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<table>
<thead>
<tr>
<th>S. NO.</th>
<th>ORIGINAL ARTICLES</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Changes observed in the portrayal of women in Indian English Novels with respect to the time of writing and gender of the author by Nazia Kamali</td>
<td>5-12</td>
</tr>
<tr>
<td>2</td>
<td>Impact of Gender and Living of Area on Depression by Dr. Ramesh D. Waghmare</td>
<td>13-24</td>
</tr>
<tr>
<td>3</td>
<td>A Study of Mental Health among College Students by Dr. Dipak D. Nikam</td>
<td>25-32</td>
</tr>
<tr>
<td>4</td>
<td>A Study of Emotional Intelligence on Urban and Rural College Students by Sunanda Rameshwar Korde</td>
<td>32-39</td>
</tr>
<tr>
<td>5</td>
<td>A comparative Study of Psychological Distress between College Boys and Girls by Mrs. Tenaz Kavina and Dr Profiana Christian</td>
<td>40-58</td>
</tr>
<tr>
<td>6</td>
<td>Internet Addiction by Dr. Pooja A More</td>
<td>59-65</td>
</tr>
<tr>
<td>7</td>
<td>Effects of Photo Manipulation on the Self Esteem of Adolescence by Harshi Shetty</td>
<td>66-79</td>
</tr>
<tr>
<td>8</td>
<td>An Intervention Program for Awareness of Home Science among Junior College Students in the Latur City by Ms. Sandhya P. Powale and Dr. Surekha Gaikwad</td>
<td>80-88</td>
</tr>
<tr>
<td>9</td>
<td>Manuscript Preparation</td>
<td>89-90</td>
</tr>
<tr>
<td>10</td>
<td>Little About The Publisher</td>
<td>91</td>
</tr>
</tbody>
</table>
Changes observed in the portrayal of women in Indian English Novels with respect to the time of writing and gender of the author

Nazia Kamali*

**ABSTRACT**

The introduction of novels in the world of literature was done by men. Thus the characters were portrayed according to the psychology of men. These male writers provided a derogatory image of women in their works. Then came women writers who worked hard to improve the status of women in literature. The present paper compares the portrayal of women in the first ever Indian English Novel, Rajmohan’s Wife by Bankim Chandra Chatterjee with a novel by a contemporary female writer- Difficult Daughters by Manju Kapurto express the difference that came in portrayal of women in Indian English Novels.

**Key Words:** choice, India, identity, women

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INTRODUCTION

Nineteenth century India was ridden with practices like caste system, untouchability and Sati. Illiteracy was high. Education was denied to women, and purdah system was in vogue. There was no one to raise a voice against the conditions of Indian women. Women were absent from the outside world. They had no identity, no knowledge, no rights only responsibility to carry the burden of patriarchy.

Amidst such situations came the first ever novel written in English by an Indian writer, Rajmohan wife. The writer has put in great effort to show the face of progressive India yet his time period and gender betrayed him at many instances. The character of Matangini is vulnerable. Her insignificance reflects in the name of the novel. Though it is about her, the title is Rajmohan wife and not Matangini. It is as if the writer was not ready to give her the status she deserved.

Manju Kapur novel Difficult Daughters is set against the historical background of India's partition but is written post-independence thus reveals the life of women, their struggle for basic rights, quest for identity and survival. Manju Kapur heroine crushes and defies the patriarchal restrictions and expectations to assert her identity and achieves self-satisfaction and self-fulfilment in her life.

Both the novels are female centric. They show women of two different times and their struggle within the ambit of the social structure of society of their time. Owing to the difference in time and gender of the two authors, there is a difference in the way the women are portrayed. Manju Kapur understands the innermost thoughts of the protagonist better than Bankim Chandra. Both the novels endorse a story ahead of the time in which they are written.
yet there is a stark difference between. A comparative analysis of the portrayal of women two novels can be based on the following observations:

- **Objectification of women:**

  Though Matangini is presented as the “spirit” or personification of modern India itself, she is first introduced as a body and then as a person. Matangini’s introduction in the book is given as a beautiful portrait made to please human eyes. Description of her physical beauty acquired precedence over her goodness as a person or her rebellious spirit. Her questioning behaviour, her desire to cross the threshold and enter into a new world all are shadowed by the account of her physical aspects.

  Her bloom was as full of charm as that of the land-lotus half-scorched and half-radiant under the noonday sun. Her long locks were tied up in a careless knot on her shoulder; but some loose tresses had thrown away that bondage and were straying over her forehead and cheeks. Her faultlessly drawn arched eyebrows were quivering with bashfulness under a full and wide forehead. The eyes were often only half-seen under their drooping lids.

  Through these lines Bankim Chandra painted a portrait of Matangini in terms of her physical beauty. It is as if she weren’t beautiful with a flawless skin and radiant body, she wouldn’t deserve to be the protagonist. The opening pages of the novel described her as “perfect flower of beauty”, it looks like the author is trying to preach how a woman should look to a man’s eyes or how she was described by the norms of society.

  Apart from her the other female characters didn’t even get an introduction. Most of the time they are denoted as wives, mothers, daughters.

  While Manju Kapur describes her protagonist Virmati as a woman who takes care of her siblings, she is responsible and careful, she was expressive of all her emotions including
anger, self-determined to pursue her career rather than focusing on marriage, rebellious to age old customs and tradition which her family followed religiously-in the novel.

Manju Kapur being a woman wanted to show aspects of women other than her physical beauty such as her intelligence, her caring nature, her love, the tenderness of her attitude.

- **Freedom of Choice:**

  Matangini had no choice in her marriage, she was forced to marry a man she never met nor loved. The decision was taken by her parents, she was intimated and the ceremony was held. And when she fell in love with her Brother-in-Law, she is forced to leave the house hold and bury her passion alive. The end Matangini meets here vindicates the moral status of traditional terms. Matangini’s unhappy brief life and her early death echoes the approval of the conservative section of society, Bankim Chandra selects the most unfair and plausible end.

  Though he tries his best to bring forward a self-assertive and bold woman, he betrays the anxiety of his time and shows a woman who is forced to follow the decision taken for her by men. Matangini decides to go out in dark to warn Madhav (her love interest in the novel) of the danger lurking at him. She shows all the courage a woman of her time could. Yet that was all she could do. In the end Madhav never sacrificed his life for hers, she was the one who was found guilty by the society, and she was the one who had to pay the price. Though Madhav is saved, Matangini is banished.

  Like every woman of her time she agreed to what the society, the men of her time decided for her. Bankim Chandra was a man of the nineteenth century. He couldn’t dream of showing a woman who followed her passion and finally succeeds in it. That would have
outraged the society he lived in. So he chose the most acceptable end for his bold courageous and beautiful heroin. He robbed her off her freedom of choice.

Virmati, the protagonist of Manju Kapur’s novel on the other hand asserted her freedom of choice at every step of her life. Starting from not marrying the groom of her family’s choice to going to Lahore for higher studies, Virmati decides what to do with her life, not her family. Though the novel is also set in pre independence era, it shows the self asserting identity of a liberalised woman. Manju Kapur wrote the novel in the last decade of the twentieth century, a time when many revolutions for women liberalisation had already taken place. So she shows a woman who is not afraid to choose.

Virmati, her cousin Shakuntala, her friends at college, all have opinions of their own. All knew what they want from life and fight for it. These girls go to rallies at the time of freedom struggle to listen to leaders and provide their input.

Manju Kapur portrayed a woman who went for higher studies, worked, lived alone, loved a married man and married him. Though Virmati’s love for a married man raised many eyebrows in the novel, a fewer were raised in the contemporary society. Even if it was not acceptable, it was shown with full liberty without the fear of outraging the audiences.

- Expression of feelings

A woman who would speak her mind was a strange concept in the nineteenth century India. So is shown in Bankim Chandra’s novel Rajmohan’s wife. A woman was not asked about what or how she felt about things, what she thought, what was her opinion. That was not a woman’s position.
When Matangini fell for her brother-in-law she couldn’t express how she felt. This is where a male author fails. He is able to show the norms of society but he had no words to put into the mouth of a woman. He is unable to familiarise his readers with what goes on in the mind of his protagonist. There must have been a storm raging inside her head ready to burst open but all that Bankim Chandra managed to show in the name of emotions were tears in the eyes of women. There are no fights, no soliloquies, no discussions and no emotional outbursts in the form of monologue or dialogues.

As if all the love Matangini had was buried beneath her bosom and her soul was ultimately doomed to be crushed under its weight. This is probably because Bankim being a male doesn’t understand a woman’s emotions. Men in general do not delve into feelings as much as women do. The other reason might be that women of that age were not allowed to express. All they were allowed was to cry at their doomed fate and then quietly accept it as their destiny. This is what Bankim Chandra showed in his work.

Manju Kapur on the other hand introduces us to the psyche of Virmati. What she was feeling, how and when she decides, what motivates her. Through the characters of her friends we are introduced to a number of females all of whom had opinions, thoughts as well as a stage to speak. These women studied, worked hard and when the time came gave their contribution to the society by means of giving speeches and motivating others, taking part in the rallies and various other platforms at the time of the struggle for independence.

Being a woman Manju Kapur can easily express the turmoil that Virmati goes through during various phases of her life. She also shows the fragile state of the professor’s first wife Ganga and their children. Her novel weaves a complex web of emotions which is expressed freely through words and actions. This is what is missing in Rajmohan’s Wife.
Manju Kapur did her best to bend the rules within the spectrum of society. She beautifully expresses the dilemma of a young woman trapped in the midst of her family, her desires and the society. On the other hand Bankim Chandra has shown the society in a very stiff manner, from the deed to its outcome the novel is directed to adhere to the rigid structure of society because anything else was unacceptable to the readers he catered to.

Bankim Chandra’s women were mostly wives, mothers, and daughters. They were even referred to in those terms, Rajmohan’s wife, X’s mother, Y’s daughter. They had no professions, no source of livelihood and no identity. Manju Kapur’s society saw women as individuals and this is what makes the two societies different.

REFERENCES


Impact of Gender and Living of Area on Depression

Dr. Ramesh D. Waghmare*

ABSTRACT

The purpose research attempted to Study of Depression on Gender and Living of Area among Adolescents. To study by research seared independent variables of Gender and Living of Area and dependent variables Depression. This research stratified random sampling method was used to select the unit of sample. Total sample of present study 60 Adolescents, in which 30 were male (15 Urban and 15 Rural) and 30 female (15 Urban and 15 Rural) Adolescents. The subject selected in this sample will be used in the age group of 17 years to 18 years and Ratio 1:1. The scale was used for data collection Depression scale by Dr. Shamim Karim and Dr. Rama Tiwari. 2 x2 Factorial design was used and data were analysis by Mean, SD and ‘F’ values. Results show that Male Adolescents High Depression than Female Adolescents. Rural Adolescents are high on Depression than Urban Adolescents. There is significant Interaction between Gender and Living of Area on Depression. Rural Male Adolescents high Depression than Urban Male Adolescents, Urban Female Adolescents and Rural Female Students Adolescents.

.Key words – Depression, Gender, Living of Area, Adolescents.

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INTRODUCTION

Depression is a medical condition that can cause a wide variety of psychological and physical symptoms. It is estimated that between 4 and 8 percent of adolescents are depressed. However, depression in adolescents is probably underdiagnosed because the symptoms can be difficult to recognize. Extreme and enduring sadness is the best-known symptom of depression, although adolescents can have a number of other symptoms, including irritability, difficulty at school, changes in sleep habits, and/or feelings of worthlessness. Depression is different than occasional blues and grief because depression is persistent and often interferes with the teen's ability to get along with parents and friends, complete school work, and appropriately participate in other normal daily activities. Depression is a treatable condition. Psychotherapy (counselling), drug therapy, and other measures can alleviate symptoms and help the adolescent to succeed in school, develop and maintain healthy relationships, and feel more self-confident.

Impact of Depression

Many adolescents who are depressed are not aware that depression is the basis for the changes in their emotions, ability to interact with others, and school performance. These changes can have serious, life-altering consequences that increase the risk for future depressive episodes, especially if the depression is not recognized or treated. Adolescents who are depressed are at increased risk for the following problems:

- Difficulty with school work and relationships with parents and peers, decreased interest and involvement in daily activities and responsibilities.
- Health complaints such as abdominal pain, fatigue, and headaches.
- Engaging in high-risk behaviors such as having sex, smoking, abusing alcohol and other substances, violence against others, and suicide attempts.
STATEMENT PROBLEM OF THE STUDY

“Impact of gender and living of area on Depression”

RESEARCH OBJECTIVES

• To examine the Depression of Male and Female Adolescents.

• To examine the Depression of Urban and Rural Adolescents

• To search the Interaction between Gender and Living of Area on Depression.

RESEARCH HYPOTHESES

• There will be no significant difference between Male and Female Adolescents on depression.

• There will be no significant difference between Urban and Rural Adolescents on depression.

• There will be no significant Interaction between Gender and Living of Area on depression.

METHODS

Participants

Total sample of present study 60 Adolescents, in which 30 were male (15 Urban and 15 Rural) and 30 female (15 Urban and 15 Rural) Adolescents. The subject selected in this sample will be used in the age group of 17 years to 18 years and Ratio 1:1.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>OF</td>
<td>MALE</td>
</tr>
<tr>
<td>URBAN</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>30</td>
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In the present study a balanced 2x2 factorial design will be used as shown in Table 2.

Table 2

2x2 factorial design

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Sub. Factor</th>
<th>Name of variable</th>
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<tr>
<td></td>
<td>B1</td>
<td>A1</td>
<td>Male Adolescents</td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td>A2</td>
<td>Female Adolescents</td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>A1,B1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>A2,B1</td>
<td></td>
</tr>
</tbody>
</table>

A- Gender  A1- Male Adolescents  A2- Female Adolescents

B – Living of Area  B1- Urban Adolescents  B2- Rural Adolescents

Variables of the Study

<table>
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<th>Name of variable</th>
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<td>Gender</td>
<td>Independent</td>
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<td>1) Male Adolescents</td>
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<tr>
<td></td>
<td>Variables</td>
<td></td>
<td>2) Female Adolescents</td>
</tr>
<tr>
<td>Living of Area</td>
<td>Independent</td>
<td>02</td>
<td>1) Urban Adolescents</td>
</tr>
<tr>
<td></td>
<td>Variables</td>
<td></td>
<td>2) Rural Adolescents</td>
</tr>
<tr>
<td>Dependent variables</td>
<td>Dependent</td>
<td></td>
<td>Depression</td>
</tr>
<tr>
<td></td>
<td>Variables</td>
<td></td>
<td></td>
</tr>
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### RESEARCH TOOLS

#### Depression scale

<table>
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<tr>
<td>Depression</td>
<td>Depression scale (1986)</td>
<td>Dr. Shamim Karim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Rama Tiwari</td>
</tr>
</tbody>
</table>

- **Item- 96**
- **Scoring**: 0 mark should be given to “Not at all” response, 1 mark to “A little bit” response, 2 mark to “Moderately” response, 3 mark to “Quite a bit” response and 4 marks to “Extremely” response.
- **Reliability**: 0.87
- **Validity**: 0.94

#### Procedures of data collection

The primary information was gathered by giving information from to each to each student. The students were called in a small group of 05 to 10 students. To fill the inventories subjects were given general instructions belongs to each scale.

### STATISTICAL TECHNIQUES
Mean, S.D and statistical analysis of ANOVA were employed to analyze the data.

**ANALYSIS AND INTERPRETATION**

**Gender on Depression**

- **Hypothesis-01**: There will be no significant difference between Male and Female Adolescents on depression.

**Table No.01**

*Show the mean, SD and F value of Depression and Gender*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>F Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>Male Adolescents</td>
<td>199.40</td>
<td>10.74</td>
<td>30</td>
<td>58</td>
<td>101.08</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Female Adolescents</td>
<td>178.30</td>
<td>18.46</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graph No. 01**

Results shown in Table No. 01 and Graph No. 01 indicated that mean and SD values of Depression obtained were 199.40±10.74 by the Male Adolescents and 178.30±18.46 by Female Adolescents.
Adolescents. The F value between Male and Female Adolescents on Depression is observed 101.08 at 58 degree of freedom. The table value of F value is 0.01 = 3.94 and at 0.05 = 6.90 levels of significance, First hypothesis is reject because table value high than calculated value. It means that Male Adolescents High Depression than Female Adolescents.

**Living of Area on Depression**

- **Hypothesis-02:** There will be no significant difference between Urban and Rural Adolescents on depression.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Living of Area</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>F Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>Urban Adolescents</td>
<td>176.83</td>
<td>17.35</td>
<td>30</td>
<td>58</td>
<td>131.15</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Rural Adolescents</td>
<td>200.86</td>
<td>9.32</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graph No. 02**

Results shown in Table No. 02 and Graph No. 02 indicated that mean and SD values of Depression obtained were 176.83 ± 17.35 by the Urban Adolescents and 200.86 ± 9.32 by Rural Adolescents.
Adolescents. The F value between Urban and Rural Adolescents on Depression is observed 131.15 at 58 degree of freedom. The table value of F value is 0.01 = 3.94 and at 0.05 = 6.90 levels of significance, Second hypothesis is reject because table value high than calculated value. It means that Rural Adolescents High Depression than Urban Adolescents.

**Gender X Living of Area on Depression**

**Hypothesis-03:**

- There will be no significant Interaction between Gender and Living of Area on depression.

**Graph No. 03**

**Show the mean, SD and F value of Depression and Gender X Living of Area**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Gender X Living of Area</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>F</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>Urban Male Adolescents (A1B1)</td>
<td>191.20</td>
<td>7.42</td>
<td>15</td>
<td>56</td>
<td>13.23</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Rural Male Adolescents (A1B2)</td>
<td>207.60</td>
<td>6.31</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban Female Adolescents (A2B1)</td>
<td>162.46</td>
<td>11.23</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rural Female Adolescents (A2B2)</td>
<td>194.13</td>
<td>6.56</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interaction A x B (Gender and Living of Area), first Mean and S.D. of Urban Male Adolescents- (A1B1) was 191.20± 7.42 and Second Mean and S.D. of Rural Male Adolescents- (A1B2) was 207.60± 6.31, third Mean and S.D. of Urban Female Adolescents- (A2B1) was 162.46± 11.23 and Fourth Mean and S.D. of Rural Female Adolescents- (A2B2) was 194.13± 6.56 on Depression and Interaction A x B is t significant $F (1,59) = 13.23, p = 0.01$ and 0.05 Levels. Both levels are significant. And Third hypothesis was rejected it mean that There is significant Interaction between Gender and Living of Area on Depression. Rural Male Adolescents high Depression than Urban Male Adolescents, Urban Female Adolescents and Rural Female Students Adolescents.

**DELIMITATIONS OF THE STUDY**

1. The finding of the study is based on only 60 sample use.
2. The sample was restricted to Ambad city Dist. in Maharashtra.
3. The study was restricted to only arts, Commerce and Science college students only.
4. The study was restricted students are only 17-18 years only.
5. The study was restricted students are urban and rural area students.
CONCLUSIONS

1) Male Adolescents High Depression than Female Adolescents.

2) Rural Adolescents High Depression than Urban Adolescents.

3) There is significant Interaction between Gender and Living of Area on Depression.

4) Rural Male Adolescents high Depression than Urban Male Adolescents, Urban Female Adolescents and Rural Female Students Adolescents.

REFERENCES


A Study of Mental Health among College Students

Dr. Dipak D. Nikam*

ABSTRACT

Mental health is regarded as a condition of the individual, relative to the capacities and social environmental context of the person. Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. The purpose of the research attempted to study the Male and Female college students difference between Mental Health. The sample has 50 college students in each 25 male college students and 25 female college students. The scale was used the Mental Health Inventory (1983) by Dr. Jagadish and Dr. Srivastava. Data analysis by Mean, SD and ANOVA. Results show that Female College Students have higher mental Health than Male College Students.

Key words – Mental Health, Male Students, Female Students.

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INTRODUCTION

Mental health is a level of psychological well-being, or an absence of mental illness. It is the psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment. Evidence from the World Health Organization suggests that nearly half of the world's population is affected by mental illness with an impact on their self-esteem, relationships and ability to function in everyday life.

Mental health is having the capacity to think rationally, having great self-regard, and getting a charge out of general sentiment prosperity. It incorporates inventiveness, critical thinking abilities, and enthusiastic dependability. It is additionally described without anyone else’s input acknowledgment, openess to new thoughts, and a general “toughness” of identity. Wellbeing and ailment are liable to mental impacts, e.g. how well a man adapts to an upsetting educational encounters is the manner by which the occasion is evaluated as overpowering, inescapable, and outside our ability to control take a much more noteworthy toll on us physically and mentally than do occasions that are assessed as minor difficulties that are transitory and surmountable.

The World Health Organization (WHO) defines mental health as a positive sense of well-being encompassing the physical, mental, social, basic economic, and spiritual aspects of life; not just the absence of disease. Mental health is a barometer of the social life of a population and the rising level of morbidity and mortality is a sign of social as well as individual illness. The scope of mental health is not only confined to the treatment of some seriously ill persons admitted to mental health centers, rather it is related to the whole range of health activities. Mental Health describes a level of psychological well-being or an absence of a mental disorder. From the perspective of ‘positive psychology’, mental health may
include an individual’s ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience.

### REVIEW OF LITERATURE


### STATEMENT PROBLEM OF THIS STUDY

“A Study of Mental Health among Male and Female College Students”

### OBJECTIVES

➢ To examine the Mental Health of Male and Female College Students.

### HYPOTHESES

➢ There is no significant difference between on Male and Female College Going students on Mental Health.

### METHODOLOGY

### SAMPLE

Total sample of present study 50 College Going Students, in which 25 were Male and 25 Female College Going Students. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.16, SD- 2.01.) and Ratio 1:1.
RESEARCH DESIGN:-

In the present study a Simple design will be used.

VARIABLES OF THE STUDY

Independent Variables: -Gender1) Male Students 2) Female Students

Dependent variables: -Mental Health

RESEARCH TOOLS:-

Mental health Inventory

Mental health inventory was developed by Dr. Jagadish and Dr. A.K. Srivastava(1983). It measures the mental health of the individual in six dimensions, namely positive self-evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery this scale consists of 54 statements with four alternative answers: always, most of times, sometimes and never, rated on four point scale. High scores on mental health inventory indicate better mental health.

PROCEDURES OF DATA COLLECTION

The primary information was gathered by giving personal information from to each student. The students were called in a small group of 05 to 10 students. The students provided the mental health Inventory. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

STATISTICAL TECHNIQUES

Mean, S.D and ANOVA were College Students to analyses the data.
RESULTS AND DISCUSSION

The analysis of data interpretation and discussion of the results are reported.

Hypothesis: - There is no significant difference between Male and Female College Students on Mental Health.

Table No.01

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>F Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Students</td>
<td>119.28</td>
<td>4.26</td>
<td>25</td>
<td>48</td>
<td>22.34</td>
<td>0.01</td>
</tr>
<tr>
<td>Female Students</td>
<td>130.77</td>
<td>9.36</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Critical value of “f” with df 48 at 0.01 = 4.03 and at 0.05 = 7.17 and NS - Not significant)

Figure No.01

Results shown in Table 01 indicated that mean and SD values of Mental Health obtained were Male College Students by 134.89± 14.61 and Female College Students by 142.93 ± 19.50. It is observed that the calculated ‘f’ value (10.15) is high than the table value (0.01 =
3.94 and at 0.05 = 6.90 levels). That is to say that 7th hypothesis is accepted. It means that Female College Students High Mental Health than Male College Students. Similar Studies found that Nandana (2001), Chawla (2012), Pathak and Rai (1993). Opposite result found that Gupta and Kumar (2010), Bangale and Patnam (2013), Vyas (2007) Aghara (1995), Taak (1999), Bangale and Patnam (2013), and Singh (2011)

**CONCLUSIONS**

Female College Students are high Mental Health than Male College Students.

**REFERENCES**


Poonam and Shashi Malik (2016), Mental Health of Special School Teachers; the International Journal of Indian Psychology, Volume 3, Issue 2, No.1, 131-134.


A Study of Emotional Intelligence on Urban and Rural Collage Students

Sunanda Rameshwar Korde*

ABSTRACT

The purpose research attempted to study the Study of Emotional Intelligence on Urban and Rural Collage Students. Objectives- 1) to examine the Emotional Intelligence on among Urban and Rural College Students. Hypotheses: 1) There is no significant difference between Urban and rural college students on Emotional Intelligence. Sample: Total sample of present study 50, in which 25 were Urban and 25 rural college students. Non-Probability Quota Sampling was used. Research Design: In the present study a balanced 2x2 factorial design will be used. Variables- The independent variables are Living of Area and Dependent variables are Emotional Intelligence. Research Tools- Emotional Intelligence scale by Hyde, Pethe, Dhor and Dhar (2002). Statistical Treatment: Mean, SD and ‘F’ values used. Conclusions- Female College Students High Emotional Intelligence than Male College Students.

Key Word:- Emotional Intelligence, Urban Students, Rural Students.

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INTRODUCTION

Emotional Intelligence is part of your and others emotions and feelings, including the capability to monitor, differentiate and use this information to direct thinking and action. Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. The researchers reported the relationship of emotional intelligence with other psychosocial factors and revealed the importance and benefits in the field of managing occupational stress, interpersonal relationships, success in work and personal life, enhancing performance, academic field, improving personality, interpersonal communication.

Emotional Intelligence can be defined as the ability to recognize and adjust our emotions that generate our responses with certain situations or people. Through Emotional Intelligence individual can learn how to gain control over our responses and actively participate in forming our social skills.

REVIEW OF LITERATURE

Jyoti Rathi, (2015) this Study found that Rural and urban secondary school students do not differ significantly on emotional intelligence.

Mohit Dixit, (2015) this study found that 1) there was significant difference in the level of Emotional intelligence of urban and rural B.Ed. students. 2. There was significant difference in the level of Emotional intelligence of urban and rural male B.Ed. students. 3. No significant difference was observed in the level of Emotional intelligence of urban and rural female B.Ed. Students.

Archana Nara, (2014) this study found that s significant difference was found in emotional intelligence of rural and urban school students. It is in favor of urban students.
Charan Singh, (2015) this study found that rural girl students were found to have more emotional intelligence to urban girl students.

Lal Kumar A C (2016) this study revealed that there is no significant difference between emotional intelligence of rural and urban students.

Gangal and Singh (2012) established that rural and urban teacher trainees do not differ significantly in reference to their emotional intelligence.

Anupama Katoch (2013) found that students do not differ significantly on emotional intelligence based on their locality.

Adsul (2013) found that urban students have better emotional intelligence than rural students.

Thilagavathy (2013) found that there is no significance difference of emotional intelligence between urban and rural teacher trainees.

**OBJECTIVE OF THE STUDY**

➢ To examine the Emotional Intelligence on among Urban and Rural College Students.

**Hypothesis of the study**

There is no significant difference between Urban and rural college students on Emotional Intelligence.

**METHODOLOGY**

**Sample**

Total sample of present study 60, in which 30 were Urban (15 Male and 1 Female) and 30 Rural (15 Male and 15 Female) college students. Non-Probability Quota Sampling was used. The subject selected in this sample was age group of 18-21 year.
Research Design

2 x2 Factorial research design used.

Variables of the Study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type of variable</th>
<th>Sub. variable</th>
<th>Name of variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living of Area</td>
<td>Independent</td>
<td>2</td>
<td>1) Urban Students 2) Rural Students</td>
</tr>
<tr>
<td></td>
<td>Dependent</td>
<td></td>
<td>Emotional Intelligence</td>
</tr>
</tbody>
</table>

Research Tools

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Name of the Test</th>
<th>Author</th>
</tr>
</thead>
</table>

Emotional Intelligence Scale:-

This scale is developed and standardized by Anukool Hyde, Sanjot Pethe and Upinder Dhar (2002). The 34 items are rated on a five point scale. The subjects were required to respond to each item in terms of “Strongly disagree, Disagree, Neutral, Agree, strongly agree.” The test meant for knowing the difference between individuals. This is well known test having high reliability (split-half reliability 0.88) and high validity (0.93).
Procedures of data collection:-

The primary information was gathered by giving personal information from each student. The students were called in a small group of 05 to 10 students. The students provided the Emotional Intelligence scale. Data were obtained by using particular scoring particular scoring palter standardized for each scale.

Statistical Techniques

Mean, S.D and ANOVA were College Students to analyses the data.

RESULTS AND DISCUSSION

The analysis of data interpretation and discussion of the results are reported.

Table No.01

Summary of Mean, SD and F Value of Living of Area on Emotional Intelligence

<table>
<thead>
<tr>
<th>Living of Area</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>F Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Students</td>
<td>132.32</td>
<td>12.52</td>
<td>25</td>
<td>48</td>
<td>12.98</td>
<td>0.01</td>
</tr>
<tr>
<td>Rural Students</td>
<td>142.63</td>
<td>15.69</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Critical value of “f” with df 48 at 0.01 = 4.03 and at 0.05 = 7.17 and NS - Not significant)

Figure No.01
Observation of the table No.01 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Emotional Intelligence. The mean and SD value obtained by the Urban students 132.32, SD 12.52 and Rural students was 142.63, SD 15.69, Both group ‘F’ ratio was 12.98 at a glance those Rural students shows high score than Urban students.

In the present study was hypothesis related Living of Area on Emotional Intelligence. It was “There will be no significant difference between Emotional Intelligence on Urban and Rural College Going students.” Living of Area effect represent the Emotional Intelligence was significant (F- 12.98, land 49, P- 0.01). This is significant 0.05 and 0.01 levels because they obtained ‘F’ value are high than table values at 0.05 and 0.01. In the present study was found that Urban and Rural Students is differ from Emotional Intelligence. The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. This Study found that Rural Students Better Emotional Intelligence than Urban Students.

Similar results found that

Opposite result found

**DELIMITATIONS OF THE STUDY**
1. The findings of this study are based 60 samples for used.

2. The sample was restricted to Ambad City, Jalna Dist. in Maharashtra.

3. The study was restricted to only Arts college students only.

4. The study considered students aged 18-21 years.

5. The sample comprised students living both in urban and rural area.

**CONCLUSIONS**

1) Rural College Students high Emotional Intelligence than Urban College Students.

**REFERENCES**


Mayer, J. D. and Salovey, P. (1993) the intelligence of emotional intelligence, Intelligence, 17, pp. 433-442


Perry et al., (2004) found that females reported significantly higher emotional intelligence than did males.


A comparative Study of Psychological Distress between College

Boys and Girls

Mrs. Tenaz Kavina* and Dr Profiana Christian**

ABSTRACT

In today’s competitive world we observe a lot of tension and stress in college going students. This stress may vary in moderate amount or at times may lead to serious emotional issues like suicidal tendencies or addiction to unwanted things like drugs or smoking or drinking. This is all because of psychological distress experienced by them. This study aims to find out the level of distress in different areas of college students life. For that purpose around 120 students were selected randomly as samples comprising of 60 boys and 60 girls. The researcher used a Stressful Life Event Inventory to measure distress in different aspects of life. This inventory was developed by Ravathi (1986) and it examines the possibilities of stress in a variety of different life situations like education, heterosexual, family, finance, health, bereavement and miscellaneous situations which are all relevant to present day scenarios. The research also aimed to study if Psychological Differences between two groups were significant or not. It also aimed to find how many of these events they experienced on an average. And we also aimed to identify the areas in which more percentage of distress was experienced by both boys and girls. For analyzing the data Mean, SD and the ‘t’ test were used.

Results show that in three areas of life events like Family, Bereavement and Other Life Experiences there is significant difference found. And in all these three events Boys have more psychological distress compared to girls.
Keywords: Stress, Distress, Life events, Education, Heterosexual, Family, Finance, Health, Bereavement and Miscellaneous life situations.

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INTRODUCTION

Stress is the name for the mental, physical and emotional reactions that people experience as results of the demands of life. All of us experience stress at one time or another, at different ages and stages of our lives.

Definition of Stress: 1

In medical terms stress is described as, "a physical or psychological stimulus that can produce mental tension or physiological reactions that may lead to illness."

Another definition of Stress:

According to Richard S Lazarus, stress is a feeling experienced when a person thinks that "the demands exceed the personal and social resources the individual is able to mobilize."

Your body tries to adjust to different circumstances or continually changing environment around you. In this process, the body is put to extra work resulting in "wear and tear". In other words, your body is stressed. Stress disturbs the body's normal way of functioning.

Most students experience stress at one time or another. Without stress, there would be no life. However, excessive or prolonged stress can be harmful. Stress is unique and personal. A situation may be stressful for someone but the same situation may be challenging for another. For example, arranging a world level conference may be challenging for one person but stressful for another. Some persons have the habit of worrying unnecessarily and relatively minor things may stress them while other can face difficult situations without breaking down. Stress can be caused by internal factors like your own expectations or can be caused by external sources like family, relationship etc.
Stress is not always necessarily harmful. And it is not necessary that it may always be negative. It depends on whether an individual is able to take it in his stride or not. The stress of doing something creative and that you like and are successful at can be positive and the work or task which you don’t like or in which failure is seen all the time can be negative. Stress can be therefore negative, positive or neutral. Passing an examination can be just stressful as failing.

There are lots of stresses at different levels and different age groups, which can be understood from different perspectives. Some stresses are positive and some are negative in nature.

This research focuses on stress in college students. **Young adolescents** face many emotional adjustments in their life. As this is a crucial period of their life, the nature of their interpersonal relationships also changes as youngsters begin to function in a vast era of new environment. Therefore establishing a healthy relation with peers and developing a sense of emotional well being becomes very important.

In this research psychological distress in college students is measured on a scale of different dimensions which are as follows:

**Distress and Education**: Today there is a lot of pressure on children to perform well, to complete the assignments on time and they face many problems related to these in college. There is no consistency of teachers and the students may have to learn many a times on their own which causes stress to them. They may also face stress sometimes from the course of study they are pursuing. It may happen that under some kind of parental pressure they have taken the particular course but then they cannot learn or study well and face many disappointments and stress too. Some have the guts to deny the course to parents and choose
what they wish to while the rest complete the course and then think ahead of what they can do better.

According to the statistics published by National Crime Records Bureau, there is one student every hour that commits suicide (Saha, 2017). The bureau registered 1.8% students who committed suicide due to failing in examinations and an 80% rise in suicide rates during a one-year time frame A 2012 Lancet report also quoted that the 15-29 age group bracket in India has the highest rate of suicide in the world (as cited in “India has the Highest Suicide Rate”, n.d.) and these numbers show no sign of dropping.

**Distress and Heterosexual Relation:** Young college students are aware of and interested in romantic relationships, but these relationships can also be a source of stress. Often they face problems in even talking about their relationships with elders. Though we term them as adults at 18 years but giving them freedom is quite a task for the parents. As a result, a student may face lot of stress in their life due to their inability to speak up and take a stand for themselves. They may also face stress if they have difference in attitudes and value system from the opposite person they are dating. Such differences lead to break up which are often a source of stress.

According to a study named Prevalence and Correlates of Dating Violence in a National Sample of Adolescents by Kate B. Wolitzky-Taylor M.A.Kenneth J.Ruggiero Ph.D. Carla Kmett Daniels on Ph.D. Heidi S. Resnick Ph. D. Rochelle F. Hanson Ph. D.Daniel W. Smith Ph. D. Benjamin E. Saunders Ph.D.

It was found that Prevalence of dating violence was 1.6% (2.7% of girls, 0.6% of boys), equating to approximately 400,000 adolescents in the U.S. population. Risk factors included older age, female sex, experience of other potentially traumatic events, and experience of recent life stressors. Findings also suggested that dating violence is associated
with posttraumatic stress disorder and major depressive episode after controlling for demographic variables, other traumatic stressors, and stressful events.

Conclusions

These findings indicate that dating violence is a significant public health problem in adolescent populations that should be addressed through early detection, prevention, and intervention. *J. Am. Acad. Child Adolesc. Psychiatry*, 2008; 47(7):755–762.

**Distress and Family**: As far as family is concerned they may have adjustment problems due to any one parent being separated or remarriage issues too. Or it could be that one parent leaves home for earning purpose or has a transferable job or sudden dismissal from job for any reasons then these factors too lead to lot of crisis situation and affects the students physical and mental well being and lead to stress in college students. Moving to a new place can add to a person’s stress. Marriage can also lead to stress as they have to live with another person and even adjust to the demands and needs of the other person. Moreover if there are lot of issues with the in laws or third person intervention it may lead to severe cases of divorce which may add to distress among the students.

**Distress and Finances**: In this technologically savvy age money is the most important resource for our desires to be fulfilled. Students always crave new things that they see around them in the environment. At times due to bad company if they lose a significant amount of money that may also stress the young adult through the worry of repaying the debts. Sometimes unemployment or financial problems on the parents’ part may also causes stress among students as they worry about security and how their expenses will be borne.

**Distress and Health**: Health is also one of the major concerns of stress. It may be related to one’s own health issues or related to anyone close in the family. It always takes a toll on our
mind if some health issues go on for a long time in the family. It can be any type of illness it could be minor say cold or fever or a major one like any type of surgical needs it is natural that it would cause some amount of stress. At times if the illness is major then it might require regular visit to hospitals too such environment also triggers stress and disturbs the routine of the student.

**Distress and Bereavement:** Any kind of loss of a loved one in the family is a major cause of stress. We may come out of a physical injury soon and get well also but psychological loss and grief may take a long time for a person to get back to normal. Students minds too are very sensitive and they face lot of stress if any such situation occurs in their life. Some are able to cope with such situations of loss of beloved while for some it may be very hard to cope up and may even end up getting depressed or having negative thoughts. Such thoughts may lead them in some cases to affect health and have issues like high blood pressure or change in habit of eating and in severe cases they might even have thoughts of suicide.

In the research paper named *Long-term Consequences of Bereavement in Children, Adolescents and Young Adults* Sponsored by Danish Cancer Society it was found that Early parental death experienced by 4% of the children in Western countries, is considered to be the most stressful and potentially harmful childhood life event and the health consequences may depend on the nature of the bereavement (e.g. relationship with bereaved), as well as by interpersonal (e.g. social support), intrapersonal (e.g. age and genetics), appraisal and coping factors. Studies have shown that children and adolescents who have faced such a situation have a greater risk of getting a psychiatric diagnosis as well as psychological and social problems.
Distress and Other Life Experiences: These kinds of stresses are related to any kind of life events the student may experience like falling into maladaptive practices like drugs or alcohol or smoking and may come in the company of bad students who usually love to break the norms. Such kinds of situations too lead the minds of young adults into lot of stress and they may even find it difficult to come out of such practices.

Thus, it becomes apparent that students can face stress from a variety of situations, some related to their home environment and some to the outside world. As part of their transition into adulthood, students have to learn to deal with such stress and not let it hamper their growth and development. They have to accept distress as a part of life and stop it from taking over their lives and destroying their ability to focus on studying, developing career opportunities and developing satisfying interpersonal relationships. Understanding the stresses faced by students in the first step in identifying and developing potential resources to deal with the problems and develop impactful solutions for students, teachers and parents that will help them all in creating respectful communities.

### OBJECTIVE

1. To find out level of psychological distress between college going boys and girls.
2. To find out level of psychological distress between college going boys and girls on 7 different dimensions.
3. To find out on an average events experienced by students.

### HYPOTHESIS

Keeping in view the objectives of the study the following null hypotheses have been framed as follows:
1. There is no significant difference found on psychological distress with reference to gender.

2. There is no significant difference between boys and girls with respect to psychological distress related to area of education.

3. There is no significant difference between boys and girls with respect to psychological distress related to area of heterosexual relations.

4. There is no significant difference between boys and girls with respect to psychological distress related to area of family.

5. There is no significant difference between boys and girls with respect to psychological distress related to area of finances.

6. There is no significant difference between boys and girls with respect to psychological distress related to area of health.

7. There is no significant difference between boys and girls with respect to psychological distress related to area of bereavement.

8. There is no significant difference between boys and girls with respect to psychological distress related to area of life experiences.

**SELECTION OF SAMPLE**

For research purpose first of all we have to select 120 total sample by random sampling method where 60 boys and 60 girls were taken who were studying in 2nd and 3rd year college. On an average age of the student was 19.5 year. “t” test was used for statistical analysis.

**Total Sample**

| 120 Total sample |
The sample selection method was chosen to be random, purposive and non-probabilistic.

**RESEARCH TOOL**

1. Personal Data Sheet with details of Name, Age, College and Male / Female

2. Stressful Life Event Inventory. (Ravthi 1986)

A modification of the tools used by Ravthi 1986 was used. It is open-ended and consists of 56 discrete events covering 7 different areas of stress. A one-year time was used and events were dated to the nearest month. Scoring of the inventory is most easy. You have to count the number of responses where the individual has tick marked “YES” only.

**Reliability:**

The stressful life event inventory possesses high reliability. The reliability coefficient were determined by Split half and Test-Retest method. For Split half, the correlation between odd and even items was calculated and corrected by Spearman-Brown formula. Similarly, in case of Test-Retest method the inventory was again administered on a sample of 100 students after a period of 14 days. The reliability coefficients are 0.84 (Split half) and 0.87 (Test-Retest).

**Validity:**

60 Girls

60 Boys
The content validity was ensured through the method of selection and classification of items. It is widely used scale and consistency coefficient is satisfactory.

**Procedure of work**

The present study was carried out by giving the SLE questionnaire to sample population. Personal Data Sheet (PDS) was also a part of the process. It was administered randomly and data was collected. Total 140 sample was taken from which 70 were boys and 70 were girls and from that we received questionnaire data of 60 boys and 60 girls which was filled up fully and accurately. Assurance was given to each individual that the personal information given would remain confidential and would be used solely for research purpose only.

**STATISTICAL AND ANALYSIS**

Collected data was analyzed by appropriate techniques. For that “t” test were used to find out differences between boys and girls.

**RESULT AND DISCUSSIONS**

Table 1: Total table of Mean, SD and t-value of psychological distress of boys and girls (N-120)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO</th>
<th>MEAN</th>
<th>SD</th>
<th>T</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>60</td>
<td>42.97</td>
<td>25.30</td>
<td>1.82</td>
<td>0.01</td>
</tr>
<tr>
<td>GIRLS</td>
<td>60</td>
<td>35.43</td>
<td>19.67</td>
<td>0.05</td>
<td>NS</td>
</tr>
</tbody>
</table>

PIJPS ISSN No. 2456 – 5180 (Online) 50 http://www.phonixcentre.in/journals.php
Table 1 shows that the t – ratio of both the group is 1.82 which is non significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is accepted. Therefore it suggests that there is no significant difference found in boys and girls with respect to psychological distress.

The researcher has observed that psychological distress is there in both the groups though the levels may be different to some extent. The conclusions based on the findings suggest that both boys and girls face turmoil and stress in day to day life. It can be seen from the above results also that both boys and girls face distress in their day to day life events.

**Table 2: Table of Mean, SD and t- value of psychological distress of boys and girls with reference to Education (A)**

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>9.50</td>
<td>5.70</td>
<td>0.21</td>
<td>0.01 NS</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>9.30</td>
<td>4.41</td>
<td></td>
<td>0.05 NS</td>
</tr>
</tbody>
</table>

Table 2 shows that the t – ratio of both the group is 0.21 which is non significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is accepted. Therefore it suggests that there is no significant difference found between boys and girls with respect to psychological distress related to area of Education.

In the field of education issues like passing and failing an exam or even just appearing for some competitive test or issues like change in college or winning and losing some competition are experienced by both boys and girls. Thus we can say that, they both face distress and disappointments from time to time. And from the study it can be concluded that
with respect to education for both boys and girls there is not much of significant differences in the issues that they face and the ways in which they cope. The type of stressful situations may also be of a similar type.

**Table 3: Table of Mean, SD and t- value of psychological distress of boys and girls with reference to Heterosexual Relations (B)**

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>6.77</td>
<td>5.81</td>
<td>0.11</td>
<td>0.01 NS</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>6.63</td>
<td>7.06</td>
<td></td>
<td>0.05 NS</td>
</tr>
</tbody>
</table>

Table 3 shows that the t – ratio of both the group is 0.11 which is non significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is accepted. Therefore it suggests that there is no significant difference between boys and girls with respect to psychological distress related to area of Heterosexual relations.

Here too it can be seen that issues regarding romance and dating and break up in friendship or breakup in a relationship can be observed in both boys and girls and the level of distress is also the same. Therefore it can be said that boys too who are often seen as strong individuals can also get affected by these issues and they too are sensitive equally as girls. From the above scores here too we can see that there is not much significant difference in their distress level.

**Table 4: Table of Mean, SD and t- value of psychological distress of boys and girls with reference to Family (C)**
Table 4 shows that the t – ratio of both the group is 2.70 which is significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is rejected. Therefore it suggests that there is significant difference between boys and girls with respect to psychological distress related to area of Family.

Therefore we can say that the mean score of group 1 (boys) is 6.77 and mean score of group 2 (girls) is 4.17 and difference between mean score of both the groups is 2.6

So we can say that there is significant difference in the level of distress between boys and girls when family is taken into consideration.

Here it can be seen that in family relations, boys distress level is more compared to girls. Boys are more affected due to life events like transfer of parents, unemployment or separation in the family. Boys are also seen as sensitive people and get affected by family pressures compared to girls who can be pillar of strength in the non favorable circumstances.

Table 5: Table of Mean, SD and t- value of psychological distress of boys and girls with reference to Finances (D)
Table 5 shows that the t – ratio of both the group is 0.45 which is non significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is accepted. Therefore it suggests that there is no significant difference between boys and girls with respect to psychological distress related to area of Finances.

In this category there is not much difference between the distress level of boys and girls. It could be due to the fact that for today’s generation any kind of financial related issues are not a major concern. On the contrary they are able to cope and take on financial responsibilities.

Table 6: Table of Mean, SD and t- value of psychological distress of boys and girls with reference to Health (E)

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>6.57</td>
<td>5.57</td>
<td>0.07</td>
<td>0.01 NS</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>6.63</td>
<td>5.47</td>
<td></td>
<td>0.05 NS</td>
</tr>
</tbody>
</table>

Table 6 shows that the t – ratio of both the group is 0.07 which is non significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is accepted. Therefore it suggests that there is no significant difference between boys and girls with respect to psychological distress related to area of Health.

In the events related to health both boys and girls level of distress is non significant. From which it can be concluded that illness issues can be coped by both sexes effectively and sensibly. They may get affected by the issues initially but when taken care of them they can responsibly tackle them.
Table 7: Table of Mean, SD and t-value of psychological distress of boys and girls with reference to Bereavement (F)

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>3.93</td>
<td>4.03</td>
<td>4.21</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>1.35</td>
<td>2.52</td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>

Table 7 shows that the t – ratio of both the group is 4.21 which is significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is rejected. Therefore it suggests that there is significant difference between boys and girls with respect to psychological distress related to area of Bereavement.

Therefore we can say that the mean score of group 1 (boys) is 3.93 and mean score of group 2 (girls) is 1.35. And difference between mean score of both the groups is 2.58.

Life events related to loss of someone beloved is the most difficult loss one has to go through in life. But as the data suggest here too boys seem to be affected more than girls and they might take a longer time to come out of such situations.

Table 8: Table of Mean, SD and t-value of psychological distress of boys and girls with reference to Other Life Experiences (G)

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>SD</th>
<th>T</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>60</td>
<td>2.15</td>
<td>3.00</td>
<td>3.60</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
</tr>
<tr>
<td>Girls</td>
<td>60</td>
<td>0.62</td>
<td>1.38</td>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>
Table 8 shows that the t – ratio of both the group is 3.60 which is significant at the level of 0.01 and 0.05 levels. Therefore the null hypothesis is rejected. Therefore it suggests that there is significant difference between boys and girls with respect to psychological distress related to area of Other Life Experiences.

Therefore we can say that the mean score of group 1 (boys) is 2.15 and mean score of group 2 (girls) is 0.62. And difference between mean score of both the groups is 1.53.

In issues related to other situations too the boys experience more distress in situations like having drugs or smoking or consuming alcohol. They might take all this for pleasure or under some influence of a friend but then fall prey to distress also and might take a long time to come out or cope in such situation.

Therefore we can conclude that in three areas of life events like Family, Bereavement and Other Life Experiences there is a significant difference found in both boys and girls. In all these three areas the level of psychological distress is more found in boys compared to girls. Therefore the null hypotheses are rejected only in these three areas.

CONCLUSION

From the above study following conclusions have been drawn:

1. There is no significant difference found on psychological distress with reference to gender.

2. There is no significant difference between boys and girls with respect to psychological distress related to area of education.
3. There is no significant difference between boys and girls with respect to psychological distress related to area of heterosexual relations.

4. There is significant difference between boys and girls with respect to psychological distress related to area of family.

5. There is no significant difference between boys and girls with respect to psychological distress related to area of finances.

6. There is no significant difference between boys and girls with respect to psychological distress related to area of health.

7. There is significant difference between boys and girls with respect to psychological distress related to area of bereavement.

8. There is significant difference between boys and girls with respect to psychological distress related to area of life experiences.

Therefore it has been observed that Null Hypothesis is accepted in areas of gender, education, heterosexual relations, finances and health. And it is rejected in three areas of family, bereavement and other life experiences.

In the above study the researcher have concluded that distress is experienced by both boys and girls in various life events. But overall it can be seen that one particular pattern is common in all and that is psychological distress is experienced more by boys compared to that of girls. Girls though termed as sensitive are able to take stressful events in their stride compared to that of boys. And as a researcher I personally feel that its perfectly ok even for boys to cry sometimes and speak up their feelings.

X. **Suggestions to cope with distress**

- Eat healthy meals with plenty of fruits and vegetables
• Maintain daily routine and schedule
• Exercise regularly
• Avoid caffeine (can increase feelings of anxiety and agitation)
• Do things you enjoy (for example: art, listening to music, being outdoors, dancing, writing poetry, reading, etc.)
• Get good amounts of rest and sleep
• Avoid alcohol, tobacco and drugs
• State feelings in a clear way (for example: “I feel angry when you yell at me.”)
• Decrease negative self talk and stop criticizing yourself always.
• Be with friends who help you cope in a positive way
• Learn relaxation techniques (such as: deep breathing, muscle relaxation, meditation)
• Talk to caring adults or professional in need of help
• Learn to say NO at times

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[https://clinicaltrials.gov/ct2/show/NCT01453699](https://clinicaltrials.gov/ct2/show/NCT01453699)

# Internet Addiction

Dr. Pooja A More*

## ABSTRACT

Internet Addiction is a psychological impairment. Use of the smart phone and internet has expanded to become an important part of many people's lives. This present study arranged to riv the impact of smartphone and internet on mind and body. Data (N=10) completed IAT (Internet Addiction Test) Kimberly young (1998) and their personal experiences collected from one yrs maintained dairies and personal interviews. Research showed that there were adverse effects of internet on human mind and body. Internet addiction contains symptoms like feeling guilty, ashamed, anxious or depressed as a result of online behaviour.

**Keywords** - Internet Addiction

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INTRODUCTION

Today Internet comes across as a tool for communication, entertainment, academics and social connection. The wireless technology was invented in the year 1880 by Alexander Graham Bell. The mobile telephone sets are also a part and parcel of everyday life all over the world. The Wi-Fi devices are connected to the exchange of information and data by using the mobile telephones. The Wi-Fi devices also discharge the radio waves. There are so many wireless devices like cell phones, tablet PCs, audio players, digital cameras and the PC used Wi-Fi.

The internet was originally designed to facilitate communication and research activities. But dramatic increase in the use of internet and smart phone led to pathological use. Internet Addiction is a psychological impairment. The term “Internet addiction” was proposed by Dr. Ivan Goldberg in 1996 for pathological compulsive Internet use. Internet addiction means the over use of Internet to such level that our everyday life ruins. At the end it leads to complete breakdown of our personal and social relationship, work and sleep routine as well as our mood and thinking capability. In other words the over use of Internet makes instabilities in our life.

According to Internet and Mobile Association of India (2013) there has been an explosive growth in the use of Internet in India. The population of India is around 1.2 billion as of 2012, of which the number of Internet users (both urban and rural) is around 205 million.

Young (1998) has proposed criteria for Internet Addiction that non-essential Computer/Internet usage is considered. Internet addiction is present when five or more of the eight criteria are present during the past 6 months and mania has been ruled out as a cause. She further divided ‘Internet addiction’ in to five subtypes. She suggests that people typically become addicted to a particular application that acts as a trigger for excessive Internet use.
According to Young et.al. (2000) Internet addiction is a broad term which covers a wide variety of behaviors and impulse control problems.

The five subtypes of Internet addiction are as follows:

1. Cybersex addiction-
2. Cyber- relationship addiction-
3. Net Compulsions-
4. Information Overload-
5. Computer addiction-

Impact of mobile phone on human health

Summer Tainted invented the photo phone first time. The mobile phone devices are based IEEE standard 802.11. At present times, there are different types of mobile phone devices which are utilized for communicating with each other. These devices do not use the physical cable for the communications purposes. Either it is a network or a sound data demand for the electromagnetic radiation for receiving and transferring the data in the air. These mobile phone devices give off harmful radiations. These effects on human health because such type of radiations are available everywhere and their existence cannot be felt.

These radiations also penetrate in the body and they affect the cell structure and the DNA. The different types of radiations are used for connecting the mobile phone devices with each other. Each type of radiation having own frequency and wavelength which frequency ranges from 3 kHz to 300 GHz. For example, a laptop is connected to the Wi-Fi and it is placed on legs in the distance of 60 cm, it could be very harmful. The technology developed a disturbing situation for the normal functioning of the biological systems of the human body by the rapid growth of mobile phone device. There are several cases of mobile phone devices connected to the wireless router (Wi-Fi).
These devices give off harmful radiations which lead to many harmful diseases such as Brain Tumor, Male Infertility, and Ear Hearing Impairment, effect on the fetus, Alzheimer’s disease, Parkinson’s disease, asthma, Heart trouble, insomnia, high blood pressure, leukemia, birth defects, Immune system, and rheumatoid arthritis. Radiations are also causes headache, sleep disruption, tiredness. DNA damage can also happen because the wireless radiation which given off by the mobile phone devices during the sending and receiving process of the data.

The wireless devices are more serious for children because they have thinner bony skulls. Their neural systems are thin. The network developed during the installation of WLAN by using the router, transmitter, receiver and the admission levels are solid and all the devices communicate with each other through it. The mobile phone devices also communicate by utilizing the electronic radiations which are more hazardous. This cannot protect the human physical structure

**Impact of internet on human health**

The Internet is more harmful than helpful because of the negative effects on children, teens and adults. It is approved that the Internet is very important. This is used by billions for various positive aspects like shopping, running a business, and gaming. The Internet has become an integral part of many people's work and personal lives. According to research conducted by the Pew Internet and American Life Project that number of people online daily has nearly doubled over the past decade. Internet addiction as a specific disorder was discussed for addition in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders 2010.

Use of the Internet on school campuses and in society has increased radically in recent years. Whereas the academic use of the Internet is primarily intended for learning and research. The Internet has become an important part of student life. Internet misuse results to inactive...
lifestyles, weight gain. This weakens in physical fitness. Other symptoms are dry eyes, migraine headaches, deterioration in personal hygiene and back aches.

Depression has connected to Internet overuse. Researchers found that study participants who showed signs of Internet overuse engaged excessively than the normal population. They spots to pornography, gaming, social networking and chat rooms. They theorized that Internet addicts' use of these sites as replacements for real-life socializing which results in depression. There is debate as whether depression results from or is a cause of internet overuse. A study published in the "Archives of Pediatrics and Adolescent Medicine" found depression, ADHD and social phobia to increase the chances of excessive Internet use in adolescents.

Internet overuse can contribute to sleep disturbances. Studies of Chinese and American children found that computer use among adolescents was associated with later bed times, later waking times, less restful sleep and an overall decrease in sleep. The use of computers before bedtime has also high concerns among sleep experts. They said that the light from screens is affecting circadian rhythms. These contribute to insomnia. People who are addicted to social media may experience negative side effects such as eye strain, social withdrawal or lack of sleep.

If someone spends their time seeking problems or arguing with people then they may experience stress. This can have a negative impact on health. People become addicted or dependent on the Internet through excessive computer use that interferes with daily life.

**REVIEW OF LITERATURE**

Zhou Y, et al. (2009) suggested that brain structural changes were present in the researchers as Internet addicted. This is similar as chemically addicted.
Weng, Chuan-Bu (2013) conducted the research. They selected seventeen subjects with online gaming addiction and another seventeen naive internet users who rarely used the internet. Using a magnetic resonance imaging scanner, they performed a scan to "acquire 3-dimensional T1-weighted images" of the subject's brain. The results of the scan revealed that online gaming addiction "impairs gray and white matter integrity in the orbit frontal cortex of the prefrontal regions of the brain".

According to Keath Low, psychotherapist, the orbit frontal cortex has a major impact on our ability to perform such tasks as planning, prioritizing, paying attention to and remembering details, and controlling our attention". As a result, Keith Low believes that these online gaming addicts are incapable of prioritizing their life or setting a goal and accomplishing it because of the impairment of their orbit frontal cortex.

Maressa Hecht discussed the physical effects of internet addiction. Internet overuse can lead to lethargic lifestyles, weight gain and a decline in physical fitness. Other symptoms include carpal tunnel syndrome, dry eyes, migraine headaches, deterioration in personal hygiene and back aches.

Kimberly S. Young (1998) proposed that internet addiction disorder has links with existing mental health issues, most commonly depression. Young states that the disorder has significant effects socially, psychologically and occupationally.

**DISCUSSION**

Excessive use of the Internet becomes nagging problem of the modern society. This causes both physical and mental impairment. On the basis of this review paper we have understand that Internet has make most significant disturbances in academic performance; social relationship, emotional wellbeing etc. so we should control the
over use of Internet. We should try to follow Psychotherapy techniques for Internet addiction.

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Effects of Photo Manipulation on the Self Esteem of Adolescence

Harshi Shetty*

ABSTRACT

In today’s day and age, social media has become a widespread phenomenon. Self-representation often poses as a stressor for adolescents. Applications such as Snapchat and Instagram have become notorious for having filters that subtly change a person’s appearance. The current study aims to research the effects of manipulated photographs of the self of an individual on their self-esteem. The study uses a repeated measures design and attempts to see the effects of viewing original and edited photos on self-esteem through the use of the Rosenberg’s Self-Esteem Form. One-way ANOVA and Independent T-Test were used to measure the differences between the scores. The results seem to show that viewing manipulated photos of oneself after viewing un-edited or original photos had a positive effect on a person’s self-esteem. It also suggested that viewing manipulated photos can have a negative effect on a person’s self-esteem, if they are shown an un-edited image prior.

Keywords: self-esteem, social media, selfie –culture

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INTRODUCTION

Social media can be defined as “Internet based, disentranced, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content” (Carr & Hayes, 2015). Users set up their own profiles to present to the world, and also generate content as well as see and interact with the content of not only their friends, but also of other users online. Two-thirds of American adults, and three-quarters of the internet users have reported using one or more SNS. Teenagers and older adults are displaying exponential growth in social media adoption. (Perrin, 2015).

A selfie has been defined as a “photographic object that initiates the transmission of human feeling in the form of a relationship between a plethora of users and users; a gesture that can send different messages to different audiences, that may be dampened, amplified or modified by the society” (Senft & Baym, 2015). The selfie has become somewhat a global phenomenon- in 2013, the Oxford Dictionary named it the word of the year. Selfies are, in the simplest terms, a meta-perceptual blind spot- with the selfie taker believing that they may be more attractive or more likeable than people perceive them to be (Alicke, 1985; Epley & Whitchurch, 2008). It is not uncommon to see people often manipulating their selfies by changing camera angles or perspectives to maximize one’s most favorable features, often termed “selfie strategies”, or even using various filters to digitally manipulate the image to enhance it (Saltzman, 2014). Rosenberg (1965) defines self-esteem as an individual overall positive evaluation of the self. Self-esteem can also be used to refer to one’s beliefs about oneself, as well as their emotional states, such as pride, triumph, despair and sadness. (Hewitt, 2009). Self-esteem is also affected by the comparisons an individual makes of themselves to others around them. It can be high in some areas, while low in other areas. It is seen that once ideas about low self-esteem have developed in an individual, they tend to set unrealistic goals and targets with regards to their behaviors (Coopersmith, 1967). In patients who have been diagnosed with depression, a low self-esteem is a common symptom that may become severe enough to produce a sense of worthlessness (DSM, 1987). With SNS being as widespread as they are, there is an immense amount...
of pressure on users to construct a near perfect image of themselves on the websites. This pressure negatively affects adolescents the most; they feel pressured to create an identity that will be accepted by everyone, while they themselves are looking for a sense of self and personal identity, and go through explorations of their personal values, beliefs and goals (Erikson, 1963).

**REVIEW OF LITERATURE**

There is empirical evidence to show that social media may be affecting its users in a negative way. A study by Shin, Kim, Im & Chong (2017) attempted to find how taking and sharing of selfies affected a person’s social sensitivity, as well as their self-esteem. A total of 78 students, 27 males and 51 females, were the participants that were randomly assigned to one of the four groups to examine the effects of taking and sharing selfies. They asked participants to either take a photo of a cup, or of themselves, or share it on a social media platform. The control group was simply asked to save the image. The results of the studies showed that people tended to become more socially sensitive after taking and sharing selfies. This is in accordance with previous studies, which all show a positive effect on a person’s level of social sensitivity after taking and sharing a selfie. While the researches on the effects of photo manipulation are still in its infancy, early research has shown a shocking result. An online experiment was carried out by Kleemans, Daalmans, Carbaat & Anschutz (2018). It investigated the effect of manipulated Instagram photos on adolescent girls’ body image. They hypothesized that exposure to manipulated Instagram photos would lead to lower body satisfaction in adolescent girls. The study was an online experiment, with 144 adolescent girls as the participants. It was concluded from the results of the study that exposure to manipulated Instagram photos led to a lower body satisfaction, in comparison to exposure to non-manipulated selfies. It was seen that girls with a higher tendency to make social comparisons had a lower body image in general, especially after exposure to manipulated Instagram photos. These results are in line with previous studies, where the harmful effects of retouched photos are noticed. This study, as well as others show
that the exposure to idealized media images, especially on a SNS, lead to a greater focus on the body among females.

<table>
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<th>Method</th>
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**Variables.**

**Independent Variables are as follows:**

**Baseline Photo.**

The research will include a completely unedited image to gauge the level of photo manipulation. This study operationally defines the baseline photo as an image that had no manipulation or post processing that would change how the participant looks.

**Photo manipulation.**

Since photo editing is a mainly visual process, there are no “levels” that this research adheres to. The edits were done on the application “SNOW” available for Android and iPhone. The image editing process will be standardized throughout the research. The study operationally defines manipulated images as those that undergo the editing process.

**Dependent Variables are as follows:**

**Self-Esteem.**

The definition of self-esteem for the purpose of this study is the individual overall positive evaluation of the self (Rosenberg, 1965).

The study operationally defines self-esteem by the scores obtained on the Rosenberg’s Self-Esteem Scale (SES). A high self-esteem score on the scale will be termed positive self-esteem score, while a low score will be termed negative self-esteem score.
Controlled Variables are as follows:

*Mental Illness.*

For the purpose of this study, this variable is operationally defined by the history of mental illness, asked as a case study question, and only participants with no diagnosed mental health condition will be selected.

*Image Similarities.*

To control this, the photos for all the subjects were clicked in the same room, with controlled lighting and background. The images were all edited with the same filters and tuning to avoid any discrepancies.

*Filler Task.*

To make sure that the participants do not experience practice effect, they were asked to do a simple filler task of playing with a fidget spinner for 5 minutes.

*Sample*

The following study consisted a sample size of 42 individuals, in the age range between 18-25-year-old students, with 21 males and 21 females. The age range was selected as the adolescents make up the largest user group of social media. The sampling criteria were that participants should not have a history of mental illness (e.g. depression, eating disorders, body dysmorphia). The participants also had to have a social media account on at least one SNS (Instagram, Snapchat or Facebook), and partake in uploading 2-3 selfies online in a week. These criteria were fulfilled by asking case history questions. The sample was obtained through simple random sampling technique. Informed consent and basic demographic details questionnaires were distributed and out of the 248 eligible respondents, 42 were selected and randomized using the random list tool available at [www.random.org](http://www.random.org).
Tools

**Rosenberg’s Self Esteem Scale (RSES).**

The Rosenberg self-esteem scale (RSES) was developed by sociologist Dr. Morris Rosenberg in 1965. The scale used ranges between 0-30, wherein a score less than 15 may indicate a problematic or clinically significant low self-esteem. The Rosenberg Self-Esteem Scale is considered a reliable and valid quantitative tool specifically for the use of measuring self-esteem.

**Sony a58 Camera Specifications.**

The Sony a58 is an interchangeable lens digital camera with a built-in flash. It has a 23.2x15.4mm “Exmor” APS HD CMOS sensor with RGB primary color filters. The camera has approximately 20.1 megapixels.

**SNOW AR CAM Application.**

Snow is an image messaging and multimedia mobile application created by Camp Mobile. It is available on Android and iOS. For the purpose of this study, only the face-tuning editing tools were used.

Design

**Experimental Design.**

\[
\begin{align*}
R & \quad A_1 \quad X_1 S_1 F_1 X_2 S_2 \\
B_1 & \quad X_2 S_1 F_1 X_1 S_2
\end{align*}
\]

In which,

\[R= \text{Random Assignment}\]
\( A_1 \) = Experimental Group A

\( B_1 \) = Experimental Group B

\( X_1 \) = Exposure to Manipulated Photograph

\( S_1 \) = Self Esteem Questionnaire (After First Exposure)

\( F_1 \) = Filler Task (in-between exposures)

\( X_2 \) = Exposure to Baseline Photograph

\( S_2 \) = Self Esteem Questionnaire (After Exposure)

**Hypothesis**

- Individuals exposed to the manipulated photo before being exposed to the baseline photo first will have a significantly lower self-esteem scores post-exposure in comparison to individuals exposed to the baseline photograph before the manipulated photograph.

- Individuals exposed to the baseline photo before being exposed to the manipulated photo will have a significantly higher self-esteem scores post-exposures in comparison to individuals exposed to the manipulated photo before the baseline photograph.

**PROCEDURE**

The permission to conduct the study was obtained by the Head of Department of Psychology at an private college in Mumbai. Participants were invited to a room, where they had 3 photos clicked of themselves, out of which the researcher selected one that had the lighting and composition required for the experiment, and edited it on the SNOW application.
The participants were divided randomly into two experimental groups. All participants in the experimental group were shown 2 different versions of the image throughout the experiment, with Experimental Group A being shown the manipulated image first, and Experimental Group B being shown the manipulated image second, and were asked to play with the fidget spinner for 2 minutes. The participants were debriefed and escorted out of the lab once they filled up the RSES for the second time.

**Statistical Analysis**

Descriptive statistics on the RSES scores included the mean, median, mode, standard deviation, range, minimum, maximum and percentiles for all two groups. An Independent Samples T-Test was carried out in the pre-exposure RSES scores to make sure that there was not much difference in the initial self-esteem scores of the participants.

An Independent Samples T-Test was carried out the RSES scores between the Experimental Group A and the Experimental Group B to compare the differences of mean in the scores obtained post-exposure.

**RESULTS AND INTERPRETATION**

**Descriptive Statistics of the Rosenberg Self Esteem Scale (RSES):**

*Table 1.0: Descriptive Statistics for RSES Scores*

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group A: Pre-Exposure</th>
<th>Experimental Group A: Post-Exposure</th>
<th>Experimental Group B: Pre-Exposure</th>
<th>Experimental Group B: Post-Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td>31.00</td>
<td>28.05</td>
<td>30.48</td>
<td>33.48</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>31.00</td>
<td>29.00</td>
<td>29.00</td>
<td>34.00</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>37.00</td>
<td>35.00</td>
<td>27.00</td>
<td>32.00</td>
</tr>
</tbody>
</table>
This table provides the RSES scores obtained pre-and post-exposure by the four groups, namely the Experimental Group A and Experimental Group B.

The scores obtained pre-exposure in the Experimental Group A are $M=31.00$, $SD=5.7$, while the post exposure scores were $M=28.04$, $SD=5.6$. The scores obtained pre-exposure are slightly higher than those obtained post exposure.

The scores obtained pre-exposure in the Experimental Group B are $M=30.47$, $SD=5.02$, and the post-exposure scores are $M=33.47$, $SD=3.70$. The scores obtained pre-exposure are slightly lower than those obtained pre-exposure.

An Independent Samples t-Test was carried out on the RSES scores between the Experimental Group A and the Experimental Group B to compare the differences of mean in the scores obtained post-exposure:

Table 1.2: RSES Group Statistics

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group A: Post-Exposure</td>
<td>21.00</td>
<td>28.05</td>
<td>5.63</td>
<td>1.23</td>
</tr>
<tr>
<td>Experimental Group B: Post-Exposure</td>
<td>21.00</td>
<td>33.48</td>
<td>3.79</td>
<td>0.83</td>
</tr>
</tbody>
</table>
Table 1.2.1: RSES Independent Samples Test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>4.68</td>
<td>0.04</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.66</td>
<td>5.02</td>
</tr>
</tbody>
</table>

When equal variances are assumed, there is a significant difference in the scores obtained post-exposure in the Experimental Group A (M= 28.04, SD= 5.63) and the Experimental Group B (M= 33.47, SD= 3.78); t(40)= 3.66, p=0.001. From this table, it can be concluded that the RSES scores obtained post-exposure in the Experimental Group A are significantly lower than the scores obtained post-exposure in the Experimental Group B.

**DISCUSSION**

**Hypothesis 1.**

Individuals exposed to the manipulated photo before being exposed to the baseline photo first will have a significantly lower self-esteem scores post-exposure in comparison to individuals exposed to the baseline photograph before the manipulated photograph.
The Experimental Group A obtained post exposure scores of $M=28.05$, $SD=5.63$, while the Experimental Group B obtained post exposure scores of $M=33.48$, $SD=3.79$.

The results obtained from the Independent sample T-test showed that there was a significant ($p=0.001; p<0.05$) difference between the post-exposure RSES test scores in the Experimental Group A and Experimental Group B.

Thus, the hypothesis was accepted.

**Hypothesis 2.**

Individuals exposed to the baseline photo before being exposed to the manipulated photo will have a significantly higher self-esteem scores post-exposures in comparison to individuals exposed to the manipulated photo before the baseline photograph.

The Experimental Group A obtained post exposure scores of $M=28.05$, $SD=5.63$, while the Experimental Group B obtained post exposure scores of $M=33.48$, $SD=3.79$.

The results obtained from the Independent sample T-test showed that there was a significant ($p=0.001; p<0.05$) difference between the post-exposure RSES test scores in the Experimental Group A and Experimental Group B.

Thus, the hypothesis was accepted.

**CONCLUSION**

The aim of the study was to see the effects of exposure of original and manipulated photos of oneself on the self-esteem of participants.
Independent variables in the study included the un-edited photos that had not gone through any photo manipulation software, and the Manipulated photograph which had been edited to look different from the original photograph. The dependent variable was the self-esteem.

The following hypotheses were accepted at a 95% level of significance:

(i.) Individuals exposed to the manipulated photo before being exposed to the baseline photo first will have a significantly lower self-esteem scores post-exposure in comparison to individuals exposed to the baseline photograph before the manipulated photograph.

(ii.) Individuals exposed to the baseline photo before being exposed to the manipulated photo will have a significantly higher self-esteem scores post-exposures in comparison to individuals exposed to the manipulated photo before the baseline photograph.

The study has important implications regarding the use of photo-manipulation software in editing and sharing self-images on social media. It indicates that viewing the original image or knowing that the image is manipulated may lead to a decrease in self-esteem.

The study adds to the existing literature on photo manipulations’ effect on one’s self-esteem and body image, as well as attempts to research the effects of self-images that are edited.

These are factors are important as many adolescents use selfie sharing on social media as one of the main positive self-presentational strategies, and knowing that they have manipulated their selfies can lead to a negative effect on self-esteem, which is a factor that is still not completely formed in an adolescent’s brain.
REFERENCES


An Intervention Program for Awareness of Home Science among Junior College Students in the Latur City

Ms. Sandhya P. Powale* and Dr. Surekha Gaikwad**

ABSTRACT

The research topic is an intervention program for awareness of Home Science among junior college students in the Latur city. The data was collected through questionnaire. Random selection of 70 respondents (35 boys and 35 girls) junior college students (age ranges 15-20 years) in Latur city. Pre-test post-test research methodology used for this research purpose. Statistical analysis done by ‘t’test. Results showed that there is significant difference in impact of intervention program of home science between two groups in latur city.

*Research Scholar, Home Science Faculty, S.R.T.M.University, Nanded.
INTRODUCTION

Home science the new area of science. The concept of home science is based on the desire to improve the well being of every home. This can be done by systematic arrangement of resources. Home science has a prominent role in developing good personality of individual. Person can utilise maximum of his potential through modern scientific knowledge. The home science is to bring up homes peace, progress and prosperity resides.

The Philosophy of Home Science is to provide equal opportunities for both Men’s and women’s for achieving best family and professional life. This material and economic achievements physical spiritual and moral aspects of family living have to be promoted. This is one of the underlying principle of home science. The home implants moral values of honesty truthfulness dependability and objectivity in a person. Thus the difference between the roles of men and women should be avoided.

Home science is a new area of science. Its history is short. British rulers introduced home science in some schools and colleges between 1920 and 1940. Home science was referred as referred to as domestic science. Home science was firstly introduced in Mahatma Gandhi High school of Baroda city.

Agricultural universities where established in most of the states in the mid 1960 and 1970 teaching of home science was recognised in most of the agricultural universities. The steady progress of home science education in India at the school and college levels. In 1920 only few students enrolled in home science. 1980 Mini prestigious institutes in India offer BSC MSC and PhD degrees in home science 7000 of post graduates and PhD degree holders and in prominent positions in prestigious institutes all over the country. Home science has now been claimed to be one of the important subject in the school curriculum. It offers
fundamental opportunities to develop their best for a promoting society. Home science Association of India was formed in 1951. The main objectives of the association were to raise the standards of home science education in schools and colleges.

**Importance of home science education:**

Home science is not aware compare to the other subjects. This can apply in everyday life. Home science offers maximum opportunity to express once ability to take up things. This can develop leadership qualities also. The study of home science help each person to lead a more satisfying personal family and community life because of the knowledge understanding skill appreciation of cultural and spiritual values. Home science education develops qualities which needed for responsible citizen. Home science education helps ones to start self employment and become a wage earner at young age.

**Areas in home science:**

There are five different areas of Home Science. Home Science Branches offers postgraduate courses and facilities for research. The five major areas in home science are as follows:

1. **Foods and Nutrition:**

   This area contents knowledge about food nutrition and balance diet. Food is define as anything eaten or drunk that can be observed by the body to be used us all energy sources, building regulating or protective material. Nutrition is defined as food at work in the body. This subject areas cover the knowledge of planning meal, balanced diet and factors related to nutrition, method of food preparation, food preservation.

2. **Human development:**
The term growth and development interchangeably but in reality they are different and also inseparable. Therefore it cannot take place alone. Growth refers to a quantitative change. The child has a greater capacity for learning reasoning and remembering as result of the growth of the brain. It refers to those changes which are qualitative in nature fine as a progressive series of orderly coherent changes leading towards the goal of maturity the term progressive implies the changes are directional that they lead forward rather than backward. The study area covers the stages of growth and development stew and mental development cognitive and mental development, principles of development, emotional and social development; the dynamics of personality, child rearing practices

3. **Clothing and textile:**

Clothing and textile refers to the various articles of appraisal used to cover the body. Textile refers to the row as well as the finished material made from fabrics. This study areas covers the properties and identification of fibres, fabric construction, dyeing, principles of textile designing and principles of clothing Constructions. This helps in selection of fabrics and garments.

4. **Home Management:**

It is the strategic approach to the effective management of Human and Non-human resources. It is the process in which individuals and families use what they have to get what they want. It begins with thinking and planning, and ends with the evaluation of action taken. Three fundamental concepts in resource management are values, goals, and decision making.

5. **Extension Education:**
The word ‘Extension’ is derived from the Latin roots ‘tension’. This means ‘stretching’. ‘Ex’ meaning ‘out. Accordingly the term ‘Extension Education’ means that type of education which is ‘stretched out’. It covers the communication methods, formal and informal education.

**REVIEW OF LITERATURE**

**Moni Singh and Mamta Sharma (2016).** The present study was conducted during 2010 -2013 in the city of Jabalpur (M.P.) on a sample of 500 home makers. The results revealed that majority of the respondents in the area had low scores on level of knowledge and practices regarding home furnishing. In order to enhance their level a Home Furnishing Awareness Programme was developed and the program was administered in the respondents. After the intervention of Home Furnishing Awareness Programme the results showed an impact of the programme as the scores of the home makers after post-testing improved in the upper socio-economic status.

**Poonam Yadav, Mamta Jaiswal Kiran Agrahari and Archana Singh (2017).** The aim of this study was to determine the dietary habits and nutritional status of teenagers of home science and non-home science students. A questionnaire was developed for the collection of data concerning to their eating habits and food choices. A random selection of 100 respondents of 13 to 19 years old female from the population of home science and non-home areas of Sultanpur district. After the analysis of the result it was found that (50 percent and 66 percent) teenagers were underweight respectively normal weight (46 percent and 34 percent) respectively and overweight (4 % percent) respectively in home science and non-home science respondents.
Umera Baba, Nilofer Khan and Dr. Imtiyaz Ali (2017). The present study was undertaken to access osteoporosis status among postmenopausal women of Kashmir. The total number of 380 postmenopausal women above 45 years from randomly selected four districts i.e. Srinagar, Ganderbal, Anatnag and Kupwara were covered. Scientifically self-designed oral questionnaire as per requirement was used for collecting data in the present study. The present study explored that the level of knowledge/awareness about disease among postmenopausal osteoporotic women is being influenced by some of these socio-medical factors. The awareness programmes could go a long way in creating and improving awareness levels about the health issue, providing advice, guidance and counselling on nutrition related issues as well as supporting women on mental and emotional levels for better well-being and quality of life.

Anjuman Ayoub and Meenakshi Anand (2017). The present study was conducted to know the Awareness about puberty and menstruation among Adolescent Girls of Jammu District of the state of Jammu and Kashmir, India. The objectives of the present study were to know the awareness among Adolescent Girls regarding puberty and menstruation and to assess the awareness among Adolescent Girls regarding puberty and menstruation among rural and urban area of Jammu District. The sample consisted of 200 school going adolescent girls from rural and urban areas of Gandhi Nagar. Educational zone of Jammu District. The collected data was tabulated and analysed using z-test and scoring test. The results revealed that most of the adolescent girls were not aware and their knowledge regarding menstrual hygiene, pubertal and menstruation health was low mean score of Rural Area and Urban Area was (4.83 and 7.22)

Dr. Manpreet Kaur (2019). This prospective study was carried out on users of domestic photovoltaic system residing in various cities of Punjab, India. A total of 300
respondents (both male and females) constitute the sample of the study. The study is descriptive in nature and primary data is used for this purpose. A self-constructed interview scheduled was used to collect the data from the users of the solar photovoltaic (PV) system. A sample of 300 families from different cities of Punjab consisting 27 families from Jalandhar, 47 families from Patiala, 13 families from Mohali, 200 families from Ludhiana and 13 families from Amritsar who had installed photovoltaic system in their residence in 2014 - 17 were selected for the study by proportionate random sampling technique. The present study is an attempt to study the socio- economic profile of users of solar photovoltaic system and to correlate it with their awareness of solar system be broken. It will help in correcting myopic perspective of users pertaining to solar photovoltaic system and contribute towards ecological sustainability without compromising the development.

Mamata and Chhaya (2013) was conducted study on Devadasi women in the year 2009-2010 in Hubli, Navalgund of Dharwad district and Nargund of Gadag district of Karnataka. The Devadasi women had appropriate knowledge index on candle making (78.17 %), vessel cleaning powder preparation (57.20 %), washing powder preparation (50 %), phenyl preparation (71.73 %) and Agarbatti making (47.75 %).

Gupta and Verma (2013). The study focuses on constraints affecting the adoption and transfer of home science technologies disseminated by the Krishi Vigyan Kendra (KVK) unit of CAZRI, Jodhpur to its women clientele. The study also ascertained the awareness and adoption levels of such introduced technologies. Most of them have adopted the recommended home science technology.

Mukta, et al (2013) studied the awareness among the beneficiaries about the supplementary nutrition provided under this program. The findings indicate that most of the beneficiaries were aware about different supplementary nutrition program facilities provided
by Anganwadi Centre in different category. But the level of awareness of beneficiaries was not equal.

Gaikwad (2014) Carried out a study on “Training of adolescents girl’s for reproductory health care and nutritional awareness for quality living“. About 240 adolescent girls in the age group 11 to 15 yrs. were selected at random from Purna Talukas, Parbhani district in Maharashtra. Results showed that majority of the sample adolescent girl’s assess to have either poor or fair levels of awareness about the components included in the reproductive health care, nutritional awareness, health awareness and habits. After training awareness level improved significantly.

**OBJECTIVES**

1. To give an intervention program for awareness of Home science subjects among junior college students in Latur city.

2. To assess the impact of intervention program on junior college students in Latur city.

**Hypothesis**

1. Junior college students in Latur city have less awareness about the subject Home Science.

**Method and Materials:**

The study entitled “An intervention program for junior college students to make them aware about the subject home science in the Latur city” was conducted by using the following methodology described in this chapter. The detail of material used, procedure followed and techniques adopted during the course of the present investigation have been elaborated in this chapter.
Selection of area:

The area of Latur City were purposively selected for the study because no such study has been carried out there earlier. It was easily accessible for the researcher for reliable collection of data.

Selection of Colleges:

Mahatma Baseshwar Mahavidyalaya, Latur were selected for the present study.

Sample selection:

Sample size consisted of 70 junior college students (adolescents). Girls were 35 and Boys were 35 (age ranges 15-20 years) from Latur city. Respondents were randomly selected from college students

### RESEARCH METHODOLOGY

Intervention program will be prepared on five disciplines of Home Science which gives importance and basic knowledge. LCD presentation will be associated with lecture, discussions & question answer session.

**Tools of Data Collection:**

1. Pre-planned Questionnaire
2. Open discussion
3. Question & answer session

**Statistical Analysis:**
The collected data was pooled, compiled and was processed for statistical analysis. Mean, Standard deviation, variance, ‘t test ’etc. Statistical tests were applied for interpretation of results.

**Table No. 1**

**Compare between Intervention programs of Awareness of Home Science subjects among junior college students in Latur city:**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Human Development</th>
<th>Food &amp; Nutrition</th>
<th>Textile &amp; Clothing</th>
<th>Human resource</th>
<th>Extension Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>Mean=5.05</td>
<td>Mean=1.88</td>
<td>Mean=1.22</td>
<td>Mean=11.68</td>
<td>Mean=11.2</td>
</tr>
<tr>
<td>SD=3.05</td>
<td>SD=1.69</td>
<td>SD=1.95</td>
<td>SD=1.33</td>
<td>SD=1.98</td>
<td>SD=1.85</td>
</tr>
<tr>
<td>Variance=9.3</td>
<td>Variance =3.82</td>
<td>Variance=1.76</td>
<td>Variance=3.92</td>
<td>Variance=2.23</td>
<td>Variance=3.45</td>
</tr>
<tr>
<td>t=(-13.65)</td>
<td>t=(-13.20)</td>
<td>t=(-25.91)</td>
<td>t=(-20.14)</td>
<td>t=(-25.14)</td>
<td>t=(-14.30)</td>
</tr>
<tr>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=2.03*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.01)=2.65*</td>
</tr>
<tr>
<td>t(0.01)=2.65*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>Mean=2.57</td>
<td>Mean=1.40</td>
<td>Mean=1.11</td>
<td>Mean=0.85</td>
<td>Mean=1.11</td>
</tr>
<tr>
<td>SD=2.06</td>
<td>SD=2.31</td>
<td>SD=0.88</td>
<td>SD=1.65</td>
<td>SD=1.81</td>
<td>SD=1.86</td>
</tr>
<tr>
<td>Variance=4.25</td>
<td>Variance =0.51</td>
<td>Variance=0.77</td>
<td>Variance=2.75</td>
<td>Variance=3.28</td>
<td>Variance=3.48</td>
</tr>
<tr>
<td>t=(-23.74)</td>
<td>t=(-46.38)</td>
<td>t=(-29.52)</td>
<td>t=(-25.28)</td>
<td>t=(-16.36)</td>
<td>t=(-16.36)</td>
</tr>
<tr>
<td>t(0.05)=1.95*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.05)=1.99*</td>
<td>t(0.01)=2.65*</td>
</tr>
<tr>
<td>t(0.01)=2.65*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Result:** There is significantly difference at both 5% and 1% level of significance

**RESULT AND DISCUSSION**

The data collection of the different aspect per plan was tabulated and analysed statistically.

The result from the analysis are presented and discussed in the following sequence.
SUMMARY AND CONCLUSION

Home science teaches the art of using things effectively. Home Science gives knowledge for facing new challenges, to cope with knowledge explosion, technological advancements, new developments and growing needs of individuals for successful living in society. So achieving home science knowledge is very beneficial

Limitations of the study:

This research carried out in Latur city only

REFERENCES


MANUSCRIPT PREPARATION

The manuscript must be written in following the style outline of the Publication Manual of the American Psychological Association shortly instructed below:

The manuscript must be written in English typed in MS Word with double space, 12-pt Times New Roman, on A4, sheets (not exceeding 20 pages all together) leaving appropriate margin (left and top 3-cm, right and bottom 2-cm) and should be numbered from the Title page.

1. One hard copy of each manuscript along with a CD, and/or soft copy through e-mail (word version in attach file) should be sent to the Editor-in-Chief as mentioned below.

2. The first page should contain: Title, Name(s) and Affiliation of Author(s), Address of corresponding author including e-mail address and cell number.

3. The 2nd page includes: Title, Short-running head, ABSTRACT within 200 words, and Key-words (maximum 5).

4. From the 3rd Page (i) Introduction, (ii) Method, (iii) Results, (iv) Discussion and Conclusion, Acknowledgements (if any), References, Appendix (if any), etc.

5. Minimum number of Tables or Figures should be cited not repeating each other.

6. Authors are requested to make necessary language correction before submitting a manuscript to PIJPS.

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VISION

- To promote normative holistic development in children, young and wholesome family.
- To bring awareness about common childhood problems and disabilities.
- To create our society all disability friendly.
- To make our school disability friendly.
- Not only identify the problem but also provide help and support to the children.
- Help parents to understand and accept their conditions of children.
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