

An Introduction to Passive Defense and its Effect on Students' and Teachers' Cultural Consciousness: A Case Study of Basht and Gachsaran, Iran

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Abstract

The present study aims to investigate passive defense and its effect on students' cultural consciousness in 2013-2014. Population of the study include all intermediate students and teachers of in Basht and Gachsaran, which is a total of 1200; a sample of 384 was randomly chosen as the participants. For aims of data collection, a 28-item questionnaire was distributed among the participants and data were analyzed in SPSS 20. Findings showed that there was a relationship between instructing students and teachers in passive defense and depriving enemy of freedom and creativity. Also, there was a relationship between instructing students and teachers in passive defense and saving military expenses and human resources. There seemed to be no relationship between instructing students and teachers in passive defense and appropriate amalgamation of instruments and facilities ($p > 0.14$). Moreover, there was a significant relationship between instructing teachers and students in passive defense and demanded timely recognition of opportunities. Finally, there showed to be a meaningful relationship between instructing students and teachers in passive defense and creating flexibility in different conditions.

Key words: Passive Defense, Cultural Consciousness, Software, Students and Teachers of Intermediate Level in Basht and Gachsaran.

1. Introduction

Passive defense is, in fact, a set of arrangements, actions, and designs which are taken making use of measures, conditions, and without recourse to human resource, so as to reduce detriments. In one hand, such actions maximize defense power at the time of a crisis; on the other hand, they minimize repercussions and provide a possibility for the reconstruction of damaged areas with the minimum expense. Actually, passive defense designs are taken at peace, i.e. before the start of an attack. It is necessary to include such arrangements in designs.

In other words, passive defense refers to a set of actions which does not require employment of particular armaments. Executing passive defense can prevent, or at least minimize, damages imposed on financial resources, equipment, vital military/non-military installations, and humans.

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Nowadays schools are social, instructional, and educative organs, main goal of which is education. These organs require appropriate educational environments in order to correctly educate students in different aspects such as religion, moralities, science, education, society, improving consciousness, discovering intelligence, and guiding and growing students' spiritual and physical sides. Being distributed and dispersed in all cities and villages of the country covering millions of population, schools need to be ideologically established, so as to be sites in

which consciousness would promote. Creating new thinking areas at schools and making current schools immune would lead to students' and their families' mental security which, in critical conditions, can serve as a place to be utilized by students, besides serving as a safe place. In this sense, the most important strategy in immunizing schools is prioritizing passive defense (Esmaeili, 2008: 59).

In Iran, university students and graduates have, and have had, critical roles in country's destiny, because they are known as elites. It is evident that an elite can either positively or negatively influential in society's ideology and its goals. Regarding positive influence, they can make use of their thought so as to move forward to improve the nation in different aspects such as political, social, economic, cultural, etc. as regards negative influence, they can be affected by internal or external parties and then employ their own detrimental thoughts to serve that party.

2. Passive defense

Etymologically speaking, "padafand" (Persian equivalent of defense) consists of two parts: 'pad' and 'afand'. In Persian literature, 'paad' or 'pad' is a prefix which means "anti, contrary, following" and when it precedes a words, opposites its meaning, such as dote/antidote, Christ/antichrist, biotic/antibiotic. Further, the words 'afand' means "ware, conflict, clash, and enemy" (Dehkhoda, 1351: 47).

Active defense is an instrument which requires management and human users and includes ware equipment and armament, instruction and management of human resources. In case, there is no human resource, this instrument is of no value. On the contrary, passive defense includes architectural equipment used in ware management in a way that it does not require instrument or capability. That is, it relies on human resources, "non-armament defense at the time of attack", which increases military and defense potential (movahedinia, 2007: 24). In other words, the concept of passive defense

means protecting people's lives, guaranteeing people's security, protecting land and national governance in case an attack, a condition, or a trespass is present (ahmarlui, 2010: 13).

2.1. A discrimination Active and passive defense

Human is discriminating factor of active and passive defense. That is, active defense requires direct and practical interference of human and includes ware equipment and armament, instruction and management of human resources. In case, there is no human resource, this instrument is of no value. However, passive defense includes architectural equipment used in ware management in a way that it increases military and defense potentials without use of any instrument (asgharian jedi, 1993).

2.2. Principles and considerations of passive defense

Principles and criteria of passive defense are a set of basic and infrastructural actions which, when employed, can reach its goals which are reducing damages and losses, potentiality, and ability of identification system, reducing accuracy of enemy's targeting, and imposing more detriments on the enemy. In the majority of scientific and military resources in the world, principles of passive defense include 7 to 10 actions: 1- camouflage, 2- hiding, 3- covering, 4- tricks, 5- nationwide distribution, 6- dispersion, 7- construct resistant structures, 8- alarm (rumor), 9- positioning, 10- haven (movahedinia, 2007).

2.3. Effect of passive defense on software

Thought strengthening is a cultural issue and needs to be done in a long term process. But, its application is at the time of softwaree. Cultural administrators must predict sites of enemy's attack and come to a convincing answer for each and then change it to a public belief. People must know where each of these beliefs are placed in softwaree, so that they would know when they must use it so as to preserve themselves from damages.

Repercussions of a hard ware can be seen as national financial and human losses. Unlike ware, repercussions of software cannot be seen. Software aims at public beliefs. Unfortunately, such repercussions remain in public mind, even after the end of the ware. Unless, these repercussions are under serious consideration, they might lead to another software in future. Passive defense of software deals with issues that cause a decrease in people's beliefs, damages, and gaps during the war or after that. This defense decrease the impact of soft invasions while increase potentials of thought revival in a short time (movahedinia, 2007).

2.4. A difference of passive and active defense in software

Active defense is responsible for preventing actions against enemy's invasions. It faces the enemy. During a software, the enemy imposes detriments using instruments such as satellites, cyber space, strikes, rumoring, etc. Active defense is responsible for preventing the attack of such invasions or remove the invading subject. For example, sending noises on satellite frequencies, filtering destructive websites, or opposing uprisings and strikes are instances of software. Destructing Al-Dirar Mosque by Muhammad, as told in Quran, is an instance of passive defense of software. Passive defense is unable to oppose all the invasions. Sometimes, invasions reach the target and cause fatality. For instance, enemy's satellites constantly spread rumors. In these conditions, role of passive defense is magnified since it preserves public belief and decreases non-military forces fatality. Pertinent and to-the-point broadcasting can prevent enemy's cultural and news bombardment in software.

2.5. Areas and dimensions of passive defense

According to specialists, passive defense is a diverse and wide concept, since it covers a wide range of issues such as defense and security, food and medicine, diplomacy, economy, and media. Also, it needs to be put that passive defense is not

limited to military forces, but it needs to be performed by state organizations, private sections, and all the citizens. Comprehensive defense implies that a country oppose its threats with all its military and non-military power. Five dimensions of passive defense include: military defense, civil defense, economic defense, social defense, mental defense (Behtash & Aghababaei, 2011: 17).

2.6. Hard and soft threat

Threatening literally means fearing or endangering. In politics and international relations, threatening is defined as any kind of intention, decision of accident, or actions which impose danger on political, economic safety, or seriously endanger fatal interests and national security of a country (Eskandari, 2011: 240). Threat can be investigated and categorized in terms of nature, function, territory, instrument, and other aspects. In this sense, in terms of type, origin, instrument, cycle, and finally territory or purpose, threats can be categorized into two types of hard and soft (passive defense) threats. The latter refers to a set of actions that does not require armaments whose application can prevent financial losses to fatal and critical military and non-military equipment and human forces; at least, it can reduce such detriments.

2.7. Hard and software

Ware is a struggle based on defined goals and interests, in which both parties attempt to win. Like threat, in term of nature, function, and features, ware can be categorized into two classes of hard and soft. One class is software which includes all mental measures, media advertisements, etc. It causes target society or target group to act without any military involvement or opening fire (Mahpishanian, 2007). Software aims to paralyze ideology of target society so as to unfasten its cultural or ideological circles. In sociopolitical terms, software is defined as a set of measures which inject instability and insecurity (Ghods, 2011). Transformation of cultural identity and behavioral

patterns shall seem be accepted by a political system and leads to colony in cultural, political, and economic dimensions (Naeni, 2010: 22).

2.8. An introduction to the role passive defense in hard and software

Software and those threats imposed on individuals, groups, nations, and political systems can be categorized according to different approaches. In this way, soft threat can be categorized into four classes: 1- cultural, 2- political, 3- social, and 4- economic.

1- Cultural threats: which include threats that affect thought, norms, attitudes, and religious beliefs in a state or system (i.e. common people).

2- Political threats: which include those threat that affect political beliefs of organs, structures, and governmental basics of a country or state (i.e. state politicians and administrators).

3- Social threats: which include threats that affect beliefs, attitudes, norms, traditions, and social behavioral patterns of a country or state (i.e. common people)

4- Economic threats: which are those threats that affect belief, economic system, consumption patterns on a country or state (i.e. businessmen and, to some extent, common people) (Khalili, 2012: 214).

Software in realm of politics (threatening eligibility and acceptability of a country) is an important goal of Iran's enemies, through which they are after injecting doubt in eligibility and acceptability of political system which can be interpreted as total subversion of the government (Moradi, 2010: 130).

2.9. Software and advertisement

The concept of software is defined against hard ware; it does not have a particular totally-agreed definition. John Colins, a theoretician at the National War College in America, defines software as "designed utilization of advertisement and its means in order to enter enemy's thought,

relying on methods that lead to promotion of national goals". US Army put another definition for software: software is defined as precise and pre-designed utilization of advertisement and other actions whose main goal is to influence beliefs, emotions, tendencies, and behavior of an enemy, a neutral group, or a friend group, so that it would support national purposes and goals.

2.10. Means and methods of software

Expansion of software dimensions has caused software cover a wide circle of means and methods. Furthermore, innovation, novel technology, and new cultural industry has made means and methods of software variant and complex. In other words, it can expressed that a characteristic of this type of ware is that rarely means and technology can be assumed to be particular to software. Three most important and influential means of software can be named as industry and cultural products, real and cyber media (new communication technology). These three are strongly interweaved. Movie and cinema, animation (cartoon), satellite, toys, computer games, literature and publication, visual arts, and music can be most important cultural products. Also, media includes press, publications, radio, television, and news stations. Finally, nowadays software tools in cyber space include the internet (news networks, social network, weblogs, emails, etc.), and mobile phones (SMS services, Bluetooth, and MMS). Moreover, some authors have summarized means of software as falling into four categories of means involved in cyber space, written media, visual-written media, and organizations and regimes.

2.11. Goals of software

Assuming ware a struggle, clash, or fight between the two parties, one can say that both parties are after their own goals. Whenever a predator starts a war against a set, he/she is after four main goals in the target community. These four goals are making changes to beliefs, making changes to thoughts and ideologies, making changes to

behavior, and making changes to political structure.

2.12. Different kinds of threats and dangers

Since the beginning of the creation, human beings have been grown in threat and, in order to oppose these threats, he has deemed different arrangements, some of which are recondite now. Some of these arrangements have become less popular while others have appeared to be new. In recent decades, methods of opposing such threats have shown to be more practical, and also their probability, damages they impose, and ways of attacking them have been characterized (Agharian jedi, 2007; p. 24).

Threats are classified into two categories of “natural threat” and “human threat”. The former includes threats such as float, earthquake and storm, and we do not under the present discussion. Human threats are classified into three categories: military threats, security threats, and accidental threats.

2.13. Software tactics

Software tactics include tagging, joking, transferring, reinforcing, rumoring, overgeneralizing, telling big lies, dehumanizing, putting devastating predictions, dropping, omitting and censoring, sticking to fear and threatening, circumlocution, and false reasoning (Jalali & Farahani, 2009).

3. Literature review

In a research with the title of prioritizing fatal, critical, and important centers of Bandar-e-Azali and offering defense strategies from the point of view of passive defense, Bornafar and Afradi (2014) showed that security, as one of the most fundamental human needs, can fulfill both basic (physiologic) and other needs. In enemy's invasions, reducing human vulnerability and fatal equipment on the country and maintaining activity in critical ware conditions are among necessary points of planning for havens, mostly known as passive defense. In the present study,

Bandar-e-Anzali has been chosen as the case, since this coastal city has been known as having high economic function. Then, centers of gravity were found and analyzed using a matrix of prioritizing centers of gravity. Finally, using SWOT table, appropriate defense strategies were suggested. Among such strategies, one can mention building and developing havens in important sites, building several important centers instead of individual sites, reducing danger of important dangerous utilization, and spread of important centers all over the city.

Karbasian and Tegrian (2013) carried out a study with the title of ‘positioning equipment with moveable facilities in a network, noting considerations of passive defense’ have introduced mobile facilities as an important factor of positioning in passive defense. In their paper, two models have been designed and developed for the minimization of transferences in a network full of customers and facilities. In both models, variables for indicating moves of customers and facilities have been defined. Also, request and capacity parameters have been assumed for customers and network facilities, respectively. In the second model, weight (importance) parameter has been added. Offered models have been validated using softwaree M S G A, after which numerical and figurative examples have been introduced. In comparison with mobile classic problems, innovation of the second model (an expansion of the first model) is that its solving is dependent on movements of dots, disregard of time variable.

4. Research assumptions

It seems there is a relationship between instructing students and teachers in passive defense and depriving enemy of freedom and creativeness.

It seems there is a relationship between instructing students and teachers in passive defense and saving armaments and human resources.

It seems there is a relationship between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities.

It seems there is a relationship between instructing students and teachers in passive defense and demanded timely recognition of opportunities.

It seems there is a relationship between instructing students and teachers in passive defense and creating flexibility in different conditions.

5. Method

Method consists of a survey which has been carried out descriptively. In this method, the researcher is not after predicting events, but events are described. This method can also be used in other methods, and includes all types of research. Data have been collected in an exploratory manner, through a field study.

5.1. Population

Population is a set of people or units with at least one common feature (Sarmad et al. 2009). In the present study, population includes all the students of intermediate level in Basht and Gachsaran, Iran, which is about 1200.

5.2. Sample and defining sample size

From this population, 384 students of intermediate level in Basht and Gachsaran were chosen as the participants. As regards sample size, and in order to facilitate the research process, and also so as to save time and money, few numbers were selected from Morgan Jersey table, from which sample size was randomly chosen. Sample has been calculated based on Morgan table. One can make use of Morgan table in case there is no information about neither population variance nor probability of success or failure of variable, and one is not able to employ statistic formulas to estimate sample size. This table offers the maximum size a sample can have.

6. Data collection instruments

Questionnaire is a popular research instrument and direct method for data collection. A questionnaire consists of a set of questions for which the respondents required response. Items can be conceived of stimuli. In this way, questions can evaluate individuals' knowledge, desire, attitude, and belief, seek their previous experience and what they do now. In the present study, a 28-item Likert-scale questionnaire was established by the researcher.

7. Reliability and validity of questionnaire

In this study, face validity of the questionnaire was investigated. To this aim, the questionnaire was given to a number of university professors, including supervisor, and they were asked to evaluate items of the questionnaire. Some items were revised and final version, as acceptable to all professors, was prepared.

Questionnaire started with a section of clear and precise explanation of purposes and how to respond to it, so that respondent could easily respond to them. The questionnaire has construct validity too.

Then, Cronbach's Alpha was run on the questionnaire to examine its reliability. Reliability was 0.88 which indicates great reliability. To calculate Cronbach's Alpha, firstly, questionnaire was piloted between 30 intermediate students of Basht and Gachsaran. Data were then encoded in SPSS 20. In other words, this was done so as to figure out whether the questionnaire was reliable enough to be distributed among the participants. It was reliable enough. Finally, it was distributed among participants.

8. Data analysis procedure

After data were collected, they were analyzed in SPSS 20. To this aim, notions of descriptive and inferential statistics were used. Two sets of descriptive tests (including frequency, percentage, and standard deviation of data), and

inferential tests (including correlation, ANOVA, Friedman test) were employed with the aim of investigating research assumptions.

Descriptive results

Data description: descriptive statistics aims at familiarizing with sample conditions. In this way,

Table 1 Respondents' sex

index	percentage	frequency	Cumulative frequency
Male	53.64%	206	53.64%
Female	43.23%	166	96.87%
No response	3.13%	12	100%
	100	384	

As results show, 53.64% of participants were males while 43.23% were females. Furthermore, 3.13% did not mention their sex.

Table 2 respondents' place of residence

index	percentage	frequency	Cumulative frequency
Villagers	30.2%	116	30.2
townspeople	69.8%	268	39.05
total	100%	384	

The above table indicates respondents' place of residence. 30.2 % were villagers while 69.8 % were townspeople.

Inferential findings

First assumption: it seems there is a relationship between instructing students and teachers in passive defense and depriving enemy of freedom and creativity.

Table 3 coefficient of correlation between instructing students and teachers in passive defense and depriving enemy of freedom and creativity

Variable	Average	Standard deviation	Pearson coefficient	Coefficient of Correlation
depriving enemy of freedom and creativity	3.542	0.3554	Coefficient of correlation	0.517
instructing students and teachers in passive defense	3.2741	0.6625	Level of significance	0.01

According to findings obtained from Pearson coefficient of correlation, there is significant relationship between instructing students and teachers in passive defense and depriving enemy of freedom and

creativity (Sig. ≤ 0.05). So, the above assumption is acceptable because correlation coefficient is .01 which is less than .05, i.e. level of significance.

In this assumption, there is strong relationship between variables, since obtained coefficient equals .517 (R= 0.517).

Second assumption: It seems there is a relationship between instructing students and teachers in passive defense and saving armaments and human resources.

Table 4 coefficient of correlation between instructing students and teachers in passive defense and saving armaments and human resources.

Variable	Average	Standard deviation	Pearson correlation	Coefficient of correlation
saving armaments and human resources	3. 2741	0.6625	Coefficient of correlation	0.513
instructing students and teachers in passive defense	3. 2741	0.6625	Level of Significance	0.03

According to the obtained results from Pearson coefficient of correlation, there is a significant relationship between instructing students and teachers in passive defense and saving armaments and human resources, since significance level is acceptable (Sig. ≤ 0.05). So, the above assumption is strongly acceptable. Level of Significance is 0.03 which is less than 0.05. Therefore, the above assumption is acceptable with 97 % confidence interval.

In this assumption, there is strong relationship between the two variables, since the obtained coefficient equals .513 (R= 0.513).

Third assumption: It seems there is a relationship between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities.

Table 5 coefficient of correlation between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities

variable	average	Standard deviation	Pearson correlation	Coefficient of correlation
correct amalgamation of instruments and facilities	1. 2501	0. 3275	Coefficient of correlation	0.185
instructing students and teachers in passive defense	3. 2741	0.6625	Level of Significance	0.14

According to Pearson coefficient of correlation, it can be seen that there is no significant relationship between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities, since level of significance was 0.17, which was more than .05. Therefore, the above assumption did not prove to be acceptable and assumption was annulled.

Fourth assumption: It seems there is a relationship between instructing students and teachers in passive defense and demanded timely recognition of opportunities.

Table 6 coefficient of correlation between instructing students and teachers in passive defense and demanded timely recognition of opportunities

variable	average	Standard deviation	Pearson correlation	Coefficient of correlation
demanded timely recognition of opportunities	3. 0214	0.3524	Coefficient of correlation	0.312
instructing students and teachers in passive defense	3. 2741	0.6625	Level of significance	0.05

According to the results obtained from Pearson coefficient of correlation, it is evident that there is a significant relationship between instructing students and teachers in passive defense demanded timely recognition of opportunities, since level of significance was shown to be 0.05, which is acceptable (Sig. \leq 0.05). Therefore, the above mentioned assumption is acceptable with 95% of confidence interval.

In this assumption, there is a quite strong relationship between the two variables, since the obtained coefficient was .312 (R= 0.312).

Fifth assumption: It seems there is a relationship between instructing students and teachers in passive defense and creating flexibility in different conditions.

Table 7 coefficient of correlation between instructing students and teachers in passive defense and creating flexibility in different conditions

variable	average	Standard deviation	Pearson correlation	Coefficient of correlation
creating flexibility in different conditions	3. 821	0.2541	Coefficient of correlation	0.418
instructing students and teachers in passive defense	3. 2741	0.6625	Level of significance	0.04

According to the obtained results from Pearson coefficient of correlation, there is a significant relationship between instructing students and teachers in passive defense and creating flexibility in different conditions, since level of significance was .04 which is acceptable (Sig. \leq 0.05). Therefore, the last assumption is acceptable with 96% of confidence interval.

Value of coefficient of correlation ranges between -1 and +1. The more this value is closer to +1, there is stronger correlation between the variables. In this assumption, as regards the

obtained coefficient, there exists almost strong relationship between the two variables (R= .418).

Research findings

Investigation of the first assumption: It seems there is a relationship between instructing students and teachers in passive defense and depriving enemy of freedom and creativity.

Regarding table 3 which showed coefficient of correlation between instructing students and teachers in passive defense and depriving enemy of freedom and creativity, it was indicated that, according to results of Pearson coefficient of

correlation, there is a significant relationship, since level of significance is .01 which is less than 0.05. Therefore, this assumption is accepted with 99% of confidence interval.

Investigation of second assumption: It seems there is a relationship between instructing students and teachers in passive defense and saving armaments and human resources.

According to obtained results from table 4 which dealt with Pearson coefficient of correlation between instructing students and teachers in passive defense and saving armaments and human resources, it is obvious that there is a significant relationship between instructing students and teachers in passive defense and saving armaments and human resources, since significance level is acceptable (Sig. \leq .05). So, the above assumption is strongly acceptable. Level of Significance is .03 which is less than .05. Therefore, the above assumption is acceptable with 97% confidence interval.

Investigation of the third assumption: It seems there is a relationship between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities.

According to results obtained from Pearson coefficient of correlation in table 5, it can be seen that there is no significant relationship between instructing students and teachers in passive defense and correct amalgamation of instruments and facilities, since level of significance is 0.17, which is more than .05. Confidence interval of the assumption is 83% which is less than 95% (level of significance). Therefore, third assumption does not prove to be acceptable and assumption is annulled and thus not acceptable.

Investigation of the fourth assumption: It seems there is a relationship between instructing students and teachers in passive defense and demanded timely recognition of opportunities.

According to table 6 with the title of coefficient of correlation between instructing students and

teachers in passive defense and demanded timely recognition of opportunities, it is clear that, based on results obtained from Pearson coefficient of correlation there is a significant relationship between instructing students and teachers in passive defense and demanded timely recognition of opportunities, since level of significance is acceptable (coefficient of correlation is equal to level of significance, i.e. 0.05) Therefore, the above assumption is acceptable. This assumption is accepted with 95% of confidence interval.

Investigation of the fifth assumption: It seems there is a relationship between instructing students and teachers in passive defense and creating flexibility in different conditions.

Referring to table 7 which analyzes coefficient of correlation between instructing students and teachers in passive defense and creating flexibility in different conditions and based on results taken from Pearson coefficient of correlation, it is evident that there is significant relationship between instructing students and teachers in passive defense and creating flexibility in different conditions, since level of significance Sig. \leq 0.05 is acceptable. Therefore, the last assumption is strongly acceptable because level of significance is less than .05 and it is accepted with 96% of confidence interval.

Suggestions

According to cultural conditions and findings of the study, some suggestions can be as follows:

- 1- Designing fire alarming and fire extinguishing systems in schools, hospitals, etc.
- 2- Studying and reducing probable dangers of satellites, especially for children.
- 3- Planning of making young people's thought resistant to western culture and software.
- 4- Implementing studies about comprehensive design of immunizing city against float, earthquake, fire, and explosion.

5- Carrying out and offering designs for the reduction of risk of potential dangers in destroying students' beliefs.

6- Doing precise and exact studies for the prevention of enemies trespass to the country and spreading a culture for preventing them. In case appropriate considerations have been made for crisis and development, we would be strongly affected by that crisis. Management of development would put country into trouble, unless crisis management is taken into account too.

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