional center Nurafshan is 18 kilometers. Piskent is crossed by two international highways and railways leading to neighboring republics.

The population of Piskent is about 102,000 people. 57 thousand of them are able-bodied. This contingent is growing every year. The district's commercial banks are interested in the development of the legal activities of all business entities in terms of the economic and social well-being of Piskent, the republic and provide comprehensive assistance to entrepreneurs. In particular, preferential loans for 30 billion 620 million soums were allocated to 866 people who want to start their own business in 2020 to provide employment and develop family businesses.

It should be noted that everyone who wants to open their own business pays special attention to such factors as spending money on promising projects, voluntary income management in the course of their activities, especially on reliable protection of their rights and interests by the state. In Uzbekistan, including in the Piskent region, all conditions have been created for entrepreneurs, perfect legislation has been created to prevent illegal interference and obstruction of their activities. The Khokimiyat of the Piskent region [1] is also ready to provide all possible assistance to entrepreneurs as an executor of a reasonable policy pursued by the President. In addition, the Tax Inspectorate, the Prime Minister's Office for the Support of Entrepreneurship and the Civil Service Agency, as a united force, help entrepreneurs to organize and manage their business in the shortest possible time.

The fact that Uzbekistan has risen from 146th to 69th place in the Doing Business ranking over the past 5 years, and growth in the last three years alone amounted to 18 positions, is also a result of the advantages created for entrepreneurship in the country.

The Piskent region [4, 5] can be a place of business opportunities. The reason is that there are sufficient conditions for the construction of new industries, socio-economic development, material and natural resources. The region's proximity to major cities such as Tashkent and Almalyk, as well as two major international highways and railways, are invaluable for doing business. Piskent's soils are rich in underground minerals - lime, marble, sand, gravel. Construction of hydroponic greenhouses around the Gulistan-Akhangaron highway, reorganization of the Akhangaron-Gulistan international highway (40 hectares), the creation of trade, service and service facilities on the site of the ancient Great Silk Road, there are opportunities for the development of fishing in the territories adjacent to the Tuyaboguz reservoir, the development of ecotourism in the banks of the reservoir, cultural heritage sites, Qirqqiz (40 maidens) [2], Parpiota [3], Bobo GaziTürk dam [6]. 12 industrial, agricultural and service enterprises with favorable and moderate climatic conditions, water productivity, 22.3 thousand hectares of land for the period 2020-2021 were launched in the Piskent district.

CONCLUSION

Piskent is an important part of the Tashkent region and the Republic of Uzbekistan. There are many interesting historical stories associated with Piskent. Unfortunately, Piskent's history has hardly been studied.

REFERENCES:

1. About the khokimiyat. (2021). Official site of the Piskentkhokimiyati. Retrieved from: http://www.piskent.uz/uz/pages/hokimiyat_piskent/about_piskent/
2. Kirkkiz. Official site of the Piskentkhokimiyati. Retrieved from: http://www.piskent.uz/uz/pages/shrines/ir_is_bulai_cl_ota/
3. Parpiota. Official site of the Piskentkhokimiyati. Retrieved from: http://www.piskent.uz/uz/pages/shrines/parpi_ota_sarathi/.
4. Piskent Tumani. <https://qomus.info/encyclopedia/cat-p/piskent-tumani-uz/>.
5. Pskent. <https://tochka-na-karte.ru/Goroda-i-Gosudarstva/10589-Pskent.html>.
6. Sights of the Tashkent region. Uzbekistan Travel Art. Retrieved from: <http://www.traveluzbekistan.uz/tour/index.php/ru/dostoprimechatelnosti-tashkenta3/214-dostoprimechatelnosti-tashkentskoj-oblasti>.

Editorial Board

Dr. Dalbir Singh,

Editor in Chief
Associate Professor
Haryana School of Business,
G.J.U.S & T, Hisar, Haryana, INDIA
Email: dalbirhsb@gmail.com

Dr. Victor Sohmen

Professor
Department of Management and Leadership
Drexel University Philadelphia, Pennsylvania,
USA
Email: vsohmen@gmail.com

Dr. Anisul M. Islam

Professor
Department of Economics University of
Houston-Downtown, Davies College of Business
Shea Street Building Suite B-489
One Main Street, Houston, TX 77002, USA
Email: islama@uhd.edu

Dr. Maithili R.P. Singh

Professor
Deptt. of Management, Central University of
Rajasthan, Kishangarh, Ajmer, Rajasthan, India
Email: mrpcuraj@gmail.com

Dr. (Mrs.) K.T.Geetha

Professor
Department of Economics
Avinashilingam University Coimbatore,
Tamil Nadu, INDIA
Email: geetha_eco@avinuty.ac.in,

Dr. Secil Tastan

Faculty
Management and Organizational Behaviour,
Marmara University, TURKEY
Email: seciltastan@marmara.edu.tr

Dr. Emre Isci

Faculty
Management and Organizational Behaviour,
Marmara University, TURKEY
Email: emreisci@yahoo.com

Dr. Natalia I. Larionova

Faculty
Kazan Federal University, Kazan, RUSSIA
Email: Natalia55@ores.su

Dr. Eatzaz Ahmad

Professor
Department of Economics,
Quaid-i-Azam University Islamabad, PAKISTAN
Email: eatzazahmad@yahoo.com

Dr. Ajay Sharma

Associate Professor
Department of Commerce,
GGSDS College, Chandigarh, INDIA
Email: commerceajay@gmail.com

Dr. B.C.M. Patnaik

Associate Professor
Accounts & Finance KSOM, KIIT University,
Bhubaneswar, Odisha, INDIA.
Email: bcmpatnaik@ksom.ac.in

Dr. Wali Rahman

Assistant Professor
Human Resource Development,
University of Malakand, PAKISTAN
Email: mayarwali@gmail.com

Dr. Sonia Sharma Uppal

Assistant professor,
P.G Department of Comm. & Mgt. Arya College,
Ludhiana, INDIA
Email: dr.soniasharmauppal@gmail.com

Dr. Liliana Faria

Faculty
Vocational Psychology,
ISLA Campus Lisboa - Laureate International
Universities, PORTUGAL.
Email: Liliana.Faria@universidadeeuropeia.pt

Mr. E. Ratnam

Head
Department of Marketing
Faculty of Management Studies and Commerce
University of Jaffna, SRI LANKA
Email: ratnammkg@yahoo.com

Poongothai Selvarajan

Lecturer
Department of Economics and Management,
Vavuniya Campus of the University of Jaffna,
Vavuniya, SRI LANKA

Saseela Sivasubramaniam

Lecturer
Department of Financial Management,
University of Jaffna, SRI LANKA
Email: saseelas@yahoo.com

Categories

- Management and Economics
- Financial Management and Accounting
- Industrial and Business Management
- Entrepreneurship Management
- Marketing Management
- Banking and Insurance Studies

Review Process

Each research paper/article submitted to the journal is subject to the following reviewing process:

1. Each research paper/article will be initially evaluated by the editor to check the quality of the research article for the journal. The editor may make use of iThenticate/Viper software to examine the originality of research articles received.
2. The articles passed through screening at this level will be forwarded to two referees for blind peer review.
3. At this stage, two referees will carefully review the research article, each of whom will make a recommendation to publish the article in its present form/modify/reject.
4. The review process may take three/four working days.
5. In case of acceptance of the article, journal reserves the right of making amendments in the final draft of the research paper to suit the journal's standard and requirement.

Published by

South Asian Academic Research Journals

A Publication of CDL College of Education, Jagadhri (Haryana)
(Affiliated to Kurukshetra University, Kurukshetra, India)

Our other publications :

Academicia - An International Multidisciplinary Research Journal

ISSN (online) : 2249-7137

SAARJ Journal on Banking & Insurance Research (SJBIR)

ISSN (online) : 2319-1422