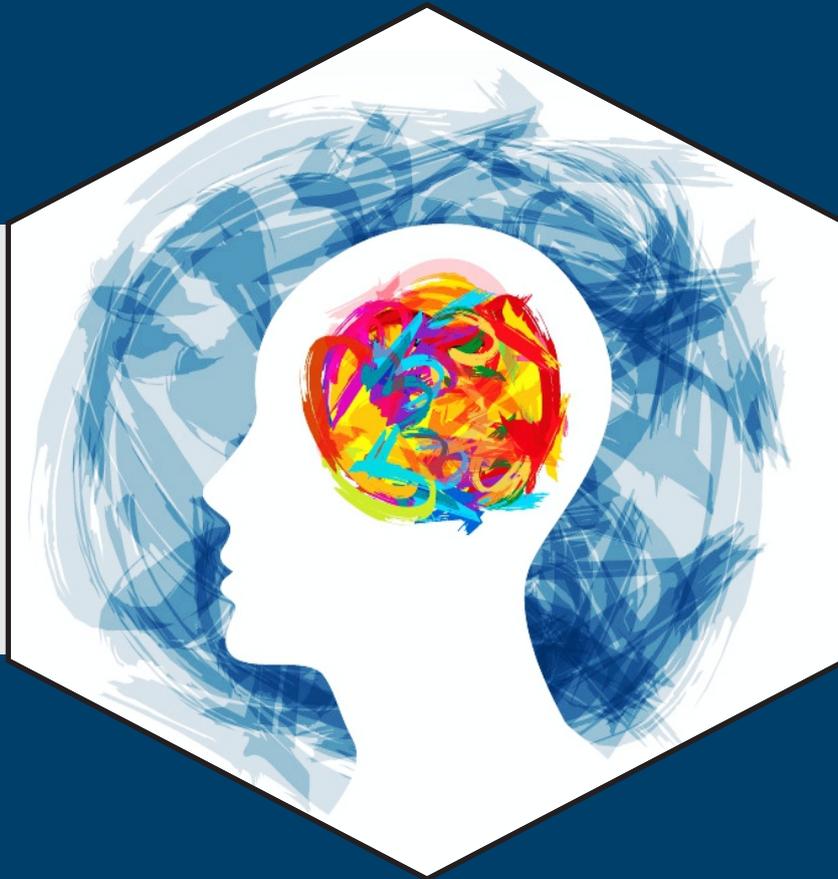




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- 07 Parental Acceptance - Rejection in Relation to Adjustment and Academic Stress among Adolescents
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Contents	Page No.
1. Parental Acceptance - Rejection in Relation to Adjustment and Academic Stress among Adolescents Kadambini Sharma, Dr. Surjeet Patheja	01
2. Resilience among Adolescents in Relation to Parental Bonding Jasvir Kaur, Dr. Surjeet Patheja	05
3. Identification of Behavioural Problems among 6-12 Years Government School Going Children Balwinder Kaur, Dr. Kanwaljit Kaur Gill	09
4. Effectiveness of E- Learning and Multi-Media Teaching over the Traditional Teaching Ekta, Dr. Emmanuel Hans, Sumandeep Kaur	14
5. Political Aspects of Sustainable Development Shally Rani, Gurpreet Kaur. Dr. Inderjeet Singh Sethi	20
6. Rabindranath Tagore: A Comparative Analysis of Indian Philosophy of Education vs. Western Philosophy of Education Navjot Kaur, Dr. Emmanuel Hans	25
7. Development of the Psychophysiological Well-Being Assessment Tool Based on Roy's Adaptation Model for Breast Cancer Patients: A Validity and Reliability Study Seema, Dr. Ramandeep Kaur Dhillon	32
8. Emotional Intelligence and Its Importance in Today's Life Gurpreet Kaur, Dr. Emmanuel Hans	37
9. Compare the Close-Mindedness of Male and Female Government and Private School Teachers of Secondary Level Veerpal Kaur, Dr. Rajan Sethi	41

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Parental Acceptance - Rejection in Relation to Adjustment & Academic Stress among Adolescents

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Abstract

The foundation of development of individual is the family. Parents are the important factor in the growth and development of children. It is important for parents especially for mothers to be warm and close to their children to maintain quality parent-child relationship. The behaviors of the parents boost psychological, social, and healthy outcomes for children. Rohner introduced Parental Acceptance-Rejection Theory. Rohner has defined the acceptance and rejection in terms of the child's perception of parental behaviour. This theory also predicts that the rejected children tend more than accepted children to be hostile, aggressive, to be dependent, and to have low self-esteem and self-adequacy, emotionally unstable; emotionally unresponsive. According to this theory, whether a parent accepts or rejects the child, it always affects the child's personality formation and development. Therefore, based on Parental Acceptance and Rejection theory proposed and developed by Rohner, the present research paper aimed at exploring how the adolescent perception of parental acceptance and rejection could be related to their level of psychological adjustment and academic stress.

Keywords: Parents, growth, behaviour, emotionally, personality

Introduction

Unpublished master's thesis, School of Family Studies, University of Connecticut, Storrs, CT. The foundation of development of individual is the family. Parents are the important factor in the growth and development of children. It is important for parents especially for mothers to be warm and close to their children to maintain quality parent-child relationship. The behaviours of the parents boost psychological, social, and healthy outcomes for children. To understand the processes through which parents influence child development, it is important to understand the parenting style. Two main domains of child rearing styles in the field of child development are: Parental warmth, Parental control. On the basis of various international researches parental warmth includes attachment, acceptance, hostility, and rejection. Parental control focuses on monitoring, supervision, control, and discipline. These two dimensions of parenting are independent of each other. Buehler, C. (2006). Parents and peers in relation to early adolescent problem behavior. *Journal of Marriage and the Family*, 68, 109-124.

Review of Literature

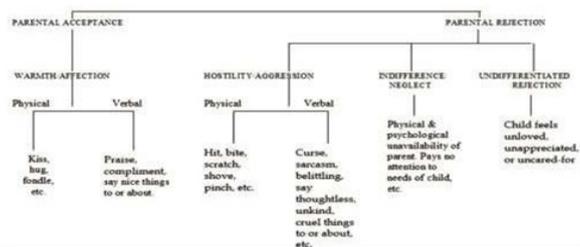
A study conducted by Peterson and Stivers (1986) reported that the parent-adolescent relationships characterized by considerable nurturance provide a secure base from which the young can explore and meet the many challenges that exist beyond family boundaries. For many adolescents, parental support is an important feature of the social environment that continued ties with parents and gradual progress towards independence.

Rajani Das (2003) conducted a study on the Influence of family adjustment problems of employed mother on the achievement of their children at primary level. The study was conducted using survey method on a representative sample of 300 primary school pupils and their mothers from 15 schools of Ernakulum, Thiruvananthapuram and Pathanamthitta districts. Major finding was that the children of working mothers with high level of family adjustment had higher achievement than children of mothers with low level of family adjustment.

Robert (2005) studied the effect of parental stress on the development of emotional competence of adolescence. What the parents feel, experience, what they express in the daily functioning of their lives have a direct effect upon the emotional development of children and adolescents. The mood of mothers and the expression of feelings and how they modify their

expression has either a positive and negative effect upon the emotional development of children.

Melissa (2007) studied the relationship between adolescent parental attachments, curiosity and coping with stress. Participants included 218 adolescents drawn from a single high school located in a suburb of Detroit, Michigan. Significant findings included that female adolescents were more likely to report using active coping, emotion focused coping and acceptance coping than male adolescents. Total scores for curiosity and parental attachment were significantly correlated with mother trust, mother communication, mother attachment and father trust. Significant differences were found between adolescents who reported high parental attachment and those reported low parental attachment for avoidant coping. Adolescents who reported high parental attachment were less likely to use avoidant coping strategies.



Parental Acceptance and Rejection Theory

Rohner introduced Parental Acceptance-Rejection Theory. Rohner has defined the acceptance and rejection in terms of the child's perception of parental behaviour. This theory also predicts that the rejected children tend more than accepted children to be hostile, aggressive, to be dependent, and to have low self-esteem and self-adequacy, emotionally unstable; emotionally unresponsive. Thus, according to this theory, whether a parent accepts or rejects the child, it always affects the child's personality formation and development. Adolescence is a period of rapid change from childhood to adulthood. A critical aspect of child and adolescent development involves the ability of experience and express both positive and negative emotions. I am “stressed out” is a common repeated by teens down through the ages. Academic stress involves mental distress regarding several academic challenges. During the school years, there are various academic

stressors such as: home, school, neighborhood, or friendship. There is the stress of doing all of their work, balancing their time for extra-curricular activities. Adjustment is associated with several negative effects on children's social, emotional and academic success. Parental rejection includes poor social and coping skills. It includes avoidance of social interactions, loneliness, low self-esteem, perceptions of social rejection, and difficulty forming friendships. The adolescent period is often accompanied by new stress, behavioural changes and relationship problems. Bronte-Tinkew, J., Moore, K. A., & Carrano, J. (2006). The father child relationship, parenting styles, and adolescent risk behaviors in intact families. *Journal of Family Issues*, 27, 850–881.

Methodology

Since the present study is devoted to explore and describe the parental acceptance – rejection in relation to adjustment and academic stress among adolescents. A descriptive – cum – exploratory research design has been adopted in the present research. Parental Acceptance–Rejection Questionnaire (PARQ) developed by Prof. R.P. Rohner was used to measure the adolescents' perception about their parental acceptance and rejection, i.e., coldness, aggression, neglect and rejection and for evaluating adjustment and academic stress among the selected sample of adolescents, Bell's Adjustment Inventory and Bisht Battery of Stress Scale was administered.

Sample

A stratified random sampling approach was employed to select a total sample of 100 school children from ninth and tenth standard studying in private school in Ambala. The goal was to choose 50 students each from class ninth and tenth.

Tools used for Research

In order to collect the relevant data from the respondents the researcher will use the following mentioned scales on the three different variables:

1. Scale of Parental Acceptance-Rejection: Parental Acceptance–Rejection Questionnaire (PARQ) Prof. R.P. Rohner adapted by (late)

Dr. Jai Prakash (Sagar) and Dr. Mahesh Bhargava, Agra.

2. Adjustment Inventory: Indian Adaptation of Bell's Adjustment Inventory by Dr. (Smt.) Lalita Sharma, Firozabad.

3. Academic Stress Scale: Bisht Battery of Stress Scales by Dr. (Km.) Abha Rani Bisht, Almora.

Statistical Analysis

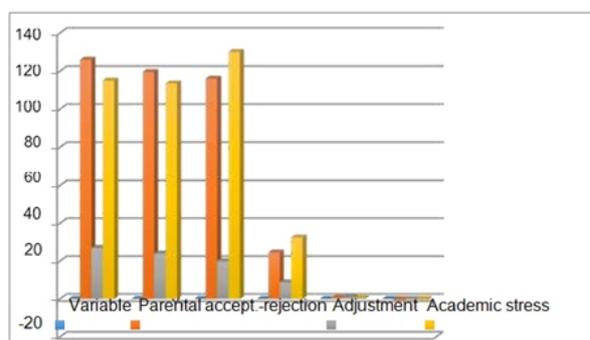
The classification, coding and tabulation have been used to arrange the raw data in an understandable form. Such an array of classification, coded and tabulated data has been analyzed by using statistical tools like mean, median, mode, standard deviation, Skewness, kurtosis. For the purpose of analyzing the results coefficient of correlation by Pearson's product moment method has been computed to find out relationship between parental acceptance-rejection, adjustment and academic stress of male and female adolescents.

Results

In order to look at the academic stress and adjustment among adolescents mean, median, mode, standard deviation, skewness and kurtosis were carried out and presented in Table- 1

Table – 1

Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
Parental accept.-rejection	125.96	119.5	116	24.55	0.52	-0.85
Adjustment	26.97	24	20	8.77	0.77	-0.39
Academic stress	114.99	113.5	130	32.46	0.33	-0.55



Showing Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the

Variables of Parental Acceptance-Rejection, Adjustment and Academic Stress of Adolescents Showing Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the Variables of Parental Acceptance-Rejection, Adjustment and Academic Stress of Adolescents It is further visible from Table 2 and 3 that there also exists a positive and significant correlation between all the three variables.

Table – 2: Table Showing Correlation between Variable of Parental Acceptance-Rejection and Adjustment

Variables	Correlation
Parental acceptance-rejection	0.65
Adjustment	

Table – 3: Table Showing Correlation between Variable of Parental Acceptance-Rejection and Academic Stress

Variables	Correlation
Parental acceptance-rejection	0.75
Adjustment	

Discussion

The purpose of the present study was to examine the relationship of parental acceptance-rejection, adjustment and academic stress among adolescents. Correlational findings revealed that parental acceptance-rejection, adjustment and academic stress were significantly related with each other. The findings support that there is no significant difference in parental acceptance-rejection, adjustment and academic stress on gender basis.

Conclusion

The present study reveals that there is significant relationship in parental acceptance-rejection, adjustment and academic stress of adolescents. Although the present study shows that there is no significant difference between male and female group on the variables of parental acceptance-rejection, adjustment and academic stress of adolescents. Yet, the importance of an individual student's

adjustment and academic stress cannot be denied because in somewhere or the other they become the chief source of an individual's overall development.

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Resilience among Adolescents in Relation to Parental Bonding

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Abstract

Resilience means being able to bounce back from difficult times and cope well with challenges. Adolescents who are resilient also find ways to reduce the negative effects of stress on their lives, such as getting regular physical exercise, avoiding substance abuse, and practicing relaxation techniques. The present study aimed to find the significance of relationship in resilience as well as parental bonding of adolescent boys and girls. In this study resilience scale (1993) (Wang and Young) and parental bonding instrument (Parker, Tupling and Brown, 1979) are taken into consideration. The study concluded that there is significance of relationship between resilience as well as parental bonding of adolescent boys and girls.

Keywords: Resilience, adolescents, parental bonding, adjustment, human development

Introduction

The adolescent period represents a period of rapid growth and challenge in nearly all aspects of child's physical, mental, social and emotional life. It is very crucial period of one's life as the growth achieved, the experience gained and the relationships developed at this stage determine almost the complete future of an individual. Adolescence often termed as the age of storm and stress, has so many conflicting situations and problems of adjustment during this period. Adolescence has been recognized as one of the most important phases of human development in terms of changes, learning and consolidation. It is a period of joy, excitement, resilience and optimism during which the delights of autonomy, intimacy and the future are fresh and possibilities are created for happiness, success and psychological growth for the remainder of life. (Mohan, 2003). Many adolescents who are exposed to stress develop various behavioural and emotional problems, but some of them tend to defy this expectation by becoming well adapted individuals. Such groups of adolescents who develop this psychological functioning in face of adversity are referred as resilient. The research on resilience and processes leading to resilience has challenged the conventional wisdom that adversity thwarts the development. In fact, it is seen that some individuals who are challenged by adversity emerge stronger with distinct and unique capacities which they otherwise may not have developed. Resilience means being able to bounce back from difficult times and cope well with challenges. Adolescents

who are resilient also find ways to reduce the negative effects of stress on their lives, such as getting regular physical exercise, avoiding substance abuse, and practicing relaxation techniques.

Human bonding is the development of a close, interpersonal relationship between family members or friends. Bonding is a mutual, interactive process, interactive, and is not the same as simple liking the term is from the word 'bond or band', which refers to something that binds, ties, or restrains. Bonding typically refers to the process of attachment that develops between romantic partners, close-friends, or parents and children. Parental attachment is very important for normal development of an individual. The parent-child relationship has a great influence on an individual's development than any other relationship. It tends to be the foundation for all other relationship that an individual forms in life. The bond is the source of love, trust, intimacy and security. This relationship would nourish well-being or may cause a scar in life. Parents aim at accompanying the adolescents in their critical phase of growth and development which involves many challenges. The parent-child attachment is an excellent predictor of a child's later social and emotional development. In some cases parents are over protective to the children and restrict them in almost every single thing. This lack of parental bonding or over protectiveness may affect the well-being and social competency of the child in the later years.

Researchers say that children who have a strong bond with parents are likely to develop a

positive, responsive companion or intimacy, and would be better at adapting to difficult peers by asserting their needs. Children with a secure and caring bond with parents tend to come to new peer relationships with positive beliefs and expectations. Both parents and peers may influence a child through exhibiting or reinforcing certain behaviors or attitudes or by disapproving or forbidding particular behaviours or attitudes.

Luthar and Cicchetti (2000) defined resilience as a relatively good outcome even through an individual may experience situations that have been shown to carry significant risk for developing psychopathology.

Ungar (2004) defined resilience as the outcome from negotiations between individuals and their environments for the resources to define themselves as healthy amidst conditions collectively viewed as adverse.

These definitions convey various aspects of resilience. While some of them focus upon the personal factors promoting resilience, others on the processes and mechanisms involved in resilience and there are others who see resilience in terms of the outcomes. The diversity and complexity of definitions, concepts and approaches used by researchers in the field of resilience renders the task of identifying a precise definition of resilience very difficult. This basic conceptualization of resilience as adaptation despite adversity is broadly evident; however resilience is contextual in many ways.

Review of literature

Kazemi, Solokian, Ashouri, and Marofi (2012) explored the relationship between mother's parenting style and resilience outcomes in terms of social adaptability of adolescent girls. Results revealed that permissive style and authoritative parenting style were associated with higher social adaptability in adolescent's girls.

Sharma, N (2014) Adolescent resilience in relation to emotional intelligence, negative life events, coping styles, parental bonding and eysenckian personality Punjab university thesis Chandigarh.

Kazlauskiene, Mazulyte, Eimonatas, Kazlauskas & Gailence (2015) reported parenting to be a crucial factor for children's resilience: Results show that there is a small though significant effect of parental bonding on

resilience.

Maximo and Carranza (2016) in their study on parental attachment and love language on the resilience of graduating university students was studied in a Philippine setting found that a secure attachment and receiving love from parents results in higher resilience. Research highlights the quality of parent-child relationship experience that would support the resilience of young adults.

Erdem (2017) found a statistically significant positive relationship exists between the attachment to mother and father and resilience. Another major finding of this study is that both attachment to mother and father significantly contributed to the variance in resilience and attachment to mother has the highest contribution to resilience.

Emergence of the study

In the present age of competition, adolescents are facing many challenges. They are often confronted with conflicting demands from parents, teachers and peer community. If we motivate the adolescents and help them to enhance their mindfulness and resilience, the children who have a strong bonding with their parents are likely to develop a positive, responsive companion or intimacy, and would be better at adapting to difficult situations related to peer pressure by asserting their needs. Review of related literature reveals that not much research work has been done on resilience in relation to the proposed variables resilience and parental bonding are conducted in countries other than India and till now no study has been conducted on the population of Punjab by the investigator on the proposed topic. Thus no definite conclusion can be drawn regarding the resilience among adolescents in relation to parental bonding. The proposed study therefore seems fully justified.

Objectives

1 To investigate the significance of relationship between resilience among adolescent boy and girls.

- To investigate the significance of relationship between parental bonding among adolescent boys and girls.
- To investigate the significance of relationship between resilience and parental bonding

among adolescents boys and girls.

Hypotheses

- 1. No significant difference exists between resilience and parental bonding of adolescent boys and girls.
- 2. No significant difference exists between resilience and parental bonding of adolescent rural and urban.
- 3. There exists significant relationship between resilience and parental bonding of adolescents.

Sample of the study

The sample of the study was 100 students (50 boys and 50 girls), of Ludhiana city of Punjab, Correlation approach was adopted to ascertain the relationship between resilience and parental bonding among adolescents. Significance of relationship between means was worked out to know the difference between urban and rural adolescents regarding resilience and parental bonding.

In the field of education, the population under study is quite large, which is practically impossible to contact and study individually keeping in view the limited resources of time, money and test material at disposal of investigator, a convenient portion of the total population to be investigated is selected randomly with assumption that they truly represent the total population,

Tools Used

- The Resilience Scale (Wagnild and Young, 1993)
- Parental Bonding was measured by Parental Bonding Instrument by Parker, Tupling and Brown (1979), it has two dimensions viz Perceived Parental Care and Perceived Parental Overprotection.

Methodology

A descriptive research design will be used to know about the correlation between resilience and parental bonding.

Analysis and Interpretation

Significant negative correlations were found between Resilience (total) and Perceived Paternal Overprotection for total. The perusal of inter-correlation matrix for total adolescent

sample, male adolescent sample and female adolescent sample showed that there were significant positive correlations between Resilience (total) and Perceived Maternal Care for total adolescent sample ($r=0.14$) and male adolescent sample ($r= 0.18$). There were also significant positive correlations between Resilience (total) and Perceived Paternal Care for total adolescent sample ($r=0.12$) and male adolescent sample ($r= 0.20$). However, in female adolescent sample, no significant correlations emerged between Resilience (total) and Perceived Maternal Care as well as perceived Paternal Care. Also, adolescent sample ($r= -0.19$) and male adolescent sample ($r= -0.29$) There were no significant correlations between Resilience (total) and Perceived Maternal Overprotection for total adolescent sample, male adolescent sample and female adolescent sample. Personal Competence Scale had significant. Positive correlation with Perceived Maternal Care in male adolescent sample ($r= 0.18$). Significant negative correlations emerged between Personal Competence and Perceived Maternal Overprotection in total adolescent sample ($r= -0.11$) and male adolescent sample ($r=- 0.18$). Personal Competence had significant positive correlation with Perceived Paternal Care in male adolescent sample ($r= 0.18$). Personal Competence correlated negatively with Perceived Paternal Overprotection in total adolescent sample ($r= -0.17$) and male adolescent sample ($r= -0.28$). Acceptance of Self and Life had significant positive correlation with Perceived Maternal Care in total adolescent sample ($r=0.17$), male adolescent sample ($r= 0.19$) and female adolescent sample ($r= 0.17$). The Acceptance of Self and Life also showed significant positive correlation with Perceived Paternal Care in total adolescent sample ($r= 0.15$) and male adolescent sample ($r=0.17$). No significant correlations emerged among Acceptance of Self and Life and Perceived Parental Overprotection.

Regression analysis with Resilience (total) as the criterion variable revealed that for total adolescent sample and female adolescent sample, none of the dimensions of Parental Bonding emerged as significant predictors. In male adolescent sample, Perceived Paternal Overprotection emerged as one of the

significant predictors ($P = -0.18$). Regression analysis with Personal Competence as the criterion variable for total adolescent sample, male adolescent sample and female adolescent sample as shown in revealed that Perceived Paternal Overprotection emerged as significant predictor only in case of male adolescent sample. ($\beta = -0.14$). Stepwise Multiple Regression Equation for the Criterion Variable Acceptance of Self and Life for total Adolescent Sample depicted in showed that Perceived Maternal Care ($P = 0.17$) and Perceived Maternal Overprotection ($\beta = 0.13$) emerged as significant predictors. None of the dimensions of Parental Bonding emerged as significant predictors for male adolescent sample and female adolescent sample.

Conclusion

Resilience is a highly complex and interactive process that entails the adolescent as well as his family environment. Present study validated the relevance of various predicting the adolescent resilience and parental bonding. As expected, adolescents who remembered more authoritarian parenting reported low resilience, and more depressive and anxious symptoms. Parenting styles continue to be related to functionality throughout the life span. Adequate balance of parental care and parental overprotection are requisite for healthy adolescent development. The outcomes of parental attachment are highly abstract and complex in the way the parental attachment shapes the overall psychic makeup of adolescent. Through the attachment theorists have largely highlighted the role of maternal attachment in development, however, the paternal attachment has its own significance. The relationship between a father and his children has been found to have a major impact on a child's development, especially on a male child's development.

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Identification of Behavioural Problems among 6-12 Years Government School Going Children

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Abstract

The recent study was conducted to identify the behavioural problems among 6-12 years government school going children of Ludhiana district, Punjab. A quantitative approach with exploratory study design was used with a view to develop the guidelines along with the objectives. The data was collected using selected demographic variables of teachers and children, and standardized tool Strength and Difficulties Questionnaire. The results revealed that in overall total difficult score both teachers (33.33%) and parents (36.66%) reported very high category and followed by 26.6% by teachers and 26.6% by parents in high category of behavioural problems. The association between overall behavioural problems of children with demographic variables revealed that age, gender and occupational status of mother was found statistically significant with overall behavioural problems of children. Thus it was concluded that more and more training, education programs and seminars should be carried out for teachers and parents to identify the behavioural problems at the initial stages.

Keywords: Behavioural problems, Government school going children, Strengths and Difficulties Questionnaire.

Background of the Study

To predict the future of a nation, it has been remarked, one need not consult the stars; it can more easily and plainly be read in the faces of its children. Although childhood is generally regarded as a carefree time of life, many children and adolescents experience emotional difficulties growing up. While children go from school age to their preteens, there are many changes that take place, typical development for 6-12 years olds is both physical and behavioral. Children grow taller at a rate of about two and a half inches each year. They will also gain weight at a faster pace when they reach the age of 8 years old. At age 8, children will usually start thinking about how they look to other people. For girls, it is very common to be over concerned about their weight. However, boys are often sensitive about their height. There is a range of risk factors for behavioral problems in children that relate to the parent, family and/or social or economic environment. Behavioral problems in childhood are also likely to lead to a variety of negative psychosocial outcomes in adolescence and adulthood, including an elevated risk of peer rejection, early initiation of drug abuse, depression, juvenile

delinquency, school failure, and mental disorders. These negative outcomes can impact not only the life of the individual but also the community and society at large. Parents and teachers often regard normal behaviour that interferes with the efficient running of the home or school as problem behaviour. When they do this, they are likely to develop unfavorable attitudes in the child toward them and toward the situation in which the behavior occurs. The result is the many children then develop the real problem behaviour such as lying, sneakiness, destructiveness as the way of getting their revenge. In this study selected behavioral problems are related to emotional problems, conduct disorder and hyperactivity disorder, peer relations and pro-social behaviour.

Need of the Study

The World health organization estimated that about 10-20% of children worldwide have mental or behavioural problems. Furthermore affected children are neglected and do not have access to appropriate resources for recognition, support and treatment. Every society needs physically and mentally healthy individuals in order to progress in various socio- economic and cultural domains. In

developing countries 50% of population consists of children. The well-being of this great population is significantly influence on the future health and flourishing of society and next generation. It is therefore necessary to focus on increased attention on children's' mental and physical health in order to take essential measures for preventing and treating psychological disorders.

Statement of the Problem

Identification of Behavioural Problems among 6-12 Years Government School Going Children

Objectives:

- To identify the selected behavioural problems among 6-12 years government school going children of selected schools on the basis of reporting by teachers.
- To identify the selected behavioural problems among 6-12 years government school going children on the basis of reporting by parents.
- To find the association between the behavioural problems and selected demographic variables among government school going children.

Hypothesis

H₁- There is statistically significant difference in the prevalence of selected behavioural problems among school going children at $p < 0.05$ level of significance in reporting of teachers and parents.

H₂- There is statistically significant association between the behavioural problems and selected demographic variables among selected school going children at $p < 0.05$ level of significance. The review of present study was organized under six broad categories i.e. studies related to overall behaviour problems, hyperactivity disorder, conduct disorder, emotional problems, peer problems and abnormal prosaically behaviour.

Review of Literature

ZS Lassi, et al (2011) conducted a cross-sectional study on behavioural problems among children living in orphanages facilities of Karachi, Pakistan. The study was conducted on a sample of 330 children, aged 4-16 years, living in either an SOS or other conventional or orphanages of Karachi, Pakistan. Data was collected and assessed the behavioural problems using Strength and Difficulties questionnaire (SDQ). Behavior problems on Strength and difficulty questionnaire subscales were compared in 2 groups. Results showed overall prevalence of behavioural problems was 33%. On univariate comparison, groups did not differ to their overall behavioural problems, while they are significantly different on the peer scales ($P=0.026$). They found a high burden of behavioural problems among children living in orphanages of Karachi, Pakistan.

Tabitha Wang'ery (2013) conducted a descriptive study to assess the influence of peer pressure on behavioural aspects. It was conducted on 217 students from six schools of Kenya. A paper based questionnaire was used. The result found that 30% of adolescents reported that having been encouraged by peers to engage in romantic relationships, more than 31% were those who reported to get encouraged by friends to attend parties, near about 40% were those who reported to get encouraged to have friends of the opposite sex by peers and more than 15% were encouraged to take drugs. Hence, the findings proved that the negative influence of peer pressure occur on behaviour of adolescence.

Robert E. Mckeown, Joseph R. Holbrook, Melissa L. Danielson, Steven P. Cuffe, Mark L. Wolraich and Susanna M. Visser (2015) conducted a case control study to determine the impact of varying ADHD diagnostic criterion on prevalence estimate. Parents and teachers report identified high and low screened children with ADHD from elementary schools in two states that produce a diverse overall

sample. 1060 caregivers are interviewed. The results showed that teachers and parents reported 6 or more ADHD symptoms for 20.5% children respectively. Hence, it was concluded that these findings quantify the impact on prevalence estimates of varying case definition criteria for ADHD Methodology An exploratory approach and non-experimental comparative design was adopted to accomplish the objectives of the study. The present study was conducted in Ludhiana district the reliability for standardized tool i.e. Strength and Difficult Questionnaire was 0.79 through Cronbach's alpha coefficient and reliability for self-structured tool was found 0.82 through split half technique. Therefore, tool was found to be reliable to conduct the main study. Sample consisted of teachers and parents of 30 selected 6-12 years school going

children of government primary school dhulkot of Ludhiana district. The teachers and parents reported separately for each selected school going child. The teachers and parents were contacted who were present at the time of data collection and teaching the same student from at least 6 months.

Analysis of data

Appropriate descriptive and inferential statistics were employed to analyze data as per objectives and hypothesis of the study. Frequency, range and percentage distribution of sample characteristics was computed. Mean, SD of selected behavioural problems score was calculated as reported by teachers. Frequency and Percentage Distribution of School Going Children According to their Demographic Profile N=314

Demographic variables	Frequency (n)	Percentage
Gender		
Male	160	50.96
Female	154	49.04
Age (years)		
6-88.	147	46.82
1-10	71	22.61
10.1-12	96	30.57
Birth Order		
First	141	44.90
Second	96	30.57
Third or more	77	24.52
Education of Mother		
Illiterate	106	33.76
Primary	155	49.36
Up to Matric	37	11.78
Senior Secondary	14	4.46
Graduation & Above	2	0.64
Education of father		
Illiterate	70	22.29
Primary	169	53.82
up to Matric	65	20.70
Senior Secondary	10	3.18
Graduation & Above	0	0.00
Occupation of father		
Service	15	4.78
Business	14	4.46
Labour	277	88.22
Unemployed	8	2.55
Occupation of father		
Service	15	4.78
Business	14	4.46
Labour	277	88.22
Unemployed	8	2.55

Family Income (Rs. / Month)		
<10,000	272	86.62
10,001-30,000	40	12.74
30,001- 50,000	2	0.64
>50,000	0	0.00
Living Siblings		
One	28	8.92
Two	161	51.27
Three or More	125	39.81
Dietary habits		
Vegetarian	239	76.11
Non Vegetarian	37	11.78
Eggetarian	38	12.10
Area of residence		
Rural	293	93.31
Urban	21	6.69
Caste		
General	32	10.19
Scheduled Castes	239	76.11
Backward Classes	41	13.06
Other Backward Classes	2	0.64
Occupation of mother		
Housewife	143	45.54
Business	02	0.64
Labour	167	53.18
Service	02	0.64
Marital status of F/M		
Married	306	97.45
Divorced	6	1.91
Widow/ Widower	2	0.64
Remarried	0	0.00
Type of family		
Joint	48	15.29
Nuclear	213	67.83
Extended	53	16.88

It was concluded that according to gender majority of teachers 66.66% were female, age 31-40 years were 36.8% and 47.4% were M.A. qualified teachers. Fifty two percent were learned behavioural disorder topic during their post-graduation training and duration of contact with child 47.4% had three years or above. So, teachers had important role in assessing behavioural disorders in children.

Frequency and Percentage Distribution of Children according to their Behavioral Problems as reported by Teachers and Parents
 N=314

Behavioural	Teacher		Parents		Chi-	
	No.	%age	No.	%age		
Emotional						
Close to average	212	67.52	216	68.79	14.10*	
Slightly Raised	40	12.74	35	11.15		
High	26	8.28	47	14.97		
Very High	36	11.46	16	5.10		
Conduct Problems						
Close to average	206	65.61	188	59.87	13.71*	
Slightly Raised	40	12.74	45	14.33		
High	30	9.55	58	18.47		
Very High	38	12.10	23	7.32		
Hyperactivity						
Close to average	270	85.99	260	82.80	3.68	
Slightly Raised	32	10.19	31	9.87		
High	06	1.91	12	3.80		
Very High	06	1.91	11	3.50		
Peer Problems						
Close to average	148	47.13	127	40.45	32.99*	
Slightly Raised	128	40.76	91	28.98		
High	16	5.10	42	13.38		
Very High	22	7.01	54	17.20		
Prosocial						
Close to average	274	87.26	223	71.02	26.43*	
Slightly Raised	18	5.73	32	10.19		
High	04	1.27	15	4.78		
Very High	18	5.73	44	14.01		
Total Difficult Score						
Close to average	04	1.27	15	4.78	7.66	
Slightly Raised	66	21.02	63	20.16		
High	96	30.57	82	26.11		
Very High	148	47.13	154	49.04		

***0.1 level of significance**

In emotional problems 36.6% slightly raised, 30% close to average, 20% very high and 13.33% high as reported by teachers. But parents reported 36.6% close to average category, 33.33% slightly raised, 20% high and 10% very high in emotional problems. In conduct problems 36.6% slightly raised, 26.6% close to average, 20% very high and followed by 16.6% in high category as reported by teachers. But parents reported 40% in close to average, 30% slightly raised and 20% high category in conduct problems. In hyperactivity problem both teachers (36.66%) and parents (33.33%) reported close to average category and followed by teachers (30%) and parents (26.6%) in slightly raised category. In peer problems both teachers (40%) and parents (40%) reported close to average category and followed by teachers 26.6% in high category and parents 26.6% in slightly raised category. For pro-social behaviour both teachers (50%) and parents (53.33%) reported close to average category and followed by slightly raised 26.6% by teachers and 20% by parents. In overall total difficult score both teachers (33.33%) and parents (36.66%) reported very high category and followed by 26.6% by teachers and 26.6% by parents in high category.

The overall total difficult score of behavioural problems as measured by SDQ questionnaire indicated that 47.13% were reported in close to average category by teachers, followed by high 30.57%, 21.02% slightly raised and only 1.27% enclose to average category. As reported by parents 49.04% were in very high followed by high 26.11%, 20.06% slightly raised and only 4.78% in close to average category in difficult score of behavioural problems. But these were also not found significant. Hence, the Research Hypothesis H1 is accepted as there is significant difference in prevalence of selected behavioural problems among school going children and null hypothesis H0 is rejected.

Conclusion

It was concluded that age of child, education of parents, occupation of mother, number of living siblings and area of residence had shown impact on conduct behavioural problems among school going children. In pro-social behavior, it was concluded that gender, age, education of mother,

education of father, occupation of mother, living siblings, dietary habits and area of residence has found association with pro-social behavioural problems of school going children in teacher's perception. The overall behavioural problems had found association with age, education of mother, education of father, occupation of father, occupation of mother and living siblings of school going children in teachers perception. Therefore, it can be concluded from significant association between the selected demographic variables that age of child, number of living siblings and education of mother had shown impact on all selected behavioural problems except peer behavioural problems. So, it is recommended that more training programs for primary school teachers and awareness campaign for parents and care takers to be organized to prevent from these problems at early stages.

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Effectiveness of E- Learning and Multi-Media Teaching over the Traditional Teaching

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Abstract

Use of computers and new technologies have become a crucial part of learning as well as teaching. E-learning today has been a key factor in various industries and teaching is one among them; especially teaching language. E-learning has redefined some strategies and concepts of teaching that have enabled the teaching community to perform better. The following research paper will talk about how e-learning courses have redefined the language teaching practices. This study aims at introducing the new methods of teaching along with the traditional method of teaching and to analyses to what extent the language aptitude of students differ with the change in teaching method by the use of E-learning strategies. The achievement of students will also be analyzed. This study would concentrate on the modification and the reforms for the utilization of technology in the education. By using the latest techniques and methods the investigator intends to assess the level of motivation in students also.

Keywords: [Education, e-learning, interest of students, teaching, technology]

Introduction

E-Learning or technology in learning has become a buzz in the education industry and today it caters to the needs of modern-day learners. Infusing technologies in classroom learning have added to stimulus and enhanced learner's interaction within the classroom. E-Learning has a vast presence in almost every field. Language teaching is one such field where technology has taken over and improved the ways of learning. For example, in the English language. Teachers today use different techniques like movie-clippings, advertisements, commentaries, dramatics and more. Not only it makes the session much more interesting than the old book style teaching but also keeps the learner attentive during the class. E-learning has also changed the perspective of distance learning. The modernization lets the students be equally interactive like someone present physically. Language teaching has evolved over the centuries. Earlier the language was taught as a subject rather than developing a skill. The methods used then ignored the development of oral proficiency of the learners.

There are three methods of Teaching

Traditional Teaching

Traditionally classroom situation is teachers stand in front of the students, giving

explanations, informing, and instructing. They usually use chalk to write something on the blackboard. Traditional classrooms have different settings from the multimedia classrooms. Students seat in rows and a chalkboard in the front. The teacher is standing in front of the class giving a lecture. Compared with traditional classrooms, multimedia classrooms setting differ greatly from traditional classrooms. Traditional classrooms have the seats in rows and a chalkboard in the front. In the multimedia classrooms, students 'seat can be modified according to the situation needed.

Reciprocal Teaching

RPT is an instructional method that involves guided practice of reading comprehension. In this method, the teacher's role is to provide medaling, scaffolding, feedback and explanation for the students. Both the teacher and the students cooperate in making the efforts of understanding the material that is being taught. The invention of this method (Palinskar & Brown) have suggested strategies to conduct the method in classroom as summarizing, questioning, classifying and predicting. The purpose of Reciprocal Teaching Method is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. Palinskar (1986) describes the concept that "Reciprocal teaching refers to an instructional

activity that takes place in the form of a dialogue between teachers and students regarding segments of text, the dialogue is structured by the use of four strategies.

Multi-Media Teaching

The use of electronic devices, audio-visual aids, print media, and smart class rooms, animation while teaching is called Multi-media teaching method. This is the most advanced teaching method now a days. We can also use both hardware and software technology in such a teaching method. The population of student learning English as a foreign language has been steadily increasing from year to year. To succeed in college, these students must develop not only linguistics, but also academic skills. These skills involve using English to acquire and articulate knowledge by reading academic texts, writing acceptable academic prose, conducting and reporting research.

Significance of the Study

This study deals with the effectiveness of Multi-media and Reciprocal teaching over Traditional teaching method in the milieu of language aptitude of students of both private and government school students. The study also emphasizes the difference in the language aptitude of Male/Female students so that the usage of technology in the teaching- learning process will help in choosing the suitable teaching-learning strategies. Review of Literature

A familiarity with literature in any problem area helps the students to discover what is already known what others have attempted to find out, what methods of attack have been promising and disappointing and what problems remain to be solved (Best and Kahn).

Chakraborty (1978) conducted an enquiry in to the strategies of classroom teaching and concluded that questioning - answering by using behavioral objectives turned out to be more effective for better retention level.

Ede (2002) defined instructional materials as all resources within the reach of the teacher and the learners which are employed to facilitate teaching and learning. They are media which promotes perceptions, understand transfer of knowledge and retention of ideas. They expressed that all these together assist the

students in acquiring clear concepts of subject matter. Moreover they can provide security for the teacher who is not prepared and an escape hatch for one who is instructing outside his field of specialization.

Nicholls and Raw (2003) examined that how Instructional materials print and non-print items that are designed to impart information to students in the educational process. It includes items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media but it is not limited to music, movies, radio, software, CD-ROMs, and 40 online services. Instructional material plays a very important role in the teaching-learning process than the traditional mode of teaching and also enhances the memory level of the students.

Viggiano (2005) studied that the Computer assisted instruction is a most popular and most effective method of learning and teaching. It is a set of programming instructions which is used in instructional process to develop certain skills for the students 'mastery over the subject content. So this develops ability to work themselves by using various strategies than the traditional mode of teaching.

E-Learning Tools and their Use in Language Teaching

A diverse range of technological tools that can be used by capable teachers to enhance learning and teaching situations. These tools make learning more interesting, interactive, meaningful and stimulating for the students. These tools are powerful as they are capable of bringing a change and reform traditional forms of learning. Internet, YouTube, Skype, Twitter, Smart-boards, Blogs and Podcasting are some of the successful tools that have changed the way language is taught.

Advantages of online education.

- **Accessibility:** Attend online classes from anywhere.
- **Flexibility:** You are not tied to the class schedule and work when it makes sense for you at any part of the day.
- **Interpersonal:** Your peers will include students all over the country and even the world.
- **Cost:** It does not require that you relocate to a new place or that you forgo full time work.

Documentation

Documents and line discussion are all achieved and recorded so that they can be retrieved via e-mail or institution website for reading, downloading and printing

Types of e-learning Synchronous e-learning

This type of e-learning requires learners and instructors to communicate online at the same time from different places. This type of e-learning needs modern equipment's and good network connection. However, it has the advantage of immediate feedback and live online interaction. To conduct the synchronous E-learning, there are a number of tools that could be used such as video conferencing, audio conferencing, chat rooms, and white board

Asynchronous e-learning

This type of e-learning does not require students and teachers to be online at the same time. The advantage of asynchronous e-learning is that the student will be able to choose the suitable time for his study and helps him to learn at his own pace. On the other hand, with this type of e-learning students will be unable to get immediate feedback from the instructor and will be more isolated than synchronous e-learning. But in both types of e-learning the students need to be motivated for learning in order to overcome the negative effects of the separation from one another, and from their instructor. A number of tools could be used to conduct asynchronous e-learning such as e-mail and discussion boards

Statement of the Problem
The purpose of the study is to find out the impact of e-learning on language development. English learning at higher level is not at a very satisfactory level. There is an urgency to help the learners to be proficient in English. This has an influence on the learners to compete with others in all spheres of life. The statement of problem is: Effectiveness of E- Learning and Multi-Media Teaching over the Traditional Teaching

Research Hypotheses

On the basis of review of literature following hypotheses has been framed:

- There may exist the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching.
- There may exist the significant effect of Reciprocal teaching on the language aptitude of

students as compared to Traditional teaching.

- There may exist the significant difference in the Multi-media and Reciprocal teaching.
- There may exist no difference in the language aptitude of Male and Female students of both Government and Private Schools.
- There may exist no difference in the language aptitude of Private and Government school students.

Objectives

- To find the efficacy of teaching English language through the usage of multi-media techniques.
- To underline the importance of a reciprocal i.e. an interactive method of teaching over the traditional mode of teaching.
- To find Multi-media teaching is better than Reciprocal teaching.
- To evaluate the difference in the language aptitude of Private and Government school students.
- To evaluate the difference in the language aptitude of Male and Female.

Design of the Study

This study is conducted to experimental design and focused on the effectiveness of multi- media and reciprocal teaching over traditional teaching method in the milieu of language aptitude of students of both urban and rural areas, language aptitude of both private and government school students, the difference in the language aptitude of Male/Female students and the usage of technology in the teaching learning problem helps in choosing the suitable teaching-learning strategies

Sample

Pre-Test and Post-Test were administered on 90 students of Government and Private schools . Proper emphasis was given to type of school and gender. The students of VIII Standard are taken for the study in which 45 students are of Government School and 45 are of Private School. Out of which half are girls and another half are boys for each school.

Research Tools:

1. Self-Prepared Questionnaire to assess the language aptitude of students.
2. Self-Prepared Multi-Media Package.

Statistical Techniques Used

The Data was analyzed using statistical techniques like mean, standard deviation and 't' test.

Statistical Data and Findings

The tables below show the main data collected in the schools from both urban and rural schools with the diversification of male female and government and private schools.

Comparison in the Traditional Teaching and Reciprocal Type of Teaching Methods in Government School

Type of Tests	Traditional Teaching Method	Reciprocal Teaching Method	t-Value		
			MEAN	SD	
Pre Test	38.46	8.98	36.53	14.05	0.34*
Post Test	41.53	7.74	59.61	16.88	0.0009*

From the above table it is evidently seen that two methods of teaching have been compared Traditional and Reciprocal Teaching Method. In case of Traditional teaching method the mean of pre-test came out to be 38.46 on the other hand the mean of Reciprocal Teaching is 36.53. While in the post tests the mean came out Traditional Teaching 41.53 and of Reciprocal Teaching 59.61. The pre-test of SD of traditional method turned out 8.98 and of Reciprocal Teaching 14.05. The SD of posttest of traditional method turned out to be 7.74 and of Reciprocal Teaching 16.88. The t-value of the pretests of both the teaching methods Traditional and Reciprocal Teaching came 0.34 and of post-tests 0.0009. Both t- values are insignificant at both levels. It means that both teaching methods do not differ much from each other.

Comparison in the Traditional and Multimedia Type of Teaching in Government School

Type of Test	Traditional Teaching	Multi-media Teaching	t-Value		
			MEAN	SD	
Pre Test	38.46	8.98	35.38	11.98	0.23*
Post Test	41.53	7.74	75.76	14.55	1.10*

In the above table we can see that we have

compared two methods of teaching Traditional and Multi-media teaching methods and applied t-value on these methods. In Traditional teaching method the mean of pre-test came out 38.46 and of Multi-media 35.38. And in the post test the mean came out 41.53 and of Multi-media 75.76. The pretest of SD of traditional method is 8.98 and of multi-media teaching method turned out 11.98. And the post-test of SD of traditional method turned out 7.74 and of multi-media 14.55. The T- value of the pre-tests of both the teaching methods Traditional and Multimedia teaching methods came .23 and of post-tests 1.10. The t-value of Pre-test of both methods is insignificant at both levels and of Posttest it is significant at .05 level. It means that Multi-media teaching method is far better than Traditional teaching method in Government School.

Comparison of Males and Females in Traditional Teaching Method in Government School.

Type of Test	Traditional Teaching	Reciprocal Teaching	t- value		
			Mean	SD	
Pre-Test	48.84615	6.81721	51.92308	11.99626	0.21*
Post-Test	53.84	8.93351	68.84615	12.27359	0.0007*

This table is based upon Pre-Test and Post-Test

Gender	Traditional Teaching Method	Pre- Test		Post Test	
		t- test	SD	t- test	SD
Male	43.8	12.5	.12*	46.3	11.1
Female	35.8	7.36		39.17	5.84

of Traditional teaching method on the basis of gender in Government Middle School. In the Traditional Teaching Method we can see that in Pre-Test the mean of males came out 43.8 and of females 35.8 and in Post- Test it became 46.3 of males and 39.17 of females. The SD in Pre-test turned out 12.5 of males and 7.36 of females and in Post-test it is 11.1 in male and 5.84 in females.

The t- value of this method of Pre-Test came out .12 and of Post-test .10. Both t values are insignificant so it means that males and females of Government School do not differ in their mean difference in both types of tests Pre Test and Post-Test in case of Traditional method of teaching.

Testing of Hypotheses

On the basis of review of literature following hypotheses has been framed:

- I. It is concluded that the Multi-media teaching is far better than Traditional mode of teaching and there exists the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching. So hypothesis 1 that "There may exist the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching" is fully accepted.
- II. It is concluded that Reciprocal teaching is far better than Traditional mode of teaching and there exist the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching so the Hypothesis 2 that "There may exist the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching" is also fully accepted.
- III. In some schools Multi-media teaching proved better than Reciprocal teaching method so the Hypothesis 3 that "Multimedia teaching may be better than Reciprocal teaching" is also fully accepted.
- IV. It is concluded that Males scored better than Females in Government and Private Schools than Females so the Hypothesis 4 that "There may exist no difference in the language aptitude of Male and Female students of both Government and Private Schools" is rejected.
- V. It is concluded that there is no difference in the language aptitude of both Private and Government Schools in comparing teaching methods so the hypothesis 5 that "There may exist no difference in the language aptitude of Private and Government school students" is fully accepted.

Conclusion

The efforts of teachers and technology combined to improve the quality of education and learning attempts to emphasize a number of advantages. Though the use of e-learning is growing in language teaching, there are still certain drawbacks attached to it. Advancement in E-learning extends further possibilities of learning going beyond traditional way of teaching. Easy access to materials, flexible space, time and pace of study and immediate feedback are some of the advantages that make language learning a fun thing to go. Also, introduction to online teaching adds to the enrichment of learning a foreign language. Overall the advantages are numerous. But talking about the other side, there are some drawbacks that can keep the traditional method at an edge. The creation, preparation and uploading of the material is time-consuming and requires the teachers to put in a little extra effort that is required in the traditional methods of teaching.

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Political Aspects of Sustainable Development

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Abstract

Sustainability is related with Equity, Economic Efficiency and last Environmental Integrity. It has become a legalized goal for environment policy. It has become main challenge for policy makers as how to convert these political ideas into making. The Sustainable development goals require efforts from all the sectors of the society including States and Union Territory. It is that kind of goal which will be achieved only by taking concern of all fields like Poverty, Gender Equality, food security, Women Empowerment, Infrastructure etc. The development goal aims at meeting the present needs of the Environment, Society by taking into consideration the future needs. These goals are one such kind which are not only adopted by India but all United Nation member state in the year 2015 in order to act primarily on Poverty, Planet and Prosperity by 2030.

Keywords: {Development, Sustainability, Poverty, Politics, governance}

Introduction

The term sustainability should be viewed as humanity's target goal of human-ecosystem equilibrium, however sustainable development refers to holistic approach and temporal processes that result to the end point of sustainability. Instead of the popularity of use of the terminology "sustainability", the possibility that human group will achieve environmental sustainability has now and it continues to be in question respect of environmental degradation, change in climate, growth of the population and the societies as well in pursuit of unbounded growth of the economy in the closed system. Goals of Sustainable Development are universal agreement to end poverty in all its dimensions and craft an equal, just and secure world- for people, planet and prosperity. The organizing principle for sustainability is sustainable development that includes four domains: economics, ecology, politics and culture. The SDG was setup in the year 2015 by UN General Assembly with an aim to achieve its target by 2030.¹

Objectives

- To study in detail Sustainable development and India.
- To analysis Sustainable development goal state wise along with their current status.
- To study India and international organization

efforts towards Sustainable development. To examine the

- action of Indian Parliament regarding Sustainable development goals. Taking consideration regarding role of Punjab related to Sustainable development.
- To study state and union territory efforts in attaining these goals.

Methodology

This paper is based on secondary data like books, articles, journals and internet. Selection of Journals and Proceedings. Analytical, Descriptive and evaluative method has been used.

Review of Literature

A lot of literature on sustainable development is available some of the important books that appeared on the above topic from time to time have been reviewed as follows: James **Meadowcroft (2012)** outlined governance of the environment and sustainable development. In this book the author discussed about the difficulties of developing countries and also highlighted contemporary democratic system, its challenges as well. It deals with the World Commission Report findings on Environment and Development that brought the idea of sustainable development to come at international stage.

Ajay Ahlawat (2019) Sustainable Development

goals have given a new direction in Indian Politics. The book deals with 360 degree approach, it also explain about the 1 "Transforming our world: the 2030 Agenda for Sustainable Development". United Nations – Sustainable Development knowledge platform policies that are made in such a way not only to meet the present needs but also to fulfill global needs as well that will result in achieving sustainable development goals.

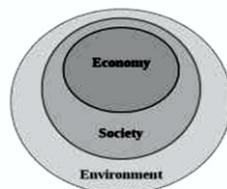
Vertika Shukla, Narendra Kumar (2020) it highlights the role of energy, security and sustainable development its effect on India. They discussed about the process of globalization that has led government and individuals to realize the international and trans-boundary aspects of environment.

Three pillars of sustain ability

The Summit which took place on Social Development has moreover admitted goals of sustainable development which are basically social and economic development.

The three pillars which have been defined are interdependent, and they are in the long run and no one can exist without one another. Particularly in the food industry they have served same ground for various sustainability standards and certification systems in past years. Some of the Experts have defined sustainability four pillars. One of its kind focuses on the long- term thinking which relates with sustainability.

The above diagram shows the relationship in which both economy and society are mannered by environmental limits.



National Review of Implementation of Sustainable Development Goals in India

As a registrar to 2030 Agenda for Sustainable Development India been committed to participate in the international review of progress of Sustainable development Goals on a frequent basis. The main platform for international scenario and review of the 2030 Agenda is High-Level Political Forum, which started their meeting annually from 2016 under the auspices of the UN Economic and Social Council (ECOSOC). In the HLPF, the members of UN countries have expected to present their

Voluntary National Review (VNR) on implementation of the Sustainable Development Goals. The VNRs played an important role in the process of Sustainable Development Goals. The 2017 High Level Political Forum was held during 10th to 19th July at the UN, New York. It has concentrated on the topic that's 'Eradicating poverty and promoting prosperity in a changing world' and on the SDGs No Poverty, Zero Hunger, Good Health and Well- Being, Gender Equality, Industry, Innovation and Infrastructure, Life Below Water, Partnerships for the Goals. As part of the role NITI Aayog has presented the 1st Voluntary National Review on implementation of SDGs in the country to the 2017 HLPF on 19- July-2017.

Steps which have been taken by Indian Parliament

A lot of initiatives that have focussed on importance of gender equity in the context of the SDGs which includes the National Women Legislators Conference as well as second BRICS Women Parliamentarians Forum. Parliament of India has taken initiatives to take the SDG agenda forward. Lower House for example has organized few discussions on these Goals with parliamentarians from both of the Houses as a part of the Speaker's Research Initiative. It has observed that women parliamentarians can make a remarkable contribution towards shaping public opinion in the support of the new global development goals. Forum brought out the 'Jaipur Declaration' communicate its commitment to the Sustainable Development Goals. South Asian Summit on Sustainable Development Goals was another initiative that was organized in the year 2017. It relied on the theme of 'Strengthening Regional Cooperation and Resources for SDGs'.

NITI Aayog's Role

The Aayog been trusted in order to transform the world and to achieve agenda for Sustainable Development. The NITI Aayog will be involved in a long process for achieving the goals during from the period 2016-2030. The Aayog will now cover all the seventeen goals and One hundred sixty nine targets that were resolved in the summit meet which was represented at the level of Prime Minister. These goals will stimulate, align and accomplish action over the 15-year

period in areas which are critically important for the humanity and the planet. Ministry of Statistic has already taken a parallel exercise of interaction with the ministries to evolve indicators reflecting the SDG goals and targets. The Aayog role is not only for collecting the data but also acting on it in order to achieve the required goals and the targets. All the work related to the working and projection can be from the website of NITI Aayog which is working proactively on it in order to achieve the targets and goals. The Official Agenda for Sustainable Development which was adopted on 25-Sept-2015 contained Ninety two paragraphs, with the main paragraph (51) outlining the seventeen Sustainable Development Goals and its associated targets. It includes seventeen goals.

Goal 1: Remove Poverty in all Fields Everywhere

Major initiatives: The major initiatives which were taken into consideration were Housing Scheme for everybody by 2022, The PM Jan Dhan Yojna which deals with opening bank accounts, in the line of Housing to be provided to everybody by 2022, one more mission with deals with Swacch Bharat, Providing safe drinking water under rural water scheme, Road scheme.

- * By the year 2030, eliminate extreme poverty for all people, which have currently been measured as people living on less than \$ 1.25 per day.
- *By the year 2030, do ensure that all men and women particularly the poor and the vulnerable have identical rights to economic resources, access to basic servs.

Goal 2: Remove hunger, attain food security and better nutrition and advance sustainable agriculture

Major initiatives: The initiatives under this scheme includes to provide facilities to farmers by doubling their income, introducing the Public Distribution which deals with supplying food grain and other commodities through a subsidized rate for some regular period, introducing the services related to child welfare like providing Mid-day meal in schools.

- *To double the income of small scale producers.
- *Double the income for working women and indigenous peoples.
- *To make sure that proper food production

systems and ensure facilities like resilient agricultural practices that will not only increase the productivity but also will be helpful in maintain the ecosystem.

Goal 3: Ensuring Health and well-being

Major initiatives: To ensure that health mission for everyone, prevention of diseases like strokes, heart disease, diabetes, kidney related disease etc., The countries are trying to remove AIDS but as per the trends report it shows that one out of four countries won't be able to end AIDS which are under five years². This goal also aims at providing easy approach to vaccines and medicines.

- *Lowering global maternal mortality ratio.
- *To accelerate the end of diseases AIDS, tuberculosis, malaria.

Goal 5: Ensuring Gender Equality, Women Empowerment

Major initiatives: To provide the maternity benefit program to the pregnant women, saving the Girl child and educating them for a better future. Child marriages have also been declined in the past years and it will achieve its target as well by the year 2030.⁴

- *Eliminating all forms of discrimination against women, girls and promoting the women Empowerment. To provide better opportunities, equal rights, ensuring safe place to work on etc.

Goal 9: Relates to Infrastructure, Industry and Innovation for the country.

² "Progress for Every Child in the SDG Era" (PDF), UNICEF. ³ "WHO - UN Sustainable Development Summit 2015", WHO. ⁴ "Progress for Every Child in the SDG Era" , UNICEF.

Major initiatives: It deals with providing regular power supply to rural areas in India, to promote the Make in India mission so that country must produce the goods on their own, Atal innovation deals with Self-employment.

- *To enhance industry's share of employment so that it can meet gross domestic product with national circumstances as per the requirement.
- *To create job opportunities this will help the youth of the country.

Goal 14: Ocean, Seas and Marine Resources

Major initiatives: The main initiatives for this project are to protect the marine ecosystem

from getting polluted, to promote investment in coastal ecosystem.

- *Reduce marine pollution from all its kinds, in particular which generates from land-based activities and causing pollution.
- *Reducing the ocean acidification.

Goal 17: Strengthening the Global Partnership

Major initiatives: To introduce GST, Direct-tax reform and Public-Private Partnership.

- *Adopting and implementing investment schemes for countries that are less developed.
- *Increasing the exports of developing countries with a view to doubling the least developed countries.

The Diagram shows the relationship between Sustainable Development and above mentioned goals which have been defined.



PM's statement at the United Nation Summit for the acquisition of Post-2015 Development Agenda to eliminate the poverty from all forms everywhere is at top. It is a crucial necessity for all. The goals recognize that economic growth, industrialization, infrastructure, and access to energy provide the foundations of development. The distinct goal on ocean ecosystem reflects the distinctive character of its challenges and opportunities. Equally important, it focuses our attention on the future of the island states. Blue Revolution which includes the prosperity, sustainable use of marine wealth and blue skies. New bank accounts for 180 million with direct transfer of benefits and pension for everyone's nightfall years. New and advanced personal sector of individual enterprise, micro enterprises and micro finance drawing on the strength of

digital and mobile applications. Housing, water, power and sanitation for all. Making our farms more productive and have better connection to markets.

PM at G20 Working Lunch on Development and Climate Change G20 must line up itself with the Sustainable Development Goals. By doing this we will also encourage faster and more broad-based economic growth. We are encouraging the growth and investing in skills to create employment for youth. We have the world's largest financial inclusion program. Also we have definite target dates for meeting all the basic needs of our people. Aspiring plans for addressing the summons of climate change which includes additional capacity of 175 GW of renewable energy by 2022.

Role of Punjab in SDG

Aiming for maximizing the coverage of villages availing water supply schemes, the 24x7 Metered Water Supply initiatives has successfully involved the community in planning and implementation the metering water consumption for judicious use in Punjab region. The nodal department as well as the Department of Rural Water Supply and Sanitation (DRWSS), Government of Punjab, they have also introduced a novel pull-model of proactively calling beneficiaries to obtain beneficiary feedback and to label grievances on water supply service. In order to implant sustainable practices in the usage of water, for ensure parity in usage, and also to ensure that water charges are paid, water meters and system of pay-per-use has been introduced in fifteen villages of Punjab. Funds that have been left over after the completion of tasks are reused into water and sanitation-related projects in village as it has not been permitted to be used for other purposes.

Water supply in rural areas of the state of Punjab has been limited. Submersible bore-wells, Hand pumps are commonly used by the community as sources of water. Even then people are facing problems due to water sources drying up during the months of summer, unhygienic and non-potable quality of water, spreading of poor sanitation related diseases such as diarrhoea, cholera, and jaundice etc. Alarming rate of groundwater depletion has also been a major cause of Concern in Punjab region. It was in such a situation that the Department of Rural Water

Supply and Sanitation in collaboration with the World Bank, initiated reforms in the system of water supply in 2005. Round the clock metered water supply was an initiative envisaged as a community-driven model requiring participation in organising, managing and streamlining water supply through Gram Panchayat Water Supply and Sanitation Committee.

Conclusion

To conclude this paper we can say that Sustainable Development playing an important role in Indian Politics. As we know India is democratic country so the main duty of democratic country is to fulfill the basis needs of the people. Only then a democratic country successfully runs otherwise it is very difficult to make a stable government in the country. On the other hand Sustainable development is an important aspect for each and every country. If we talk about international organization like G20, BRICCS, these are economic organization their main motive is to increase the growth rate of developing countries which can only be

attained by implementing the policies and programs in order to achieve these Sustainable development goals.

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**Rabindranath Tagore: A Comparative Analysis of Indian
Philosophy of Education vs. Western Philosophy of Education**

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Abstract

Rabindranath Tagore was a great activist and intellectual of 21th century. Tagore was a rare great personality, in present era too. It represents important social and cultural changes of the present and rejects claims of classical social thinkers. He establishes a highly pluralistic and diverse view about the education. In Tagore's philosophy of education, the aesthetic development of the senses was as important as the intellectual— if not more so—and music, literature, art, dance and drama were given great prominence in the daily life of the school. This was particularly so after the first decade of the school. Drawing on his home life at Jorasanko, Rabindranath tried to create an atmosphere in which the arts would become instinctive. One of the first areas to be emphasized was music. Rabindranath writes that in his adolescence, a 'cascade of musical emotion' gushed forth day after day at Jorasanko. 'We felt we would try to test everything,' he writes, 'and no achievement seemed impossible...We wrote, we sang, we acted, we poured ourselves out on every side.' (Rabindranath Tagore, *My Reminiscences* 1917: 141)

Keywords: [Education, Rabindranath Tagore, Modern India, Philosophy]

Introduction

Rabindranath Tagore was a great educational philosopher, visionary, social reformer, and great mentor of Indian culture and tradition. Tagore's ideas for creating a system of education aimed at promoting international co-operation and creating global citizens. Tagore envisioned an education that was deeply rooted in one's immediate surroundings but connected to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child. He felt that the curriculum should revolve organically around nature, with flexible schedules to allow for shifts in weather, and with special attention to natural phenomena and seasonal festivities. He has versatile abilities. The contribution of Tagore on Indian Education was great. Santiniketan is the best example of his personality. His ideas reflect not only through education. Tagore was a realist and idealist too.

Concept of Education by Rabindranath Tagore

Rabindranath Tagore was a prominent poet and profound thinker. He was born in Calcutta on 6 May 1860. Although he was not educated in any university, he was a clearly a man of learning. He had his own original ideas about education,

which led him to establish an educational institution named Vishva Bharati in Shanti Niketan with the intention of re-opening the channel of communication between the East and the West. He travelled extensively in different countries of the world, and was a successful mediator between the Eastern and Western cultures. It has been generally accepted that different places have their own culture and tradition. Generally, Western philosophy of education comprises two schools, traditional and modern. It has its roots in Athens, Rome and Judeo- Christianity, whilst Tagore's philosophy of education draws its inspiration from ancient Indian philosophy of education. However, it could be said that Tagore's philosophy of education may become a representation of the Eastern philosophy apart from others like Islam, Confucianism, Taoism, and Mahayana Buddhism. By looking on Western countries and India, both countries have distinct differences in their ways of developing and shaping an individual, in terms of skills and attitudes. Thus, different cultures will have different philosophies, which results in different ways of doing things, especially in educating the next generation.

The aims of education by Tagore

- Self-realization: Spiritual is the essence of

humanism. Manifestation of personality depends upon the self-realization and spiritual knowledge of individual.

- **Intellectual Development:** It means development of imagination, creative free thinking, constant curiosity, alertness of the mind. Freedom of child to adopt his own way of learning, which would lead to all-round development.
- **Physical development:** Sound and healthy physique through yoga, games, sports as integral part of education.
- **Love for Humanity:** Education for international understanding and universal brotherhood. Education should teach people to realize oneness.
- **Freedom:** Education is a man-making process, it explores the innate power that exists within man, it is not an imposition, but a liberal process that provides utmost freedom for development.
- **Co-relation of objects:** A peaceful world is only possible when correlation between man and nature will be established.
- **Mother-tongue as medium of instruction:** Language is the true vehicle of expression.
- **Moral and spiritual development:** It is more important than bookish knowledge for an integral development of human personality, by encouraging selfless acts, co-operation, sharing and fellow-feeling among students.
- **Social Development:** 'Brahma' the supreme soul manifests through men and all creatures. He is the source of all life. Brotherhood should be cultivated from the beginning of life.

Western Education in India

Philosophy of education developed by the West was shaped through philosophical thought, which manifested through an idea characterized by Materialism, Idealism, Secularism, and Rationalism. This philosophical thinking, however, affected the concept, interpretation and the definition of the knowledge itself. Rene Descartes, for instance, uses ratio as the sole criteria to measure the truth. Other western philosophers, such as John Locke, Immanuel Kant, Martin Heidegger, Emilio Betti, and Hans-Georg Gadamer, among others, also emphasize the use of ratio and the five senses as their source of knowledge, by which it creates a variety stream of philosophies and thoughts,

such as empiricism, humanism, capitalism, existentialism, relativism, atheism, and many others that profoundly affect a number of disciplines, such as philosophy, science, sociology, psychology, politics, economics, and so on. Consequently, western philosophy of education is not established on revelation or any religious tenets but being established on a cultural tradition strengthened by philosophical speculation bounded by secular life placing man in the center as a man of ratio. Hence, the science and its ethical and moral values, administered by human ratio always experience changing. According to Syed Naquib Al-Attas, there are five factors underlying western culture and educational philosophies. First, the use of ratio to guide one in his own life. Second, posing duality between reality and truth. Third, emphasizing an existence projecting secular worldview. Fourth, the doctrine of humanism. Fifth, using history as a dominant element in natural tendency and human existence.

Those five factors have a very great impact on western intellectual paradigm shaping educational pattern in the west. British Educational Approach in India Modern education system in India initially came from British authorities. They initiated Western influence in India. Prior to the advent of the British India, Indian education system was generally private in praxis. In 1835, Lord Macaulay introduced modern education in India through Wood's dispatch 1854, generally known as the Magna Charta of Indian education, which becomes the cornerstone of the current Indian education and changed the scenario. By 1857, British power finally consolidated a colonial system of education in India. Its primary aim was to prepare indigenous Indian clerks to handle local administration and the creation of a class of Indians who had been brought up in an English way. In the lower levels of education, the medium of instruction was vernacular languages, whilst for higher education the medium must be in English. British government continuously provided funds to local schools that further made many of them becoming governmentally aided. Finding it too expensive and impossible practically to import sufficient British to operate and control the rising number of administration branches, British government planned to educate local Indian by the way that they should learn

western education and become westernized both culturally and in intellectual achievement. Lord Macaulay clearly said that, “we must at present do our best to form a class, who may be interpreters between us and the millions whom we govern; class of persons, Indians in blood and color, but English in taste, in opinions, in morals and intellect.” National universities had been established at Bombay, Madras and Calcutta. The gap between the fortunate upper classes and the vast masses of rural poor continued to widen. A new class of people came to adopt European dress, manners attitudes and life styles. Old values and traditions came to be questioned. And it was a period of social upheaval and reforms in India. In 1844, Declaration Knowledge of English declared English as a compulsory requirement to apply to government civil services. Due to this condition, Indian traditional education system gradually vanished for the lack of official government support. The government made English medium schools became so much popular that tremendously attracted many Indians. The British control over education ended with the Indian independence on 15 August 1947. Positively, the British education system created social and political awareness within the country. It inspired literary and cultural consciousness and developed nationalistic awareness. However, it was obviously British-oriented. Its primary aim was to serve British interest and was colonial in aim and practice. The medium of instruction was an obstruction in the development of creativity. Sometimes it encouraged communal passions. The Christian missionaries and the British administrators encouraged Christian teachings within the educational institutions. However, the British philosophy of education in modern period was not conducive to national welfare. It is in this defects of the British philosophy of education as practices in India in modern period that Indian thinkers have bitterly criticized it and one of them was Rabindranath Tagore. Tagore was critical of the British philosophy of education in India. He clearly saw that its aims and means were against Indian interests and thus presented his alternative philosophies, urging Indians to accept steady and purposeful education.

Tagore's Educational Philosophy: Rabindranath Tagore was more than a

resounding leading Indian thinker of India in the twentieth century. A prominent figure through his poetic brilliance, Tagore is known to India and the world as the winner of the 1913 Nobel Prize in Literature, the first non-westerner to be honored so. Ramnath Sharma depicted that there are two different thinkers of education in India, the traditional group of Indian philosophers of education on the one hand and the propagators of western philosophy of education on the other, represented by Jawaharlal Nehru and M.N. Roy. While the later were inspired greatly by the Western philosophy of education, the former, including Rabindranath, drew their inspiration from ancient Indian philosophy of education. Drawing their inspiration from ancient Indian philosophy of education, the characteristics of the traditional group can be grouped into four basic aspects: Neo- Vedanta Philosophical Basis, Integral Approach, Integral Psychology, and Synthesis of Idealism and Pragmatism. He is one among the others, such as Swami Vivekananda, Sri Aurobindo, and Mahatma Gandhi, who bitterly criticized the defects of British philosophy of education. They criticized western educational approach in India, for its aim and means were against Indian national interest, and thus presented educational philosophies. The questions to which Tagore devotes himself are: What is the aim of education? And how are we to achieve it?

Tagore's Principles of Education: The aim of education, as Rabindranath Tagore sees it, is to give one a sense of one's identity as a total man and to bring education in harmony with life. It is self-realization. He believed that this realization was the goal of education. A total man is the one who thinks of himself first and foremost as human being. What matters to him is not his birth and social status. What crucially matters to him, rather, is the conviction that he is above all a man, irrespective of his socio-economic placing, of his caste, creed, and religion. The prevalent social condition creates a situation in which the rich family grows up with arrogance and the poor with an inferiority complex. This creates a yawning gap between the two. It is, thus, the process of education that is based on self-realization is extremely needed in order to establish a well-balanced relation with others belonging to different social strata. In order to reach this basic identity of human being, one

needs to undertake processes towards this stage of a total man, a process that can only be assisted through education. Tagore did not find any dichotomy between thought, life and philosophy. Besides, he believed that every human being is one who has potentialities to progress towards the super human being, the universal soul. His conception of the universal soul is derived from the Gita and Upanishad philosophies. Tagore based his ideas on the ancient Indian thought. Indian tradition believes that man's soul and the universal soul are one, and that self-realization amounts to realization of

integration with God. Self-education is based on self-realization, which its process is as important as education itself. The more important thing is that the educator must have faith in himself and universal self, underlying his individual soul. All those actions, which provide a natural sense of contentment, promote educational process. Contentment is a reaction of soul and hence different with merely satisfaction and pleasure. According to Tagore's concept of self-education, the educator has to follow the three following principles:

1. Independence- Tagore believed in a complete freedom of any kind – intellectual freedom, satisfaction, decision, heart, knowledge, actions, and worship. But to achieve this freedom, the student has to practice a calm temperament, harmony, and balance. Through this process the student is able to distinguish between right and wrong, natural and superficial, relevant and irrelevant, permanent and temporal, universal and individual, etc. Consequently, after being able to make this distinction, the student can create a harmony and synthesis in what is right, natural, relevant, permanent, and the real element he has acquired and then turned to self-guidance. This independence is not to be confused with the absence of control, because it is self-control, it implies acting according to one's own rational impulse. Once this level of freedom has been achieved, there is no danger of the individual straying from his path, because his senses, intelligence, emotional feelings and all other powers are directed by his ego.

2. Perfection-Perfection implies that the student must try to develop every aspect of his personality, all the abilities and powers he has been endowed by nature. Therefore, academic

learning is not merely to pass examinations, acquiring degrees or certificates with which he fulfils his livelihood. The sole aim of education is development of the child's personality which is possible only when every aspect of the personality is given equal importance, when no part of the personality is neglected and no part is exclusively stressed.

3. Universality-Universality implies the important aspect of an enduring faith in the universal soul, which exists within himself. It is thus important to identify one's own soul with the universal soul. One can search for this universal soul not only within oneself, but in every element of nature and environment. This search is achieved by knowledge, worship and action. Once this realization of the universal soul is achieved, it becomes easier to progress further. It is, thus, evident from the above principles that the aim of Tagore's pattern of education is independence, perfection, and universality. The educator creates an environment in which the personality of the student undergoes a free, perfect, and unrestricted development.

Tagore's Educational Philosophy comparative with western education philosophy

Tagore considered lack of education as the main obstacle in the way of India's progress and at the root of all its problems. Looking upon the western approach on education in India, which emphasized and focused merely on sheer placement in British administration offices and businesses in India, Tagore had bitterly criticized the idea. This had become very important in view of the fact that the civil service was saturated and as the students grew, the majority of graduates failed to get any type of white-collar jobs. The time, however, had come against which Tagore urged to attempt a change in the aims of academic learning and thus offered his own remedial idea. According to him, academic learning becomes joyless and purely mechanical if it is looked upon merely as an instrument for getting jobs and for material and financial gains. In order to ensure the posit of becoming a total man, the aims of education should be not only as a means to a livelihood, but more importantly to promote awareness of human identity, where one comes into well-

balanced relations with others. It means that the end of education is to lead us into how to live meaningfully comparative the people around us. However, this does not mean that learning has nothing to do with subsistence, rather it should be aimed at something not only collaborated with pragmatic ends. Academic learning should enable us to understand the situations in which we are placed and to adopt proper attitudes towards them. The attitudes derived from the experiences we have in our lived situations, which involve our relations with the people around us – our relations with families and socio-political surroundings. Because education serves no real purpose in our life if we are unable to connect with the place we are in. As a result, if we are unable to connect with the milieu we are live, thus, it does not stimulate our ideas, nor does it nourish our emotions and imaginations. Tagore criticized the prevalent system of education, which puts too much stress on memory and too little on imagination and thinking. Tagore highlights the futility of mere scholarship, the idea propounded by some western educational philosophers including Nietzsche. He then criticized any education system whose aim is on the sheer pursuit of knowledge with no end beyond it. Tagore wants to make us aware of the evil of a traditional education system that is a dry scholarship, which encourages acquisition of static ideas without contributing anything to significant living, an education which remains far away from our life. There must be no gap between ideas or theory and their application to life. The aim of education should be to develop and nourish our beliefs, emotions, and imaginations, which enable us to assess, evaluate, and take up appropriate attitudes towards our experience in the milieu in which we live. It is this conviction that accounts for Tagore's disapproval of a system of education, which emphasizes too much of theoretical learning. Politics, say, may give us information about the process of democracy, but it cannot become beneficial if it does not bring prosperity to the people.

Tagore viewed the traditional academic learning as merely a knowledge-factory, a mechanical system producing students with machine-ground knowledge for the purpose of being examined and graded. He criticized the idea propounded by Michael Foucault in his Discipline and

Punish in which he looks at educational institutions on the model of prisons of a disciplinary mechanism involving continuous surveillance, examination, training, punishment. Tagore maintained that the aim of education should not be producing like a machine-made product in a factory, because each individual has a distinctive character of his own. Therefore, education system should attend to it carefully; it should enable each individual to blossom in his own way.

Nature-based Education

Tagore frustrated with the denatured situation of academic learning process and promoted the system on the model of forest solitude or under the open sky. It is by this method that gentle breezes, sunshine, green trees and plants not only to making children physically sound, but to nourishing their minds. He insists that no mind can grow properly without living in intimate communion with nature. Those situations presents to the learner a situation, which stimulates his imagination and creativity, and combats the boredom of mechanical learning. In Tapovan (The Forest School of India) Tagore asserted that the forest school was typical of the Indian system of education with its emphasis on three basic elements of Indian culture, namely Advaita (non-duality) in the field of knowledge, friendship for all in the field of feeling, and fulfilment of one's duties without concern for the outcomes in the field of action. The ideal school, according to Tagore, should be established away from the turmoil of human habitation under an open sky and surrounded by vistas of fields, trees, and plants. Living in a forest was also associated with austere pursuits and renunciation. The vast background of nature represented a grand perspective against which all objects, all feelings assumed their due proportions. He also referred to the significance of educating feeling as distinct from educating the senses and the intellect. The word 'forest' used in this context, he explained, was not dense jungle, but Tapovana, the forest clearing. Indian national educational system should try to discover the characteristics of the truth of its own civilization. The truth is not commercialism, imperialism or nationalism, but rather universalism. Its aim was to develop individual personality by the means of

harmonious interaction and union of the spirit with the environment.

Medium of Education

The medium of education discourse also became an important point pertaining to Tagore's idea. The use of English in education prevented assimilation of what was taught and made education confined only to urban areas and the upper classes rather than rural areas. Therefore, if the vast rural masses were to benefit, it was absolutely essential to switch over to the use of Bengali in the context of Bengal at all level of education. Tagore believed that without knowledge pattern of rural living and an effort by the school to revitalize rural life, academic learning would be incomplete. And this is the reason behind the establishment of his own university, popularly known as Visva Bharat. Tagore stressed on the unnaturalness of the system of education in India, its lacks of links with the nation and its management, which was in the hands of a foreign government. The working of the government, its court of law and its education system were conducted in a language completely meaningless to the majority of Indians. He contrasted the situation in India with what he had seen in the USSR and in Japan, where the governments had been able to educate their people within a very short time. He argued that to educate India's entire population and restoring the flow of culture from the educated classes to the rural population would not come about unless the mother-tongue was adopted as the medium of teaching.

Education as a Means of Peace

Another point from the British education result that Tagore had also criticized was the fact that the British educational process failed to develop attitudes and the spirit of inquiry. Moreover, it divided Indian people into two classes: those who received British education and those who did not. The former, comprising everyone taking from the wealthy, educated, and English speaking class living in cities and towns, whilst the latter remained almost everyone living in the countryside. Tagore wanted science to be taught along with India's own philosophical and spiritual knowledge at Indian universities. Because science without constraint of self-knowledge leads to an endless desire for

material goods and well-being, and the meaningless pursuit of the instruments of war and power, which are often the origin of conflict among nations and the source of suppression of the weaker by the stronger. That is why both spiritual and scientific knowledge are considered by Tagore as equally important. About the place of religion in education, Tagore said: "Nature and human spirit wedded together would constitute our temple and selfless good deeds our worship."

Tagore's Contribution to Modern Education

Tagore was fully dissatisfied with the prevalent system of education at that time and called the schools as factories of rote learning. Then he advocated the principle of freedom for an effective education. He said that the children should be given freedom so that they are able to grow and develop per their own wishes. A man through the process of education should be able to come out as a harmonious individual in time with his social set up of life. Relevance of Tagore's educational thoughts in Indian education. Tagore is critical of prevalent system of education which lays role emphasis upon bookish learning. The intellectual aim of education, according him, is a development of intellectual faculties which should be developed through education. There are power of thinking & of imagination. The visionary's great educationist in Tagore solved the problem of today as far back as 50 years. Economic forces compel the teachers of today to look for pupils but in the natural order of thing it is the pupil who should look for the teacher the teacher-student relationship designed by Tagore is a model in this context.

Implications

The present article attempted to explicate the main themes of educational & philosophical contributions of Rabindranath Tagore, his concept of humanism that can be cultivated through education with emphasis that the systems advocated by his have solutions to modern day educational problems of India as well as the whole world. The electric understanding of Tagore's philosophy has great relevance for academicians, administrators, policy makers, researchers, & policy makers who can use these principles or building of

nation, brotherhood reduce unemployment and discrimination in educational other opportunities 'being practiced even in face of vibrant Indian constitution& legal system.

Conclusion

Education is continuous process of learning and existence of present is always in shoulder of past and ultimately from present it will be passed on to the future. Thus it is concluded that the teaching methodologies of Tagore are still have relevance and great applicability in the present era of education system being practiced in our country and even around the globe. Establishing educational institutions almost nature is instrumental in bringing about change in the learning atmospheres which may play significant role in developing creative mind and facilitate nation building with highest harmony, productivity, happiness & flourishing of all being in the citizens of the great Indian nation that has a great source of knowledge.

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Development of the Psychophysiological Well-Being Assessment Tool Based on Roy's Adaptation Model for Breast Cancer Patients: A Validity and Reliability Study

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Abstract

Breast cancer is a major health burden among women that instils feeling of dread and fear in them. When a woman suffers from this dreadful sickness she will definitely have her physiological and psychological status disturbed due to the worry of loss of her breast, chemotherapy, radiation therapy or any other cumbersome treatment and its complications. It is the time when a nurse can assess her disturbed psychophysiological wellbeing. For this she needs some tool. So the objective of the present study was to develop the Psychophysiological Well-being Assessment Tool (PWAT) based on Roy's Adaptation Model and to check its validity and reliability.

Keywords: [Breast cancer, psychophysiological wellbeing, Roy's Adaptation Model, quality care. Psychophysiological Wellbeing Assessment Tool]

Introduction

Rebacca, M., Devi, S. (2016). Improve Quality of Life of Patients With Cervical Cancer: An Application Of Roy's Adaptation Model. *Int J Recent Sci Res*, 7(5), 11265-11270. Breast cancer among women is a major health burden both in developed and developing countries that instils feeling of dread and fear in many women. Not only it is a life threatening disease, but affects a part of the body that is imperative to women's sense of womanliness and femininity. Women suffering from breast cancer are ignorant about their problem in the initial stage. When they contact to health facility, disease progresses in advance stage and require immediate intervention of mastectomy and to treat or prevent reoccurrence they need treatment of radiotherapy or chemotherapy. During radiation therapy and chemotherapy they have many complications like extreme fatigue, pain in affected breast, constipation or diarrhea and so on. At that time patients have disturbed psychophysiological wellbeing. They are unable to cope up the situation and may have maladaptive behaviour. No tool is there to assess their maladaptive behaviour. So at that point the researcher decided to develop the Psychophysiological Well-being Assessment Tool (PWAT) based on RAM. According to RAM, coping processes consist of two: Regulator and Cognate Subsystem, adaptation occurs when the cognate and Regulator

subsystems are stimulated, resulting in behaviour changes measured in physiologic and psychological modes. The proper response to these subsystems to the external and internal stimuli results in adaptive behaviours. It promotes a client's adjustment to challenges related to health and illness. With the PWAT the researcher will be able to identify the maladaptive behaviour in time and promote adaptation for individuals and groups in two adaptive modes of RAM i.e physiological mode and psychological mode encompasses self-concept mode, role function mode and interdependence mode thus contributing to health. This paper conceptualizes the development of Psychophysiological Wellbeing Assessment Tool (PWAT) based on RAM and to check its validity and reliability. It will serve as a vehicle to measure the psychophysiological wellbeing of post mastectomy breast cancer patients.

Review of Literature

Literature Related to Mastectomy and Impact of Mastectomy

Arroyo, J.M.G., & López, M.L.D (2011) conducted a qualitative study to analyze in depth the psychological reaction of women to mastectomy through its different stages from diagnosis to surgical treatment. Results found in studied women the loss of the "corporal imaginary" related to the disappearance of a valuable organ, linked to the feeling of loss of

personal attractiveness, low self-esteem and avoidance of social relationships, the problem of “femininity” has been linked to the issue of “desirability”, something innate in the “feminine position”. Many of them keep in mind the idea of mutilation, as a “whole” which is impossible to integrate.

Cesnik, VM., Dos Santos, MA. (2012) conducted a integrative review to observe the effects of physical discomfort due to cancer treatments on the sexuality of women who underwent mastectomy. The search included articles published in the period between 2000 and 2009 on the MEDLINE, LILACS and Psyc INFO databases. The findings revealed that, even when the patient's sex life is intense and fulfilling before the disease, factors such as stress, pain, fatigue, insult to body image, and low self-esteem due to the treatments may alter the sexual functioning of the affected woman.

Heidari, M. & Ghodusi, M. (2015) conducted a descriptive study to determine the relationship between appreciating the body, hope and mental health in 100 women with breast cancer after mastectomy in Isfahan, Iran. The subjects were selected by convenient sampling. Results concluded that most of the patients had low body esteem. There was a significant direct linear relationship between body esteem and hope and mental health. This relationship was stronger between valuing the body and hope.

Literature Related to Development and Use of the Tool Based on Roy's Adaptation Model

Hsiao, T.Y., & Hsieh, H.F. (2013) describes the experience of a nurse who used music therapy as the intervention to reduce a patient's pain during wound care after orthopedic surgery. The nurse applied Roy's adaptation model as the assessment tool. Before the intervention the major and primary health problem identified was acute pain accelerated by wound care. Through an individual-tailored music therapy, the client's pain during wound care was greatly reduced and even completely disappeared.

Song, C.E., & Song, H.S. (2015) did a prospective longitudinal study among 40 clients to identify changes in quality of life in patients undergoing allogeneic hematopoietic stem cell transplantation (HSCT). The questionnaire based on Roy's Adaptation Model was administered before HSCT, 30 and 100 days after HSCT.

Multilevel analysis was applied to analyze changes in quality of life. Results showed a decreasing tendency in quality of life from pre-HSCT to 100 days after HSCT. Symptom severity and depression were statistically significant factors influencing changes in quality of life.

Frank, C.A., Schroeter, K., & Shaw, C. (2017) conducted a descriptive survey to addresses traumatic stress within the acute trauma population at a Midwest Level 1 trauma hospital to evaluate whether the implementation of the Primary Care- Posttraumatic Stress Disorder (PC-PTSD) Screening Tool based on Roy's Adaptation Model by bedside nurses would result in identifying more patients at risk for traumatic stress after an acute trauma. The results revealed use of the PC-PTSD tool triggered 28% of the patients to receive a health psychology consult. The study suggested that with this screening tool, nurses can accurately assess patients and connect them with timely psychological treatment.

Material and Methods

A Modified Delphi Technique was used to develop the PWAT based on Roy's Adaptation Model.

The tool was developed in two phases. In the first phase extensive review of literature was done and 72 items were pooled together to develop the preliminary draft of the PWAT. In the second phase a Delphi panel was constituted. A Modified Delphi Technique was adopted to get the common consensus for the final PWAT. At every step of tool development item analysis was performed and experts' opinion were taken. Common consensus of experts was obtained on 38 items of PWAT. The reliability of instrument was estimated by using split half Chronbachs alpha which was $r = 0.73$. Statistically all the items of PWAT were found inter correlated and were compatible to each other. The empowered nurses with PWAT will do quick assessment of psychophysiological wellbeing of post mastectomy breast cancer patients. Their timely intervention will help in decreasing re-hospitalizations of patients and help in cost containment for the health care industry, which is the essence of quality care management.

For this purpose, a Delphi panel was constituted to get the common consensus to finalize PWAT. Item analysis was performed to assess the difficulty index of the items. Singh, K., Gupta,

S., Goel, A., Chawla, IS. (2016). Incidence Rate of Palpable Breast Masses amongst Female Population in Patiala District - A Hospital Based Study. *J Med Dent Science Res*, 4(6), 212-215. Trial outs were also done to match the results of item analysis. The first draft of the PWAT had 72 items and common consensus of all the Delphi panel experts was obtained on 38 items. Final PWAT had 38 statements to assess the physiological and psychological wellbeing of post mastectomy breast cancer patients. Tool was prepared in two phases as follows:

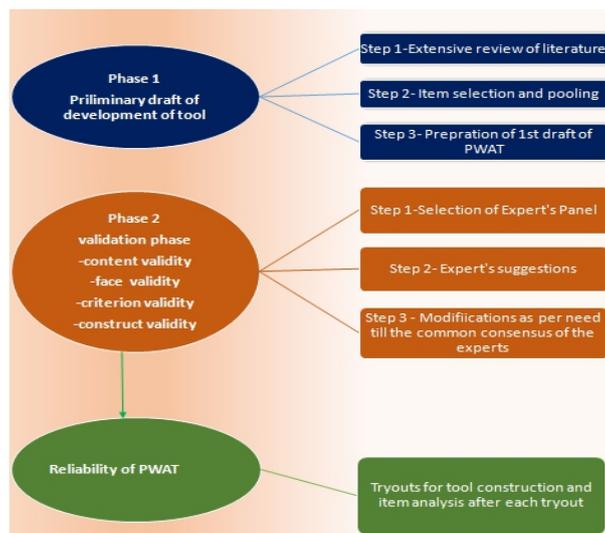


Fig. 1 Phases of Research Tool Development

Phases of Tool Development

Phase 1: Preliminary Preparation of Psycho physiological well –Being Assessment Tool (PWAT)

Critical review of literature was done to develop the PWAT for post mastectomy breast cancer patients. Many studies which were already done by other researchers based on RAM were analyzed. Literature related to instrument construction and standardization was reviewed. Related content was analyzed and various related aspects were pooled together. Preliminary PWAT -1 was prepared with 72 items. It was based on two modes of RAM (physiological mode and psychological mode) to get the detailed information about the psycho physiological well-being of breast cancer patients.

Phase 2: Validation Phase

First try out was done of PWAT- I on 10 breast cancer post mastectomy patients in Radiotherapy Department, Rajindra Hospital, Patiala to check

the difficulty index of items and reliability of PWAT-I. Item analysis was done to assess the quality of the individual items and PWAT-I as a whole. Reliability statistics showed $r = .941$. The 5 items were expressed incompatible having mean value 2.5 or less than 2.5 (The optimal mean value for item statistics should be more than 2.5) had been excluded from the PWAT. PWAT-1 was prepared with 67 items. Panel was selected comprising of 10 experts of different specialties of Nursing. The first draft of tool was circulated among 10 experts via e-mails or by post. The Modified Delphi Technique was adopted to validate the 1st draft of PWAT. All the panelists were requested to give their valuable suggestions pertaining to the content, accuracy of information, the item order i.e. organization and sequence of the items. The suggestions given by panelists were incorporated; changes were also made in the sequence of items as advised by the experts. Many items were modified, clubbed and deleted. New items were added to generate the second draft of the tool. After first Delphi survey, PWAT- II was prepared. There were total 52 items which were categorized under 2 subheadings: Physiological well-being (item no. 1-20) and Psychological wellbeing (item no. 21-52). Same process of item analysis and Expert's opinion were repeated in 2nd try out and 3rd try-out. In 2nd try out ten (10) items were expressed difficult and incompatible having mean 2.5 or less than 2.5 (The optimal mean value for item statistics should be more than 2.5) were excluded from the tool. These were 03 items from physiological mode, 07 items from psychological mode. Reliability statistics of PWAT- II showed $r = .78$. PWAT- II was prepared with 42 items. In Expert's opinion two items were deleted. All the experts suggested to add one item "Do you have alopecia?" which was excluded in second round of item analysis. So this item was added in the psycho physiological well-being assessment tool. 41 items were finalized for PWAT- III which was categorized under 2 subheadings: Physiological wellbeing (1-18) and psychological wellbeing (19-41). In 3rd try-out of item analysis each item was expressed very good item except 03 items having zero variance so removed from the scale. The PWAT was prepared with 38 items. Reliability statistics of PWAT- III showed $r = .73$. PWAT was sent to experts for 3rd Delphi round. At this point, no suggestion was given by

any panelist. There was no deletion, no addition and no modification. Researcher was successful to obtain common consensus from the panel and finally PWAT- III was finalized with 38 items which were categorized under 2 subheadings: Physiological wellbeing (1-16) and psychological wellbeing (17-38). In fourth try out, Item analysis was done to calculate the difficulty index of each item with in PWAT. At this stage all items were found very good items. No item was found difficult. Finally the researcher was successful to develop the valid and reliable tool.

These steps can be presented as:-

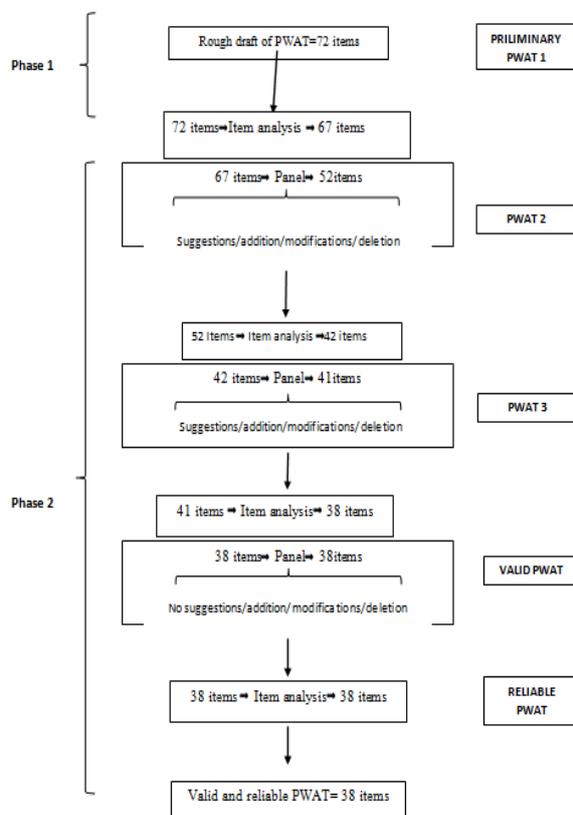


FIG.2 STEPS OF PWAT DEVELOPMENT

Results

Common consensus of all the Delphi panel experts was obtained on 38 items. Cranach’s alpha of PWAT was 0.73 means tool is ideally reliable.

Discussion

Psycho physiological Wellbeing Assessment Tool (PWAT) Development Was a Challenging task. It was based on two modes (physiological mode and psychological mode) of RAM which aims to measure the Psycho physiological wellbeing of post mastectomy breast cancer

patients who are under the treatment of chemotherapy or radiotherapy or both. This PWAT has been revised by Delphi survey and item analysis again and again until the common consensus is achieved. So it has presented a new vision of Roy’s Adaptation Model (RAM). It has advanced the work of previous researchers who utilized the available scales for data collection. Here the researcher has developed her own valid and reliable tool for data collection. Similar studies describing the development of a performance evaluation tool for registered nurses in a healthcare organization were presented by Springer et al. Hader et al. and O’Hara et al. This PWAT will enable the nurses to collect data from the patients of medical and surgical departments in holistic manner and will help in planning the client centered interventions. By this nursing care will shift away from task oriented to patient oriented. Use of this PWAT will make a significant difference in nursing knowledge about patients. Whether the number of items in the tool (38) are less than the numbers in the other popular tools (greater than 50), Chronbacks alpha makes it a potentially useful evaluation tool. Each item has a mean value greater than 2.5 which indicates similarity of the items. The reliability of a tool may rise while increasing the number of items, but it gets difficult for the nurses to spend more time on each patient. A limitation that has been felt during the development of PWAT is that it is only utilized for data collection but at the spot it is not providing relief of complications of chemotherapy and radiotherapy. We hope that this study will lay the groundwork for future research in applying nursing models to practice. Suggestions for future studies include replicating this study using a larger random sample and establishing the reliability of the tools.

Conclusion

Finally the Psychophysiological Well-being Assessment Tool (PWAT) was developed with 38 items as a composite outcome of the physiological well-being and the psychological well-being. By the use of PWAT in nursing practice, nurses will be able to do holistic assessments of the patients available. By applying this PWAT based on RAM in practice nurses can enhance the professional accountability, define the parameters of nursing and increase the scientific body of knowledge of

nursing profession.

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Roy Adaptation Model ... The development of the model began in the late 1960s (3). ...

In contributing health needs and well-being of the community (3, 13).

Maria, L., Jim, M. (1981 Dec) Preoperative Assessment Using Roys Adaptation Model. *Aron Journal*, 6(46)

A Modified Delphi Technique (1998) was used to develop the PWAT based on Roy's Adaptation Model. For this purpose, a Delphi panel was constituted to get the common consensus to finalize

Emotional Intelligence and Its Importance in Today's Life

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Abstract

Life in the present times is full of competition, stress, strain and pressure. To survive in this fast growing world and to keep in pace with the changing world every individual has the pressure to perform and to give his/her best. Whether a school going child or an entrepreneur everyone is coping with sometime of mental pressure. This pressure leads to stress and strain with which only an emotionally intelligent person can cope better. The purpose of this article is to throw a light on today's stressful and busy life because in these days people remain busy in earning money instead of earning happiness. They have lost their inner peace. In this modern era people spent more time with electronic gadgets than living with human beings. This life style ruins peace of mind and provides mental illness which decrease work efficiency, frustration, stress, depression, bad health etc. But an emotionally intelligent person can easily cope with this problems and he/she can live a better life. This article presents a framework for emotional intelligence and its importance in today's life. It throws a light on the value of emotional intelligence to live a comfortable, happy and healthy life..

Keywords: [Emotional, Intelligence, Happiness, Healthy Life, Frustration, Depression]

Introduction

Emotional Intelligence gives us self-awareness, social awareness, political awareness, educational awareness, religious awareness etc. In India, moral values, patriotic feelings, religious values, moral values are in the blood of every Indian citizen. These values help a person to be emotionally intelligent because these values teach us how to behave with the youngsters and elders, to give respect to every religion, to preserve the culture and to respect the feelings of peoples. These help us to live a comfortable life in the society with brotherhood feelings. It provides us a brief introduction about emotional intelligence, factors affecting emotional intelligence, how these factors identify the ability and capacity of a person and about its capacity to modify the behaviour people. An emotionally intelligent person always remains confident, cooperative, and healthy. He/she can give better performance at work-place; he/she can live a comfortable and peaceful life like a good human being. This article aims at providing knowledge about emotional intelligence's importance in the life of human being "Emotional intelligence has been defined as the ability to monitor one's own emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and

behaviour." - Peter Salovey and John Mayer. "If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationship, then no matter how smart you are, you are not going to get very far."-Daniel Goleman

Review of Literature

Singla (2011) conducted a study on the well-being of working and non-working women and their emotional intelligence and stress. 200 women selected as sample. Results revealed that well-being of working women is higher than the well-being level of non- working women.

Jit, R. (2012) conducted a study on emotional Intelligence on male and female students. Study showed that there are significant differences in between male and female student's emotional intelligence. Govt. school students scored more on emotional intelligence but private school students scored less. Male proved better on social skills and women on empathy and motivation. Rural students proved better on self-motivation, social skills and self-awareness than urban students.

Khokhar, C.P. and Kush, T. (2009) selected 220 male executive as sample to find out the positive relations between commitment of profession and emotional intelligence, all they

even in the critical situations. It also gives us the power to understand the problems of other people and to give them suggestions how can they manage or solve their problems. In our routine life, from morning to evening, we have to do so many types of tasks, we meet many people. So it is not easy to do every type of tasks and to deal peacefully with each and every people. Because some tasks may be very difficult to do and some people may be very irritating and rude. It makes imbalance in our life and makes us unhappy and frustrated. So it depends upon our emotional intelligence power, how can we handle these types of problems? If we are emotionally intelligent then we can easily understand the situation and can choose the right methods to do the task easily. We can understand the emotions of people and can find out what is the reason of their frustration. We can make them realize that they should change their behaviour. First of all, Emotional Intelligent term is introduced by Peter Salavoy and John Mayer. This concept is derived from the theory and research about feelings, thoughts and abilities prior to 1990 but it was considered to be unrelated phenomena. It popularized by the book 'Emotional Intelligence-why it can matter more than I.Q.' written by the author, psychologist and science journalist Daniel Goleman in 1995. Peter Salavoy and John Mayer have given the four factors of emotional Intelligence.

1. Perceiving Emotions
2. Reasoning with emotions
3. Understanding emotions
4. Managing emotions.

These four factors identify the emotional ability and capability of a person. Emotional Intelligence is the ability to handle and tackle our behaviour. We have to face so many types of challenges and complications daily. These may be the cause of stress and tension. We can't live a happy and healthy life in this type of situation. So it depends upon our emotional intelligence that how can we get rid of these problems and to find out the solutions of problems. Emotional Intelligence gives us the quality of good relationship with the other members of society. It creates a healthy environment to live and makes our life easy, healthy and happy. It keeps our mental health good. Good brain thinks about good and creative work. It gives us positive energy to do better for the country also. It

motivates us to make good intra-personal relations. It polishes our emotional skills.

Importance of Emotional Intelligence in Today's Life

Life has become so fast and busy that we have no time to share our feelings with each other. We cannot give proper time to our family. Lot of work becomes the cause of mental instability, frustration, stress, anxiety and depression. So it is very important to be emotionally intelligent if we want to live a healthy and successful life. Emotional intelligence has an important role in our life. Importance of emotional intelligence is as below:

Better Performance at Work-place

An emotionally intelligent person can do his work on time because he has the ability to identify and handle his emotions. He does his work with happy mood and in stress freeway. So he can give a better performance at work place and always remain punctual because a stress free mind can give an outstanding performance.

Confident and Cooperative

An emotionally intelligent person has the ability to understand his own as well as the emotions of others, so he can understand what others want from him? What type of performance his institution expects from him? With the help of this understanding a person can never be confused and remain confident. He always helps the others. This confidence and a cooperative nature make a person a good social being.

Good Health

Emotionally intelligent person live a stress free, happy and punctual life. This living style makes him physically as well as mentally fit. Good health is essential to live long and successful life. In today's life it is really very tough to live happy and stress free but by understanding emotions a person can make his life easy.

Comfortable and Peaceful Life

In these days it is a challenge to live a comfortable and successful life. But if a person has the ability to understand what is wrong and what is right for him then he can live a balanced life. He always remains away from the things that can hurt him and create a hurdle in the path of his success.

Good Human Being

Because of the stressful and busy life nobody has care for his country and the people of country.

have the degree of graduation and post-graduation. Study showed positive relations between commitment of profession and emotional intelligence. Professional commitment is about the quality of work performance, capacity to do work, attendance and punctuality on work and speed on job.

Sthapak, S. (2009) studied the effect of emotional intelligence on the scholastic achievement of 99 students of the B.E. IV years. Mangal's emotional intelligence inventory was used to collect the data. Scholastic achievement of students was taken from annual results of previous class. Hypotheses were rejected because results were revealing significant relationship between the scholastic achievement and emotional intelligence. Results proved that one's scholastic achievement was positively influenced by emotional intelligence. Under-achievers can improve their emotional competencies.

Five Categories of Emotional Intelligence



Self-awareness

To know about someone's own emotions as people who are aware about self don't let their emotions and feelings rule them. They identify their weaknesses and try to overcome them for better performance.

Self-regulation

People with this quality have the quality to manage and control their emotions and feelings to bring discipline. They live life with their own rules and regulations. This quality provide a happy and healthy life style.

Motivation

Motivation keeps the people active and enables them to achieve goals. Motivated people are dedicated to take initiative, to attain goals and are optimistic.

Empathy

This is the quality to understand and to be aware of other's emotions. People with this quality can understand other's problems, needs and their view point.

People skills

People with this quality have better communication power and they maintain good relations with others. They have better social skills. Healthy empathic people always remain ready to help others.

Characteristics of Emotionally Intelligent Person

Self-awareness: An emotional intelligent Person knows what he feels. It is Person's capacity for understanding one's emotions, one's strength and one's weaknesses, knowing what we are feeling at that moment and using those preferences to guide our decision-making having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

Self-management: An emotionally intelligent Person can effectively manage one's motives and regulating one's behaviour, handling our emotions so that they facilitate rather than interfere with the task. It is important to manage emotions, but this does not mean masking or hiding them. It simply means being able to control the unhealthy expression of negative emotions, so that they are not harmful to our wellbeing or that of others.

Social awareness: Social awareness is the ability to accurately read the emotions of others and understand their mood or the experiencing emotion. Emotionally intelligent Person can easily understand what others are saying and feeling, and why do they feel and act so.

Relationship management: It is his capacity for acting in such a way that one is able to get desired results from others and reach personal goals (Naik & Kiran, 2018).

Factors of Emotional Intelligence

Emotional Intelligence motivates the person to solve the problem or to do efforts to achieve the required goals. It gives confidence to survive

But emotional intelligence provides a good sense of emotions and creates the feeling of brotherhood. This feeling makes a person a good citizen and responsible towards his country and the people of his country.

Conclusion

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait Emotional Intelligence model, a self-perceived ability, to identify, assess and manage the emotions of one's self, of others, and of groups. An emotionally intelligent teacher undertakes the difficult task of perpetuating his race and seeks to develop social usefulness in him, as well as, in others. It is the most important factor in predicting success and happiness in life. It is far better to have a high Emotional Intelligence, if one wants to be valued as a productive member of the society. We concluded that emotional intelligence plays an important role to be a good citizen. It helps to be successful, to be healthy, to be creative and to live a stress free life. Stress, anxiety and depression are the main problem that a person is facing in his life but by understanding his emotions a person can get ride from these problems and can live a peaceful life. So, emotional intelligence is a term that has the ability to change the life of a person as well as the life style of whole population.

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Compare the Close-Mindedness of Male and Female Government & Private School Teachers of Secondary Level

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Abstract

There are some factors which may have helpful relationship with class-room communication designs of teachers. In difference, there are some other factors which may have opposite effects on class-room interaction patterns of teachers. Close-mindedness, Neuroticism, Frustration, emotional instability Introversion-Extroversion etc. are such factors which may have some effects on class-room behaviour of teachers. It is therefore, needed to decide the high close-mindedness. The present study envisages the compare the close-mindedness of male and female government and private school teachers of secondary level. In the field of teaching or in a specific teaching-learning conditions teacher is a chief agent who shows prominent role in interactive the information, evaluate the knowledge consequences and help learners to overcome their complications. It is he, who builds up desirable attitudes and approves or disapproves pupil's behaviour. His personality, qualities, and ability in actual are; so significant for pupil's development. The influence that a teacher applies on his pupils is mostly determined by his class-room teaching.

Keywords: [Male and female, Close-Mindedness, Teachers, Schools]

Introduction

Teachings on class-room interaction have been made to understand teaching as it goes on in the class-room. Efforts have been complete to classify effective teaching behaviour and its relation to their personality variables. But it is doubtful whether there is such a thing as teaching-type of personality. Since persons of even different personality characteristics-seem-to achieve equal, degree of success in practical teaching. Therefore one cannot take a rigid stand either in respect of a particular set of personality traits that a successful teacher should possess.

Personality: personality is the combination of emotions, behaviour, motivation, and thought patterns that define an individual. Personality psychology attempts to study similarities and differences in these patterns among different people and groups. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality

Close-Mindedness: Close-mindedness person is one who finds it problematic to separate among information received about the world and information received about the source. A man convinced against his will is of the same opinion still, "Dale Carnegie 'Sometimes you contract

with persons who are close-minded, completely stubborn in their beliefs and unreceptive to new ideas. Perhaps you feel sure you're right and they are wrong, but you can't seem to convince them to see belongings your way. And possibly you are infecting correct but that doesn't stop the other being resorting to illogical argument to keep from supportive with you. Then you can do nothing in such situations.

Objective Of the Study: To compare the close-mindedness of male and female government and private school teachers of secondary level.

Hypothesis of the Study: There exists no significant difference in mean scores of close-mindedness of male and female government and private school teachers of secondary level.

Delimitations of the Study: The Present study was delimited with teachers of government and private schools of Mansa district (Punjab) only. The present study was confined to a sample of 200 private and 200 government school teachers only. The present study was delimited with respect to the variables close- mindedness compare male and female.

Statistical Techniques Used

- Descriptive statistical was applied to find out means and standard deviation of male and female government and private secondary school teachers.
- Pearson's product Moment correlation was

calculated to find out the relationship between independent and dependent variables.

- t- test was used to see the significance of difference of mean

Analysis of Data and Interpretation of Data

In the proceeding chapter, method and procedure of the study was described covering design, sample, tools and statistical teaching. The present chapter deals with statistical interpretation of the data and discussion of the results. This section is the heart of the research because it gives concise picture to the data. It involves breaking down the existing complex factors into simple facts and putting the parts together in the new arrangement for the purpose of interpretation. It not only point out the important facts and relationships to give meaning to the data but also make certain generalizations about the data. The present study has being survey in nature. The various hypotheses were formulated keeping in view the objective of the present study. The purpose of study was to study. "Compare the close-mindedness of male and female government and private school teachers of secondary level."

The data obtain from the study has been analyzed under the following sections Demographic characteristics of School Teachers

The demographic characteristics of school teachers' government and private have been studied under with respect to qualification, gender, and age group, teaching experience and type of

Demographic Interpretation

Qualifications: 79% of government school teachers were post-graduate as compared to 85% of their private school counterparts. Remaining 21% of government school teacher were graduate as compared to 15% of their private school counterparts.

Gender: About 50% of government school teachers were male teachers as compared to 50% of their private school counterparts. Remaining 50% of government school teachers were female as compared to 50% of their private school counterparts

Age group: 5% of government school teachers were age group of 21-30 years as compared to 15% of their private school counterparts. 49% of government school teacher were age group of 31-40 as compared to 45% of their private school

counterparts. 31% of government school teachers were age group of 41-50 years as compared to 24% of their private school counterparts. There were 15% of government school teacher who were above 51 years of age as compared to 16% in their private school counterparts.

Teaching Experience: 20% of government school teachers have from 1-10 years as compared to 47% of their private school counterparts. 47% of government school teacher have from 11-20 years as compared to 20% of their private school counterparts. 16% of government school teachers have from 21-30 years as compared to 28% of their private school counterparts. There were 17% of government school teacher have morethan30 years of experience as compared to 5% of their private school counterparts.

Educational Degree: About 91% of government school teachers possessed the education degree or diploma as compared to 85% of their private school counterparts. Reaming 9% of government school teachers did not possess the professional education degree or diploma as compared to 15% of their private school counterparts.

Testing of Hypotheses

The result has been discussed in the light of hypotheses of the study.

Hypothesis

There exists no significant difference in mean scores of neuroticism of male and female government and private school teachers of secondary level. Table-.t- Ratio between neuroticism of male and female of government and private school teachers of secondary level. From table - that t-ratio of between neuroticism of male and female teachers is 2.08. The t-ratio in order to be significant at .05 and .01 level of significance should be .197 and 2.60 respectively .Therefore, obtained t- value is significant at 0.05 level but not significant at .01 level of significance.

Interpretation of the Results

In the last section testing of hypotheses has been done by different statistical methods. In this section an interpretation of result obtained has been attempted. Though the results are based on the objectivity of the data and the statistics involved, yet the interpretation is purely a

subjective matter based on the ideology and the framework in which the investigation has been conducted. First of all data was subjected to normality verification of the distribution and the sample of 400 govt. and private teachers of secondary school display normality of distribution on close mindedness measures.

Findings of the Study

The sample of 400 Government and private secondary school teachers display normality of distribution on close-mindedness. These 400 government and Private secondary school teacher show a significant degree of Close-mindedness with Mean-22.08 and Standard Deviation=9.34. Among them 146 teachers (36.5%) are found to be highly.

Educational Implications

From results it is found that the Close-mindedness, government and Private secondary school teacher show a significant degree of Close-mindedness with Mean-22.08 and Standard Deviation=9.34. Among them 146 teachers (36.5%) are found to be highly. So it is duty of our society as well as our educational system to investigate the tendency of Close-mindedness among the youth as early as possible. The present generation is passing through a difficult phase. The characteristics like Close-mindedness are on the increase. Our society cannot afford to allow these tendencies to take roots in our nation builders (teachers) and in the coming generation. The need, therefore, is to have a clear understanding of those characteristics and to suggest measures.

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