

PNDS

**ISSN 2456-5180 (ONLINE)
A PEER REVIEWED JOURNAL**

**PHONIX
INTERNATIONAL
JOURNAL FOR
PSYCHOLOGY AND
SOCIAL SCIENCES**

**Vol. 3, Issue 4, Aug 2019
Impact Factor = 3.489 (SJIF)**



2019

**Editor in Chief
Dr. Bharat H Mimroth (Ph. D.)**

PUBLISHED BY PHONIX INTERVENTION CENTRE, DELHI

CHIEF EDITOR

Dr. Bharat H Mimroth

Editor-in-Chief, PIJPS

Phonix Intervention Centre, Rohini, Delhi 110 085, India

Phone : +91 9665644832

Email : drbharat@nkspt.in

EDITORIAL REVIEW BOARD

<p><u>Ms. Monica Sharma</u> Founder of Phonix Intervention Centre Rohini, Delhi 110 085, India Phone : +91 8527085707 Email : phonixjournals@gmail.com</p>	<p><u>Dr. Faridah Binti Nazir, Ph.D,</u> Lecturer in Department of Malay Language Raja Melewar, Teacher's Training Institute, Seremban. Negeri Sembilan. Malaysia Phone : +017-6712095 Email : fidafn@gmail.com</p>
<p><u>Ms. Nikita. S. Variyani, M.Phil. (Clinical Psy)</u> Clinical Psychologist Civil Hospital, Ahmedabad CRR No: A46846 Mobile: - +91-9662633268 E-Mail:- nikitavariyani@gmail.com</p>	<p><u>Dr. Jean Cirillo, Ph.D. Clinical Psychologist,</u> Advanced Counseling Concepts, 27 Fairview Street Huntington, New York 11743 Phone : (855) 847-8184 Email : Jeancirillo@aol.com</p>

OWNERSHIP

Phonix International Journal for Psychology and Social Sciences is owned by the Phonix Intervention Centre, Flat No. 154, 2nd Floor, Pocket – 4, Sector – 2, Rohini, Delhi - 110085-India, Phone: +91-81300 14427. Dr. Bharat H Mimroth, Editor-in-Chief, Phonix International Journal for Psychology and Social Sciences, Delhi. Email: editor.pijps@phonixcentre.in. Phonix International Journal for Psychology and Social Sciences purpose is to help to strengthen the research and educational base of psychology.

DISCLAIMER

The statements and opinions in the articles of Phonix International Journal for Psychology and Social Sciences are solely those of the individual authors /contributors and not of the publisher or Phonix Intervention Centre. No responsibility is assumed by the Publisher, the Phonix Intervention Centre, or the Editor for any injury and/or damage to persons or property whether such liability, if any, arises as a matter of products liability, negligence or otherwise, or from any use or operation of any methods, products, instructions or ideas contained in the material herein. The Publisher recommends independent verification should be made.

COPYRIGHT

Material printed in Phonix International Journal for Psychology and Social Sciences is covered by copyright. All rights are reserved. Except under circumstances within “fair use” as defined by the copyright law, no part of this publication may be reproduced, displayed, or transmitted in any form or by any means, electronic or mechanical, including photocopying or by an information storage and retrieval system, without the prior written permission of the Publisher.

S. NO.	ORIGINAL ARTICLES	PAGE NO.
1	Dreams Analysis and Resolution: A Therapeutic Process to Address Unresolved Emotional Issues through Dreams by Col Sudip Mukerjee	5 - 17
2	Relationship between visual perceptual skills and reading: A case study by Disha Shah and Saniya Sidhesh Nadkarni	18 – 35
3	A Combative study of Stress, Anxiety and Depression among 10th and 12th Class Students by Dr. Ramesh D. Waghmare	36 – 57
4	A Comparative Study of Social Loafing among Boys and Girls Senior College Students by Dr. Tribhuvan Sunil Laxman	58 – 64
5	Yoga is A Complete Modification from Burnout towards Being Healthy by Dr. Vilas Gokul Mahajan	65 – 73
6	Instilling Resilience in Classrooms by K. S. Priyah and Dr.G.Subramonian	74 – 79
7	Application of Eating Attitude Test (EAT 26) on a Survey Based Study on Male and Female by Kirti Rai and Dr. Santosh Vishvakarma	80 – 89
8	“Gaming Your Way to Love”: An Exploration of the Role of Multiplayer Gaming In Romantic Relationships by Arbaz Miyaji and Mini Narayanan	90 – 104
9	Safe Guarding Human Rights & Violations in Marginalized & Excluded Sections of the Society by Dr. Rohnika Sharma	105 – 112
10	Role of Teachers in Fostering Happiness Skills as a Core Value by M.Sasikala and Dr. G. Subramonian	113 – 119
11	Mob Lynching: Collectively Harmful Influences of Social Media and Hidden irrational thoughts of REBT by Sandeep D Satonkar	120 – 128
12	A study on the assessment of levels of test – Anxiety in Children by Shaheen Shaikh	129 – 138
13	The Relationship between Self Concept and Achievement Motivation among Senior College Students by Dr. Ravindra Ramdas Shinde	139 – 147
14	Effect of Workplace Spirituality on Psychological Well-Being of Working Women across Different Professional Sectors by Dr. Soumya Sharma and Dr. R.K. Sokhi	148 – 164
15	Contextualizing and Positioning Dalit Feminist Research in India by Ms. Jyotsna Bidave	165 – 172
16	Role of Dalit Movements for Renaming Marathwada University: A Social Review by Prof. Narwade J.M and Dr.Bharat Mimrot	173 – 189
17	Manuscript Preparation	190
18	Little About The Publisher	191

Dreams Analysis and Resolution: A Therapeutic Process to Address Unresolved Emotional Issues through Dreams

Col Sudip Mukerjee*

ABSTRACT

Dreaming has fascinated and mystified mankind from time immemorial: the bizarre and evanescent qualities of dreams have invited speculation about their meaning, origin and purpose. Post advancements physics leading to advancement in neuroscience and the discovery of the ‘Default Mode Network’ of the brain and how it functions, our understanding of dreams has improved. With the hectic lifestyles of today, it is essential that emotional well-being is addressed and to cater to that end, we have developed a therapeutic process which addresses unresolved emotional issues thereby resolving dreams at a cognitive level, thereby empowering the client. This paper lays down the background, the basis of which this intervention has been formulated, the process to be followed and results achieved.

Keywords: Dreams, Unresolved Emotional.

* Psychologist, ICFAI, Delhi Cantt, New Delhi 10, Mail ID : sharmauma1712@gmail.com , Cell No: 9869972078

INTRODUCTION

Definitions

Perception - Detailed visual, auditory and sensorimotor information that constitutes the representational structure of awareness. Such awareness also involves the interaction and integration of emotion.

Consciousness - Subjective awareness of the world, the body and the self, includes awareness of awareness.

Primary consciousness - Subjective awareness of perception and emotion.

Secondary consciousness - Subjective awareness including perception and emotion that is enriched by abstract analysis (thinking) and metacognitive components of consciousness (awareness of awareness).

Waking - A brain state associated with electroencephalographic activation (similar to that of REM) but with the muscle tone enhancement (as measured by electromyography) that is necessary for posture and movement.

Rapid eye movement (REM) sleep - Sleep with electroencephalographic evidence of brain activation (similar to that of waking) but with inhibition of muscle tone (as measured by electromyography) and involuntary saccadic eye movements (the REMs).

Non-rapid eye movement (NREM) sleep - Sleep with electroencephalographic evidence of brain deactivation; spindles and slow waves characterize this brain state.

Operating Metaphors – Everyday metaphoric expressions build up to create unconscious patterns that create and organize the meaning of our lives. This determines the content of our lives, what we focus on and shape our beliefs, actions and lifestyle.

Protoconsciousness - A primordial state of brain organization that is a building block for consciousness. In humans, protoconsciousness is proposed to develop as brain development proceeds in REM sleep in utero and in early life.

DREAMS ANALYSIS AND RESOLUTION

Background

The idea that the brain can be internally activated in sleep began with the discovery of rapid eye movement (REM) sleep, which was shown to be associated with dreaming in adult humans. REM sleep was also found in cats, and it was shown in that species to be mediated by the tontine brainstem¹. By 1960, it was clear that the brain produced two activation states, waking and REM sleep. It was subsequently established that each has its own distinctive state of consciousness and the state of sleep was further differentiated into wakefulness, NREM sleep and REM sleep.

These discoveries were made possible by the development of the electroencephalogram (EEG) and its application to the study of sleep. Sleep and dream laboratories thus came into being, and a profusion of studies attempted to link the findings with variables based on propounded theories. Parallel development of basic neurophysiology focused on sleep itself and ignored consciousness. This line of work focused on neuronal clocks and famously evidenced by the studies of circadian rhythms so necessary in the lives of airline crew and military personnel.

The significance of early studies in the realm of sleep in humans is clear: sleep is essential to mental health. Psychologists generally adhere to the theory of psychological benefit. The fact that sleep deprivation invariably causes psychological dysfunction supports the functional theory that the integrity of waking consciousness depends on the integrity of

dream consciousness and that of the brain mechanisms of REM sleep.

Studies into dreams indicate that no more than 20% of dream material is in any way related to what the dreamer recollects of events in his or her life history. Some researchers believe that dreaming could represent a set of preordained scripts or scenarios for the organization of our waking experience – based on our Operating Metaphors. According to this hypothesis, our brains are not only creative artists but also copy editors. What we may need to navigate our waking world is an infinite set of maps from which we may draw the one best suited to an equally infinite set of real-life possibilities. To this end, it makes sense to tie even remotely connected scraps of experience together to give our library of plots enough integration. To act as a unified system, neurons need to be connected to one another and activated in temporal and chemical unison. REM sleep does just that through its activation and neuromodulatory functions, on which the differentiation of dreaming and waking consciousness depends. During waking, the brain has access to information about external space and time. These external inputs are not available in sleep and therefore must be simulated. We believe, in consonance with Antonio Damasio, Jaak Panksepp and Michael Gazzaniga, the brain has built-in predictions of external space and time. These intrinsic predictions are then adjusted on the basis of experiences of the outside world.

As the intrinsic activation of the forebrain during REM sleep arises early in development, it does not seem far-fetched to propose that a ‘protoself’ is created, at first to account for and later (after the development of secondary consciousness) to take responsibility for what begin as entirely automatic acts. When we dream, we suppose that it is we who command our dreamed motor acts, but a moment’s reflection shows this sense of volitional agency to be as much an illusion as our wake-state sense of conscious will.

Protoconscious REM sleep could therefore provide a virtual world model, complete with an emergent imaginary agent (the protoself) that moves (via fixed action patterns) through a fictive space (the internally engendered environment) and experiences strong emotion as it does so. The consciousness that we come to enjoy in our dreams is predominantly primary in the sense that it emphasizes perception and emotions at the expense of reason. Although our dreams seem to be agent driven, they are not volitional nor do they contain the self-reflection, insight, judgment or abstract thought that constitute secondary consciousness. For those attributes of secondary consciousness to be present, activity in the requisite cortical structures must be modulated appropriately as we wake up or as we become aware that we are dreaming while we are still asleep.

Dreams

A common observation in brain imaging research is that a specific set of brain regions—referred to as the default network—is engaged when individuals are left to think to themselves undisturbed (Shulman et al. 1997, Mazoyer et al. 2001, Raichle et al. 2001). Probing this phenomenon further reveals that other kinds of situations, beyond freethinking, engage the default network.

The emerging view in neuroscience is that dreams are related to memory consolidation happening in the brain during sleep. This includes reorganizing and recoding memories in relation to emotional drives as well as transferring memories between brain regions. During waking hours, episodic memories are stored in the hippocampus. When we sleep, memories from this region appear to be transferred to the cerebral cortex, the region specialized for information processing, cognition, and knowledge.

Dream interpretation often assumes that dreams are coded in terms of symbols, motivations and beliefs that are meaningful to the dreamer. This coding is what one would expect if dreams were generated by a systematic review of memory relative to personal life strategy. If we imagine that the memory consolidation process is not random, but instead focuses on conflicts between past experience and biologically determined goals, then it should not be surprising that motivational tensions surface in dream content.

Regarding the biological evolution of REM sleep and dreaming, emotion theorist JaakPanksepp (1998) comments that: "People who hold dream experience in great esteem may be correctly affirming the importance of affective information that is encoded through our ancient emotional urges for the proper conduct of our waking activities... the REM system may now allow ancient emotional impulses to be integrated with the newer cognitive skills of the more recently evolved brain waking systems. This could help explain many striking attributes of REM sleep, ranging from its heavy emotional content to its apparent functions of enhancing learning and solidifying memory consolidation."

Stickgold et al (2001) propose that the emotional features of dreams "reflect an attempt, on the part of the brain, to identify and evaluate novel cortical associations in the light of emotions mediated by limbic structures activated during REM." In other words, the brain is trying to interlink our experiences of the world with our emotional drives.

So the dream content is essentially our subconscious activating the Default Mode Network, bringing unresolved emotional issues to the cognitive mind in order to resolve them so that the issues are no longer 'open loops' and consume energy by virtue of remaining open. The analysis of dreams thus if sequenced temporally may be addressed separately as

data packets and resolved – thus addressing emotional issues the client may or may not have cognitive recollection of.

The Process

When a client comes to a Therapist for the first time, the client is aware of a presenting problem, i.e. a problem which exists in his life which he may have a solution for (but is not aware as to how to implement that solution) or he doesn't have an acceptable solution. However, it is highly unlikely that the person will be aware of the core issue that created the problem in the first place. And unless the core issue (or the need based on the self-image created by protoconsciousness) is addressed, the presenting problem may be resolved but another will take its place soon.

Recurrent dreams exist due to the inability of the mind to close an open loop of emotional no resolution and the data points which are unrelated are connected by a metaphor to bring to the primary consciousness of the individual. In order to resolve the same, we propose bringing those data points from the primary consciousness to the secondary consciousness and connect back to the primary consciousness of the event thereby correcting the temporal mis-sequence which prevents the resolution.

In order to address the issues bothering the client, the Therapist asks the client to talk about a recurring dream. Once the dream has been stated (and noted down so as to not miss any detail) the Dream Analysis and Resolution (DAR) process commences through the following steps:-

(a) **Breakdown.** The dream is broken down into data points. Initially the client will talk as if the dream is a stream of temporally sequential events, which implies that the 'story' is

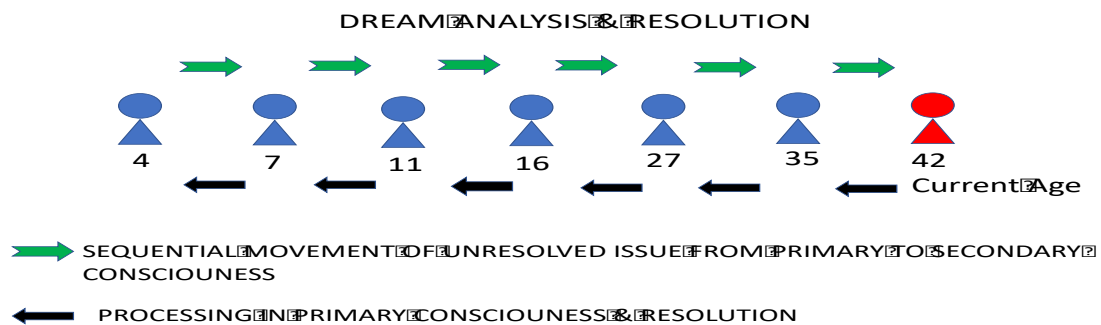
chronologically accurate. However, on breaking the dream down into the smallest chunks, it would emerge that this is not so and each small chunk is of a different age experienced by the client. Here experience may be of the form of seeing/hearing/feeling/reading about the particular chunk.

(b) **Back chaining (Temporal Reassignment).** In this part of the process, the Therapist keeps questioning the chunk seen for chronological accuracy. For e.g. a client would see herself in a place with a particular tree. When questioned, it emerged that the said tree was not in the same place but of a different era in her life. Thus the two data points in this case, the place and the tree were reassigned different temporal numbers (age of the client). By this process we are bringing the events from Primary into Secondary Consciousness.

(c) **Collective Addressable using Temporal Sequencing.** The problem exists as to the unconscious mind of the client; there is an emotional resolution which is pending of the event. Thus in this part of the process, starting from the youngest memory chunk, the client is asked to share the feeling with the next older protoconscious image. Reminiscent of the Gestalt ‘Two Chair Technique’ or the Neuro Linguistic Programming ‘Perceptual Positions’ Technique, the aim of the ‘Collective Addressable using Temporal Sequencing’ part of the process is to close the open emotional loops. In this, each part (client of a specific age connected to a data chunk) speaks to the next older part of himself sharing his feelings about the event (refer Figure 1 below) – each time moving physically to take up a ‘self-image at the requisite age’. This continues till the last ‘self’ talks to the ‘present self or current age.’ Thereafter, the current self (Therapist brings to the fore the wisdom and strength the person has now) speaks to each previous self-one by one moving spatially till the youngest one is addressed.

This physical movement from the youngest to the present and back works to collapse the unresolved self-images and thereby preventing recurrence.

Fig 1. The process outlined diagrammatically



RESULTS

We have carried out this process in our workshops and on clients. And have had Practitioners who have been taught this technique work on clients of their own. Almost all who have undergone the process reported calmness and emotions ranging from relief to happiness and ‘load lifted from my shoulders.’

Some also have resorted to writing down their dreams as soon as they wake in order to resolve them later on. We have had 100% success in clients being able to temporally track chunks of their dreams to different time marks. What matters is the partitioning of the events, and the approximate temporal markings. The fact that they exist and recur means that there is some unresolved emotion attached with these chunks of memory.

The question some participants in our workshops ask – Can this be done on our own? The most important part of this process is the Breakdown and for a person to be associated with their dreams it is extremely unlikely that they can be objective enough to break down the

sequence into unconnected chunks. So, although it can be done, the chances of complete resolution are highly unlikely and therefore not recommended by the authors of this paper.

CONCLUSION

The concepts presented in this paper are directly related to one of the greatest challenges faced by modern science: what are the connections between the mind and the brain and how can it be described in terms of brain function? The field of cognitive neuroscience focuses on details that are pertinent to this question and some brilliant work is being carried out all over the world giving us insights of how consciousness is created, utilized and controlled.

The field of psychiatry and counselling has long sought, and may find in this paper, a bridge between emotionally created mental disorders and how to non-intrusively address them. Without this bridge, there is no safe passage between the genetic and the phenotypic banks of the mind–brain chasm that still divides that field. To the humanities in general, and to psychology and philosophy in particular, this procedure of addressing emotional issues through the medium of dreams could help those disciplines advance for greater emotional well-being and increased efficiency of humankind.

BIBLIOGRAPHY

Aserinsky, E. & Kleitman, N. Regularly occurring periods of ocular motility and concomitant phenomena during sleep. *Science*, 361–375 (1953).

Berger, H. Über das Electrenkephalogramm des Menschen. *Arch. Psychiatr. Nervenkr.*, 527–570 (1929) (in German).

Bremer, F. Cerveauisoléetphysiologie du sommeil. *C. R. Soc. Biol. (Paris)*, 1235–1241 (1935) (in French).

Dement, W. & Kleitman, N. Cyclic variations in EEG during sleep and their relation to eye movements, body motility, and dreaming. *Electroencephalogr. Clin. Neurophysiol.* **9**, 673–690 (1957).

Dement, W. The occurrence of low voltage, fast, electroencephalogram patterns during behavioral sleep in the cat. *Electroencephalogr. Clin. Neurophysiol.* **10**, 291–296 (1958).

Domasio Antonio, *Self Comes to Mind*, Vintage Books (London) 2012.

Edelman, G. M. *Bright Air, Brilliant Fire: On the Matter of the Mind* (Basic Books, New York, 1992).

Hobson JA (2009). REM sleep and dreaming: Toward a theory of protoconsciousness. *Nature Reviews Neuroscience*. (<http://scholar.google.com/schola...>)

Hobson, J. A. & McCarley, R. W. The brain as a dream state generator: an activation-synthesis hypothesis of the dream process. *Am. J. Psychiatry*, 1335–1348 (1977).

Hobson, J. A., Pace-Schott, E. F. & Stickgold, R. Dreaming and the brain: toward a cognitive neuroscience of conscious states. *Behav. Brain Sci.*, 793–842 (2000).

Loomis, A. L., Harvey, E. N. & Hobart, G. Further observations on the potential rhythms of the cerebral cortex during sleep. *Science* **82**, 198–200 (1935).

Louie K and Wilson MA (2001). Temporally Structured Replay of Awake Hippocampal Ensemble Activity during Rapid Eye Movement Sleep. *Science*. (<http://scholar.google.com/schola...>)

Metaphors of Identity, Charles Faulkner.

Moruzzi, G. & Magoun, H. W. Brainstem reticular formation and activation of the EEG. *Electroencephalogr. Clin. Neurophysiol.*, 455–473 (1949).

Moskowitz, E. & Berger, R. J. Rapid eye movements and dream imagery: are they related? *Nature*, 613–614 (1969).

Panksepp J (1998). *Affective Neuroscience: The Foundations of Human and Animal Emotions*.

Payne JD and Nadel L (2006). Sleep, dreams, and memory consolidation: The role of the stress hormone cortisol. *Learning & Memory*. (<http://scholar.google.com/schola...>)

Pompeiano, O. The neurophysiological mechanisms of the postural and motor events during desynchronized sleep. *Res. Publ. Assoc. Res. Nerv. Ment. Dis.*, 351–423 (1967).

Rauchs G et al (2005). The relationship between memory systems and sleep stages. *J Sleep Research*. (<http://scholar.google.com/schola...>)

Rechtschaffen, A. & Kales, A. (eds) *A Manual of Standardized Terminology Techniques and Scoring System for Sleep Stages of Human Subjects* (Brain Information Service/Brain Research Institute, University of California at Los Angeles, Los Angeles, 1968).

Reiser MF (2001). *The Dream in Contemporary Psychiatry*. *American Journal of Psychiatry*. (<http://scholar.google.com/schola...>)

Roffwarg, H. P., Dement, W. C., Muzio, J. N. & Fisher, C. Dream imagery: relationship to rapid eye movements of sleep. *Arch. Gen. Psychiatry*, 235–258 (1962).

Sherrington, C. S. Integrative Action of the Nervous System (Constable, London, 1906).

Stickgold R et al (2001). Sleep, Learning, and Dreams: Off-line Memory Reprocessing. Science. (<http://scholar.google.com/schola...>)

Stickgold, R., Pace-Schott, E. & Hobson, J. A. A new paradigm for dream research: mentation reports following spontaneous arousal from REM and NREM sleep recorded in a home setting. Conscious Cogn., 16–29 (1994).

Therapeutic Metaphors: Helping others through the Looking glass, David Gordon, Meta Publications (1978).

Von Economo, C. Sleep as a problem of localization. J. Nerv. Ment. Dis, 249–259 (1930).

Relationship between visual perceptual skills and reading: A case study

Disha Shah* and Saniya SidheshNadkarni**

ABSTRACT

In learning disability disorder, the difficulty to read the text and comprehend the meaning is called as dyslexia. It may have negative impact on pronunciation and English language communication; which in turn can impact on self-esteem. To find usefulness of visual motor integration intervention programs for reading disabilities and to find the impact of CBT on the reading enhancement a case study and pre and post design were used in both during occupational therapy and remedial teaching. “G” a 7.4 year old boy who was earlier diagnosed as a child having specific learning difficulties and Attention Deficit Hyperactivity Disorder (ADHD). Intervention program was given Cognitive Behavioral Therapy. (CBT) and remedial education along with occupational therapy scheduled thrice in a week for 45 mins duration and overall intervention was completed in 36 weeks. Informed consent was taken from the parent. The results shows that gt2in WRAPs with SD= 1.97 whereas on Beery Visual Motor Integration (BVMI), Visual Perception (VP) and Motor coordination (MC) shows at par post therapy.

Key words: *learning disability, dyslexia, perception, slow learner, cognitive behavior therapy, occupational therapy, special education, remediation*

* Child Psychologist & Special Educator, Borivali East, Mumbai 400066, Mail ID: ddvruddhi@gmail.com
Borivali East, Mumbai 400066, Cell : 9820093527

** Occupational Therapist (MOT), Borivali East, Mumbai 400066

INTRODUCTION

Literature shows that visual information processing plays an essential role in the performance of academic tasks such as reading and writing (Case-Smith, Rogers, & Haas-Johnson, 1996). Reading and writing also are some of the difficulties that children with a diagnosis of Specific learning disability face. A specific learning disability that corresponds to reading is known as dyslexia.

The word 'dyslexia' is often used interchangeably with 'learning disabilities'. Word Federation of Neurology (1968), defined development dyslexia as 'a disorder in children, who despite conventional classroom experience, fail to attain language skills of reading, writing and spelling commensurate with their intellectual abilities. Apart from reading disability, the definition includes spelling and writing as well under the broad definition of dyslexia. Later, based on the contemporary research on identification and analysis of phonological deficit (eg. Bradleany& Bryant, 1983; Shankweiler et al., 1995; Stanovich, 1988), Ortan Society (1995) redefined dyslexia as 'a specific language based on disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities'(pp. 16-17).

The further discussion will assist to put the two components of reading and visual perception in picture.

Reading- A perspective

Reading is a process of extracting measuring out of the written or printed symbols because of learning a complex skill that requires encoding and decoding of wide range of materials including letters, pictures and symbols. This process of recognition of printed or

written symbols serves as stimuli to the recall of meanings. Meanings or interpretation of these symbols are built up through the readers past experience (bond, tinker, warson&warson, 1989). From neuropsychological perspective, reading is dependent on competent visual and auditory processing. While reading a sentence or a passage, the reader not only recognizes individual words, but also associates them with the already existing knowledge base acquired through past learning. The former process is called encoding and the latter is decoding.

Reading disorder significantly hinders academic achievement (DSM-TR, APA, 2000) and is believed to be associated with other forms of learning disabilities such as mathematical and writing disabilities. Ever-rising demand for higher literacy is creating ever more grievous consequences for those who are poor in reading and face difficulty in understanding symbols.

Visual perception- A skill

Visual perception is defined as the total process responsible for the reception (sensory function) and cognition (specific mental functions) of visual stimuli (Case-Smith & O'Brien, 2009). Visual receptive functions begin to develop during gestational period and visual cognitive functions begin by birth (Glass, 1993). Developmentally it is expected that by the time that the child is in Kindergarten he/ she should be able to do controlled tracking. Visual cognitive develop through perceptual learning. This is a process of gathering information from the environment. This type of learning is seen to increase with experience and repeated practice (Case-Smith & O'Brien, 2009). Visual cognitive functions can further be classified as Visual attention, visual memory, and visual discrimination. These are essential for performance in all fields such as activities of daily living, academic activities and play/ leisure.

Connecting links between visual perception and reading:

Some evidence is present that suggests that reading difficulties or developmental dyslexia maybe caused due to a deficit in the generalized temporal processing (Farmer & Klein, 1995).It is important to understand that not all children with a diagnosis of specific learning disability will have difficulties in visual perceptual skills, however a particular study by Stiers, De Cock, &Vandenbussche (1999) indicates that early brain damage could cause certain visual perceptual deficits. Children with specific learning difficulties may face challenges while filtering out unnecessary information and therefore, have difficulties in visual attentional skills and/ or they may have troubles while interpreting and using visual information efficiently (Kramer & Hinojosa, 1999).

Standardized tests used:

Occupational therapists often use the The Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI), which is a norm referenced test, as a standardized tool for assessment of visual perceptual skills that affect performance in participation in a child's daily life. This test is a valid measure of visual motor integration (Goyen& Duff, 2005; Parush, Lifshitz, Yochman, &Weintraub, 2010), which has been devised to analyze the extent to which people can integrate their visual and motor abilities (Beery, Buktenica, & Beery, 2010).

Wraps - word recognition and phonic skills. It is developed by Difford carver. And revised and standardized with diagnostic scoring template and suggestion for teaching by David Moseley.

Objective

- -To find usefulness of visual motor integration intervention programs for reading disabilities.

- To find the impact of CBT on the reading enhancement.

Hypothesis

H₀ - There will be no significant improvement using CBT on learning development of the child.

H₁ - There will be significant improvement using CBT on behavior of the child.

H₂ - There will be significant improvement due to structuring of the session on reading.

H₃ - There will be significant impact of visual motor integration on the reading skill.

METHODOLOGY

The participant:

Participant was a 7.4 years old boy whom we will refer to as 'G'. His mother tongue is Urdu, however the child has been going to an English medium school in the Western suburbs of Mumbai and has been exposed to a multitude of languages which also include Hindi and Marathi. He is in Grade 4 of an ICSE school. Mother brought him for therapy with the complaints of difficulty in reading and writing, failure in exams, lack of concentration, incompleteness of school work and homework, difficulty in sitting in one place, and behavior concerns such as hitting younger siblings, fighting in school. She also reported that the child is unable to tie shoe laces, is slow in eating, and takes time to dress up. It was observed that G had a slight squint left eye and mother was asked to get an eye test done, however no specific error in vision was identified.

Method:

A case study method was used to assist in the development of reading skills for a 7.4 years old boy who was previously diagnosed as a child with specific learning disability and

Attention Deficit Hyperactivity Disorder (ADHD). Informed consent was taken from the parents. He was assessed by a psychologist and an occupational therapist using informal and formal methods of assessment and his reading level was identified.

Assessment done:

Previous assessment: Prior to availing sessions at the Borivali Center child had visited another psychologist and the results of the same are as follows. A psychological test was administered by a clinical psychologist. She administered MISIC (Malins Intelligence Scale for Indian Children)

Following reports were seen: verbal IQ is 77 and performance IQ is 92. And his full scale IQ is 84.5 which falls under the category of dull Normal level of Intellectual functioning. Since there is significant discrepancy between VIQ & PIQ, it is suggestive of the fact that the child has relatively well developed perceptual manipulative skills as compared to poor verbal linguistic expressive skills. Therefore, his profile was suggestive of learning difficulty.

Other test that was administered was Vanderbilt ADHD Diagnostic parent rating scale.

The result reveals that he has difficulty in the area of attention as well as he is showing mild hyperactive impulsive and ODD traits.

On DTLD Diagnostic test of learning disability: On eye hand coordination (EHC) he scored 3 which indicate difficulty in ability to co-ordinate vision with the movements of the hands for effective use.

On figure ground Perception (FG) he scored 6 which indicate average ability to select, control and direct attention processes leading to clear perception.

On figure constancy (FC) he scored 2 which indicates difficulty in ability to identify symbols, figures, shapes despite its apparent change in size, direction and position.

On position-in-space (PS) he scored 5 which indicates average ability to perceive the relationship between the observer and the object space.

On spatial relation (SR) he scored 5 which indicate average ability to see a relationship between two or more objects in relation to self and in relation to each other.

On auditory perception (AP) he scored 5 which indicate average in ability to provide meaning to auditory stimuli.

On cognitive abilities (CA) he scored 3 which indicates difficulties in abilities of organized thinking, concept formation, abstraction, categorization and generalization.

On memory(M) he scored 6 which indicates average ability in observation and retention of past academic learning, long term verbal memory.

On receptive language(RL) he scored 3 which indicates difficulty in ability in encoding processes of verbal-visual stimuli, verbal fluency, vocabulary and potential for incidental learning.

Expressive language (EL) he scored 1 which indicates difficulty in the ability to use proper syntax language, perception awareness, visuo-motor integration and level of language expression.

Informal assessment: The child is given a task that require the use of reading and written language skills. These tasks are based on the basal reading series and are thus curriculum based assessment. These are not time bound. The main objective is to assess the reading and writing skills as per the curricular requirements.

1. Reading

Passage: Keeping in mind his reading level, the passage was selected. While reading, it was observed that the child was able to read 3 and few 4 letter words. However reversal of letters was observed. Eg. For "on" he read "no". He mispronounced few words.

Reading comprehension: He was asked questions based on sentences read by him. He was unable to explain. It was also observed that he just copied the lines from the text.

Picture Comprehension: An age appropriate picture was given to him. Based on the picture questions were asked. It was observed that the child was able to respond to factual questions in 1 simple sentence and he was finding it difficult to revert on reasoning, descriptive and inference types of questions. However when he was asked to write the same, he made bizarre spelling and incorrect sentence construction.

2. Language

Essay writing: He was asked to write on "myself". He wrote only 1 sentence without punctuation.

Writing skills: Few sentences were read to him and he was asked to write it. It was observed that he was attempting to write using his prior knowledge with inappropriate spelling, punctuation, alignment and spacing. He wrote "should" as "shaud", "brother" as "branth" and "bread" as "brad". He was unable to frame sentences.

Grammar: He is completely unaware of grammar concepts.

He was also evaluated by an occupational therapist. Informal assessment was done using observation and parental interview. Parent reported dependence in Activities of Daily Living (ADL's) and difficulties in school and education related tasks. On further interviewing

it was identified that the dependence in ADL's was partly due to the fact that the child was not provided with adequate exposure and opportunity to achieve independence. Mother reported that she tended to do the tasks for him as he would take more time than was needed for the same.

School related tasks were assessed as follows: Handwriting, cognitive skills and visual perceptual skills were assessed. Mother was asked to bring his classwork and homework notebooks to assess for handwriting; child was given a handwriting task while assessment to identify further errors. Reading assessment was done as above. Cognitive and visual perceptual skills were also analyzed.

Handwriting skills: Child had difficulty in spacing, alignment and frequent omission errors were noticed. G also took really long to complete a sentence making task and dictation task. He could write numbers well and without errors, however had difficulty with letters. Some of the letters that G wrote appeared to be illegible. His schoolwork and classwork was assessed. It was seen that most of his work was incomplete and his classwork also appeared to have a lot of errors as was seen by the red marks, thus highlighting his errors.

Cognitive skills: G had difficulty with task based attention skill and often was distracted. He frequently talked instead of completing the activity and thus took longer time to complete. It was also seen that G had difficulty with higher cognitive skills such as abstract thinking, and problem solving. Some difficulties with motor planning were also seen.

Visual perceptual skills: It was seen that while doing any activity G took longer and required to cues to scan from left to right to identify the components. Therefore, he was evaluated using a standardized tool. This test measures the extent to which individuals can integrate their visual and motor abilities. The areas measured include visual perception, motor

coordination & visual motor integration. On berry visual motor integration his performance was below average. On visual perception his performance was below average. On motor coordination his performance was low. The results of the Beery VMI test are as follows:

	Beery Visual Motor Integration	Visual Perception	Motor coordination
Raw Scores	17	17	15
Standard scores	85	80	73
Scaled Scores	7	6	5
Percentiles	14 th	9 th	4 th
Age equivalents	6 years 3 months	5 years 8 months	4 years 11 months
Performance	Below average	Below average	Low

As per the results of the test, G shows to be below his age for all three components and shows sub-par skills

Intervention program:

The assessments showed G having difficulty in reading and visual perceptual skills majorly and therefore he was given remedial teaching primary using the concept of Cognitive Behavior Therapy (CBT) and intensive activities that involved different visual perceptual activities. G was provided with three sessions of Occupational therapy and remedial education thrice a week for 45mins duration each and 36 weeks. The sessions consisted of Occupational therapy sessions first which consisted of intensive visual perceptual skills task followed by remedial education. A dynamic teaching program involving multiple strategies for delivering instruction and seeking involvement and participation of the child was used.

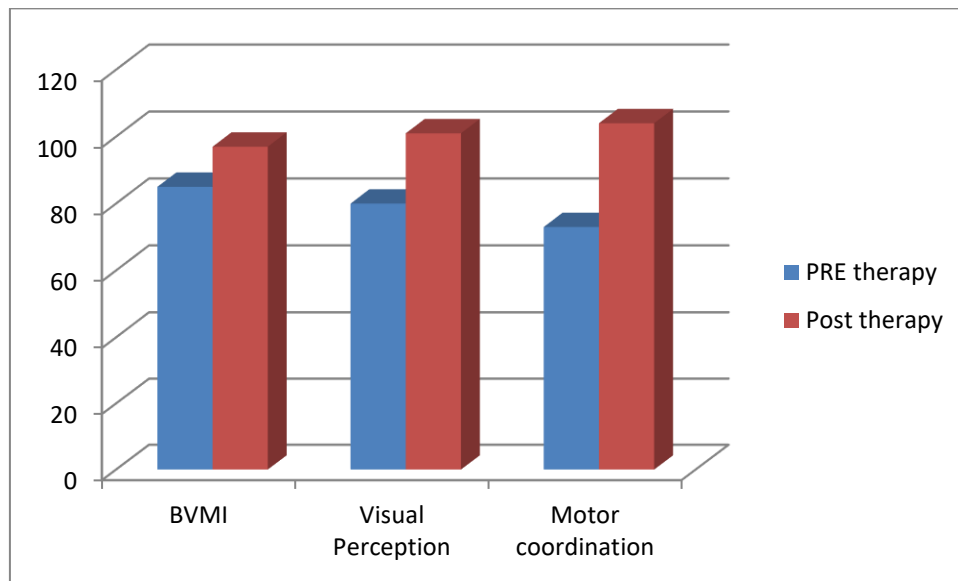
We conducted the intervention program in the highly individual manner. After initial psychometric assessments, informal assessment and occupational therapy.

The Occupational therapy intervention consisted of three phases: the first phase consisted of focusing on the visual perceptual skills which included scanning, visual discrimination, visual figure ground perception, visual form constancy, visual closure, and visual spatial relations; second phase focused on motor planning and the third phase focused on visual motor integration. Child was provided with activities within the session and was also given worksheets to complete as home based program. The intervention using CBT comprises of task description, formulation of strategy, modeling, verbalization, guided practice and reinforcement. Remedial teaching involved phonics sounds (individual letters, 2 letters and 3-letters), word building, rhyming words, reading of simple sentences, copywriting.

RESULTS

Once the intervention was over the Beery VMI test was administered again to identify for changes and the results are as follows:

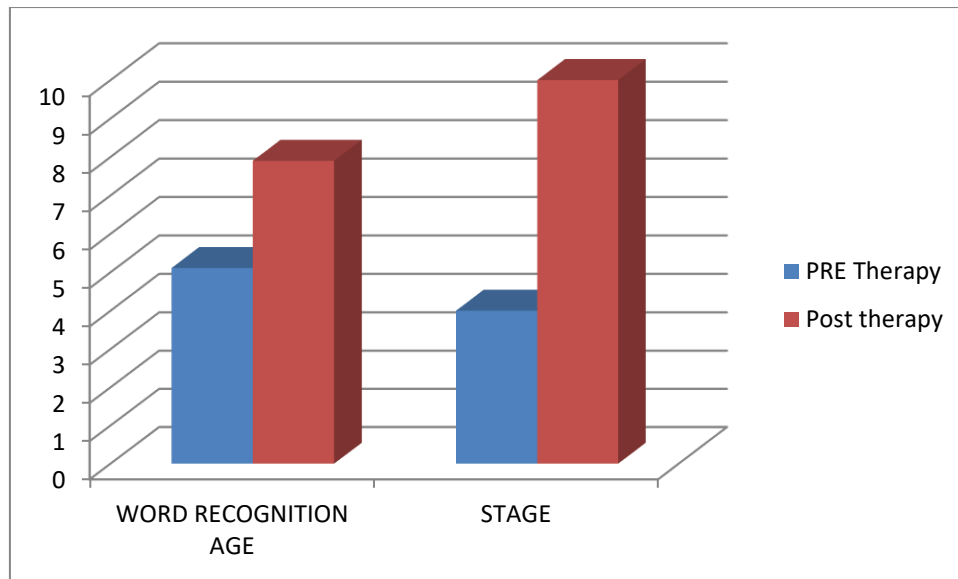
	Beery Visual Motor Integration	Visual Perception	Motor coordination
Raw Scores	20	22	23
Standard scores	97	101	104
Scaled Scores	9	10	11
Percentiles	42 nd	53 rd	61 st
Age equivalents	7 years 6 months	8 years 4 months	8 years 8 months
Performance	Average	Average	Average



From the above table it can be seen that G showed an overall average performance in visual perceptual skills and that his performance was age appropriate.

On Wraps

	WORD RECOGNITION AGE	STAGE
Pre Therapy	5 years 11 months	4
Post Therapy	7 years 9months	10



DISCUSSION:

The results of the study maybe summarized by stating that with an individualistic and goal directed approach involving visual perceptual skills training and CBT training G skills of reading showed improvement. Kavale (1982) did a meta-analysis to find a relationship between visual perception and reading abilities and he found that visual perception and reading is correlated, however his results did not indicate causation between the two. A recent study conducted in Australia found that visual-motor integration (VMI) was deeply associated with reading and mathematics scores in school children (Hopkins, Black, White & Wood, 2019).

The pre and post results of Wraps show positive effect on reading skills of the child with standard deviation is 1.97. Co relating the visual motor tests scores pre and post show remarkable improvement. Therefore, there is a good impact of visual motor skills on reading ability. Also structuring the both the therapy resulted in progress for the child.

CONCLUSIONS

Finding suggests CBT will improve reading skills and perceptual skills. Occupational therapy and Special Education with structure planned has greater impact on children with learning difficulties like dyslexia.

REFERENCES

- Adams, J. W., Snowling, M. J., Henessy, S.M. & Kind, P.(1999). Problems of behavior reading and arithmetic: Assessments of comorbidity using strength and difference questionnaires, *British Journal of Educational Psychology*, 69(4), 571-585
- Alvarez, M.C. (1983). Using a thematic pre-organizer and guided instruction as aids to concept learning, *Reading Horizons*, 24(1) 51-58.
- Aylward, E. H., Richards, T.L., Berninger, V. W., Nagy, W.E., Field, K. M., Grimme, A. C., Richards, A. L., Thomson, J. B. & Cramer, S. C. (2003). Instructional treatment associated with changes in brain activation in children with dyslexia, *Neurology*, 61(2), 212-219.
- Baker, J. G., Ceci, S. J. & Herrmann, N. D.(1987). Semantic structure and processing: Implications for the learning disabled child. In H. L. Swanson(Ed). *Memory and learning disabilities* (pp.83-110). Greenwich: JAI Press.
- Bauer, R. H. &Emhert, J. (1984). Information-processing in reading-disabled and nondisabled children, *Journal of Experimental Psychology*, 37(2), 271-181.
- Beery, K., & Beery, N. (2010). *The Beery-Buktenica developmental test of Visual Motor Integration (Beery VMI)*. Bloomington, MN: Pearson.

- Bennett, K. J., Brown, K. S., Boyle, M., Racine, Y. & Offord, D. (2003). Does low reading achievement at school entry cause conduct problems? *Social Science and Medicine*, 56(12), 2443-2448.
- Borkowski, J. G., Weyhing, R. S. & Carr, M. (1988). Effects of attribution retraining on strategy-based reading comprehension in learning disabled students *Journal of Educational Psychology*, 80(1), 46-53.
- Bradley, L. & Bryant, P.E. (1983) Categorizing sounds and learning to read: A causal connection, *Nature*, 301 (5899), 419-421.
- Case-Smith, J., & O'Brien, J. (2009). *Occupational therapy for children* (6th ed., pp. 373-403).
- Case-Smith, J., Rogers, J., & Haas-Johnson, J. (1996). School based occupational therapy. In J. Case-Smith, A. S. Allen, & P. N. Pratt (Eds.), *Occupational therapy for children* (pp. 757–789). St. Louis, MO: Mosby-Year Book.
- Chadwick, O., Taylor, E., Heptinstall, R. & Dankerts, M. (1999). Hyperactivity and reading disability: A longitudinal study of the nature of the association, *Journal of the Child Psychology and Psychiatry*, 48(7), 1039-1050
- Curtis, M. (1980). Development of components of reading skill. *Journal of Educational Psychology*, 72(5), 656-669. doi: 10.1037/0022-0663.72.5.656
- Farmer, M., & Klein, R. (1995). The evidence for a temporal processing deficit linked to dyslexia: A review. *Psychonomic Bulletin & Review*, 2(4), 460-493. doi: 10.3758/bf03210983

- Gillberg, C. (1985). Children with minor neurodevelopmental disorders III: Neurological and neurodevelopmental problems at age 10, *Developmental Medicine and child Neurology*, 27(1), 3-16
- Gillberg, I. C. & Gillberg, C. (1983). Three year follow-up at age 10 of children with minor neurodevelopmental disorders: behavioral problems, developmental medicines and child neurology, 25(4), 438-449
- Gillingham, A. & Stillman, B. (1940). Remedial work for reading. New York: Sachette & Wilhems.
- Glass, P. (1993). Development of visual function in preterm infants: Implications for early intervention. *Infants & Young Children*, 6(1), 11-20. doi: 10.1097/00001163-199307000-00004
- Goodman, K.S. (1969). Analysis of oral reading miscues: applied linguistics, *Reading Research quarterly*, 5(1), 9-3.
- Hellgreen, L., Gillbert, C., Bagenholm, A. & Gillberg, C. (1994). Children with deficits in attention, motor control and perception (DAMP) almost grown up: Psychiatric and personality disorders at age 16 years, *Journal of child Psychology and Psychiatry*, 35, 1255-1271.
- Hinshaw, S. P. (1992). Externalization Behavior problems and academic underachievement in childhood and adolescence: Causal relationships and underlying mechanisms, *Psychological Bulletin*, 111(1), 127-155.

- Hopkins, S., Black, A., White, S., & Wood, J. (2019). Visual information processing skills are associated with academic performance in Grade 2 school children. *ActaOphthalmologica*. doi: 10.1111/aos.14172
- Kavale, K. (1982). Meta-Analysis of the Relationship between Visual Perceptual Skills and Reading Achievement. *Journal of Learning Disabilities*, 15(1), 42-51. doi: 10.1177/002221948201500110
- Kramer, P., & Hinojosa, J. (1999). *Frames of reference for paediatric occupational therapy* (2nd ed.). Philadelphia; Wolters Kluwer.
- Maughan, B., Pickles, Hagell, A., Rutter & Yule. (1996). Reading problems and antisocial behavior: Developmental trends in comorbidity, *Journal of child Psychology and Psychiatry*, 37(4), 405-418.
- Ortan Society (1995) cited in Fawcett, A. J., Nicolson, R. I. & McLagan, F. (2001). Cerebellar tests differentiate between groups of poor readers with and without IQ discrepancy, *Journal of Learning Disabilities*, 34(2), 119-135.
- Patterson, G. R., DeBarshe, B. D. & Ramsey, E. (1989). A developmental perspective on antisocial behavior, *American Psychologist*, 44(2), 329-335.
- Shankweiler, D., Crain, S., Katz, L., Fowler, A.E., Liberman, A. M., Brady, S. A. et al. (1995). *Cognitive profiles of reading disabled children: Comparison of language skills in phonology, morphology, and syntax*, Psychological Press, Taylor &Fransis Group.
- Stanovich, K. E. (1988). Explaining the differences between the dyslexic and garden-variety poor reader: The phonological core variable - difference model, *Journal of Learning Disabilities*, 21(10), 590-604.

- Stevenson, J., Pennington, B., Gilger, J. W., DeFries, J. C. & Gillis, J. J. (1993).
Hyperactivity and spelling disability: Testing for shared genetic etiology, *Journal of
child psychology and Psychiatry*, 34(7), 137-1152.
- Stiers, P., De Cock, P., &Vandenbussche, E. (1999). Separating visual perception and non-
verbal intelligence in children with early brain injury. *Brain and Development*, 21(6),
397-406. doi: 10.1016/s0387-7604(99)00050-9
- World Federation of Neurology(1968). Report of research group on dyslexia and world
illiteracy. Dallas, TX: World Federation of Neurology.

A Combative study of Stress, Anxiety and Depression among 10th and 12th Class Students

Dr. Ramesh D. Waghmare*

ABSTRACT

The purpose of the present study was to investigate the Combative study of Stress, Anxiety and depression among 10th and 12th class students.. The sample for the study comprised of 100 on 10th and 12th class students of Ambad and JalnaCity from Jalna district in Maharashtra. In each 50 was 10th class students (25 Boys and 25 Girls Students) and 50 was 12th class students (25 Boys and 25 Girls Students). The scale was used for data collection Anxiety, depression and stress scale by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh was used to assess anxiety, depression and stress. Where Class and Gender were considered as independent variables and anxiety, depression and stress as dependent variables. Factorial design was used and data were analysis by Mean, SD and 'f' values. This study found 1) 10th Class Students high Stress than 12th class students. 2) Girls Students high Stress than Boys students. 3) 10th class Girls Students high Stress than 10th class Boys Students, 12th class Boys Students and 12th class Girls Students. 4) 10th Class Students high Anxiety than 12th class students. 5) There is significant difference between Boys and Girls students on Anxiety. 6) There is no significant Interaction between Anxiety than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.) 7) 10th Class Students high Depression than 12th class students. 8) There is significant difference between Boys and Girls students on Depression. 9) There is no significant Interaction between Depression than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.)

Keywords: *Anxiety, Depression, Stress, 10th and 12th class students, Boys and Girls.*

*Assistant Professor, Godawari College Ambad, Dist. Jalna (M.S.), E-mail: rdjalna@rediffmail.com

INTRODUCTION

STRESS

The modern world, which is said to be a world of achievements, is also full of stress. One finds stress everywhere, whether it be within the family, society or an institution.

Stress is a perception of emotional or physical tension. There are number of incidents in a person's life that leads to negative emotions like anger, frustration and nervousness that further develops stress in an individual. Stress is the body's reaction to challenge or demand. It can be positive at times; however prolonged stress can lead to severe health conditions.

Stress levels can differ on the basis of how one reciprocates to a certain situation. Some people just do not care and do not get anxious; they perceive stress as trivial knock and move on in life on daily basis. Others actually worry themselves more than required and affect their health.

Stress is considered as negative, behavioural, physiological process that takes place when the person tries to adapt or compromise with stressors (Bernstein et al. 2008). Stressors are the circumstances that disrupt, or threaten to disrupt, individuals, "daily functioning and cause people to make adjustments" (Auerbach and Grambling, 1998).

ANXIETY

The importance of anxiety as a powerful influence in contemporary life is increasingly recognized, and manifestations of current concern with anxiety phenomena are ubiquitously effects in literature, science and technology as well as in many other facts of our culture.

It is one of the most distressing built on enigmas of man. It is presumed to be a sign of weakness, so all deny its existence and attempt to avoid it. It encompasses tension, nervousness, fear and worry. The examination anxiety is a very serious problem as many cases of suicide found in the newspapers during the period of examination. Anxiety state is evolved whenever a person perceives a particular stimulus on situation as potentially harmful, dangerous or threatening to him. Anxiety state varies in intensity and fluctuates overtime as an action of the amount of stress that impinges upon an individual a new campus, not knowing what kind of behavior is expected.

DEPRESSION

Depression is different from the fluctuations in mood that people experience as a part of normal life. Depression is a common and serious medical illness that negatively affects how you feel the way you think and how you act. Fortunately, it is also treatable. Depression has become the part and parcel of cur everyday life now, as we every now and then experience depression. Since ours in the age of anxiety and more over life has become so complex that one can hardly deny the experience of depression.

The chief symptoms of depression are passivity and dejection, individual experience, an over whelming inertia, feels unable to make decisions, to initiate activity or take interest in anything or anyone, broods over his inadequacies and worthlessness etc.

REVIEW OF LITERATURE

Bryme (2000), Kulsoom & Afsar (2015), Manpreet (2016) found female students had significantly more anxiety than male students.

Kumar & Bhukar (2013) examined that girls have significantly higher level of stress than boys.

Hall et al., (2006) found high levels of stress and more health problems in females than males.

Sanjiv et al., (2010) found female students have more depression than the male students. Results also revealed that 10th and 12th class students have also high levels of depression, anxiety and stress than students of 9th and 11th standard.

Papazisis et al., (2008) found no difference in stress and depression on the basis of gender.

Preeti Sharma¹, Mustafa Nadeem Kirmani, (2013) this study found that Girls have high Depression and Anxiety than Boy.

Mohammad Amin Wani, et.all, (2016) this study found that girl students are prone to stress, anxiety and depression than boys.

Statement of the problem

- To Study of stress, anxiety and depression among 10th and 12th class students

Objectives

- To search the stress, anxiety and depression of 10th and 12th class students
- To search the stress, anxiety and depression of Boys and Girls students
- To search interaction the stress, anxiety and depression of Class and Gender.

Hypothesis

- There will be significant difference between 10th and 12th class students on stress, anxiety and depression
- There will be significant difference between Boys and Girls students on stress, anxiety and depression
- There Will be significant Interaction between Class and gender on stress, anxiety and depression

METHODS

Participants

The present study sample go was selected from 10th and 12th class students (Ambad and Jalna City) of Jalna district in Maharashtra. To select the sample Graduate in which students' study of Art's College Students were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 60 college students, in which 30 were Under Graduate Students and 30 Post Graduate students. The subject selected in this sample will be used in the age group of 18 years to 24 years and Ratio 1:1.

Research design

Simple research design used in the present study.

Variables of the Study

Variable	Type of variable	Sub. variable	Name of variable
Class	Independent variables	02	1) 10 th 2) 12 th

Gender	Independent variables	02	1)Boys 2) Girls
	Dependent Variables	03	Anxiety Depression Stress
1) Age 2) Area 3) Class	ControlVariables		16 to 18 Years Jalna District (M.S.) 10 th and 12 th class

Research tool

Anxiety, Depression and Stress scale (ADSS-BSPSA)

Anxiety, Depression and Stress scale (ADSS-BSPSA) developed by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh Department of Psychology Lucknow University was used for data collection. The scale comprises of 48 items divided into 3 subscales which are Anxiety subscale consists of 19 items, Depression subscale consists of 15 items and Stress subscale consists of 14 items. Each item is scored 1 for “Yes” and 0 for “No” response. The reliability of the total scale 0.81 and 0.89 respectively. The obtained reliability for Anxiety, Depression and Stress subscales as measured by Cronbach’s Alpha is 0.76, 0.75 and 0.61 and by Spearman Brown coefficient is 0.86, 0.86 and 0.76 respectively.

Procedure

The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. The students provided the Anxiety, Depression and Stress scale.

STATISTICAL ANALYSIS

The Mean and SD with graphical representation for Students (10th and 12th Students) on Anxiety, Depression and Stress was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Anxiety, Depression and Stress.

RESULTS & DISCUSSION

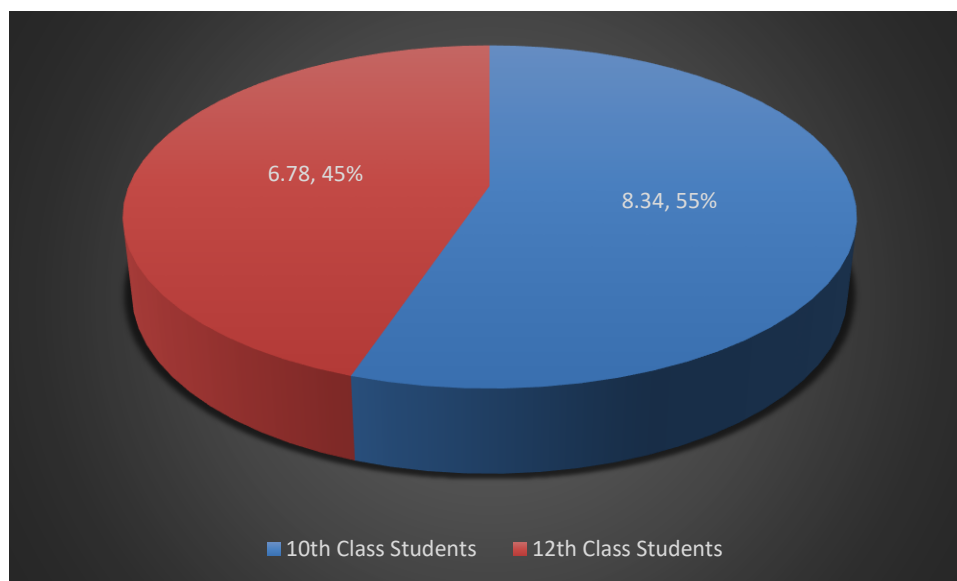
The analysis of data interpretation and discussion of the results are presented below.

Table No.01 Show the Mean, SD and F Value of Class on Stress

Factor	Class	Mean	SD	N	DF	F Value	Sign.
Stress	10 th Class Students	8.34	2.09	50	98	23.024	0.01
	12 th Class Students	6.78	1.56	50			

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 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 Stress. The mean and SD value obtained by the 10th Class students 8.34, SD 2.09 and 12th Class students was 6.78, SD 1.56, Both group 'F' ratio was 23.024 at a glance those 10th Class students shows high score than 12th Class students.

In the present study was hypothesis related Class on Stress. It was "There will be significant difference between 10th and 12th class students on stress. 'Class effect represent the Stress was significant (F- 23.024, 1 and 99, 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 10th Class Students and 12th Class Students are differing from Stress. The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. Finding was found that 10th Class Students high Stress than 12th class students.

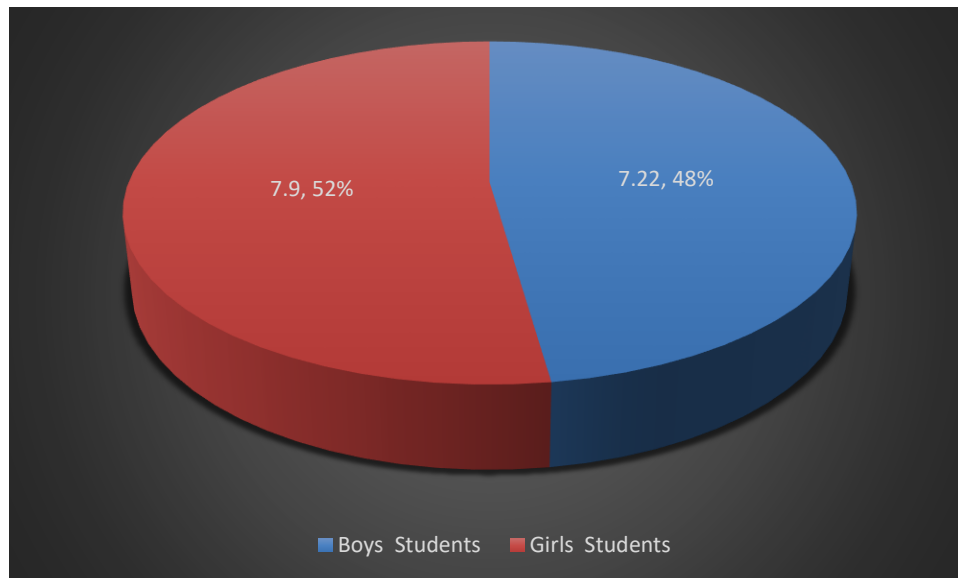
Table No.02 Show the Mean, SD and F Value of Gender on Stress

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Stress	Boys Students	7.22	1.72	50	98	4.375	0.01

	Girls Students	7.90	2.20	50			
--	----------------	------	------	----	--	--	--

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.02



Observation of the table No.02 and Figure No.02 indicated that the mean value of two classified groups seems to differ from each other on Stress. The mean and SD value obtained by the Boys students 8.34, SD 2.09 and Girls students was 6.78, SD 1.56, Both groups' 'F' ratio was 23.024. At a glance, those Girls students show a high score than Boys students.

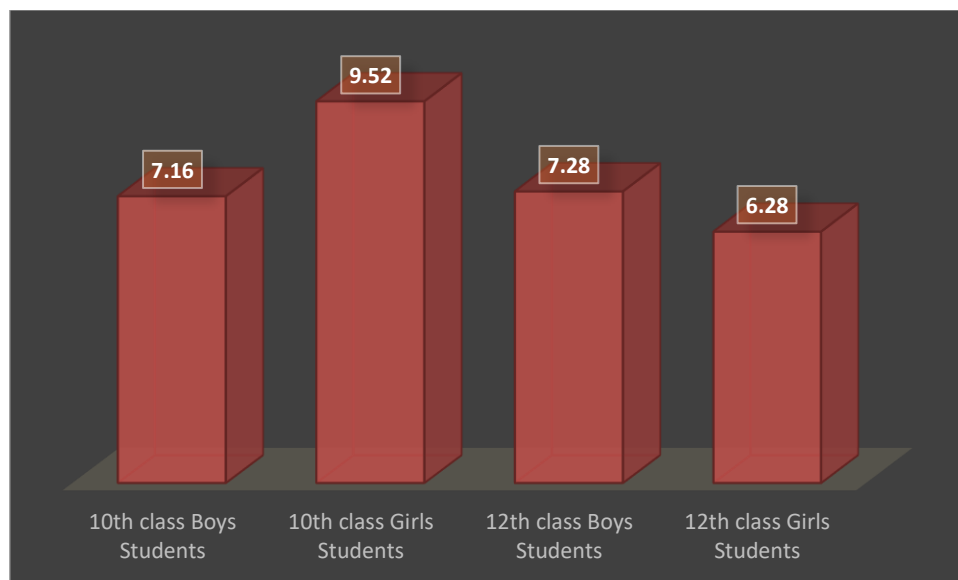
In the present study, the hypothesis related to Class on Stress was: "There will be a significant difference between Boys and Girls students on stress." 'Class effect' represents the Stress was significant ($F = 23.024$, 1 and 99, $P = 0.01$). This is significant at 0.05 and 0.01 levels because they obtained 'F' values are high than table values at 0.05 and 0.01.

In the present study, it was found that Boys and Girls Students differ from Stress. The findings do not support this hypothesis; therefore, this hypothesis is rejected in the present study. The finding was that Girls Students have high Stress than Boys students.

Table No.03 Show the Mean, SD and F Value of Class and Gender on Stress

Factor	Class X Gender	Mean	SD	N	DF	F Value	Sign.
Stress	10 th class Boys Students	7.16	1.86	25	96	26.702	0.01
	10 th class Girls Students	9.52	1.61	25			
	12 th class Boys Students	7.28	1.62	25			
	12 th class Girls Students	6.28	1.36	25			

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.03

Observation of the table No.03 and Figure No.03 indicated that the mean value of four classified groups seems to differ from each other on Stress. The mean and SD values obtained by the 10th class Boys students (7.16, SD 1.86) and 10th class Girls students (9.52, SD 1.61), 12th class Boys students (7.28, SD 1.62) and 12th class Girls students (6.28, SD 1.36). This group's 'F' ratio was 26.702. At a glance, the 10th class Girls Students show a high score compared to the 10th class Boys Students, 12th class Boys Students, and 12th class Girls Students.

In the present study was hypothesis related Class and Gender on Stress. It was “There Will be significant Interaction between Class and gender on stress.”

Interaction Class (A) and Gender (B) are significant at both level $F(1, 396) = 12.73$, $P < 0.01$. 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.

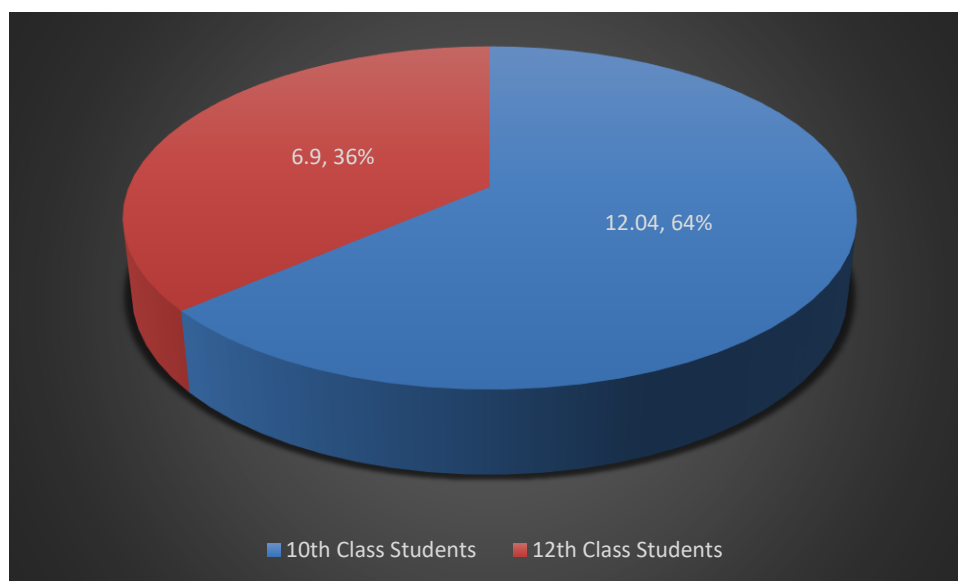
The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. Finding was found that 10th class Girls Students high Stress than 10th class Boys Students, 12th class Boys Students and 12th class Girls Students.

Table No.04 Show the Mean, SD and F Value of Class on Anxiety

Factor	Class	Mean	SD	N	DF	F Value	Sign.
Anxiety	10 th Class Students	12.04	2.25	50	98	180.56	0.01
	12 th Class Students	6.90	1.48	50			

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.04



Observation of the table No.04 and Figure No.04 indicated that the mean value of two classified group seems to differ from each other on Anxiety. The mean and SD value obtained by the 10th Class students 12.04, SD 2.25 and 12th Class students was 6.90, SD 1.48, Both group 'F' ratio was 180.56 at a glance those 10th Class students shows high score than 12th Class students.

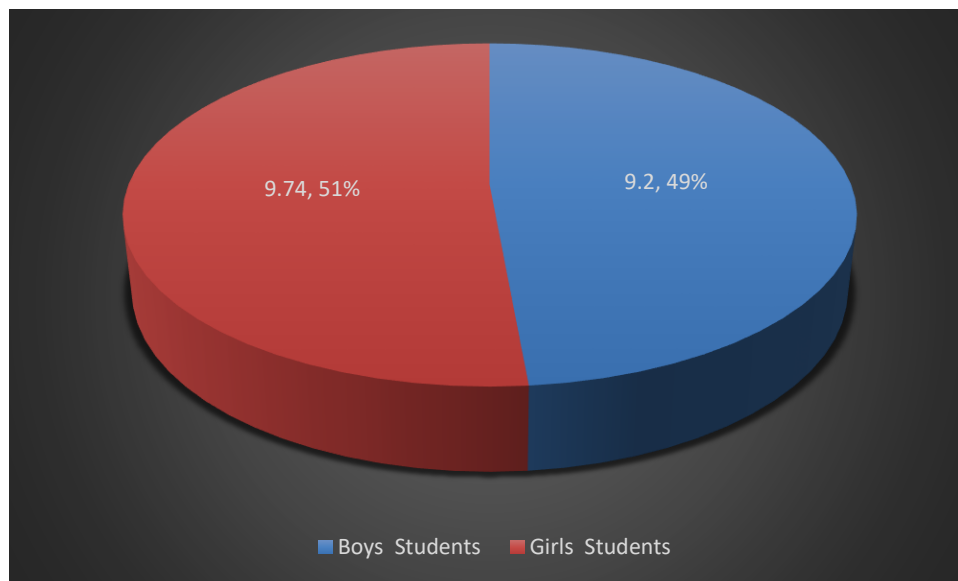
In the present study was hypothesis related Class on Anxiety. It was "There will be significant difference between 10th and 12th class students on Anxiety." Class effect represent the Anxiety was significant (F- 23.024, 1 and 99, P- 0.01). This is significant 0.05 and 0.01 levels because they obtained 'F' value are high than table values at 0.05 and 0.01. In the present study was found that 10th Class Students and 12th Class Students is differ from Anxiety. The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. Finding was found that 10th Class Students high Anxiety than 12th class students.

Table No.05 Show the Mean, SD and F Value of Gender on Anxiety

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Anxiety	Boys Students	9.20	3.23	50	98	1.99	NS
	Girls Students	9.74	3.18	50			

(Critical value of "f" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.05



Observation of the table No.05 and Figure No.05 indicated that the mean value of two classified group seems to differ from each other on Anxiety. The mean and SD value obtained by the Boys students 9.20, SD 3.23 and Girls students was 9.74, SD 3.18, Both group 'F' ratio was 1.99 at a glance those Girls students shows high score than Boys students.

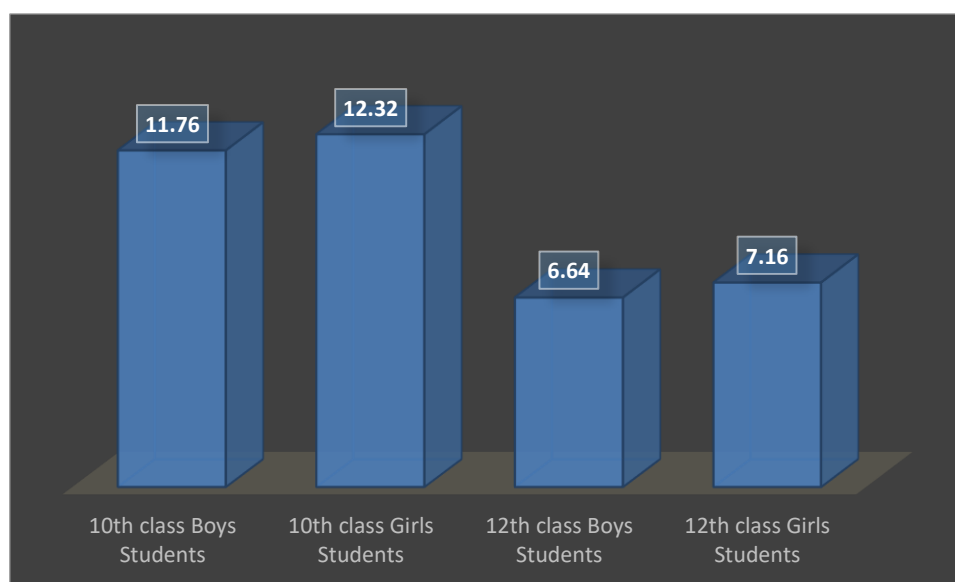
In the present study was hypothesis related Class on Anxiety. It was "There will be significant difference between Boys and Girls students on Anxiety." Class effect represent the Anxiety not was significant (F- 1.99, 1 and 99, P- NS). This is no significant 0.05 and 0.01 levels because they obtained 'F' value are Low than table values at 0.05 and 0.01.

In the present study was found that Boys Students and Girls Students is not differ from Anxiety. The findings of the supported this hypothesis, they are this hypothesis Accepted the present study. Finding was found that there is significant difference between Boys and Girls students on Anxiety.

Table No.06 Show the Mean, SD and F Value of Class and Gender on Anxiety

Factor	Class	Mean	SD	N	DF	F Value	Sign.
Anxiety	10 th class Boys Students	11.76	2.29	25	96	0.30	NS
	10 th class Girls Students	12.32	2.23	25			
	12 th class Boys Students	6.64	1.57	25			
	12 th class Girls Students	7.16	1.37	25			

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.06

Observation of the table No.06 and Figure No.06 indicated that the mean value of four classified group seems to differ from each other on Anxiety. The mean and SD value obtained by the 10th class Boys students 11.76, SD 2.29 and 10th class Girls students was 12.32, SD 2.23, 12th class Boys students 6.64, SD 1.57 and 12th class Girls students was 7.16, SD 1.37, this group ‘F’ ratio was 0.30 at a glance those 10th class Boys Students shows high score than 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.

In the present study was hypothesis related Class and Gender on Anxiety. It was “There Will be significant Interaction between Class and gender on Anxiety.”

Interaction Class (A) and Gender (B) are not significant at both level $F(1, 396) = 12.73, P < NS$. This is not significant 0.05 and 0.01 levels because they obtained ‘F’ value are Low than table values at 0.05 and 0.01.

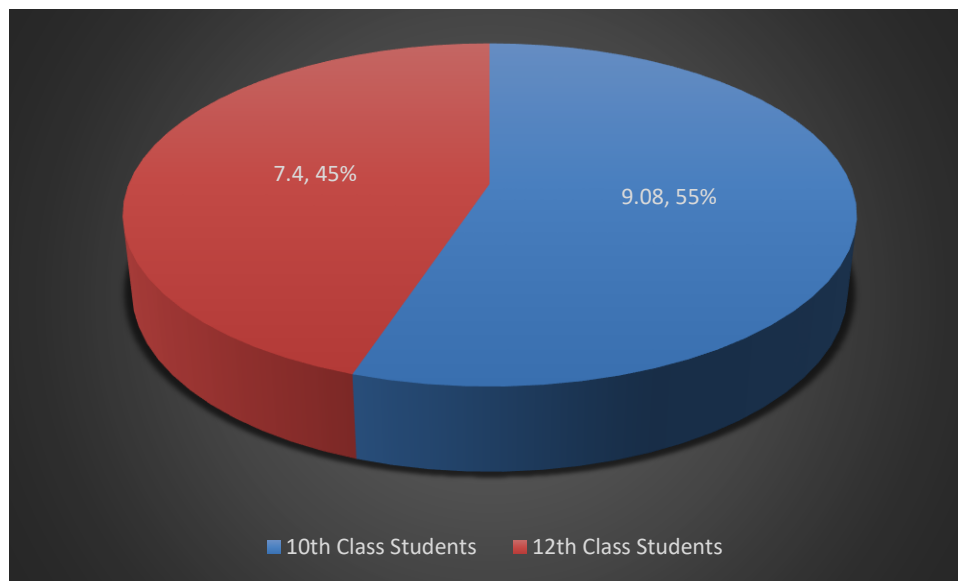
The findings of the supported this hypothesis, they are this hypothesis Accepted the present study. Finding was found that there is no significant Interaction between Anxiety than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.)

Table No.07 Show the Mean, SD and F Value of Class on Depression

Factor	Class	Mean	SD	N	DF	F Value	Sign.
Depression	10 th Class Students	9.08	1.27	50	98	30.62	0.01
	12 th Class Students	7.40	1.74	50			

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.07



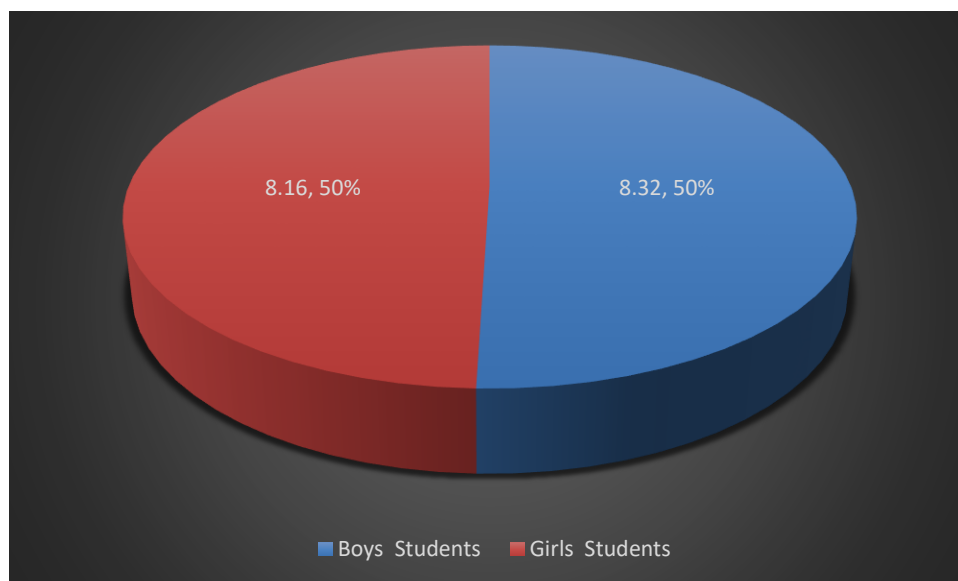
Observation of the table No.07 and Figure No.07 indicated that the mean value of two classified group seems to differ from each other on Depression. The mean and SD value obtained by the 10th Class students 9.08, SD 1.27 and 12th Class students was 7.40, SD 1.74, Both group 'F' ratio was 30.62 at a glance those 10th Class students shows high score than 12th Class students.

In the present study was hypothesis related Class on Depression. It was "There will be significant difference between 10th and 12th class students on Depression." Class effect represent the Depression was significant (F- 23.024, 1 and 99, 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 10th Class Students and 12th Class Students is differ from Depression. The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. Finding was found that 10th Class Students high Depression than 12th class students.

Table No.08 Show the Mean, SD and F Value of Gender on Depression

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Depression	Boys Students	8.32	1.50	50	98	0.278	NS
	Girls Students	8.16	1.96	50			

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.08

Observation of the table No.08 and Figure No.08 indicated that the mean value of two classified group seems to differ from each other on Depression. The mean and SD value obtained by the Boys students 9.20, SD 3.23 and Girls students was 9.74, SD 3.18, Both group ‘F’ ratio was 1.99 at a glance those Girls students shows high score than Boys students.

In the present study was hypothesis related Class on Depression. It was “There will be significant difference between Boys and Girls students on Depression.” Class effect represent the Depression not was significant (F- 1.99, 1 and 99, P- NS). This is no significant 0.05 and 0.01 levels because they obtained ‘F’ value are Low than table values at 0.05 and 0.01.

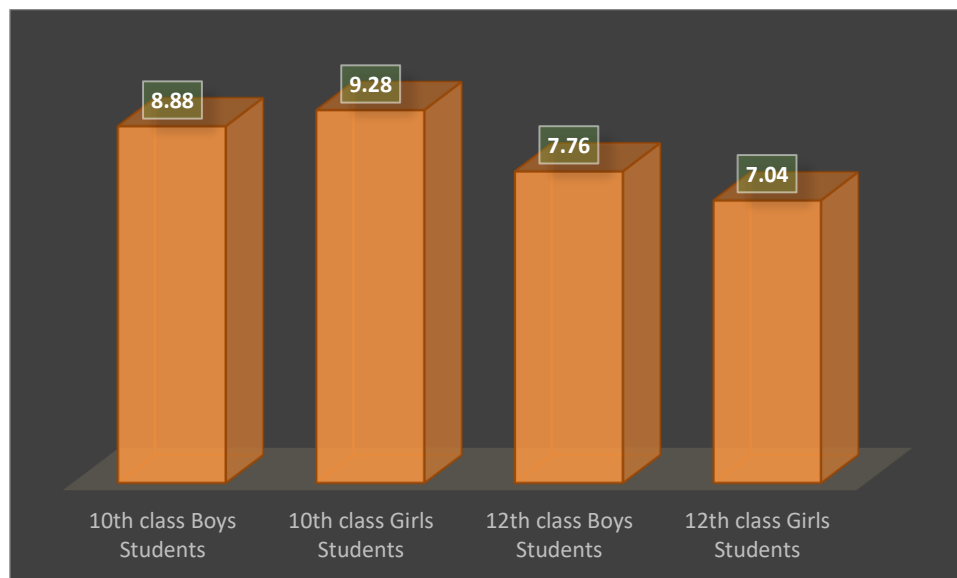
In the present study was found that Boys Students and Girls Students is not differ from Depression. The findings of the supported this hypothesis, they are this hypothesis Accepted the present study. Finding was found that there is significant difference between Boys and Girls students on Depression.

Table No.09 Show the Mean, SD and F Value of Class and Gender on Depression

Factor	Class	Mean	SD	N	DF	F Value	Sign.
Depression	10 th class Boys Students	8.88	1.12	25	96	3.403	NS
	10 th class Girls Students	9.28	1.40	25			
	12 th class Boys Students	7.76	1.64	25			
	12 th class Girls Students	7.04	1.81	25			

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Figure No.09



Observation of the table No.09 and Figure No.09 indicated that the mean value of four classified group seems to differ from each other on Depression. The mean and SD value obtained by the 10th class Boys students 8.88, SD 1.12 and 10th class Girls students was 9.28,

SD 1.40, 12th class Boys students 7.76, SD 1.64 and 12th class Girls students was 7.04, SD 1.81, this group 'F' ratio was 3.40 at a glance those 10th class Boys Students shows high score than 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.

In the present study was hypothesis related Class and Gender on Depression. It was "There Will be significant Interaction between Class and gender on Depression."

Interaction Class (A) and Gender (B) are not significant at both level $F(1, 96) = 3.40$, $P < NS$. This is not significant 0.05 and 0.01 levels because they obtained 'F' value are Low than table values at 0.05 and 0.01.

The findings of the supported this hypothesis, they are this hypothesis Accepted the present study. Finding was found that there is no significant Interaction between Depression than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.)

Delimitations of the study

- 1) The finding of the study is based on very sample.
- 2) The sample was restricted to Jalna Dist. in Maharashtra.
- 3) The study was restricted to only arts (12th) college students only.
- 4) The study was restricted students are only 16-18 years only.
- 5) . This research is limited to the Secondary School Students of Gujarat State.
- 6) This research is limited to the Gujarati Medium Schools.

CONCLUSION

- 1) 10th Class Students high Stress than 12th class students.
- 2) Girls Students high Stress than Boys students.

- 3) 10th class Girls Students high Stress than 10th class Boys Students, 12th class Boys Students and 12th class Girls Students.
- 4) 10th Class Students high Anxiety than 12th class students.
- 5) There is significant difference between Boys and Girls students on Anxiety.
- 6) There is no significant Interaction between Anxiety than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.)
- 7) 10th Class Students high Depression than 12th class students.
- 8) There is significant difference between Boys and Girls students on Depression.
- 9) There is no significant Interaction between Depression than Class and Gender (10th class Boys, 10th class Girls Students, 12th class Boys Students and 12th class Girls Students.)

REFERENCE

- Bryme B (2000) Relationship between Anxiety, Fear, Self Esteem and Coping Strategies. *Journal of Educational psychology*, 35(137): 201-215.
- Kulsoom, B., & Afsar, N., A. (2015). Stress, anxiety, and depression among medical students. *Journal of Neuropsychiatric Disease and Treatment*, 11:1713-1722.
- Kumar, S., & Bhukar J., P. (2013). Stress level and coping strategies of college students. *Journal of Physical Education and Sports Management*, 4(1): 5-11.
- Sanjiv, K., B., Sharma, R., & Saini, N., K.(2010). Depression, anxiety and stress among adolescent students belonging to affluent families: A school based study. *Indian Journal of Pediatrics*, 77:161-165.

- Bhasin SK, Sharma R and Saini N. K.,(2010) Depression, anxiety and stress among adolescent students belonging to affluent families: A school-based study. *Indian J Pediatr.*;77(2):161-5.
- Daya PA, Karthikeyan G.(2018) Depression, anxiety, stress and its correlates among urban school going adolescents in Tamilnadu, India. *Int J Res Med Sci*; 6:2813-7.
- Hall, N., C., Chipperfield, J., G., Perry, R., P, Ruthig, J., C., & Goetz, T. (2006). Primary and secondary control in academic development: gender-specific implications for stress and health in college students. *Anxiety, Stress, and Coping*, 19(2):189-210.
- Kumar KS, Akoijam BS., (2017) Depression, anxiety and stress among higher secondary school students of Imphal, Manipur. *Indian J Community Med.*; 42:94-6.
- Manpreet, O. (2016). Impact of spirituality on depression, anxiety and stress of students preparing for competitive exams. *The International Journal of Indian Psychology*, 3(3), 11:31-36.
- Mohammad Amin Wani , Dr . R. Sankar , Rakshantha, P . ,Nivatha A. L. S. ,Sowparnika C. E,Marak L. D. B, (2016) Stress Anxiety and Depression Among Science and Arts Students. *International Journal of Education and Psychological Research (IJEPR)*, Volume 5, Issue 3, 48-52.
- Pallavi. Bhatnagar, Megha. Singh, Manoj. Pandey, Sandhya, and Amitabh, “Anxiety, Depression and Stress scale”. (Agra: National Psychological Corporation, 2005).
- Papazisis, G., Tsigas, E., Papanikolaou, N., Vlasidis, I., & Sapountzi, K., D. (2008). Psychological distress, anxiety and depression among nursing students in Greece. *International Journal of Caring Sciences*, 1(1):42-46.

Preeti Sharma¹, Mustafa Nadeem Kirmani, (2015) Exploring Depression & Anxiety among College Going Students. International Journal of Science and Research (IJSR), 4 (6), 528-532.

Sandal RK, Goel NK, Sharma MK, Bakshi RK, Singh N, and Kumar D.(2017) Prevalence of Depression, Anxiety and Stress among school going adolescent in Chandigarh J Family Med Prim Care. ;6(2): 405-10.

Shete AN, Garkal KD.(2015) A study of stress, anxiety, and depression among postgraduate medical students. CHRISMED J Health Res; 2:119-23.

Sitara V.R.,(2010) Stress Anxiety Depression And Coping Strategies Among Professional Students, Ph.D. thesis, department of psychology,sri venkateswara university tirupati - 517 502 (a.p), india.

Vaidya PM, Mulgaonkar KP.(2017) Prevalence of depression anxiety & stress in undergraduate medical students and its co relation with their academic performance. Indian J Occup Ther.; 39:7-10.

“A Comparative Study of Social Loafing among Boys and Girls Senior College Students”

Dr. Tribhuvan Sunil Laxman*

ABSTRACT

The objective of present study was to find out the social loafing among boys senior college students and girls senior college students senior college students. Total 80 senior college students were involved in that study among them 40 boy’s senior college students and 40 girls’ senior college students. Where Gender were considered as independent variables and Social Loafing as dependent variables. Social loafing scale by Q.G.Alam and Dr. Ramji Srivastava (1990). Simple research design was used and data were analysis by Mean, SD and ‘t’ test. The age range of subjects where 20 to 25 years ($M = 21.65$, $SD = 3.62$). This study research found that Boys senior college students had significantly high social loafing than the girl’s senior college students.

Keywords- *social loafing, Boys Senior college students, Girls Senior college students*

* Assistant Professor in Psychology, Shri Bankatswami College, Beed - 431122.Email-tribhuvansl50@gmail.com

INTRODUCTION

In the social psychology of groups, social loafing is the phenomenon of people deliberately exerting less effort to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individuals, but should be distinguished from the accidental coordination problems that groups sometime experience. Social loafing is also associated with two concepts that are typically used to explain why it occurs: The "free-rider" theory and the resulting "sucker effect", which is an individual's reduction in effort in order to avoid pulling the weight of a fellow group member. Has also shown clear evidence of social loafing. Many of the causes of social loafing stem from an individual feeling that his or her effort will not matter to the group.

Societal expectations explain behavior beyond that attributed solely to gender. One study found that Japanese boy's senior college student's infants of 3 to 4 months were noisier than Japanese girl's senior college student's infants of the same age, whereas in the United States the opposite was found to be true. Another Japanese study of social loafing tendencies discovered that "about 20% of men and 60% of women" did not loaf (Kugihara 1999). Taken together these studies, which found significant differences between men and women provide at least preliminary support for an evolutionary and societal explanation for gender based differences in group behavior.

Gabrenya, Wang, and Latané (1985) found consistent differences between men and women across cultures with regards to social loafing. In both Chinese and American cultures, social loafing varies between men and women, with women loafing less. This suggests that culture and gender provide separate influencing factors on people's tendencies to loaf. According to Kashima (1995) gender and culture do not overlap much in their effect on

group behavior. In one of the first studies which examined both gender and culture in group effort, Gabrenya Wang, and Latané (1985) found that Chinese students exhibited less social loafing than American students and women expressed less social loafing than men across cultures. Men tended to loaf more as they increased in grade level, yet women maintained a relatively constant level of loafing. So, while social loafing does exist in both men and women, women generally loaf much less. For men, the tendency may be contingent upon the situation. Given our survey of the literature, we hypothesize that although gender and social loafing will vary by culture girls senior college students will be less likely to loaf.

The magnitude of the difference, however, is predicted to vary. As noted, previous research on culture and social loafing has consistently shown a relationship; with social loafing being almost non-existent in some cultures. It should be noted that even when unusual, social loafing is more likely to be exhibited by men than women. Genetic and evolutionary characteristics that even cultural differences cannot overcome have been suggested as the source of these distinctions. Regardless of the vastly changed roles of men and women, these genetic and historical roles persist in driving men and women to behave in distinct ways. Men continue to be more individualistic and women relational (collectivist), independent of cultural values.

Objective of the study:

- To find out the find out the social loafing among boys senior college students and girls senior college students senior college students.

Hypothesis:

- There will be no significant difference between boys' senior college students and girls' senior college students dimension on social loafing.

METHOD

Sample:

Total 80 senior college students were involved in that study among them 40 boy's senior college students and 40 girls' senior college students. The age range of subjects where 20 to 25 years ($M = 21.65$, $SD = 3.62$).

Research Design

Simple research design used in the present study.

Variable

Independent variable-

Gender

- a) Boys senior college students
- b) Girls senior college students

Dependent variable-

1) Social Loafing

Research Tool:

Social Loafing Scale

Social Loafing Scalescale by Q.G.Alam and Dr. Ramji Srivastava (1990). The responses obtained on a three point scale were scored as 0, 1, and 2. An individual subject could secure a minimum of zero and a maximum of 30 marks in either of the conditions individual or group a – 0 mark, b – 1 mark, c – 2 mark. The reliability and validity of social loafing scale was determined. The test-retest reliability was .74 which means sufficient reliance can be placed on it.

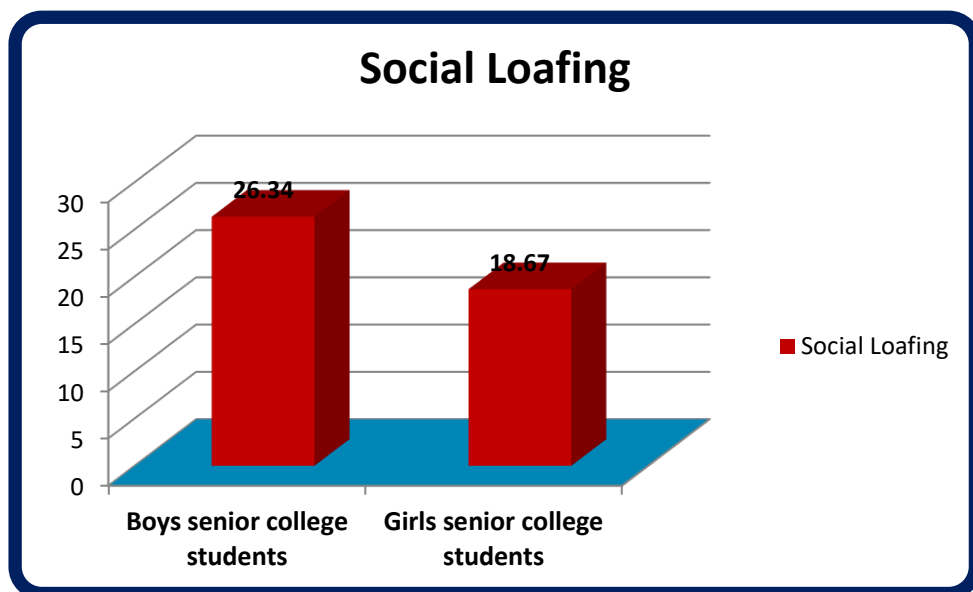
Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject’s related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

STATISTICAL DATA ANALYSIS AND DISCUSSION

Boys and Girls senior college students Shows the mean S.D and ‘t’ value of Social Loafing

Dimension	Boys senior college students			Girls senior college students			DF	T
	Mean	SD	SE	Mean	SD	SE		
Social Loafing	26.34	3.12	0.54	18.67	2.78	0.47	78	11.60**



Showed the table and hypothesis have been recorded. Mean of social loafing score of the boy's senior college students was 26.34 and girl's senior college students score was 18.67. two mean is highly significant t value 11.60 (78) and both levels were significant as well as null research hypothesis was reject and alternative hypothesis was accepted means boys senior college students have significantly high social loafing than the girls senior college students.

CONCLUSION:

- 1) Boys' senior college students have significantly high social loafing than the girls senior college students.

REFERENCES

- Earley, PC 1989, Social Loafing and Collectivism: A Comparison of the United States and the People's Republic of China", *Administrative Science Quarterly*, vol. 34, no. 1, pp. 565-581.
- Gabrenya, WK Jr., Latane, B, & Wang, Y 1983, "Social loafing in cross-cultural Perspective", *Journal of Cross-Cultural Psychology*, vol. 14, pp. 368-384.
- Harkins, S. (1987). Social loafing and social facilitation. *Journal of Experimental Social Psychology*, 23, 1-18.
- Harkins, S., & Jackson, J. (1985). The role of evaluation in eliminating social loafing. *Personality and Social Psychology Bulletin*. II , 457- 465.
- Harkins, S., Latane, B., & Williams, K. (1980). Social loafing: Allocating effort or taking it easy? *Journal of Experimental Social Psychology*, 16, 457-465.

Jackson, J., & Harkins, S. (1985). Equity in effort: An explanation of the social loafing effect. *Journal of Personality and Social Psychology*, 49, 1119-1206.

Kashima, Y, Yamaguchi, S, Kim, U, Choi, S, Gelfand, MJ, & Yuki, M 1995, „Culture, gender, and self: A perspective from individualism-collectivism research“, *Journal of Personality and Social Psychology*, vol. 69, pp. 925-937.

Kugihara, N 1999, „Gender and Social Loafing in Japan“, *the Journal of Social Psychology*, vol. 139, pp. 516-526.

Latane, B, Williams, KD, & Harkins, S 1979, “Many hands make light the work: The causes and consequences of social loafing”, *Journal of Personality and Social Psychology*, vol. 37, pp. 822-832.

Wilpert, B 1984, “Participation in organizations: Evidence from international comparative research”, *International Social Science Journal*, vol. 36, pp. 355-366.

Yoga is A Complete Modification from Burnout towards Being Healthy.

Dr. Vilas Gokul Mahajan*

ABSTRACT

This study impact of a regular practice of yoga in professional lives of the different organizational employee. Many research found that effective yoga training program significantly reducing the job burnout and their arising burnout and other clinical condition of the employee. Through a lot of literature review and personal experience and understanding of employee the paper provides a physiological, mechanism and their process. The evident support that effective yoga training practices improve physical, mental health, the vital and emotional personality of the employee despite having many suggested coping skills and stress-reducing strategy. The purpose of this study is how yoga significant associated with job burnout. After having an important part of mental health and well-being United Nation General assembly (INGO) has decided that 21 June will be celebrated as the international day of yoga day annually since 2015.

Keywords: - *Yoga, Job, burnout, physiological mechanism, mental-health, well-being.*

* Shiv Chhatrapati Arts College, pachod, Tq. Paithan ,Dist Aurangabad, Mail:- vilasgmahajan@gmail.com

INTRODUCTION:-

Many studies in the past have concluded that solute of negative impact on job performance leads to burnout, Low productivity absence workload and effectiveness at work (Malachi Schogeli, W.B, and leiter, 2001) recent research has recognized the negative impact that the burn is on both employee and organization. Louise (2008) found that the lifespan of an emotional disorder is more than 50 percent, often due to untreated stress reaction, Occupational Safety and health administration (OSAA) announced for the old. The risk of work place stress the cost of the American industry is more than \$300 billion in Physiology and management job tension is usually defined as a person speculum that is in psychological personal changes have resulted from job demands, Management refers to the adaptive behavior of changing the environment or any aspect of the person in this way to reduce the stress response (sometimes Referred to as “stress”) and promote organizational and/or personal health. To address the issue of yoga and stress there is a direct relevance to the yoga of life.

It is an ancient South Asian system that originated during the Indus Valley civilization. Those days originated during the Indus valley civilization. Those says it known as physical and psychic practices by religion Guru All methods of yoga recorded in written form in yoga sutra of patanjali around 200 BC Singh K. (1983). Yoga is ancient discipline that is designed to balance the physical mental emotional and spiritual dimensions of a person Yoga is an Indian practice focusing on breathing and physical exercises thereby combining muscle relaxation, meditation and physical workout. There are aplethora of yoga schools, of which one of the most common is kundalini yoga. Kundalini yoga is characterized by exercises (kriyas) that stimulate the blood flow and energy supply to the brain, the nervous system and the gland in the endocrine nervous system (Singh-Khalsa, 1998) Although there is

a lack of controlled studies yoga is regarded as a promising method for the treatment of stress-related problems (Feruling, 1997)

The significant range of burnout and yoga:-

Normally considered burnout is more common and it can affect every aspect of the person's work. From very early historical times, language has added work with the burden, anxiety, pain effort, slavery, and punishment. The modern approach towards work has been attributed primarily to Martin Luther and the improvement, which is considered sacred to work and is a way of worshipping GOD. In contemporary times, work is considered to be one of the highest value of society. On the other hand unemployment can also cause serious distress and depression, even though many other variables (for example, cage gender, etc.) can compress the picture (Bromberg and Matthew, 1994) Clausen et al (1993) told that spread of depression, anxiety and physical illness in unemployed can be four to 10 times higher and related to the less likely to get a job. This letter will try to explain the wonderful features of the details – it is to describe other words. (i.e., job stress) and well-established clinical condition as depression. A research study done by Telles et al (2004) at Vivekanand yoga Anusandhan Santhan, Bengaluru found that yoga training program can help people to reduce their heart rate. This has possible through therapeutic application. One other study has done at the same place by patil and Telles (2006) found that cyclic meditation technique developed by Vivekanand Yoga Anusandhan Sanstha, Bengaluru to be more effective in achieving voluntary heart rate variability as compared with another yogic technique of Supine Rest.

Yoga is as ancient Indian discipline that basically brings physiological to the mental, emotional and spiritual dimension of a person (Iyengar BKS, 1976). After a long and good popularity in India, yoga has become more useful and common in western society today. A

national level and population-based telephone survey showed that 3.8% of respondents reported using yoga in the previous year and cited 64% wellness and specific health condition 48% as the motivation for doing Yoga (Super R, Eisenberg D, Davis R, Culpepper L, Phillips R. 2004) Yoga can play a strong role as part of the overall efforts of an employer to promote welfare, disease prevention and physical activity among employees, to make it more personal responsibility for employees to take their overall health and health care decisions. To be encouraged an employer can establish well with the initiative. Several literary reviews have been organized which are investigating the effect, of yoga on specific health conditions including heart effects, heart disease, metabolic syndrome, diabetes, and cancer and anxiety.

Pathway of yoga to overcome burnout:-

Yoga is the mental, physical and positive attitude developer to overcome burnout because yoga plays. A vital role to stay healthy at work. Interest, self-motivation, self-actualization, spirituality, self-determination, goal oriented, positive regard and all other related posited driver makes active whole day to cope every situation in life. When we face targeted like workplace bullying than its increase stress and high-level stress leads to burnout and anxiety. Though employee regular yoga practices than workplace bullying like negative behavior will be automatically null or reduced through derived yoga elements (like self-determination, self-actualization etc.) How will it be possible? Because yoga practices work like resistance power for any types negative behavior and they also spread happiness around their environment that may because of a good human relationship with organization employee and good assets for a growing organization.

The relevance of yoga in the organization:-

Yoga has increased in the modern era. The reason for its development is the inconvenience and anxiety of the mind. The modern person needs more yoga today, whereas the mind and body have become ill with the life of excessive stress, air pollution, and irregular lifestyle. If we search for the relevance of yoga in the organization than it creates a short conceptual model that showing just the following objectivity. Our body made of millions of cells with different types and work. If one neural mass cell does not work properly for some reason than whole body system gone disturbed. A like human body similar to the organization in which many cells types employee doing work together with the different goal. If a mass of employee does not work properly due to burnout then organization system will go disturbed. Human cells or organizational employee have own limitation but many organization is not aware of this because demand and supply gap should be maintained. Demand and supply gap minimized the employee motivation, emotion, interest, and all other positive grades. Than here yoga needed a healthy dozer for good and healthy relationship with other employee and organization. By practicing yoga and exercising regularly, keeping the body healthy, our body becomes healthy, becomes active due to the spiritual state of both mind and body. With the combination of the health of all three, life brings happiness and success.

Psychological phenomenon:-

Studies such as those conducted by Singh and Udupa (1977), Dately (1977), Sachdeva (1994), Vasudevan (1994), Venkatesh (1994), and Rao (1995) throw light on the positive effects of yogic practices on experienced stress. Udupa, Singh, and Dwivedi (1977), in their study on two groups of volunteers who practiced. Vipassana meditation for 10 days had noted a significant increase in the levels of acetylcholine, cholinesterase. Catecholamine and histamines activities in the blood. On the other hand, there appeared to be a reduction in the

level of plasma cortisol, urinary corticoids and urinary nitrogen. These findings suggest that volunteers were neuro-physiologically more active following yogic meditation and yet, were physically and metabolically stable. One most popular study done by granath et al (2006) in which a stress management program based on CBT cognitive behavior therapy principles was compared with kundalini yoga program. The result showed that significant improvement on most of the variable in both groups was medium to high effects. However significant differences were not found between two programs. The result indicates that cognitive behavior therapy and yoga are promising stress management technique.

Physiological phenomenon:-

A post research conducted on physiological correlates of yoga. The growing body of research evidence support that some yoga techniques can improve physical and mental health. It was possible through down-regulation of the hypothalamic pituitary adrenal (HPA) axis and sympathetic nervous system (SNS). HPA axis and SNS are triggered in response to psychological and physical demand (stress) which mainly resulted in the inclination of physical, behavioral and psychological effects of the release of cortisol and catecholamine's (epinephrine and nor epinephrine). This reaction leads to the transmission of the energy required to deal with stress through the classic fight or flight syndrome. Over time the continuous state of hypersensitivity as a result of repeated firing of the HPA axis and SNS caused the disruption of the system and ultimately the cause of substance abuse, and heart disease such as obesity, diabetes, autoimmune disorder, depression, substance, abuse, and heart disease. (Sterling P. 2004)(McEwen BS 2000). It is believed that yoga practice enhances the connection between mind and body, and it is used as a medical intervention in various types of diseases. The mechanism that allows the possible therapeutic effects of yoga is described as modulation of the autonomic nervous system especially in the sympathetic tone,

as well as the activation of the anti-resistant nervous system and the stimulation of the organ system has been done. Riley, D.(2004). Modern throbbled mind or brain has wandered from its center. There was no balance in their introvert and outflow. Most enjoy only living an extraordinary life, which result in tension and unorganized lifestyle in relationships.

Further comments:-

The yoga word represent as a good way of the employee of life, this concept presented in this paper in perspective of filling burnout. That is the integrated approach of changing physical, mental, vital and emotional personality of an employee. It is making managers more good human relationship with their professional and personal life and their job situation in the overall context of life. The one type of yoga “karma” are useful in changing the outcome orientation to effort orientation and reducing the high expectation from the job. This is the also making accepted attitude in all situation resulted lesser friction and lesser job burnout. Stress is a major public health problem and of the approaches to address this problem is through yoga A research study conducted on industry executives showed that if you making yoga a part of the lifestyle that significantly will reduce job burnout and stress. The yogic lifestyle has many techniques such as meditation, breathing techniques, correct postures, low-fat non-spicy diet and behavioral modification techniques. The study on yoga espouses that practicing the yogic lifestyle can bring about a complete transformation in individual personality. Yoga developed the physical, mental and spiritual levels and skills that help to cope stress and harmful situations. This review talks about the only association between yoga and burnout but many of human aspect is missing to verify every disorder with every yoga types effectiveness have not found study yet. Yoga training program in many countries is not accepted or not know about it. Actually, yoga is a part of Hindu religion. So other religions like Muslim, Sikh, and Christian have not accepted the cause of fault believe

of Hindu religion. He believed that yoga practices are the religion conversion process or making change mood and behavior according to their religion so many people avoid to do it. Due to which create many problems to collecting data from the people. Yoga and burnout have found very rarely theoretical and empirical from previous researchers. Intervention and training program have shown without proper and vast researchers in this field lack of good ad skilled yoga teachers. At last, we can say that we have much more resource but research work and interest is lacking.

REFERENCES

- Bromberger, J. T., & Matthews, K. A. (1994). Employment status and depressive symptoms in middle-aged women: a longitudinal investigation. *American Journal of Public Health*, 84(2), 202-206.
- Granath, Jens; Ingvarsson. Sara;Thiele, Ulrica von and Lundberg,Vif,(2006). ‘Stress management: a randomized study of cognitive behavioral therapy and yoga, ‘*Cognitive Behavior therapy* 35(1),3-10.
- Louise C. (2008). WebMD Medical Reference, Information provided by kiffer, Jerome F , MA, Department of Health psychology and Applied psychophysiology, The Cleveland clinic Foundation. Reviewed online on August 25, 2008.
- Malathi, A., Domodaran A., Shah, N., Patil, N., & Maratha S. (2000) . Effect of yogic practice on subjective well-being. *Indian Journal of physiological pharmacology* 44,202-206.
- Patil ,Sarang and Telles, Shirley (2006). “Effects” of two yoga based relaxation techniques on heart rate variability (HRV),” *International Journal of Stress management*, 13(4)460-475

- Riley, D. (2004) "Health yoga and the treatment of illness. *Alternative therapies in health and medicine*, 10(2), 20.
- Super R, Eisenberg D, Davis R, Culpepper L, Phillips R. (2004) Prevalence and pattern of adult yoga use in the United States. Result of a national survey. *Alternative Health Med*; 10:44-48.
- Sterling P. (2004) Principles of allostasis: Optimal design, predictive regulation, pathophysiology, and rational therapeutics. In: Schulkin J, ed. *Allostasis, Homeostasis, and the Costs of physiological Adaptation*. Cambridge: Cambridge University Press, :17-64.
- Taris, T. W. (2008). Is there a relationship between burnout and objective performance? A critical review of 16 studies. *Work & Stress*, 20, 316-334.
- Telles, Shirley; Joshi, Meesha; Dash Manoj; Raghuraj, P; Naveen, K and Nagendra, H R (2004). "An evaluation of the ability to voluntarily reduce the heart rate after a month of yoga practice," *Integrative physiological and Behavioral Science*, 39(2), 119-25.
- Venkatesh, S (1994). "A comparative study of Yoga practitioners and controls on certain psychological variables," *Indian Journal of Clinical Psychology*, 21(1), 22-27.

Instilling Resilience in Classrooms

K. S. Priyah* and Dr. G.Subramonian**

ABSTRACT

Resilience is the ability to adapt successfully in spite of difficult circumstances and threats to Development. Resilience refers to human's ability to bounce back and even thrive in the face of serious life challenges. Students who seem to able to thrive in spite of serious challenges are actively engaged in school. They have good interpersonal skills, confidence in their own, ability to learn, positive attitudes towards school, pride in their ethnicity and high expectations. Those with higher resilience are more likely to thrive in learning and less likely to suffer from social or psychological health problems. As teachers there is much we can do to promote resilience in our students that will contribute to better outcomes academically, socially and emotionally. Evidences show that changes in classrooms – such as reducing class size, creating an orderly and safe environment, and forming supportive relationships with teachers have a greater impact on the academic achievement. Self-agency strand and Relationships strand are the ways to instill resilience in classrooms.

Keywords: *Resilience, Classrooms, Learning, development, Self-efficacy.*

* K.S Priyah, PhD Scholar from Sri Ramakrishna Mission Vidyalaya, Coimbatore, EMAIL ID- jpriyaj@gmail.com

** Principal, Sri Ramakrishna Mission Vidyalaya College of Education, Periyanaickenpalayam, Coimbatore.

INTRODUCTION

RESILIENCE:

We tend to idealize childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children face. Children can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. The ability to thrive despite these challenges arises from the skills of resilience.

Thus Resilience is the ability to adapt successfully inspite of difficult circumstances and threats to Development. Resilience refers to human's ability to bounce back and even thrive in the face of serious life challenges.

RESILIENT STUDENTS:

Students who seem to able to thrive in spite of serious challenges are actively engaged in school. They have good interpersonal skills, confidence in their own ability to learn, positive attitudes towards school, and pride in their ethnicity and high expectations (Borman&Overman, 2004; Lee, 2005).

Students who have high intelligence or valued talents are more protected from risks. Being easy-going and optimistic is associated with resilience as well. It also helps to develop the interpersonal relationships too.

Those with higher resilience are more likely to thrive in learning and less likely to suffer from social or psychological health problems (Benard, 2004).

Also students who have high intelligence or valued talents are more protected from risks. Being easy - going and optimistic is associated with resilience as well.

IMPORTANCE OF RESILIENCE IN STUDENTS:

- Resilience helps children to have a warm relationship with a parent who has high expectations and supports learning by organizing space and time at home for study.
- Involvement in school, community, or religious activities can provide more connections to concerned adults and also teach lessons in social skills and leadership (Berk,2005)
- Characteristics of a resilient personality such as hardiness, toughness, self-enhancement, optimism are all been related to more effective coping with stressful life events.
- Resilience is human's protective system, quite common and is a part of nearly everyone's life.

RESILIENT CLASSROOMS:

- Beth Doll and her colleagues (2005) suggest that we have to change classrooms instead of kids because “ alternative strategies will be more enduring and most successful when they are integrated into naturally occurring systems of support (like schools) that surround children”.
- Evidences show that changes in classrooms – such as reducing class size, creating an orderly and safe environment, and forming supportive relationships with teachers have a greater impact on the academic achievement of African American students compared to Latino and White students (Borman& Overman,2004).

HOW TO CREATE A RESILIENT CLASSROOM?

1. BUILD POSITIVE RELATIONSHIPS:

A focus on the importance of positive teacher/ student enhances student wellbeing and achievement. A meta-analysis of 99 studies showed that student teacher relationships were linked to student engagement and achievement (Roorda et al, 2011) and a positive

relationship with one caring adult can change the trajectory for even the most at risk student (Anderson, et al, 2004).

The studies show that relational skills such as building relationships, effective classroom management and clear expectations as well as pedagogical factors such as effective instruction, teacher passion and autonomy all contribute to student engagement and achievement.

2. TEACH SOCIAL AND EMOTIONAL SKILLS:

Durlak and Wiesberg et al (2011) meta-analysis of social and emotional learning programs (SEL), showed that schools with SEL achieved better academic results than schools without SEL. Improve peer relationships by explicitly teaching skills of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The most effective programs are sequential, use active learning, focus on skill development and have explicit learning goals. The use of collaborative learning strategies is vital to reinforce the skills and provide opportunities for students to practice social skills.

3. FOSTER POSITIVE EMOTIONS:

School connectedness is a strong protective factor for health and academic outcomes for all students (Wingspread Declaration on School Connectedness, 2001; Roffey, 2012). When respectful behaviour is valued and modelled and students feel they have a voice, schools can build a sense of belonging and connectedness with even the most at risk students. Create a positive learning environment where students have a voice and choice, ensure that all students feel physically and emotionally safe and use collaborative learning strategies to enhance student relationships. A proactive approach will help to reduce anxiety and improve learning outcomes.

4. IDENTIFY STUDENT STRENGTHS

In the past, education has focused on a deficit model when dealing with students who do not achieve. We looked at how we could ‘fix’ those students. A Strengths based approach that identifies student abilities and positive qualities then works proactively to build upon these strengths, gives your students more opportunities to be successful and build a strong sense of self-worth.

5. BUILD A SENSE OF MEANING AND PURPOSE:

Providing opportunities for students to contribute to others gives meaning beyond themselves. Engage your students with the local and global community so they find ways to contribute. Working towards worthwhile goals increases students’ sense of wellbeing which impacts positively on student achievement.

EDUCATIONAL IMPLICATIONS OF INSTILLING RESILIENCE IN CLASSROOMS:

- Resilient classrooms are more important for children to achieve in their academics.
- Resilient classrooms not only enhance academic achievement of students but also make them capable of facing life challenges.
- It improves their self-efficacy and self-regulation.
- Helps children to identify their strengths and weaknesses.
- Resilience develops the interpersonal relationships among students.

CONCLUSION:

A major tenet of positive psychology is that our capacity to experience and actively cultivate positive emotions is one foundation of health and happiness. Resilience is one such factor that directs a person towards success and happiness even travelling through difficulties in their lives. Resilient individuals are able to regain their composure and confidence, and

move forward with their lives. Building resilience in your students takes time and a holistic approach. As teachers there is much we can do to promote resilience in our students that will contribute to better outcomes academically, socially and emotionally.

REFERENCES

Anita Woolfolk, Girishwar Misra, Arbind Kumar Jha, Fundamentals of Educational Psychology, Steve Baumgardner and Marie Crothers, Positive Psychology

<https://www.apa.org/helpcenter/resilience.aspx> retrieved html on 8.1.2019

<https://thehighlyeffectiveteacher.com/how-to-promote-resilience-in-your-students/>

retrieved html on 9.01.2019

<https://www.edutopia.org/blog/8-pathways-cultivate-student-resilience-marilyn-price-mitchell> html retrieved on 9.01.2019

Application of Eating Attitude Test (EAT 26) on a Survey Based Study on Male and Female

Kirti Rai* and Dr. SantoshVishvakarma**

ABSTRACT

Eating disorder is the emerging issue in fast growing countries like India and it is very dominant in female population but some recent studies shows that now it is affecting the male population as well. This study is about eating attitude of the young population. Aim of the study: To search the eating attitude of male and female at the risk of eating disorder. Hypothesis: There is no significant difference between eating attitude of male and female participants. Methods: Sample: 150 people from different educational institutes of Lucknow and Dehradun participated for the survey among them 75 males and 75 females and the age range was 19- 30 years. The scale used in the study is Eating Attitude Test (EAT 26) by David M. Garner(1982) that is psychometric screening tool of eating disorder in non-clinical population. Result shows that the Mean of females on EAT 26 is 26.08 and Std. Deviation is 5.36 whereas the Mean of Males on EAT 26 is 22.39 and Std. Deviation is 3.52. Independent t test was executed to draw the result and the result is significant at 0.01 level.

Key words: *Eating Attitude, Eating Disorder.*

* Student, Dept of Clinical Psychology, Dev Sanskriti Vishwavidyalaya Shantikunj Haridwar Uttarakhand 249411, E-mail: raikirti@gmail.com

** Dept of Clinical Psychology, Dev Sanskriti Vishwavidyalaya Shantikunj Haridwar Uttarakhand 249411, E-mail Address: santosh.vishvakarma@dsvv.ac.in

INTRODUCTION

Food is not only the source of energy but is the part of culture and tradition and human beings have an emotion linked with food. In recent decades the concept of food and eating habits has changed greatly. People nowadays think about calories and quantity of their meals this leads to an era where slender and toned body is considered the scale of beauty and smartness. Media is playing a vital role in making the concept of beauty in young generation with sensational coverage of models and actresses' physical appearance and makes them engage in unhealthy and illogical practices. Fairburn and Harrison (2003). The eagerness to look thin generates two distinctive group of population, i.e. people with need of qualified profession therapy and counseling (Clinical Population) and people indulge in self-imposed remedies (Non-Clinical Population). Austin B.S. (2000). Mostly researches are focused to the group one that is clinical group but non clinical group also needs help.

Certain beliefs, thoughts, feelings, behavior and relationship with food are known as eating attitude. It influences the food choices life style eating habits. On the other hand Eating disorders are characterized by severe disturbances in eating behavior and significant source of psychiatric morbidity Gadheri, A. (2000).

Classification of Eating Disorders

There has been considerable change in the understanding of the psychopathology of eating disorders and this has had a significant impact on diagnosis and classification (Garfinkel, Kennedy, & Kaplan, 1995). Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, American Psychiatric Association, 1994) includes Feeding and Eating Disorders of infancy or early Childhood divides ED into three principal diagnoses/categories, of which Anorexia Nervosa (AN) and Bulimia Nervosa(BN) are the two most well-established and the third last category is Eating Disorders Not Otherwise Specified

(EDNOS). The current Diagnostic and Statistical Manual of Mental Disorders (DSM-5, American Psychiatric Association, 2013) includes as Feeding and Eating Disorders has addition of three disorders, 1- Avoidant/restrictive food intake disorder, 2- Rumination disorder, and Pica. Researches show that a large number of population taking treatment for an EDNOS based on DSM-IV criteria. DSM-5 will help these individuals to reassess to a more clear diagnosis.

Clinical Features of Anorexia Nervosa:

- 1- Refusal to maintain even a minimally low body weight for age and height.
- 2- Intense fear of gaining weight or becoming fat, even though underweight.
- 3- Disturbance in which one's body weight or shape is experienced, undue influence of body weight or shape on self- evaluation, or denial of the seriousness of low body weight.
- 4- In post menarchial females, amenorrhea, i.e., the absence of at least three consecutive menstrual cycles. DSM-IV-TR American Psychiatric Association (2000)

Clinical Features of Bulimia Nervosa:

- 1- Recurrent episodes of binge eating. Two episodes of binge eating may possible:
 - Eating, in a discrete period of time and an amount of food larger than most people would eat.
 - A sense of lack of control over eating during episode.
- 2- Recurrent inappropriate compensatory behavior in order to prevent weight gain, i.e., self-induced vomiting, misuse of laxatives, diuretics, enemas, or other medications, fasting, or excessive exercise.

- 5- The binge eating and inappropriate compensatory behaviors both occur, on average, at least twice a week for three months. DSM-IV-TR American Psychiatric Association (2000)

Need and Significance of Study:

This study is supposed to examine the prevalence of eating disorder risk in young adults and to know the percentage of male population indulge in wrong eating practices as it is established so far that Females are prone to develop Eating Disorders but some of the current researches in western countries show that Males are also at risk to develop eating Disorders. Most of the researches on eating Disorders are done in western countries but India is also at the great risk to develop Eating Disorder. So this survey based study aims to make some awareness in Indian Population.

REVIEW OF LITERATURE:

Eating Disorders are new concern in recent times of globalization sudden exposure of multivariate cultures and traditions. The exact percentage of prevalence of ED is still a debate because of frequent changes in the criteria of ED and use of different scales, instruments and methods for case detection, and study on limited samples because of less number of reported cases. In a review of study of Bulimia Nervosa, Fairburn and Beglin (1990) found increased consensus that the prevalence rate in adolescent and adult women was about 1%.

Eating Disorders are one of the most common psychiatric Disorders among Young adult women (Kendler et al., Whitaker et al., 1990). Due to high morbidity and mortality, early diagnosis is important. Early diagnosis and preventive measures are dependent on

awareness of underlying risk and buffering factors. Epidemiological studies may generate information of etiology of Eating Disorders (Fairburn, Hay, & Welch, 1995).

In a recent study shows disordered eating represents a range of behaviors and attitude, from negative body image to a severe eating disorder prevalent mainly in adolescent females. The study conducted in Israeli adolescent girls with the help of self-reported questionnaires. The higher risk of eating disorders was found in the study. Latzer, Sarah L. Weinberg-Litman, et al., (2019)

Statement of the problem:

To study the Eating Attitude of Male and Female at the risk of Eating Disorder.

Objectives:

- To examine the Eating Attitude of Male and Female.
- To examine the majority of population at the risk of eating disorders in male and female samples.

Hypothesis

- There is no significant difference in Eating Attitude of Male and Female.

METHODS

Sample:

The sample of this study was selected from different educational institutes of Lucknow and Dehradun Cities. The method of sampling was purposive on the basis of group session taken on Eating Attitude and Eating Disorders. Total 150 samples were chosen among them 75 males and 75 females participated for the study.

Research Design:

Simple research design is used in this study.

Variable of the study:**Independent Variable:**

- 1) Male
- 2) Female

Dependent Variable:

Eating Disorders

Research Tools

- Interview
- Survey
- Questionnaire (EAT 26)

EAT 26 (Eating Attitude Test) is a screening tool to measure ‘eating disorder risk.’

Data collection procedure:

Samples were given an introductory session on Eating Attitude and Eating Disorders and then an interview was conducted. EAT 26 questionnaires were given to the 150 participants and collected after the completion of test.

RESULT AND DISCUSSION

Table-1

Shown the Mean, SD and Std. Error Mean of two groups Group

1- female and Group 2- male

	Group	N	Mean	Std. Deviation	Std. Error Mean
EAT26	1.00	75	21.0533	3.73766	.43159
	2.00	75	18.6267	4.64343	.53618

The table shows that the mean on EAT 26 Questionnaire of Group 1 (Female sample) is 21.0533 and Group 2 (Male sample) is 18.6267. Std. Deviation of Female sample is 3.73766 and Male sample is 4.64343. Whereas Std Error Mean of Female sample is .43159 and Male sample is .53618. The table shows that the Female’s score is higher on EAT 26 and it means that Females are at more risk to develop Eating Disorders.

Table no-2

Shows the Independent t test result of EAT 26 of Group 1 (Female) & Group 2 (Male)

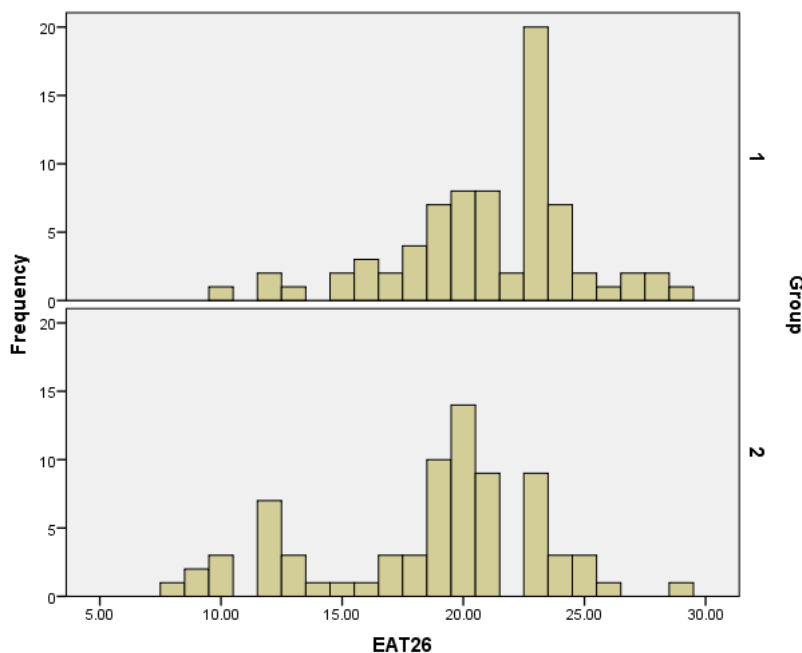
Levene's Test for Equality of Variances		t-test for Equality of Means					
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

							nce	Lower	Upper	
EAT 26	Equal variances assumed	3.203	.076	3.526	148	.001	2.42667	.68830	1.06651	3.78683
	Equal variances not assumed			3.526	141.539	.001	2.42667	.68830	1.06599	3.78734

The table shows that t score is significant at .001 level. So the null hypothesis is rejected that is: There is no significant difference in eating attitude of male and female. So the study shows that female are at higher risk of developing Eating Disorders than males.

Graph No. 1

Shows the score distribution of Female (Group1) and Male (Group 2) on EAT 26



Further suggestions

This study is totally based on survey outcomes but more systematic studies should be done on eating disorders. Most of the studies are being conducted in western countries so the data found on this topic are according to the western culture and lifestyle so I highly recommend studies should be conducted in India also.

REFERENCE

- Austin B.S.: Prevention research in eating disorders: Theory and new directions. *Psychol. Med.*, 30, 1249- 1262, (2000).
- Call, Cristine & Timothy Walsh, B & Attia, Evelyn. From DSM-IV to DSM-5: Changes to Eating Disorder Diagnoses. *Option in psychiatry Current*. 26. 532-610. (2013)
- Fairburn C.G., Harrison P.J.: Eating disorders. *Lancet*, 361, 407-416, (2003).
- Fairburn, C. G., & Beglin, S. J. Studies of the epidemiology of bulimia nervosa. *American Journal of Psychiatry*, 147, 401-408. (1990)
- Fairburn, C. G., Hay, P. J., & Welch, S. L. Binge eating and bulimia nervosa: Distribution and determinants. In C. G. Fairburn & G. T. Wilson (Eds.), *Binge eating: Nature, assessment, and treatment*. (pp. 123-143). New York: The Guilford Press. (1995)
- Garfinkel, P. E., Kennedy, S. H., & Kaplan, A. S. . Views on classification and diagnosis of eating disorders. *Canadian Journal of Psychiatry*, 40, 445- 456. (1995)
- Garner, D. M., & Garfinkel, P. E. . The Eating Attitudes Test: an index of the symptoms of anorexia nervosa. *Psychological Medicine*, 9, 273-279. (1979)
- Ghaderi, A., & Scott, B. Coping in deiting and eating disorders: A population-based study. *Journal of Nervous and Mental Disease*, 188, 273-279, (2000)

Kendler, K. S., MacLean, C., Neale, M., Kessler, R., Heath, A., & Eaves, L. The genetic epidemiology of bulimia nervosa. *American Journal of Psychiatry*, 1627-1637. (1991)

Latzer, Y., Weinberg-Litman, S.L., Spivak-Lavi, Z. et al. *Community Mental Health Journal* (2019).

“Gaming Your Way to Love”: An Exploration of the Role of Multiplayer Gaming In Romantic Relationships

Arbaz Miyaji* and Mini Narayanan**

ABSTRACT

The popularity of Massively Multiplayer Online (MMO) games has increased significantly in recent years but much of the available academic literature deals with the negative effects of gaming. This qualitative exploratory study sought to understand the perceived effects of MMO gaming on quality of romantic relationships of emerging adults who played these games together. In-depth interviews were conducted with 10 students (5 males, 5 females) belonging to a university in Maharashtra. Students who were in romantic relationships and played online games with their partners were selected through convenience sampling. Thematic analysis of transcribed interviews showed that MMO games had both salutary (enhancing communication, creating a fantasy world, establishing common goals) and detrimental impact (heightened aggression, conflict) on the quality of relationships, and also served to underscore existing gender roles in society. Implications and scope for further study are discussed.

Keywords: *multiplayer games, online gaming, emerging adults, romantic relationship.*

* Student B.A (Hons) Applied Psychology, Amity University, Mumbai, Email : arbazmiyaji27@gmail.com

** Assistant Professor, Amity University, Mumbai, Email : mnarayanan@mum.amity.edu Cell : 9323969516

INTRODUCTION

With the change in attitudes and development in game design and technology, Massively Multiplayer Online (MMO) games are now recognized as one of the most popular modes of leisure time activity. A 2017 report on online gaming in India revealed that the average Indian online gamer was below 24 years of age, was introduced to online gaming through their peer group, friends, family, had a preference for puzzle, action and adventure games, and engaged in gaming for social interaction and stress relief for an average of 41 minutes per day, which works out to 4 hours 7 minutes per week ("Online gaming in India: Reaching a new pinnacle", 2017). A global survey of online computer gaming (Griffiths, Davies & Chappell, 2004) further revealed that the majority of players were university students for whom the social aspects of the game were most significant. Currently, most research in the area focuses on the negative aspects of "gaming" and its capacity for potential harm relating to depression, addiction and violence (Anderson et al., 2010; Lemola et al., 2011). Very few studies exist that explore the subjectively perceived impact of multiplayer games on the quality of relationship of couples that play together on a regular basis (Vossler, 2016; Norton, Baptist & Hogan, 2017).

REVIEW OF LITERATURE

Research shows that relationships established in emerging adulthood have increased longevity and could result in acts of commitment such as living together (Arnett, 2006). Individuals in a relationship have specific needs from a relationship like interdependence needs. As the relationship progresses, couples move through initiation, affiliation and intimacy to being committed (Connolly & Goldberg, 1999). Each of these stages play a significant role in increasing the intimacy and exclusivity of the dyadic relationship which

ultimately leads to intimate bonding between partners. As Knapp (1978) mentioned, when couples start to nurture and strengthen relationships, they often engage in several intimacy-enhancing rituals or activities to sustain and intensify their closeness. In an era when heightened internet usage has become central to adult social activities including relationship formation and maintenance (Schwartz & Velotta, 2018; Rosenfeld & Thomas, 2012), and computer mediated should we cite this?

Communication (CMC) (Pauley & Emmers-Sommers, 2007) has been found to transform the way people engage in relationships, playing online games together may become such a ritual for couples. Further, Bronfenbrenner's ecological systems perspective explains that technological networks and "digital habitats" (Turkle, 2005) like social media and online gaming have the capacity to govern the nature and quality of close relationships.

Existing research has noted the significant role of similarity in interests, common leisure activities, shared goals and communication in relationship satisfaction (Chow, Buhrmester & Tan, 2014; Hawkins & Hertlein, 2013). Technology and online entertainment have been found to contribute to couples' relationships in many ways, including facilitating communication (Henline & Harris, as cited in Hawkins & Hertlein, 2013), greater relationship development due to commonality and similarity in interests, improved conflict resolution strategies, greater feelings of togetherness emerging from shared activities and goals and greater levels of commitment to the relationship (Hawkins & Hertlein, 2013; Papp, Danielewicz & Cayemberg, 2012). One study found that people who played online games and reinforced their social connection with gaming partners through other forms like social media would develop stronger social ties to their gaming partners (Trepte, Reinecke & Juechemps, 2012). On the other hand, online games can also interfere with relationships as it may impede intimacy, lead to increased disagreements and can significantly interfere with other activities

and even become pathological when it transforms into an “obsessive passion” (Hawkins & Hertlein, 2013; Utz, Jonas & Tonkens, 2012).

Objectives:

- To understand the perceived effect of playing multiplayer games on the quality of a romantic relationship
- To understand which domains of the relationships are most impacted by gaming together

METHODOLOGY

Sample:

A total of 10 students from a university in Mumbai, consisting of 5 females and 5 males were selected through purposive and convenience sampling. Inclusion criteria was that participants should be in the age range of 18-25 years, in a heterosexual relationship for at least 6 months, and should be playing a multiplayer game with their partner for at least 5 hours every week. Informed consent was taken from participants who were also informed that interviews would be audio recorded and confidentiality would be maintained.

Rationale

Video games are a highly popular form of media among emerging adults (age 18-25 years) (Arnett, 2000; Griffiths, Davies & Chappell, 2004). The purpose of this study was to explore and understand the role of Massively Multiplayer Online (MMO) games (if any) in romantic relationships, as experienced by couples who play together.

Method

This study makes use of the interaction-constructivist perspective wherein attention is primarily on how couples interact with each other over the course of the time they spend playing together, the way in which such interactions lead to relational development and the meanings that couple create from the communications, rituals and interactional processes between them. Thus, the focus is on subjective experiences of players to augment understanding of the abstract processes that take place within relationships (Stringham, 1993).

In-depth interviews were conducted using open-ended questions in order to facilitate the emergence of participant's unique experiences and perceptions within the particular cultural context.

RESULTS

Online multiplayer games require gamers to enter a simulated world, take on certain roles, strategize and plan their moves so as to defeat (destroy) their enemies and earn maximum points for themselves. As in any team event, teams need clear communication and strong decision-making and quick responses to win.

Thematic analyses suggested that playing multiplayer games together impacted their relationships in several ways:

Common goals:

- When participants engaged in multiplayer games with their significant others, the main goal was to win the game.
- Spending more time together with each other was another important outcome. As one participant said, "it is...spending more time with the one you want" (Interview ss)

- Besides winning, participants also played to “yeah.. to entertain ourselves when we get bored” (A2)

Increasing similarities

Learning the ropes of the game, playing together and beginning to enjoy the same activity brought couples closer. “He was the one who used to play ... I was actually not interested but then I started enjoying after I started playing” (Interview G4)

Intimacy

- Emotional intimacy: Even while playing games, partners talked about their personal life and shared common concerns which made them feel more connected to each other. Playing and winning helped them feel emotionally closer and more like a team.
- Getting to know each other well: Playing multiplayer games with partners were reported as giving them a new context where they got to know more about their partner

“When you are playing with him you come to know that he’s that kind of person or what kind of person is he? Is he calm? Or he is aggressive? Or he’s like, slow?” (Interview H8)

- “Sparking up” the relationship: One male participant shared that playing games with his partner brought new energy and greater excitement into the relationship. “..and it did that actually. So yeah, that happened” (Interview ss)
- Communication: Games fortified communication channels, increasing couples’ sense of connection with each other.

“My motivation is like you got to spend time and ... it’s a blessing ... You’ll communicate more. You’ll understand him better.” (Interview shi 5)

Conflicts:

Online gaming also proved to be the context for conflicts and conflict resolution. Losing a game led to blaming and fighting with the significant other, which sometimes involved insulting or intentionally irritating the other person. Physical and verbal aggression was sometimes resorted to.

- Time off: Participants reported that when they fight because of game, one or both of them took some time off and did not interact with each other.
- Conflict resolution. When conflicts arose between them, couples mentioned that gaming sometimes helped resolve those conflicts “...like something went wrong, a misunderstanding, and we used to play at that time also” (Interview F2)

Gendered role playing within relationships

Male participants wanted their girlfriends to follow their lead and to cooperate with them in the game. Some significant others liked it and enjoyed following these gendered roles, others did not.

Leaving reality behind

Multiplayer games, with their life-like simulations also made couples feel like they were in some new world, having an opportunity to leave their current reality behind.

“Ya I like because we spent more time with each other that way and we both are very much interested in shooting and all that we like enjoy its like a different world for us” (Interview G4)

DISCUSSION

Couples derived several rewards by playing together, like spending a lot of time together, feeling emotionally connected, deriving energy from the game and from playing together and a new context where they can enjoy. They also learnt new facets about their partners and about relationships itself through gaming. Gaming also offered them a way to leave their mundane reality behind.

Intimacy in relationships deepens when partners engage in fluent exchange of ideas, have established rituals that help them connect, perceive themselves as progressing towards shared, mutually defined goals (Avivi, Laurenceau & Carver, 2009; Walker, Hampton & Robinson, 2014). Gaming together offered partners all of these benefits. Playing together also facilitated changes in the relationship structure (eg: who leads and who follows), which impacted roles of each individual, the rules of interaction patterns. Boundaries of the relationship also became stronger due to shared goals of the “team”. Partners were able to reinvent their intimacy with each other, as they felt that playing games introduced the element of excitement into their relationship. Online games have been known to act as an outlet for negative energy, stress of conflict, helping them gain a sense of control over their lives which in turn helps deepen intimacy and commitment (Grusser, Thalemann & Griffiths, 2007). Since gaming together helped partners resolve conflicts, this finding was backed by this study.

Theories of interpersonal attraction (Byrne, 1961b; Schachter, 1951) help understand adult relationships. Since gamers tend to share common goals and interests, online games answer the quest for consistency between what they like (values, beliefs, interests) and the individuals they are in a relationship (Heider, 1958). Similarities (in interests, attitudes, goals) increase interpersonal attraction as it creates familiarity between the couples which makes them feel comfortable and chances of attraction increases. Thus, playing together creates more similarities and increases interpersonal closeness.

Playing multiplayer game with significant others is rewarding as it brings them together in an atmosphere of fun and excitement. People are attracted not only to people who reward them but also to people that they associate rewards with (Byrne & Clore, 1970).

In any relationship, particularly during the consolidation stage, individual's evaluation of a relationship is based on the relative costs and rewards they accrue from the relationship (Social Exchange Theory, Homans, 1958). When benefits are higher than the cost, it is experienced as a positive relationship. Additionally, gaming is rewarding, and couples play to either distract themselves from the problem or to find a way to deal with the issues. When an individual feels understood by his or her partner, they experience greater relationship happiness (Cahn, 1983).

In this study, it was found that while playing games with their partner, male partners tend to show authority, expect their significant others to follow their orders. Further, some games such as "Mario" indicate that women need men to rescue those (Dickerman et al., 2008). Thus, games seem to reinforce gender roles and identity as males have stronger overlap between their gamer identity and their gendered identity. Typically, men are seen as aggressive, violent, athletic and independent. For women, their gendered identity conflicts

with gamer identity as women are seen as caring, nurturing, sensitive, compassionate and cheerful (Lerner & Steinberg, 2004). According to Kochuthara (2011) in the Indian context, man is supposed to be masculine, and women are supposed to be feminine, in other words, men and women should behave in a specific patterns of socialization, which are determined and shaped by culture, and games follow the rules governing these gendered roles.

Finally, as in studies before this, it was seen that gaming can increase levels of aggression and lead to conflicts. However, in this study, couples also adopted resolution strategies in order to overcome their conflicts.

Limitations

As the study was carried out qualitatively, the sample size was small and results could not be quantified. Further explorations may be carried out with larger numbers and with varying age groups. The study focused on online gaming alone, and did not include aspects of other online activities. Further studies may explore multidimensional uses of the internet including video chatting while playing.

Implications

With the growing popularity of online games and the expected arrival of 3D and 4D models of playing, understanding more about games and how they impact relationships can help design games that can have therapeutic value besides entertainment alone.

REFERENCES

Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and

- prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin*, 136, 151– 173. doi:10.1037/a0018251
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469–480. doi:10.1037//0003-066X.55.5.469.
- Avivi, Y., Laurenceau, J., & Carver, C. (2009). Linking Relationship Quality to Perceived Mutuality of Relationship Goals and Perceived Goal Progress. *Journal Of Social And Clinical Psychology*, 24(2), 137-164.
- Byrne, D. (1961b). Interpersonal attraction and attitude similarity. *Journal of Abnormal and Social Psychology*, 62, 713–715.
- Byrne, D., & Clore, G. L. (1970). A reinforcement model of evaluative responses. *Personality: An International Journal*, 1(2), 103-128.
- Cahn D. D. (1983). Relative importance of perceived understanding in initial interaction and development of interpersonal relationships. *Psychological Reports*, 52, 923–929.
- Chow, C.M, Buhrmester, D. & Tan, C.C (2014). Interpersonal Coping Styles and Couple relationship quality: Similarity versus complementarity hypotheses. *European Journal of Social Psychology*, 44(2), 175-186
- Colzato, L. S., van Leeuwen, P. J., van den Wildenberg, W. P. M., & Hommel, B. (2010). DOOM'd to switch: Superior cognitive flexibility in players of first person shooter games. *Frontiers in Psychology*, 1, 8.

- Connolly, J., & Goldberg, A. (1999). Romantic relationships in adolescence: The role of friends and peers in their emergence and development. In W. Furman, B. B. Brown, & C. Feiring (Eds.), *Cambridge studies in social and emotional development. The development of romantic relationships in adolescence* (pp. 266-290). New York, NY, US: Cambridge University Press
- Dickerman, C., Christensen, J., & Kerl-McClain, S. (2008). Big Breasts and Bad Guys: Depictions of Gender and Race in Video Games. *Journal of Creativity in Mental Health*, 3(1), 20-29. doi:10.1080/15401380801995076
- Feng, J., Spence, I., & Pratt, J. (2007). Playing an action video game reduces gender differences in spatial cognition. *Psychological Science*, 18, 850-855.
- Griffiths, D.M, Davies, M.N.O, Chappell, D (2004). Demographic Factors and Playing Variables in Online Computer Gaming. *Cyber Psychology & Behavior*, Vol. 7 (4)
- Grusser, S. M., Thalemann, R., & Griffiths, M. D. (2007). Excessive computer game playing: Evidence for addiction and agresión? *Cyberpsychology&Behavior*, 10, 290-292.
- Hawkins, B., & Hertlein, K. (2013). Treatment Strategies for Online Role-Playing Gaming Problems in Couples. *Journal of Couple & Relationship Therapy*, 12(2), 150-167. doi: 10.1080/15332691.2013.779100
- Homans, G. C. 1958. Social behavior as exchange. *American Journal of Sociology*, 63: 597-606.
- Knapp, M. L. (1978). *Social intercourse: From greeting to goodbye*. Boston: Allyn& Bacon

- Kochuthara, S. (2011). PATRIARCHY AND SEXUAL ROLES. *Journal of Dharma*, 36(4), 435-452.
- Lemola, S., Brand, S., Vogler, N., Perkinson-Gloor, N., Allemand, M., & Grob, A. (2011). Habitual computer game playing at night is related to depressive symptoms. *Personality and Individual Differences*, 51, 117– 122. doi:10.1016/j.paid.2011.03.024
- Lerner, R., & Steinberg, L. (2004). HANDBOOK OF ADOLESCENT PSYCHOLOGY(2nd ed., Chapter 8).JOHN WILEY & SONS. INC
- McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. New York, NY: Penguin Press.
- Norton, A.M., Baptist, J., & Hogan, B (2018). Computer mediated communication in intimate relationships: Associations of boundary crossing, intrusion, relationship satisfaction, and partner responsiveness. *Journal of Marital and Family Therapy* 44(1), 165-182.
- Online gaming in India: Reaching a new pinnacle. (2017). Retrieved from <https://assets.kpmg/content/dam/kpmg/in/pdf/2017/05/online-gaming.pdf>
- Padilla-Walker, L., Nelson, L., Carroll, J., & Jensen, A. (2009). More Than a Just a Game: Video Game and Internet Use During Emerging Adulthood. *Journal Of Youth And Adolescence*, 39(2), 103-113. doi: 10.1007/s10964-008-9390-8
- Papp, L.M., Dalielewicz, J. & Cayemberg, C (2012). “Are we Facebook Official?” Implications of dating partners’ Facebook use and profiles for intimate relationship satisfaction. *Cyberpsychology, Behavior and Social Networking*, 15(2).

- Rosenfeld, M.J & Thomas, R.J (2012). Searching for a mate: The rise of the Internet as a social intermediary. *American Sociological Review*, 77(4), 523-547.
- Schachter, S. (1951). Deviation, rejection, and communication. *Journal of Abnormal and Social Psychology*, 46, 190–207.
- Schwartz, P. &Velotta, N. (2018) Online dating: Changing intimacy one swipe at a time? In Hartlein, K.M & Twist, M.L.C (2019), *the Internet Family: Technology in Couple and Family Relationships*, Routledge
- Stringham, E. (1993). The reacculturation of missionary families: A dynamic theory. *Journal of Psychology and Theology*, 21, 66-73. Retrieved from <http://journals.biola.edu/jpt>
- Trepte, S., Reincke, L., &Juechems, K. (2012). The social side of gaming: How playing online computer game creates online and offline social support. *Computers in Human Behavior*, 28 832-839.
- Turkle, S. (2005 [1984]). *The second self: Computers and the human spirit*. Cambridge, MA: MIT Press
- Utz, S., Jonas, K., &Tonkens, E. (2012). Effects of passion for massively multiplayer online role-playing games on interpersonal relationships. *Journal of Media Psychology*, 24(2), 77-86
- Vossler, A (2016). Internet Infidelity 10 years on: A critical review of literature. *The Family Journal*. Volume: 24 issue: 4, page(s): 359-366

Walker, L. M., Hampton, A., & Robinson, J. W. (2014). Assessment of relational intimacy: Factor analysis of the Personal Assessment of Intimacy in Relationships Questionnaire. *Psycho-Oncology*, 23(3), 346-349.

Safe Guarding Human Rights & Violations in Marginalized & Excluded

Sections of the Society

Dr. Rohnika Sharma*

ABSTRACT

The present paper is based on the theme “safe guarding human rights & violations in marginalized & excluded sections of the society”. Person with disabilities have often been marginalized on account of their disability Human rights recognize that everyone is equally entitled to live with dignity. They pertain equally to all people no matter their age, sex, race, nationality, or disability. Human rights apply equally to men and women with disabilities. They apply equally to people with all types of disabilities, including physical, psycho-social, and intellectual disabilities.

The present paper discusses the Constitutional provisions, Acts & Rights for persons with disability in India. And also highlight the role of citizens in safe guarding human rights & violations in marginalized & excluded sections of the society

Key terms: *Safe guard, Human Rights & Marginalized sections*

* Associate .Professor and HOD UG Department, MIER College of Education, Jammu (J&K) Email ID-rohnikaspeducator@gmail.com.

INTRODUCTION

Human rights recognize that everyone is equally entitled to live with dignity. They pertain equally to all people no matter their age, sex, race, nationality, or disability. Human rights apply equally to men and women with disabilities. They apply equally to people with all types of disabilities, including physical, psycho-social, and intellectual disabilities. Person with disabilities have often been marginalized on account of their disability. A positive recognition of disability has become a part of the inescapable human diversity that enriches our life experience and our society (Corker 1999, et.al.). Thus, the concept of disability is articulated in terms of differences to be positively recognized rather than stigmatized and discriminated against. Every civilized society, therefore, must provide for adequate physical and financial resources for the education and rehabilitation of the disabled so that they can enjoy a life of freedom, self-respect and take part in social activities.

Human rights include civil, political, social, cultural, and economic rights, for example, the right to be free from discrimination, and the right to education.

Bomma (1997) indicated that the role of the government is very significant in the rehabilitation of retarded persons. The government has introduced several laws for facilitating the development of the persons with mental retardation. Unfortunately the follow-ups of these laws are very less. Most of the parents remain unaware of the existing of grants and schemes for the welfare of their mentally retarded children. Mental retardation occurs among children throughout the world. In its most severe form it is a source of great hardship to the parents as well as an economic and social burden on the community. The few services that exist are mostly in the cities and are accessed mainly by the middle and upper classes.

Rehabilitation strategies focused largely on literacy and academic goals. An estimated 98% of rural and 95% of urban disabled have not accessed to services.

Stone (2001) expressed that, it is to be recognized that “while the application of the principle of distributive justice and its relationship to human rights inevitably raises contentions political issues even within given familiar domestic economy, it becomes still more challenging when considered in a more global context”.

Using a human rights framework as fundamental underpinning approach to disability need not undermine the validity of conceptualizing persons with disabilities rights and freedom in other ways that have proven significant for PwDs.

Constitutional provisions for persons with disability in India

India, being a democratic country, the constitutional and legislation play an important role in the life of every citizen, irrespective of his being able or disabled. The preamble of the constitution of India states, “we the people of India having solemnly resolved to constitute India into a Sovereign Democratic Republic and to serve all its citizens”.

- Justice, social economic and political;
- Liberty of thought, expression, belief, faith and worth;
- The preamble pledges “equality of status and opportunity to all the citizens of India”.

Article -14 of the constitution states “The state shall not deny to any person equality before the law or equal protection of the laws within the territory of India”. Article 15 (3) and (4) deal with special provision for women and children, and socially and educationally backward citizens respectively. Article 46 deals with special care in the area of education and economic interests of weaker sections of the people.

Role of the government is very significant in the rehabilitation of retarded persons. The government has introduced several laws for facilitating the development of the persons

with disabilities. Unfortunately the follow-ups of these laws are very less. Most of the parents remain unaware of the existing of grants and schemes for the welfare of their children with disabilities.

Some of the Constitutional Rights of the Disabled Persons

- **Article 14** provided right to equality: the state shall not deny any person equality before the law of the equal protection of the law within the territory of India.
- **Article 15** prohibits discrimination on grounds of religion, race, caste, sex or place of birth. No citizen (including the disabled) shall on grounds of religion, race or place of birth be subjected to any discrimination.
- **Article 16** provides equality of opportunities in matter related to public employment. No citizen (including the disabled) shall on grounds of religion, race or place of birth, residence or any of them, be ineligible or discrimination against in respect of any employment or office.
- **Article 17** provides the abolition of unsociability. The enforcement of any disability arising out of “untouchables” shall be an offence punishable in accordance with the law.
- **Article 19** guarantees of certain rights regarding freedom of speech, etc.
- **Article 21** provides protection of rights and personal liberty. Every person (including the disabled) shall not be deprived of his life and personal liberty.
- **Article 23** provides for the prohibition of traffic in human beings (including the disabled) and forced labor of any kind and the same is made punishable in accordance with the law.

- **Article 24** prohibits employment of the children (including the disabled) below the age of 14 years to work in any factory or mine to be engaged in any hazardous employment including public and private sector.
- **Article 29** protects the interests of the minorities. No citizen (including the disabled) shall be denied admission into any educational institutions maintained by the states or receiving aid out of state funds grounds of religion, caste, race, language or any of these.
- **Article 32** grants remedies for enforcement of rights conferred in part III of the Constitution. Any disabled person can move the Supreme Court to enforce his or her fundamental rights. The Acts were passed in order to create harmony between the disabled and the non-disabled classes (Kumar, 2004).

The different Acts available in India are:

- The Mental Health Act –1987
- Rehabilitation Council of India Act-1992
- The person with disabilities (equal opportunities, protection of rights and full participation) Act, 1995
- The National Trust for the welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities Act -1999.
- UNCRPD
- Rights of Persons with Disabilities Act, 2016

Despite all these efforts situation of person with disabilities is gloomy. There is dire need for equal opportunities, protection of rights and full participation of the persons with disabilities to enable them to live with dignity and respect. Citizens can play a great role in safe guarding rights of persons with disabilities.

Role of citizen in safe guarding rights of persons with disabilities.

Protection of human right is not the responsibility of an individual; it is responsibility of the society for the protection of individuals.

Time has come to rouse public opinion on the issues of human right in order to ensure that concept of human right prevails and the existing constitutional and legal safeguard are sincerely enforced.

In this regard the citizen of India may work in the following directions:

- Human right unions should be strengthening throughout the country.
- Through the media of education, people (particularly illiterate & ignorant masses living in village) should be made aware of the Protection of Human right (Sharma and Misra, 2003).
- It should be made obligatory on the part of MLAs and MPs that they go to their respective constitutions before the beginning of the session, so that genuine problems of PWDs may be gathered and presented before the house.
- Government must ensure that law implementing agencies are working sincerely.
- Executive magistrate should not be given judicial powers because they act as tools of the government and police (Sharma and Misra, 2003)
- Advisory committees at national and all state level as well as local level are constituted to involve more and more PwD in the administration.

- The parents of persons with disabilities must remain well informed about administration of the state in this regard. Hence right to know should be strengthening.
- Like election commission, Human Rights commission should also be strengthen.
- To protect Human Rights, serious efforts should be made to end poverty, economic exploitation and educational deprivation.
- Courts must take special care for Human Rights and apex court should monitor the working of subordinate court.

Now we all should create human right atmosphere. Human rights enforcement is the responsibility which needs to be carried out with the assistance of all members of society and all government agencies and courts.

REFERENCES

- Bomma, S.R. (1997). Convention on the Rights of the Child. Department of Women and Child Development, Ministry of Human Resource Development, Government of India, New Delhi.
- Indian lunacy Act (1912). Government of India.
- Kumar, A. (2004). Right of Disabled People. Chai Publication, Secundrabad.
- Mental Health Act (1987) Government of India.
- Sinclair, S. (1983). Legislation for the mentally handicapped. Indian Pediatrics. 18, 19-21
- Singh, A.N. (2001). Enabling the Differently Able-Concepts, Education and Community. Shipra Publication. New Delhi.
- Singh, A. (2004). Disability: the Concepts and Related Indian Legislations.

The National Trust Act (1999). Government of India.

The Person with Disability Act (1996). Government of India.

Tilak, D. (1996).Legislation for person with mental handicap. Karvalamban. 9, 1-3.

Venkatesan, S. (2004).A survey of knowledge and opinion on rights immunities and Privileges for person with mental retardation. Asia Pacific Disability Rehabilitation, Journal. 15, 59.

Venkatesan, S. (2004). Laws and the Handicapped. Journal of Rehabilitation in Asia. 15, 48-52.

Role of Teachers in Fostering Happiness Skills as a Core Value

M.Sasikala* and Dr. G. Subramonian**

ABSTRACT

Is happiness a skill that could be taught in schools as value?

Education plays an important role in creating a strong social foundation for the future generation and happiness can act as catalyst for building social trust and healthy living among students gained from knowledge-based learning programmers. Schools should help students to see happiness in all their walk of life because it is proven that happy people are more successful in important life domains. Focusing on happiness skills can also contribute to the core mission of education. The aim of this paper is to limelight the six sustainable skills of happiness and the role of teachers in inculcating it as an important core value to enrich happiness in students.

Key words: *Happiness, sustainable, happiness skills, role of teachers*

* Ph.D. Research Scholar, Sri Ramakrishna Vidyalaya, College of Education (Autonomous), SRKV post, Periyanaickanpalayam, Coimbatore - 641 020, Email [id-msasikala.tr@gmail.com](mailto:msasikala.tr@gmail.com)

** Principal and Research Guide, Sri Ramakrishna Vidyalaya, College of Education (Autonomous), SRKV post, Periyanaickanpalayam, Coimbatore - 641 020

INTRODUCTION

“Happiness happens when you fit with your life, when you fit so harmoniously that what so ever you are doing is your joy.” — Osho

To fit with our life and to enjoy all our doings we have to develop certain mind disciplines. The six sustainable happiness skills will certainly cultivate the disciplines required to be happy. Recently new studies suggest that happiness is indeed a skill that we can develop over time and make it a lifestyle. Practicing “the skills of happiness”, and to develop it as a core value of life among students without overhauling the curriculum is in the hands of teachers who are responsible for transformation of students.

What is happiness?

We all have a deeply personal and different definition of happiness. But here’s how scientists see it: Happiness is a combination of, “How satisfied you are with your life + How good you feel on a day- to- day basis.”

How happiness a skill?

Though happiness is the state of mind it is also a skill that could be built with consistent practice. The practiced skill disciplines the mind. The disciplined mind in turn gives clarity in thoughts and thought clarity leads to happiness. Everyone has the ability to develop happiness skills.

Determinants of happiness

According to research by Sonja Lyobomirsky in 2005, Professor of psychology at UC Riverside the following are the determinants of happiness of a person.

- 50% of happiness comes from genes
- 10% life circumstances

- 40% intentional activity

So let us inculcate well-being skills as an intentional activity for fostering happiness among students.

IMPORTANCE OF INCULCATION OF HAPPINESS SKILLS

Going by the 2017 World Happiness Report, India stands low at 122 out of 155 countries evaluated. The report calls for an attention as one of the fastest growing economies in the world is slowly turning out to be a sad place to live in. According to the data released by NCRB in 2015, every hour, one student commits suicide in India and NCPCP reports 300% rise in the number of crime amongst school children. More over headlines like student allegedly killing his junior to get his exams postponed, a group of boys beating up a classmate to death over a minor issue, a student stabbing his teacher to death for warning him of his misbehaviour are just few proving incidents of the present scenario, posing a threat to the next band of school and college going generation. Students in the 21st century need an environment which makes them happy. A visible action in this direction is recent announcement by the Delhi government on the launch of “Happiness Curriculum” in government schools and introduction of “Mindfulness” classes in the UK curriculum. The motive behind the launch of Happiness Curriculum and mindfulness classes is to educate people that the purpose of education is not just to push students continuously to get good marks but it is also to create an environment where a student is happy, confident and aware.

Six sustainable happiness skills

According to Dr. Emiliana Simon-Thomas, “Happiness is the ability to consistently recognize that life is good, even if it is difficult”. She suggests six sustainable skills of happiness.

- **Mindfulness** : Being aware of the thoughts at the present moment without any judgment increases happiness
- **Gratitude**: Appreciating and thanking for the gifts of life and others contribution
- **Human Connection** : Building and sustaining relationship with others endure happiness
- **Positive Outlook** : The ability to imagine a fruitful outcome in any situation fosters happiness
- **Purpose** : The ability to make a difference leads to a refined sense of purpose and increases the sense of happiness
- **Generosity** : Helping and giving others enhances happiness

“Teaching is more than imparting knowledge, it is inspiring change”

- William Arthur Ward

It is important to make students realize that the real treasure of life lies in the experiences and not in the accumulation of knowledge and wealth. As to inspire changes in the life of students, teachers should sow the seeds of happiness skills as a core value. The teacher has to become a change agent and play a role as a reformer for inculcating values of life. The following are few methodologies that could be adopted in schools for cultivating happiness skills among students.

- **Mood corners** - A space for catharsizes
- **Joy Tree** - Place of appreciation

- **Gratitude wall** - Counting the blessings
- **Zen hour** - Walking in Zen, sitting in Zen
- **Wall for all** - To share and care generously
- **Greet and smile Ever** - To enhance human connectivity

LITERATURE REVIEW

LG Experience Happiness project (2018) partnered with Dr. Emiliana Simon-Thomas, Science Director, Greater Good Science Centre at the University of California Berkeley which advances the science of happiness aiming to enrich the lives of 5.5 million youth in the United States over the next five years has identified six Sustainable Happiness Skills. The skills uncovered to retain happiness are mindfulness, human connection, positive outlook, purpose, generosity and gratitude, which form the foundation of the LG 'Experience Happiness' program.

Martin E.P. Seligman et.al (2009) explained positive education as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. There is substantial evidence from well controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to schoolchildren. We present the story of teaching these skills to an entire school—Geelong Grammar School—in Australia, and we speculate that positive education will form the basis of a ‘new prosperity’, a politics that values both wealth and well-being.

Lyubomirsky, S et.al (2005) discusses the pursuit of happiness is an important goal for many people. However, surprisingly little scientific research has focused on the question of how happiness can be increased and then sustained, probably because of pessimism engendered by the concepts of genetic determinism and hedonic adaptation. Nevertheless, emerging sources of optimism exist regarding the possibility of permanent increases in happiness. Drawing on the past well-being literature, the authors propose that a person's chronic happiness level is governed by 3 major factors: a genetically determined set point for happiness, happiness-relevant circumstantial factors, and happiness-relevant activities and practices. The authors then consider adaptation and dynamic processes to show why the activity category offers the best opportunities for sustainably increasing happiness.

Scope of the study

The main focus of this conceptual study is to point out the happiness skills design few activities that foster happiness skills and the role of teachers in fostering happiness skill as a core value. These activities are just simple ideas which could be taken as bottom line for teachers who could tailor-make it. These activities can be used in any type of schools and students of all standards in the existing classrooms.

CONCLUSION

The purpose of life is to attain ultimate ecstasy. It cannot be achieved either by accumulating or renouncing materialistic possessions. It can be achieved only by accepting and celebrating the gift of life with all its imperfections. So it is a choice of individual whether to flow with the river of life cheerfully or to swim against the flow regretfully. Even though it is an individual's choice, with magic wand in hands, teachers can make students take up a smart choice of living happily. Seriousness is sickness and rejoicing is real

religiousness. By practising the happiness skills, the future generation should rejoice life in every given moments.

REFERENCES

<https://www.berkeleywellbeing.com/teach-happiness-skills.html>

<https://www.slideshare.net/ConsciousBeginnings/science-of-happiness-presentation>

<https://lgindiablog.com/>

<https://www.jacksonville.com/lifestyle/20180319/6-skills-of-happiness-help-teens-live-more-positive-life>

<https://lgexperiencehappiness.com/happiness-skills>

<http://paper.hindustantimes.com/epaper/viewer.aspx> Saturday, June 30, 2018.

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9, 111-131.

Mob Lynching: Collectively Harmful Influences of Social Media and Hidden irrational thoughts of REBT

Sandeep D Satonkar*

ABSTRACT

The purpose of this research paper is to describe very briefly psychological observation and the harmful surge of social media about some recent mob lynching incident in India. Online rumors have resulted in several people lynched in India. When people take the law into their own hands, it can be dangerous for the victim who is in threat of their lives. Spreading rumors with the help of technology is a new form of primitive propaganda of majority community identity. New mob lynching's cases are as five innocent people lynched in tribal Village of Sakri, Dhule District, Maharashtra, three people brutally killed by a mob in Muzzfarnagr Utter Pradesh, Gujarat created anarchy situation and loss of collective consciousness of crowd. In mob lynching incident people quickly undergo over influences of irrational thinking and act it like old barbarism attitude. Individual behaviour, emotion and cognitions are no more values in uncultured and uncivilized action of the uncontrolled mob.

Keywords: Mob lynching, Social Media, Irrational Thinking, Mob Psychology.

*Dept of Psychology, Shiv Chhatrapati Arts college Pachod Tq Paithan, Dist Aurangabad
Mail: sdsatonkar@gmail.com Mob: 9420433874

INTRODUCTION

Lynch: The taxonomy ‘lynch’ is said to have originated during the American Revolution phrased as ‘Lynch Law’ which is a punishment without trial. During 1782, ‘Lynch Laws’ had used harsh treatment to the ‘Negroes and Black Americans’. According to the English dictionary, lynch means to put to death, especially by hanging, by mob action and without legal authority. In other words, lynching is an unlawful murder by an angry mob of people. The crowd lost their consciousness of rational thinking.

Social Media: India is WhatsApp biggest market. It has an enormous 200 million users from all walks of life. Indian whatapps user blindly forward and share more messages, photo and videos, without finding facts and reality. WhatsApp group have a maximum of 256 people. A spate of mob lynching was rose to instant messages that circulated on WhatsApp groups. The forwarded message has been fanning rumours of child kidnapping, Love Jihad, Cattle Slaughter. Fake news spread over Social media like Whatapp’s and Facebook, which have led people to attack strangers. Lynching has been an uncivilized new trend in India. Many innocent have been brutally tortured, and some even lost their lives. Many of the messages that are believed to have triggered violence were forwarded to multiple groups. But the facility of authentication of fake news is not available from the social media site. Nowadays, social media become a platform for fake news and religious hatred among people. Is social media become an online serial killer of innocent people?. More than a twenty-five people have been killed across India. Social media playing a role in spreading malicious rumours and fake videos showing children had abducted from streets have gone viral. It’s leads to instigating locals to target any stranger or someone who cannot speak their language. The social media company has not accepted the accountability and responsibility of this menace when its users spread false information without knowing facts.

Irrational Thoughts: Social media has its pros and cons; therefore, everyone needs to learn basic tenet of Irrational Thoughts: Albert Ellis founded rational emotive behavior therapy in (REBT) in 1955. His influence in the field of psychology was remarkable. Therapy encompassed a wide range of psychological, emotional disorders. Its principle is our hidden irrational thought directly triggers to our anger, expectation, create an ego and situational problem. And it applies to all age group of society. From Stoic views, “People are disturbed not by things but by their view of things.” Ellis claimed that as a human, we are biologically predisposed to think irrationally. Our irrational hidden thoughts unknowingly manipulate our thoughts, feelings and behavior. Hidden irrational thoughts are the interdependent psychological process. Its included durable ‘Must, Should, awful zing, in people belief systems. Some harmful irrational thinking pattern in the mobs are A) People Should always do the right thing. When they behave obnoxiously, unfairly or selfishly, they must be blamed and punished. B) They angered us because their intention is not proper and not; therefore, they must be punished without any trail. C) Must worry about things that could be dangerous, unpleasant or frighten. D) Everyone needs to depend on someone stronger than themselves

Significance of study:

This study may focus on instant messaging apps like WhatsApp and Facebook are spreading online rumours for mob lynching incidents, and how to deal with this hard situation in future. Need to learn emotional regulation of self, other and for society.

REVIEW OF LITERATURE

Arnold (2016), the paper discusses the cases of mob lynching in India, from the first case of lynching observed in the Kherlanji massacre on 29 September 2006 to June 2017 was

seen five instances of lynching where it proves that there is a public disorder in the society today. **Seem Ukiya and NidhiDubey (Vol III Sept 2016)**; the forces several questions about the current scenario of mob lynching in India and people have to be made aware and educated that lynching is a severe crime.

Halai discusses the causes of mob frenzy, incidents of violence and the need for stringent laws that could bring the situation under control.

Objective:

1. Instant forwarding message apps what apps and Facebook play a harmful role in mob lynching
2. To know the problem of credibility of forwarding message
3. Individual way of irrational beliefs turns to create social havoc.

METHODOLOGY

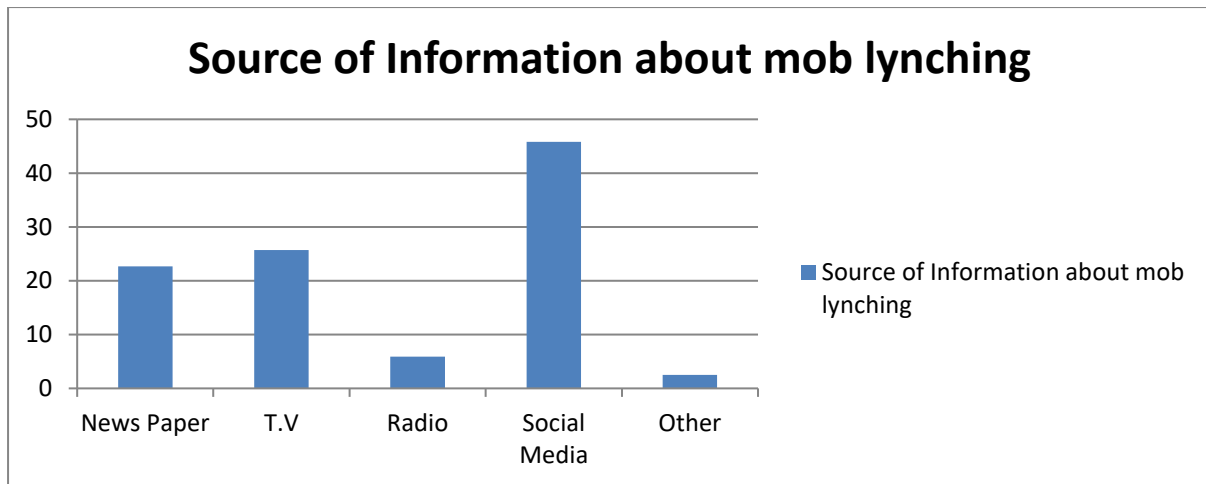
Descriptive Research Design is used for this paper. The sampling technique used for the feedback. The respondent chosen was according to the purpose of the study. This was used to get the correct data from the interested audience. The planned sample framework was 70, but the researchers got 52 valid questionnaires. The tool for collecting the data for the study surveyed using a questionnaire. The area of research sampling was MIT College students and some employed and self-businesspeople Aurangabad. The questionnaire has 11 questions where ten questions were closed-ended, and 1 item was open-ended. Including the demographic questions, there were 15 questions in total.

DATA ANALYSIS AND INTERPRETATION

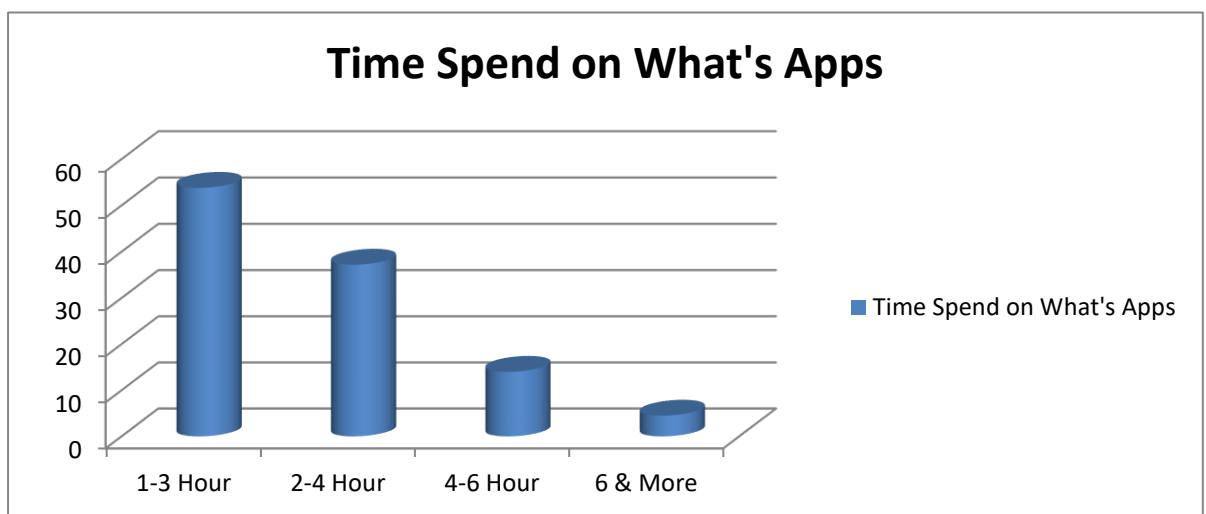
The Data gathered for this study is organized, SPSS has used for the present the result of the study.

Sr.No	Category				
1	Age	19-22	23-26	27-30	31-34
		36%	43.5%	8.2%	11.3%
2	Gender	Male		Female	
		54.9%		42.3%	
3	Occupation	Students	Employed	Self Employed	
		67.2%	25.7%	8.2%	
4	Education	Under Graduate	Graduate	Post Graduate	
		32.7%	43.5%	24.8%	

Out of all, a maximum number of participants, i.e. 43.5% belonged to the age group of 23-26 years, followed by 36% respondent are from the age group of 19-22. 11.3% are from 31-34 years of age group. 8.2% of participants are from the 27-30 age group. Male respondents were more 54.9% as compared to female respondents, 45.3%. According to data analysis, 67.2% respondent are student, whereas 25.7% respondent is employed, followed by 8.2% of respondents self-employed. 43.5% respondent is graduate, followed by 32.7% of respondents are under-graduate. 24.8% respondent is post-graduate.

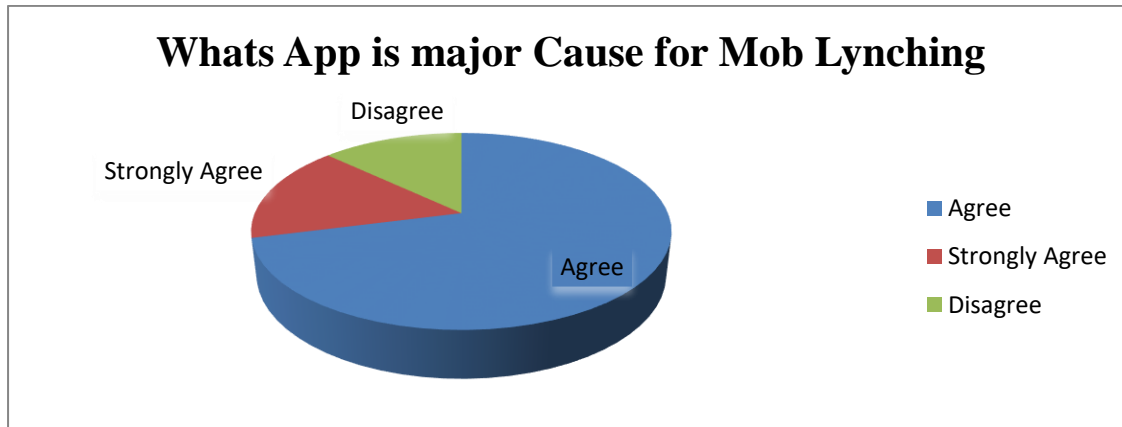


On the subject of the source of information about mob lynching, social media plays a vital role in the disseminating of online rumours. It indicates that social media involved in fake news. So it needs to regulate and restrict this instant messaging platform. Maximum(53.8%) respondent spend 1-3 hour on what’s app whereas 37% respondent spends 2-4 hours on what’s app followed by 14% respondent spends more than4 hours. 69.3% respondent says that they receive more than 40 messages per day this indicates there is a sizeable vicious circle of forwarded helpful and harmful messages among what’s app users



This instant forwarding message without finding facts and reality create havoc, the furore in society. Photos, information, quickly morphed and post it on what apps by miscreant people spread an online rumour of child kidnapping, skin smuggling, beef keeping, Love jihad etc.

Many cases of mob lynching contain the element of fake news, online rumour and message carrying like religious, communal, sarcastic, over patriotic, educational etc. spread on social media especially what's app, while asking respondent about the what's app as a significant cause of mob lynching, 71% respondent agree with the statement that what's app is the primary cause of mob lynching whereas 16% strongly agrees with the report, and the remaining 13%disagree. This chart indicates that what's app plays a significant harmful role in Mob lynching through fake news..



The role of psychologist: He observes peoples emotion, behavior and cognition and study the irrational, harmful pattern of them. His/hers role is extended to develop a democratic attitude and to sustain integrity among citizens. Impact of mob lynching is very detrimental for children and women. In Indian context caste, religious roots become the hurdle in scratching unity and integrity. Mob lynching resulted in many psychological

symptoms of PTSD, fear of outgoing, sleep disorder, problems of relation development. The psychologist helps to improve the coping capacity of the group. He is intended to enhance the cognition level of proper thinking while forwarding messages. He practices REBT and teaches them basic tenet behind our irrational thoughts.

CONCLUSION:

Spreading awareness of fake news, online rumours while using whatapps. It also suggests that to impose strict rules and regulation against the severe problem of mob lynching rising within India. It needs time to regulate the social media platform. It is worth to note that the incidents of mob lynching are not happening in Urban and Elite class group; the rural and labour class of our society contain this problem. These cases of mob lynching created horrible havoc and disturbed the soul of integrity. So it is suggested that these class of society should indulge in how to deal with technology and how they can safely use it.

REFERENCE:

- Beck A. T. (1999). Prisoners of Hate. New York, NY: Harper Collins. Datta PK. India Today. Retrieved, from India today, 2018
- Davies,H.W and Flannery, D.J(1998). Post-traumatic Stress Disorder in Children and Adolescents Exposed to Violence, Paediatric Clinics of North America,45(2),341-353 10)
- Dey A. As child lifting rumours spread, police across India start outreach units to quell fake news. Retrieved, 2018,

Diener, E.(1977) Deindividuation: Causes and Consequences. Social Behaviour and Personality,5,143-155

Digiuseppe R. A., Doyle C. A., Dryden W., Backx W. (2014). A Practitioner's Guide to Rational Emotive Behavior Therapy, 3rd Edn New York, NY: Oxford University Press.

Ellis, A. (1957). Rational psychotherapy and individual psychology. J. Individ. Psychol. 13 38–44

Gowen A (2018) As mob lynchings fueled by WhatsApp messages sweep India, authorities struggle to combat fake news. Retrieved, 2018, from The Washington Post, Democracy Dies in Darkness: [https://www. Washington post. Com](https://www.Washingtonpost.com)

Kanisetti A. Inciting lynch mobs through social media. Retrieved 2017-2018, from Deccan Herald

Stott, C.(2011). Crowd dynamics and public order policing. In T.D. Madensen and J. Knutsson(Eds) Preventing Crowd violence. Boulder, CO: Lynne

Rienner. Zimbardo, Philip(1969). “The Human Choice – Individuation, reason and other versus Oxford publication

www.wikipedia.org

www.indiatoday.com

www.indiaawarenow.com

A study on the assessment of levels of test – Anxiety in Children

Shaheen Shaikh*

ABSTRACT

Purpose of this study was to assess the level of test anxiety in school students and to find its' relationship with incapability and worry. Participants were 150 middle school students (75 females and 75 males). Stratification of the sample was done by obtaining a random proportional sample of classes within 5th grade to 9th grade to ensure that a wide variety of students of different ability levels were involved. The Westside Test Anxiety Scale was used to assess test anxiety in this study. It can be described as a 10-item, 5-point, Likert-type instrument. t-test, chi square were used to analyses the data The results show that there is no significant difference between males and females considering the rate of test anxiety and neither on worry. Pressure placed on females to succeed in school is same as that of males in the present day world. This leads to the increase in test anxiety levels equally both in girls and boys due to increase in competency in the educational world.

Keywords- *Anxiety, Male, Female.*

*Amity University Mumbai, Email ID: qtshanz@gmail.com

INTRODUCTION

Test anxiety is really common among college students. It is normal to feel some level of anxiety or stress regarding upcoming exams, papers or presentations. Examination stress and test anxiety are pervasive problems in modern society. As the information age continues to evolve, test scores will become even more important than they are today in evaluating applicants for demanding jobs and candidates for admission into highly competitive educational programs. This is because test anxiety generally causes decrements in performance and undermines academic achievement; the development of effective therapeutic interventions for reducing its adverse effects will continue to be an important priority for counselors, psychologists, and educators. Alleviating test anxiety will also serve to counteract the diminished access to educational and occupational opportunities that is frequently experienced by test-anxious individuals.

According to one review of the research on test anxiety different possibilities have been examined. For example, some studies have identified the root of test anxiety as lying in students' poor preparation. Those studies suggest that some students ineffectively organize or process information and they perform poorly on tests because of this. Naveh-Benjamin et al (1987) have found that when compared with less anxious students, highly test-anxious students have difficulties in organizing material to be learned. As several research studies have noted, highly test anxious students have less effective study habits compared to their low anxious counterparts. This view is also supported by Hembree (1988), who suggests that a lack of effective study skills contributes to poor performance under evaluative conditions, which in turn leads to heightening feelings of anxiety when it comes to performing in subsequent examinations. Support of this research emerged from treatment studies that have

concentrated on helping students to improve study skills. The results of these studies suggest that study skills can also help to reduce test anxiety and improve performance.

So, the motive of this study was to assess the extent of test anxiety in school students and to find its' relationship with incapability and worry.

REVIEW OF LITERATURE

A lot of research has been conducted in order to identify in what way test anxiety affects performance, considering the fact that this phenomenon has a variety of sources. According to one review of the research on test anxiety different possibilities have been examined. For example, some studies have identified the root of test anxiety as lying in students' poor preparation. Those studies suggest that some students ineffectively organize or process information and they perform poorly on tests because of this. Naveh-Benjamin et al (1987) have found that when compared with less anxious students, highly test-anxious students have difficulties in organizing material to be learned. As several research studies have noted, highly test anxious students have less effective study habits compared to their low anxious counterparts. This view is also supported by Hembree (1988), who suggests that a lack of effective study skills contributes to poor performance under evaluative conditions, which in turn leads to heightening feelings of anxiety when it comes to performing in subsequent examinations. Support of this research emerged from treatment studies that have concentrated on helping students to improve study skills. The results of these studies suggest that study skills can also help to reduce test anxiety and improve performance.

Test anxiety as a phenomenon has received considerable attention since 1950s. It is considered to be a common educational problem, referring to a situation when students do not feel confident about their abilities, which is reflected especially in their performance and tests results. This view is also supported by a study conducted by Spielberg (1962) with college

students, which revealed that while only 8 out of 138 low-anxiety students dropped out of college because of academic failure, twenty six out of 129 high anxious students left for the same reason.

In any classroom it is likely at least one student can be found with test anxiety. Most research indicates the prevalence rate of test anxiety ranges from 25-40% of the population. Rates of test anxiety are higher among females according to studies using self-reported measures. Research conducted by Hambree (1988) found that test anxiety steadily increases in the early elementary grades, stabilizes around fifth grade, and remained constant through the rest of a student's school years.

Eysenck formulated one possible hypothesis for this relationship between a high level of test anxiety and lowered cognitive performance. According to Eysenck, restriction in working memory capacity is responsible for the decrements in cognitive performance of highly test-anxious individuals. In test situations these individuals encounter task-irrelevant thoughts, such as worries and concerns about self-evaluative aspects of failure, which partially occupy working memory capacity. According to this interference model of test anxiety, anxiety disturbs the recall of prior learning and thus degrades performance. In general, interference models are most applicable to complex tasks rather than to easy tasks, because in easy tasks the remaining memory capacity may suffice to fulfill task requirements. According to Hodge, McCormick, and Elliot (1997), for instance, explored the level of test anxiety in a large group of adolescents as they approached their last exam. He found that most of the students, especially girls, were encountering a high level of distress during this time, and variables like poor socio-economic condition and the perception of academic competence makes them to be most vulnerable to these negative states. Cole, Truglio, and Peek (1999) in assertion of aforementioned studies, found that female students mentioned elevated levels of anxiety and depression and also devalue their academic competence, while

male students showed a reversed trend and overvalued their competency. Consistent with previous research, some other studies also showed that both female undergraduate and graduate students experience more test anxiety than male counterparts in spite of having higher GPAs than male students.

AIMS/OBJECTIVES

1. Assessment of levels of test anxiety.
2. Association between test anxiety levels in male and females.
3. Relationship between incapability, worry and gender.

HYPOTHESES

1. There is no significant difference between males and females considering the rate of test anxiety.
2. There is no significant difference between males and females considering the level of incapability.
3. There is no significant difference between males and females considering the level of worry.

METHOD

Participants

Participants were 150 middle school students. Students were from middle school who volunteered to take part in this study. Stratification of the sample was done by obtaining a random proportional sample of classes within 5th to 9th.

Westside Test Anxiety Scale was administered on the sample. The instructions were given to the sample stating that no answer is right or wrong and answer honestly. This process enabled the researcher to ensure that students answered all the items in the questionnaire.

The Westside Test Anxiety Scale was used to assess test anxiety in this study. It can be described as a 10-item, 5-point, Likert-type instrument. Students were required to read the assertions, and then check the scale number which indicated how much they are frightened when in the mentioned situation. The instrument was modified for the purpose of this study in an attempt to make the items easier to understand by the young participants. For example “exam” was replaced with “test”.

The test was conducted to measure anxiety impairments with six items assessing incapability and four items measuring worry and dread which interferes with concentration. The Westside scale combines six items assessing impairment, four items on worry and dread, and no items on physiological over-arousal. The cognitive items are similar to those in the Cassady-Johnson (2001) Cognitive Test Anxiety Scale and in other familiar anxiety scales, and the impairment items are similar to those on the Alpert-Haber (1960) Debilitative Anxiety Scale. The Westside scale thus has high face validity, in that it includes the highly relevant cognitive and impairment factors but omits the marginally relevant over-arousal factor.

To analyze data from the anxiety measure, the researcher totaled the scores on the survey and divided the number by ten to get each student’s Test Anxiety score.

PROCEDURE

The questionnaire was administered was given to the sample. Participation by students was purely voluntary and confidentiality was strictly maintained.

RESULTS

The primary purpose of this study was to investigate the relationship between test anxiety and gender. Findings show that 10% of students in our sample suffer from test

anxiety. The analysis shows that there is no meaningful relationship between test anxiety and gender variation. This is inconsistent with the previous researches on gender effects on test anxiety. However, this difference has been evidenced by some researches.

This statistical analysis was done to explore to assess the level of test anxiety in school students and to find its' relationship with incapability and worry.

Table no. 1 was shown to describe that the total test anxiety status, test anxiety status of boys and girls and total test anxiety percentage.

TEST ANXIETY STATUS	BOYS	GIRLS	TOTAL	PERCENTAGE
LOW	8	7	15	10
MODERATE	32	33	65	43.3
MODERATELY HIGH	27	28	55	36.6
EXTREME	8	7	15	10

Table no. 2 was shown to describe gender, mean and standard deviation of test anxiety level

GENDER	MEAN	STD. DEVIATION
MALE	2.772	0.5275
FEMALE	2.801	0.5605
TOTAL	5.5733	1.0881

Table no. 3 was shown to describe gender, mean and standard deviation of incapability and worry.

GENDER	INCAPABILITY		WORRY	
	MEAN	STD.DEVIATION	MEAN	STD.DEVIATION
MALE	1.712	0.3857	1.06	0.2984
FEMALE	1.688	0.3857	1.1146	0.2826
TOTAL	3.4	0.7714	2.1746	0.5811

CONCLUSION

In the first analysis the researcher's purpose was to test the first null hypothesis "There is no difference between males and females considering the rate of test anxiety". The t-test was conducted. The results show that there is no significant association between males and females considering the rate of test anxiety. Comparing the mean of test anxiety scores between male and female students shows that there is no meaningful difference between males and females considering the rate of test anxiety. As it is shown in table 2 the mean of test anxiety score for female students ($X=2.80133$, $SD=0.5605$) was almost same as the mean of test anxiety score for male students ($X=2.772$, $SD=0.5275$). In the second analysis, the researcher aimed at finding the relationship between incapability and sex of a person. To test the second null hypothesis "There is no relationship between incapability and gender" the data collected by test anxiety questionnaire (test anxiety scores) and the students' GPA (grade point average) was analyzed. It was tested using the t-test and the chi-square test. The results show that there is a no significant association between these two variables. In the third analysis, the researcher intends to test the third null hypothesis "There is no relationship between worry and gender". For testing this, the t- test and the chi- square tests were conducted. The results show that there is no meaningful relationship between worry and

gender. Further, the correlation between the incapability and worry was computed and it was found that the variables are uncorrelated.

REFERENCES

- Barker, P. (2003). *Psychiatric and Mental Health Nursing: The Craft of Caring*. London: Edward Arnold.
- Barlow, David H. (2000). "Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory". *American Psychologist* 55 (11): 1247–63..Iacovou, Susan (July 2011).
- Bouras, N.; Holt, G. (2007). *Psychiatric and Behavioral Disorders in Intellectual and Developmental Disabilities* (2nd ed.). Cambridge University Press.
- Cassady, J. (2010) *Anxiety in schools: The causes, consequences, and solutions for academic anxieties*. New York, NY: Peter Lang Publishing.
- Cassady, J. (2010) *Anxiety in schools: The causes, consequences, and solutions for academic anxieties*. New York, NY: Peter Lang Publishing.
- Columbus, A.M. (2008). *Advances in psychology research*. New York, NY: Nova Science Publishers.
- Covington, M. V. (1985). Test anxiety: Causes and effects over time. In H. M. van der Ploeg, R. Schwarzer, & C. D. Spielberger (Eds.), *Advances in test anxiety research* (Vol. 4, pp.55–68). Lisse, The Netherlands: Swets&Zeitlinger.
- Davison, Gerald C. (2008). *Abnormal Psychology*. Toronto: Veronica Visentin. p. 154
- Diagnostic and Statistical Manual of Mental Disorders* American Psychiatric Association. (5th ed. ed.). Arlington: American Psychiatric Publishing. 2013. pp. 189–195.

Driscoll, R. (2004). Westside test anxiety scale validation. Retrieved from <http://www.testanxietycontrol.com/research/sv.pdf>

<http://en.wikipedia.org/wiki/Anxiety> Seligman, M.E.P.; Walker, E.F.; Rosenhan, D.L.. Abnormal psychology (4th ed.). New York: W.W. Norton & Company-

<http://search.ebscohost.com.proxy.library.ohiou.edu/login.aspx?direct=true&db=ehh&AN=13959214&site=ehost-live>

<http://www.apa.org/>

<http://www.ccsenet.org/journal/index.php/elt>

https://www.ohio.edu/education/academicprograms/upload/Grubb_MasterResearchProject.pdf

McDonald, 2001; Raffety, Smith, & Ptacek, 1997; Segool, Carlson, Goforth, von der Embse, & Barterian, 2013; Sena et al., 2007

Öhman, Arne (2000). "Fear and anxiety: Evolutionary, cognitive, and clinical perspectives". In Lewis, Michael; Haviland-Jones, Jeannette M. Handbook of emotions. New York: The Guilford Press. pp. 573–93.

Ormel J.; Jeronimus, B.F.; Kotov, M.; Riese, H.; Bos, E.H.; Hankin, B. (2013). "Neuroticism and common mental disorders: Meaning and utility of a complex relationship". Clinical Psychology

Segool, N. (2009). Test anxiety associated with high-stakes testing among elementary school children: prevalence, predictors, and relationship to student performance. ProQuest LLC, 68(5), 177. Retrieved from.

The Relationship between Self Concept and Achievement Motivation among Senior College Students

Dr. Ravindra Ramdas Shinde*

ABSTRACT

The objective of the present study was to examine the achievement motivation and self-concept of senior college students. **Sample:** Total 100 senior college students were selected the final study. Among them 50 subjects were boy's senior college students and 50 subject 'girl's senior college students. The age range of students 18 to 24 years (M = 20.23, SD = 3.45). **Hypothesis** was there will be significant difference between boys and girls senior college students with respect to achievement motivation. And second hypothesis was there will be significant difference between boys and girls senior college students with respect to self-concept. There will be positive correlation found between achievement motivation and self-concept senior college students. **Tools:** Achievement motivation inventory was constructed and standardized by B. N. Mukharji. **Results** revealed that Girls senior college students had significantly high achievement motivation than the boy's senior college students. Second result was Girls senior college students had significantly high self-concept than the boy's senior college students. Third Result: positive correlation found between achievement motivation and self-concept among senior college students.

Key Words: *achievement motivation, self-concept, senior college students.*

* Assistant Professor, Department of Psychology, Vivekanand Arts, Sardar Dalipsingh Commerce & Science College, Aurangabad..

INTRODUCTION

Achievement motivation and self-concept are very important to educational performance. Abraham Maslow told when the need for love and belongingness are met; individual can then focus on higher level needs of intellectual achievement. Many researched evidence to support that the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. This study objective is to explore to examine the achievement motivation and self-concept of senior college students.

Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to “cognitive, emotional, and behavioral indicators of student investment in and attachment to education” (Tucker, Zayco, & Herman, 2002, 477). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Schmidt & Frieze, 1997,427). All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve (Zenzen, 2002, 10).

Chowdhury, and Pati, (1997, 135) assert that ‘self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked one will have an opportunity to acquire an attitude of self-acceptance and respect for one self’. According to Wang and Lin (2008)self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual’s self-concept predict whether or the extent

to which he or she was able to accomplish academic tasks successfully or unsuccessfully. They further quote Byrne that much of the earlier interest in the self-concept versus achievement relationship stemmed from the belief that academic self-concept had motivational functions and thus, changes in academic self-concept would lead to changes in subsequent academic achievement.

Abouserie (1995) gives evidence that self-concept and achievement motivation are correlated and his analysis suggests that self-concept makes a positive contribution to students' scores on deep processing. Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Abouserie, 1995; Tella, 2007; Broussard, 2002; Wilkins, 2006) suggest that achievement motivation and self-concept are directly and indirectly related to academic achievement. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007). Therefore the students' personality variables in general and self-concept and achievement motivation in particular, have substantial influence on their approaches to study.

Objective of the study:

- The objective of the present study was to examine the achievement motivation and self-concept of senior college students.

Hypothesis:

- There will be significant difference between boys and girls senior college students with respect to achievement motivation.
- There will be significant difference between boys and girls senior college students with respect to self-concept.
- There will be positive correlation found between achievement motivation and self-concept senior college students.

Method

Sample:

Total 100 senior college students were selected for the final study. Among them 50 subjects were boys' senior college students and 50 subjects were girls' senior college students. The age range of students 18 to 24 years ($M = 20.23$, $SD = 3.45$).

Research design

Simple research design used in the present study.

Variable

Independent variable-

Gender a) Boys b) Girls

Dependent variable-

- 1) Self Concept
- 2) Achievement Motivation

Research Tool:

1) Achievement Motivation Inventory:

This test is developed and standardized by B.N. Mukharji. The test consisted of 50 items. The subjects were required to respond to each item in terms of 'Always', 'Neutral' and 'Sometimes'.

The test-retest Reliability Coefficient Range from .83 to .89.

2) Self-Concept Scale (SCQ):

This scale was constructed and standardized by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree',

Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88.

Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

STATISTICAL DATA ANALYSIS

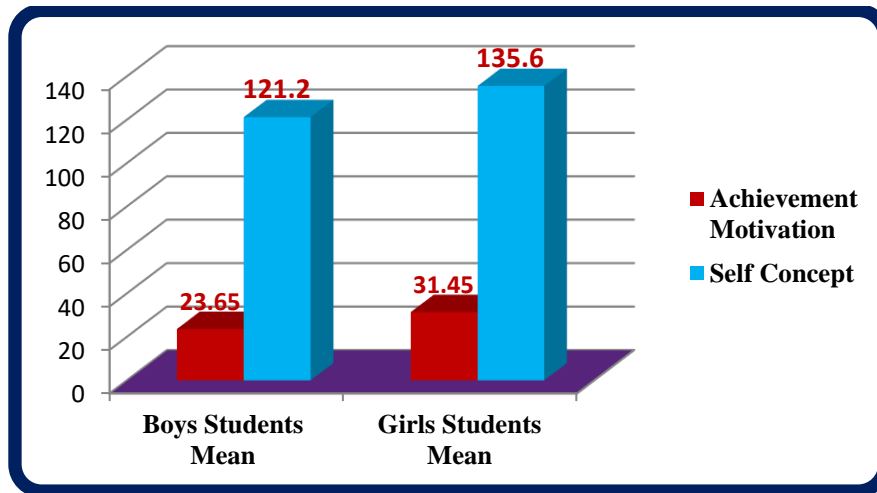
The Mean and SD with graphical representation for Students on Self-Concept and Achievement Motivation was analyzed. A simple design was selected to adequate of statistical analysis of 't' test and Pearson product moment correlation in order to examine the roll of main as well as subsequently on Self-Concept and Achievement Motivation.

't' showing the significance of difference between the boys and girls senior college students respect to Self-Concept and Achievement Motivation.

Dimension	Boys Students (N=50)			Girls Students (N=50)			t- ratio	df	P
	Mean	SD	SE	Mean	SD	SE			
Achievement Motivation	23.65	3.40	1.05	31.45	3.74	1.81	10.91**	98	0.01

Self-Concept	121.2	7.84	1.65	135.6	6.69	2.03	9.87**	98	0.01
---------------------	-------	------	------	-------	------	------	--------	----	------

$0.01 = 2.62, 0.05 = 1.98$



Achievement Motivation score of the Boys senior college students Mean is 23.65 & SD is 3.40 and Girls senior college students Mean is 31.45 & SD is 3.74, t values is (98) 10.91 and two mean is highly significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the Girls senior college students have significantly high Achievement Motivation than the boy’s senior college students.

Self-Concept score of the Boys senior college students Mean is 121.2 & SD is 7.84 and Girls senior college students Mean is 135.6 & SD is 6.69, t values is (98) 9.87 and two mean is highly significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the Girls senior college students have significantly high self-concept than the boy’s senior college students.

Correlations

	Achievement Motivation	Self-Concept
Achievement Motivation	--	.72**
Self-Concept	.72**	--
N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Achievement Motivation and Self Concept Pearson product moment correlation found is .72 and both levels significant it concluded is there was positive correlation found between achievement motivation and self-concept senior college students.

CONCLUSION

- 1) Girl's senior college students have significantly high Achievement Motivation than the boy's senior college students.
- 2) Girl's senior college students have significantly high self-concept than the boy's senior college students.
- 3) There is positive correlation found between achievement motivation and self-concept senior college students.

REFERENCES

- Abouserie, R. (1995). Self-esteem and achievement motivation as determinants of students' approaches to studying, *Studies in Higher Education*, 20: 1, 19-26
- Achievement and Self-Concept of Elementary School Children, *Early Child Development and Care*, 137: 1,133-143

- Acosta, E. S. (2007). The relationship between school climate academic self-concept and academic achievement. *Humanities and Social Sciences*, 62(5), 17-27.
- Boulter, L. T. (2002). Self-concept as a predictor of college freshman academic adjustment. *College Student Journal*, 36(2), 234-246.
- Chowdhury, A., & Pati, C. (1997). Effect of Selected Family Variables on Social Preference, Academic
- Cooley, K. O. (2000). An investigation of the academic self-concept and its relationship to academic achievement in African American college students. *Journal of Black Psychology*, 26 (2), 148-164.
- Haque, A. and K. Sarwat. 1998. Age, gender, and achievement effects on academic self-concept of high school children. *Pakistan Journal of Psychological Research*, 13: 35-42.
- Harter, S. (1986.) Processes underlying the construction, maintenance, and enrichment of the self-concept in children, in: J. Suls & A. Greenwald (Eds.) *Psychological perspectives on the self* (vol.3, pp.137- 181).
- Majda Schmidt and Branka Cagran, (2008). Self-Concept of Students in Inclusive Settings, *International Journal of Special Education*, Vol.23, No.1, 2008, pp.8-17.
- Riffat -un-Nisa Awan, Noureen Ghazala, Naz Anjum (2011) A Study of Relationship between Achievement Motivation, Academic Self Concept and Achievement in English and Mathematics at Secondary Level. International educational studies Vol 4, No 3 (2011)Awan.*
- Riffat-Un-Nisa Awan, Ghazala Noureen & Anjum Naz, (2011). A Study of Relationship between Achievement Motivation, Self-Concept and Achievement in English and Mathematics at Secondary Level, *International Education Studies*, Vol. 4, No. 3; August 2011, pp. 72-79.

Shavelson R.J., Hubner, J.J. & Stanton, J.C. (1976). Self-Concept: Validation of Construct Interpretation. *Review of Educational Research*, 46, 407-441.

Villarroel, V. A. (2001). Relationship between self-concept and academic performance. *Psyche: Revista de la Escuela de Psicología*, 10(1), 3-8.

Zanobini, M., & Usai, M. C. (2002). Domain-specific Self-concept and Achievement Motivation in the Transition from Primary to Low Middle School, *Educational Psychology*, 22: 2, 203-17.

Effect of Workplace Spirituality on Psychological Well-Being of Working Women across Different Professional Sectors

Dr. Soumya Sharma* and Dr. R.K. Sokhi**

ABSTRACT

The present study was to Effect of workplace Spirituality on psychological well-being of working women across different professional sectors. The sample comprised 360 working women across the country from different geographical locations, 120 each in Public Sector, Private Sector and Teaching. The age varied between 25-60 years with mean age being 35.05 years. The scale was used for data collection the psychological wellbeing scale developed by Ryff (1989) and the workplace spirituality measure developed by Petchsawang & Duchon (2009) and Val Kinjerski (2006). Factorial design was used and data were analysis by Mean, SD and 'f' values. The findings of the study revealed that there was no significant difference in psychological well-being of working women across the three professional sectors, however, teaching women professionals had the highest level of psychological well-being amongst the three professional sectors.

Keywords: *psychological well-being, workplace spirituality.*

* Assistant Professor, Amity University, Mumbai, Email id: soumyasharma21@gmail.com

** Assistant Professor, Amity University, Mumbai, Email id: rajinderksokhi@gmail.com

INTRODUCTION

Psychological well-being is a diverse construct encompassing myriad of psychological and social dimensions. Research has shown that psychological wellbeing is a multidimensional concept (Wissing & Van Eeden, 2002), which develops through a combination of cognition, emotional regulation, personality characteristics; identity and life experience (Bradburn, 1969). The cognitive aspect is an information based appraisal of an individual's life, when one is involved in consciously evaluating one's life satisfaction as a whole. The affective aspect is a hedonic evaluation based on emotions such as pleasant/unpleasant states of mind. Research on Psychological wellbeing has traditionally focused on two approaches viz. Hedonic and Eudemonic tradition. According to the Hedonic view of well-being, the focus is to maximize pleasure and minimize pain and to find the good or bad elements of life in order to maximize happiness (Kahneman, Diener & Schwarz 1999). Diener (1984) further developed the notion of happiness and proposed the concept of subjective well-being (SWB). Diener and his colleagues concluded that subjective wellbeing (SWB) refers to people's evaluation of their lives, and the evaluations include both affective and cognitive aspects (Diener, & Lucas, 1999). The philosophical roots of eudemonia are in Aristotle's (1925) formulation of the highest human good which he termed as Eudemonia. Eudemonia thus captured the essence of the two great Greek imperatives: first, to know yourself, and second, to become what you are. Bradburn (1969) highlighted that Psychological wellbeing "stands out as being of primary importance" (p. 6). He linked this to Aristotle's view of eudemonia, which is now commonly translated as wellbeing

Workplace Spirituality" has emerged as a concept through which individuals want to become aware of the meaning they attach to their work and derive satisfaction and work or

career is no longer being looked as just a source of livelihood, but more as a personal journey of self-discovery and direction. There is increasing evidence that a marked transformation is occurring in many organizations whereby organizations that have long been viewed as primarily driven by rationality are considering making space for spiritual dimension, a dimension that has more to do with meaning, purpose and a sense of community (Ashmos and Duchon, 2000). Kinjerski & Skrypnek (2004) suggest that the reason for this is that employees are seeking work that is inspiring and meaningful, striving to maintain work-life balance because many employees have become demoralized and experience spiritual disorientation and uncertainty. Workplace spirituality involves the attempt to find one's ultimate aim in life, to develop a strong connection with co-workers and other people associated with work, and to have consistency between one's core beliefs and the values of their organization. Accordingly, workplace spirituality can be defined as "the recognition that employees have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community" (Ashmos and Duchon, 2000, p. 137).

Kinjerski & Skrypnek (2006) have focused on the individual experience of spirit at work, for the individual, is a spirit at work, something more than employees, trying to express his/her spiritual self at work. Spirit at work is a distinct construct reflecting a particular human experience and has a lot in common with different notions of spirituality, but reflects spirituality experienced in the context of work. Spirit at work is a distinct state that is characterized by cognitive, interpersonal, spiritual, and mystical dimensions. Spirit at work involves: *engaging work* characterized by a deep feeling of well-being, a belief that one is engaged in meaningful work that has a higher purpose, an awareness of alignment between one's values and beliefs and one's work, and a sense of being authentic; a *spiritual connection* characterized by a sense of connection to something larger than self; a *sense of community* characterized by a feeling of

connectedness to others and common purpose; and a *mystical or unitive experience* characterized by a positive state of energy or vitality, a sense of perfection, transcendence, and experiences of joy and bliss.

Research indicates that workplace spirituality facilitates self-discovery and also a greater sense of personal security. A number of research studies on spirituality have brought to light that workplace spirituality result in positive individual level outcomes for employees such as increased joy, serenity, job satisfaction and commitment towards the organization (Paloutzian, Emmons, and Keortge, 2003; Reave, 2005, Krishna kumar and Neck, 2002).

Objectives

- To study the significant difference in the two variables viz. Psychological well-being, and workplace spirituality amongst working women across the three professional sectors viz. public, private and teaching.
- To examine the role of workplace spirituality in predicting psychological well-being amongst working women across the three professional sectors viz. public, private and teaching.

METHOD

Sample:

The sample comprised 360 working women across the country from different geographical locations, 120 each in Public Sector, Private Sector and Teaching. The age varied between 25-60 years with mean age being 35.05 years.

Measures:

Psychological well-being scale (Ryff, 1989):

The psychological wellbeing scale developed by Ryff (1989) comprises six distinct components: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery and autonomy. The 54 item version has been used for this study. It is a 6 point likert scale with options ranging from 1 (strongly disagree) to 6 (strongly agree). The sub scores from each scale are added to get an overall score, with higher score reflecting high psychological well-being. Internal consistency values (coefficient alpha) for each dimension ranged between 0.86 and 0.91 indicating high reliability of the scale. Correlation coefficients varied between 0.83 and 0.99 indicating higher level of validity for the scale.

Workplace Spirituality Scale:

The workplace spirituality measure developed by Petchsawang & Duchon (2009) and Val Kinjerski (2006) were used to measure workplace spirituality amongst working women. Each dimension of the scale developed by Petchsawang & Duchon exhibits adequate reliability, and cronbach's alpha for the entire scale is .85. The scale developed by Kinjerski indicates very acceptable internal consistency reliabilities for the total scale ($\alpha = .93$) and the four subscales (α 's from .86 to .91). Combining the two measures, the scale comprised 32 items in total. The responses were marked on a five point likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Procedure:

The participants (working women) for the study were personally contacted and requested for cooperation after briefly introducing the aim of the study. Some participants

Obligated to complete the measures immediately thereby allowing the investigator to ensure that the participant gave responses to all the items. Instructions were given to the participants only

after forming adequate rapport. Others requested time, in which case, the responses were collected through e-mails.

RESULTS

Table 1: Descriptive Statistics of the Variables across the Three Professional Sectors viz. Public, Private and Teaching

Variable	Public (N=120)	
	Mean	SD
Psychological Well-being	230.61	23.13
Workplace Spirituality	121.10	9.59
	Private (N=120)	
	Mean	SD
Psychological Well-being	231.87	26.14
Workplace Spirituality	117.93	13.74
	Teaching (N=120)	
	Mean	SD
Psychological Well-being	233.44	23.46
Workplace Spirituality	123.33	9.52

As depicted in Table 1, mean of psychological well-being is highest for teaching sector women professionals (M=233.44), followed by private sector (M=231.87) and lastly public sector women professionals (M=230.61). Mean of workplace spirituality is highest for

teaching sector women professionals (M=123.33) followed by public sector (M=121.10) and lastly private sector women professionals (M=1117.93).

Table 2: Mean (M) and Standard Deviation (SD) and F value of the Sub-dimensions of Psychological Well-being of the Total Sample across the Three Professional Groups viz. Public, Private and Teaching

Psychological Well-being	Public (N=120)		Private (N=120)		Teaching (N=120)		F
	Mean	SD	Mean	SD	Mean	SD	
Autonomy	36.12	4.49	37.12	5.31	37.03	4.81	1.53
Environmental Mastery	38.73	5.08	37.43	5.54	38.12	4.55	1.97
Personal Growth	38.70	5.88	40.31	6.47	39.47	6.81	1.89
Positive Relations with others	40.00	6.03	40.34	6.55	40.96	6.01	.73
Purpose in Life	38.24	5.04	38.59	5.32	38.66	4.71	.23
Self-Acceptance	38.37	4.43	38.33	5.97	39.22	3.92	1.27

According to Table 2, as indicated by the F values, there is no significant difference in the sub-dimensions of psychological well-being of working women across the three professional sectors viz. Public, private and teaching.

Table 3: Mean (M), Standard Deviation (SD) and F value of the Sub-dimensions of Workplace Spirituality of the Total Sample across the Three Professional Groups viz. Public, Private and Teaching

Workplace Spirituality	Public (N=120)		Private (N=120)		Teaching (N=120)		F
	Mean	SD	Mean	SD	Mean	SD	
Compassion	15.23	2.26	15.03	2.44	15.29	2.32	.430
Mindfulness	21.98	4.69	22.89	4.28	21.73	5.3	1.98
Engaging Work	26.50	3.03	25.88	4.25	27.32	3.21	5.00**
Meaningful work	26.42	3.3	25.46	4.17	27.55	2.98	10.61**
Transcendence	19.09	2.86	18.32	3.32	19.62	2.82	5.67**
Spiritual Connection	11.88	1.79	10.63	2.44	11.90	1.61	15.13**

Note: **p<.01

According to Table 5, as indicated by the F values, there is a significant difference in four sub-dimensions of workplace spirituality viz. engaging work (F=5.00), meaningful work (F=10.61), transcendence (F=5.67) and spiritual connection (F=15.13), with teaching women professionals scoring significantly higher compared to the other two professional sectors viz. public and private.

Table 4: One-Way ANOVA for Psychological Well-being in Women across Three Professional Sectors viz. Public, Private and Teaching

Study Variables		SS	df	MS	F
	Between Groups	1137.91	2	568.95	
Psychological Well-being	Within Groups	189578.48	357	531.03	1.07
	Total	190716.40	359		
	Between Groups	1767.65	2	883.82	
Workplace Spirituality	Within Groups	44197.45	357	123.80	7.13**
	Total	45965.10	359		

As depicted in Table 3, there is no significant difference in the psychological well-being of women professionals across the three professional sectors viz. public, private and teaching. For workplace spirituality, the value of f (7.13) is significant, thereby implying that there is a significant difference in workplace spirituality of working women across the three professional sectors, with teaching women professionals having the highest level of workplace spirituality.

Table 5: Step-wise Multiple Regression Analysis Predicting Psychological Well-being of Women Professionals from Workplace Spirituality across the three professional sectors viz. public, private and teaching

Sector	B	SeB	β	P	Adjusted R2
--------	---	-----	---------	---	-------------

Public	(Constant)	256.42	27.85	.000	.203
	Workplace Spirituality	.672	.193	.291**	.000
Private	(Constant)	154.83	25.18	.000	.135
	Workplace Spirituality	.671	.153	.392**	.000
Teaching	(Constant)	206.22	32.97	.000	.261
	Workplace Spirituality	.927	.195	.376**	.000

As depicted in Table 5, in step-wise multiple regression, significant model emerged for psychological well-being of public sector women professionals, with workplace spirituality emerging as a significant predictor ($\beta=.291^{**}$) of psychological well-being of public sector women professionals, which explained 20.3% of the variance (Adjusted $R^2=.203$). Significant model emerged for psychological well-being of private sector women professionals with workplace spirituality emerging as a significant predictor ($\beta= .392^{**}$), which explained 13.5% of the variance (Adjusted $R^2=.135$). Significant model emerged for psychological well-being of teaching sector women professionals with workplace spirituality emerging as a significant predictor ($\beta= .376^{**}$), which explained 26.1% of the variance (Adjusted $R^2=.261$).

DISCUSSION

The aim of the present research study was to study the significant difference in the two variables viz. Psychological well-being, and workplace spirituality amongst working women across the three professional sectors viz. public, private and teaching. Also, to examine the role

of workplace spirituality in predicting psychological well-being amongst working women across the three professional sectors viz. public, private and teaching.

The findings of the study indicated that there was no significant difference in overall psychological well-being of working women across the three professional sectors. However, the mean values indicated that teaching women professionals had the highest psychological well-being across the three professional sectors. Micro analysis of the sub-dimensions of psychological well-being (as depicted in Table 2) also revealed no significant difference in women across the three professional sectors. These findings are inconsistent with the previous researches wherein significant differences were found in the psychological well-being of women working in different professional sectors. Research study by Srimathi & Kumar (2010) revealed that women teachers had the highest overall psychological well-being scores and also along the entire sub-dimensions of psychological well-being, followed by Bank employees and lastly private sector employees. Similar findings were reported in a research study conducted by Syafhendry, Fadhila & Arief (2017) on psychological well-being of Riau Malay women working in various organizations. Research study by Sahoo & Mohapatra (2009) & Ilgan, Cengiz, Ata & Akram (2015) also revealed that teachers had the highest well-being compared to other professionals.

The findings of the present study wherein no significant difference has been found in psychological well-being of the professionals could be attributed to the fact that there is stiff competition at work and since all the professions have similar kind of challenges and deadlines to match, everyone has to compete in this work environment.

Further, the findings of the study indicated significant difference in workplace spirituality and its sub-dimensions viz. engaging work, meaningful work, transcendence and spiritual connection of women across the three professional sectors with teaching women

professionals having the highest level of workplace spirituality followed by public sector and lastly private sector.

There could be several explanations for such findings, as it is believed that Spirituality as a concept is interwoven in education; “intellect, emotion, and spirit depend on one another for wholeness. They are interwoven in the human self and in education at its best” (Palmer, 1998). A research study by Bradley & Kauanui (2007) examined the spirituality of professors and the spiritual atmosphere found in a private secular college, a private Christian college and a state university located in South California. The results indicated that there was a difference in spirituality of professors across the three campuses and that spirituality of professors reflected the spiritual culture found on the campus, with professors from Christian college being considerably warmer and spiritual. The study also acknowledged that the need for spiritual expression lags far behind in the corporate world, whereas, within the academic setting a person develops fully- mind, body and spirit. It is also possible that teaching proves to be an uplifting experience for individuals, which provides them an internal feeling of satisfaction; such that they are able to feel that they are contributing towards a cause higher and greater than themselves, which further enhances their sense of spirituality at workplace.

According to another major finding of the study, workplace spirituality emerged as apposite and significant predictor of psychological well-being amongst public, private and teaching sector women professionals. The findings of the present research study are in line with previous researches wherein it has been suggested that workplace spirituality enhances psychological well-being of employees. Sheep (2006, p. 357, 372) suggested that workplace spirituality has “potentially strong relevance to the well-being of individuals, organizations, and societies” and can potentially help organizations in dealing with the issue of their employees’ quality of life. Similarly, Mckee, Driscoll, Kelloway, and Kelley (2011) found empirical

support for the positive relationship of workplace spirituality dimensions with employees' mental well-being, healthy behavior, physical well-being, and spiritual well-being. Workplace spirituality can be viewed as a process of influencing an individual's self-concept at work and the social identity that an individual derives from work-unit membership. Work and working conditions are crucial determinants of well-being and promote mental health among employees (Kopp et al. 2008; Leka et al. 2011). Another research study by Sharma & Rastogi (2012) highlighted that workplace spirituality was a significant predictor of psychological well-being at a macro level. Also, sub-dimensions of workplace spirituality such as meaningful work, sense of community and alignment of values emerged as critical factors in determining employees' autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance at a micro level. Another research study by Ajala (2013) examined the impact of workplace spirituality on psychological well-being of employees in the industrial sector on a sample of N=275. The finding of the research study suggested that workplace spirituality predicted psychological well-being amongst employees. Research by Awan & Sitwat (2014) reported similar findings wherein significant positive relationship was found between workplace spirituality and psychological well-being.

Therefore, the findings of the study suggest that workplace spirituality differs significantly across the three professional sectors viz. public, private and teaching. Also, workplace spirituality is a significant and positive predictor of psychological well-being amongst the working women professionals.

CONCLUSION

The aim of the present research study was to study the significant difference in the two variables viz. Psychological well-being, and workplace spirituality amongst working women across the three professional sectors viz. public, private and teaching. Also, to examine the role

of workplace spirituality in predicting psychological well-being amongst working women across the three professional sectors viz. public, private and teaching. The findings of the study revealed that there was no significant difference in psychological well-being of working women across the three professional sectors; however, teaching women professionals had the highest level of psychological well-being amongst the three professional sectors. The findings of the study also suggested that workplace spirituality varied significantly in working women across the three professional sectors with teaching women professionals reporting the highest level of workplace spirituality. Further, the findings of regression analysis also suggested that workplace spirituality is a significant positive predictor of psychological well-being of working women across the three professional sectors.

REFERENCES

- Ajala, E. M. (2013). Quality of work life and workers well-being: The industrial social workers approach. *IFE Psychologia*, 21(2), 46-57.
- Ashmos, D. & Duchon, D. (2000). Spirituality at work. *Journal of Management Inquiry*, 9(2): 134-145.
- Awan, S., Sitwat, A. (2014), Workplace spirituality, self-esteem, and psychological well-being among mental health professionals. *Pakistan Journal of Psychological Research*, 29(1), 125-149.
- Bradburn, N. (1969). *The Structure of Psychological Well-being*. Chicago: Aldine.
- Bradley, J. and Kauanui, S.K.(2003). Comparing spirituality on three southern California college campuses. *Journal of Organizational Change Management* 16, 448–62.

- Diener, E., Suh, M., Lucas, E., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276–302.
- Ilgan, Abdurrahman, Cengiz, O. Ata, A., Akram, Muhammed. (2015). The relationship between teachers' psychological well-being and their quality of school work life. *Journal of Happiness & Well-being*, 3(2), 155-181.
- Kahneman (1999). Objective Happiness. In D. Kahneman, E. Diener, & N. Schwarz (Eds.). *Well-being: The Foundations of Hedonic Psychology*, 3-25. New York: Russell Sage Foundation.
- Kinjerski, V. & Skrypnek, B. J. (2004). Defining spirit at work: Finding common ground. *Journal of Organizational Change Management*, 17: 26-42.
- Kinjerski, V. & Skrypnek, B.J. (2006). Measuring the intangible: Development of the Spirit at Work Scale, Paper presented at the Sixty-fifth Annual Meeting of the Academy of Management, Atlanta, GA, 16 pp.
- Kopp, M.S., et al., 2008. Work stress and mental well-being in a changing society. *The European journal of public health*, 18 (3), 238–244.
- Krishnakumar, S., and C. P. Neck. 2002. The “what,” “why” and “how” of spirituality in the workplace. *Journal of Managerial Psychology* 17(3): 153-64.
- Leka S, Jain A, Cox T, Kortum E (2011) the development of the European framework for psychosocial risk management: PRIMA-EF. *J Occup Heal* 53:137–143
- McKee, M. C., Driscoll, C., Kelloway, E. K., & Kelley, E. (2011). Exploring linkages among transformational leadership, workplace spirituality and well-being in health care workers. *Journal of Management, Spirituality & Religion*, 8(3), 233-255.

- Paloutzian, R.F. Emmons, R.A. and Keortge, S.G.: 2003, Spiritual well-being, spiritual intelligence, and healthy workplace policy. In: R.A. Giacalone and C.L. Jurkiewicz, Editors, Handbook of workplace spirituality and organizational performance, M.E. Sharpe, New York pp. 123–137.
- Petchsawang, P.A. and Duchon, (2009). Measuring Workplace Spirituality And Organizational Performance In An Asia Context. Human Resource Development International, 12(4): 53-75.
- Reave, L. (2005), Spiritual values and practices related to leadership effectiveness. The Leadership Quarterly. 16 (5), 655-687.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology, 57(6), 1069-1081.
- Sahoo, F.K., Mohapatra, L. (2009). Psychological Well-being in Professional Groups. Journal of the Indian Academy of Applied Psychology, 35(2), 211-217.
- Sharma, S.K., Rastogi, R. and Garg, P. (2013) 'Workplace spirituality and managerial effectiveness among Indian managers', Int. J. Indian Culture and Business Management, 6(3), pp.382–390.
- Sheep, M. L. (2006). Nurturing the whole person: The ethics of workplace spirituality in a society of organizations. Journal of Business Ethics, 66(4), 357-379.
- Srimathi, N. L., Kiran Kumar, S. K. (2010), Psychological Well-being of Employed Women across Different Organizations. Journal of the Indian Academy of Applied Psychology, 36(1), 89-95.

Syafhendry, Fadhila T.N.,AriefY.(2017) Psychological Well-being of Riau Malay women working across different organizations. *International Journal of Control Theory and Applications*, 10(36), 223-230.

Wissing, M. P., & Van Eeden, C. (2002). Empirical classification of the nature of psychological well-being. *South African Journal of Psychology*, 32, 32-44.

Contextualizing and Positioning Dalit Feminist Research in India

Ms. Jyotsna Bidave*

Abstract

Is feminism/feminist research monolithic or multifaceted? The question has been regarded in several ways. To begin with, feminist research is an attempt and response to the androcentric bias in contemporary research (Ruiz-Cantero, 2007). In the initial phase of the development of feminist research, scholars struggled to add women in the research sample and bring them back into analysis. However, it did not just bring women back into the analysis but also challenged the androcentric ideology that had shaped much of social science research. In this paper, I attempt to analyse feminist research and discuss the epistemology, methodology and method in feminist research. I further attempt to explore Dalit women's lives and their narrations of their lived experiences as an expression of Dalit feminism, as they discuss their lives and experiences in a way it has never been done before.

Keywords: Dalit, Feminist, Method, Movement, Research

* Assistant Professor, Amity University, Mumbai, Sector 35, Kharghar – 410210, Email ID : jyotsnabidave@gmail.com, Phone : 9930424246

Introduction

The initial phase of the development of feminist research, scholars struggled to add women in the research sample and bring them back into analysis. However, it did not just bring women back into the analysis but also challenged the androcentric ideology that had shaped much of social science research. As feminism and feminist research progressed, feminist scholars such as Sandra Harding and Bonnie Thornton Dill observe that the women's social situation is generalized leaving out the differences of race, class and culture.

In Indian context, the issues of Dalit women seem not to come to the forefront in the mainstream feminism (Kumar, 1993). These issues are reflected in their writings, especially through their autobiographies or self-narratives. As the reading of history lacks evidences on Dalit women's issues, the experiences narrated in the autobiographies become an authentic source to learn about these women's lives and to explore the ways they negotiate or subvert contemporary society and feminism. These lived experiences become significant as they give us an opportunity to understand women's lives with the complexity and variance with which they are lived and revealed; and not just through the context of structural and social constraints. With reference to the women's question and the issues of the women's movement in India, there is a need to investigate how some of the women's issues are given predominance over others.

Feminism

The term Feminism has been identified, defined and treated differently by different people depending on their class, race, generation and sexual orientations as struggle against sexism; a stubborn insistence and refusal to compromise on the wellbeing of women; a commitment to end the supremacy, male domination and economic exploitation; woman's

assertion of her power, a personal act and not a theory; starting with “experiencing their own experience”, insisting on the wellbeing of all women (Reinharz 1992).

Feminist Epistemology, Methodology and Methods

Feminism claimed political agenda on the basis of women’s absence in public life and confinement to the private life, which identified the gap in the contemporary research and suggested that there was a problem with the existing knowledge about the world as the descriptions produced were male-centered and partial. Feminist empiricists questioned the validity of such knowledge as the issues taken up for investigation were seen as masculine and reflected male experiences of the world, as the theoretical frameworks reflected masculine gender identity in the contemporary culture, and as the conclusions drawn from the research served the interests of men as a group, subordinating women. The knowledge articulated privileged men’s experiences and conceptualized women as lacking the characteristics associated with masculinity.

After the inclusion of women in data analysis, it was observed that women's experiences were being measured within the surveys designed on the basis of men's lives and perspectives. Feminist methodology is a challenge to the masculine assumptions of doing a research. At the same time, calling a particular method, methodology or theory 'feminist' calls for “standards of judgment”, which may exclude work that does not fit such criteria (Doucet; Mauthner, 2006). The way mainstream theories are criticized for excluding women, feminism also had to haunt for alternative methodologies as it was marginalizing women (could be on the basis of race, class, caste, culture etc). Many feminists opposed the idea of distinctive feminist methods and methodologies and some said that feminist research should be a “good” research that provides alternatives to the mainstream research (Doucet; Mauthner, 2006).

What does feminist research mean?

Abbott and Wallace argue, “it is the way in which research is carried out and the framework in which the results are interpreted that determine if the research is feminist or not.” (1990: 205) Feminist research has some characteristics as it should not just be on women but also for women, possibly, with women. It differs from the mainstream research with methodological innovations in the ways of collecting, analyzing and presenting data. Feminist research differs from other researches in its choice of questions and the objectives. There could not be a definite or absolute answer to what feminist research is, but of course, what it includes... It is not “codification of processes” but “information about actual ways of working” (Reinharz 1992). The question “What is feminist method?” is an empirical question as it requires to understand the voices of feminist researchers at work and to accept their diversity. (Reinharz 1992)

Every stage has diverse set of views about the knowledge feminists want to produce. Feminist research/methods is undoubtedly needed to tap and understand the reality of women's lives which the masculine research/methods could not do but one cannot say that feminist method/methodology is unique. The way patriarchal research is found faulty and incomplete without considering women, the feminist research also lacks when it does not consider the background, culture, race or caste as one of the prominent factors for doing feminist research. As feminism in the west is criticized for marginalizing the issues of black women, which gave birth to Black Feminism; in the same way, the issues of Dalit women have not been considered enough in mainstream feminism.

It has been argued if feminism is a method or a perspective. Many feminists consider feminism as a perspective to the existing method in the field of enquiry. Feminist perspective

can also be used to develop new method of enquiry. There is no single feminist way of doing research and no single definition that describes feminism. It is a lot about the individual creativity and variety, perspectives and notions. Shulamit Reinharz (1992) says, “Feminist research is amoeba like; it goes everywhere, in any direction. It reaches into all the disciplines and uses all the methods, sometimes singly and sometimes in combination”. Some of the methods suggested by her in feminist research are such as feminist interview research, feminist ethnography, feminist survey research, feminist experimental research, feminist cross-cultural research, feminist oral history, and feminist action research. However, this study explores Dalit women’s autobiographies through feminist lenses or as feminist method of doing research.

Dalit Feminism

Guru (1995) pointed out that there are two factors responsible for Dalit women to have a different voice: internal and external. The external factor is feminism where the representation of Dalit women by non-Dalit women is 'less valid and less authentic', that is why they feel the need to talk differently. The internal factor is Dalit patriarchy which subordinated, and suppressed Dalit women. Even in the field of literature, Dalit male writers tend to be dismissive of Dalit women's writing not taking into consideration the literary outputs of Dalit women's writings. According to Guru, that the discrimination of caste, class, gender as well as Dalit patriarchy repeating the dominance of higher caste adversaries to them against their women compel the Dalit women to talk differently.

Guru (1994) also criticizes the Maharashtra government Women's Policy 'Magna Carta' as it claims to incorporate certain elements of feminist ideology i.e. making boy and girl to claim equal heritage in the family property and wife to be the equal partner in the

property of her husband reservation for women in different fields, gender equality and provision for vocational training gender empowerment but does not take into consideration the problem of education, health and gender bias (especially in wage structure), problems in rural sector, and doesn't pay attention to Dalit women who are sweepers or rag pickers and tribal issues. Observing the critique of the above writers makes one comprehend that Dalit women needed to articulate their issues differently in the movement as well as through their writings. The present paper argues that the autobiographies written by Dalit women represent their different voice.

As one reads the narratives of Dalit women, one realizes that there is uniqueness in the issues and the way they are expressed. It needs an unlike feminist perspective to understand Dalit women's expressions through their literature. This uniqueness of problems differs from the problems of caste women, as stated in their narratives. This uniqueness consists of experiences like untouchability, domestic violence, exploitation and discrimination, sexual violence on the basis of caste, class and gender.

I hereby give some example from Marathi Dalit women's autobiographies to support my argument. Teen Dagadanchi Chul (The Hearth of Three Stones, 1986) by Vimal More, as any other Dalit narrative, talks about the sufferings, pains and experiences of the writer (Problems of community along with the Individual...) though giving us an unusual insight and perspective to study Dalit lives. She shares her memories of family, community, problems of hunger, violence and humiliation, school and childhood, cultural practices and rituals, customs of the Gondhali¹ community, the change marriage brought in her life and her participation in activism.

¹ A tribal community in Maharashtra.

In one of the incidences she narrates, when the people at *pala*² could not feed themselves by begging, they decided to sell steel pots, pans, tins and other stuff as a source of income. Once she went with her cousin Ambuakka to sell steel vessels in a village. They had to walk in the sun for the entire day to sell the vessels yet could not make any profit as people would just enquire and would not buy anything. Towards the end of the day, some women call them and show interest in buying. Vimal and Ambuakka were asked to sit at a distance from the house as their touch would have polluted the house by touching it. They were bargaining for every vessel at half of the price Ambuakka told them. They had no respect for her while talking as she belonged to a lower caste. When she asked for water, a woman gave it from such a distance that she was not touched and polluted. Such a treatment was given to them everywhere they went.

All the narratives by Dalit women are filled with such and more violent and serious experiences. To conclude, I would say that there has been insufficient work on Dalit women's narratives in Marathi, apart from Sharmilarege's *Writing Caste, Writing Gender...* which will help us build a concrete theory of Dalit Feminism. The present paper is an attempt to analyse and explore different ways and perspectives that may help us know the nuances of feminist research in general, hoping that this initiative will further help the researchers to explore many more aspects of Dalit feminism through self-narratives.

References

Gopal, G. (1994). Maharashtra's Women's Policy: Co-opting Feminism, Economics and Political Weekly, 29 (32) 2063-2065.

² Small temporary huts made in groups outside village. These tribes were not allowed to stay in village so they would stay in these huts.

Gopal, G. (1995). Dalit Women Talk Differently, Economics and Political Weekly, 12 (1): 456-58.

Kumar, Radha. (1993). the History of Doing, New Delhi; Zuban Publication.

Sandra, H.(1989). Is There a Feminist Method, Feminism and Science

Sharmila, R. (2006). Writing Caste/ Writing Gender: narrating Dalit Women's Testimonies. New Dehli: Zubaan Publication.

Sharmila, R.(1998). Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position, Economics and Political Weekly, 33 (44) WS39-WS46

Shulamit, R. (1995). Feminist Methods in Social Research, New York: Oxford University Press.

Vimal, M. (2000). Teen Dagadanchi Chul, Pune: Meheta Publishing House.

Role of Dalit Movements for Renaming Marathwada University: A Social Review

Prof. Narwade J.M* and Dr.Bharat Mimrot**

ABSTRACT

The renaming movement was a cultural movement. The teachings of Ambedkar became the basis of this movement. The blame for the subsequent riots lies completely on the shoulders of the caste-Hindus and not the Dalit students who organized the peaceful movement. Pantawane noted that "The event of the riots that followed during the renaming movement was against the ethos of Babasahab Ambedkar. Violence was targeted against Dalit community and it was calculated to oppose renaming. All castiest forces united on the basis of rumours like: 'all degree-certificates will carry a photograph of Buddha and Ambedkar and everybody will have to accept that. The issue of renaming actually proved to be a mere symbol and led to few material benefits, though there is no denying the usefulness of powerful symbols. There was a plan to establish a library in the name of Ambedkar where research done on his life and his teachings across the world would be treasured. The University also had a plan of unveiling of a life size statue of Ambedkar in the University campus which remains unfulfilled till date. The university was finally renamed on 14 January 1994, but even after 17 long years. The CM of Govt Maharashtra has declared to statute of University rename as "Dr. Babasaheb Ambedkar Marathwada University".

Keyword:- Dalit Movement, Renaming, University.

* Assistant Professor, NKSPT's A.S.C. College Badnapur, Dist. Jalna, Mail ID: jalba@nkspt.in Cell No: 9850485054

** HOD, NKSPT's A.S.C. College Badnapur, Dist. Jalna

INTRODUCTION

Marathwada was ruled for more than 200 years by the Nizam of Hyderabad and became politically free after the Telangana movement of 1948. This highly backward region of Maharashtra comprised of five districts: Aurangabad, Parbhani, Osmanabad, Nanded and Beed. According to the 1971 census, out of a total of 80 lakh people in Marathwada, 13 lakhs were Scheduled Castes and 80% of them were below the poverty line. As per the report of Atyachar Virodh Samiti [Association for Protest Against Oppression], most Dalit's in the region were landless laborers and poor peasants owning as little as 1-2 acres of land against those of Maratha zamindars who owned 200-300 acres of land. The report of the Samiti suggests an alarming unemployment rate in this region as well as an unprecedented rise in atrocities against Dalit's. Combined with this was the growing phenomenon of educated and unemployed youths moving towards cities in search of jobs that subsequently faced both social exclusion and economic deprivation in their new habitats, and these adverse conditions played a large part in radicalizing them.

One such large contingent of 2000 unemployed youth arrived in Parbhani on 23 March 1974 looking for jobs. On arrival, they discovered that only 40 positions were available and this, quite justifiably, riled them; a protest was consequently organized to express the sense of grievance and dissatisfaction against the government. The Police station to maintain peace, however, decided to open fire at the protesters, leading to the death of two young men at Wasmat. A province-wide agitation was launched to protest against this, which was supported by all political outfits and students' organizations. The students went so far as to completely boycott their exams, thereby placing their careers and future prospects under considerable threat. As a result of all this, the movement became extremely strong, so much

so that even routine exams could not take place throughout the province of Marathwada. It was an agitation led by almost all progressive parties and is popularly called 'Marathwada Vikas' Andolan (Agitation for the Development of Marathwada).

Renaming Marathwada University:-

The issue of renaming of the Marathwada University was the chief immediate cause for the outbreak of the violent agitation mentioned above. Before the merger of the Marathwada region with the state of Maharashtra, colleges in the region were affiliated to the Osmania University in Hyderabad, which was the capital of the erstwhile state. After the merger in 1956, the need was felt to establish a new university for the region; this university, called the 'Marathwada University' was inaugurated on 23 August 1958 by Jawaharlal Nehru, the first Prime Minister of India.

From among the various names suggested for the new university, including that of B.R. Ambedkar, the 'Palnitkar Committee' selected the name 'Marathwada'. Explaining the choice, the committee reported that 'People in the region have all along associated the university with the name of Marathwada. The name of the University must be such that it will make an emotional appeal to the hearts and minds of the people. The name 'Marathwada' has that advantage. This was how the Marathwada University came into existence. Till 1978-79, 82 colleges located in Marathwada region were affiliated to this university. These colleges and classrooms became the site where most of the Marathwada agitations originated and were carried out.

These agitations, however, cannot be understood properly without placing them in the context of the chaotic social and political conditions throughout India in general and Maharashtra in particular. This was a time when the country was slowly recovering from the

assault of the National Emergency declared by then Prime Minister Indira Gandhi. The Congress Party had been routed in the general elections of 1977 and Janata Party was voted to power not just at the centre, but across most of the states of the Indian Union. The lifting of the Emergency ensured the removal of restrictions on civil rights of individuals, and allowed a new upsurge in the hitherto-suppressed movements demanding equality. However, the new Janata government played the caste card adeptly, and curried favour with the higher castes. Atrocities, therefore, continued to be committed on Dalit's and discontent within the working classes was palpable.

It was against this backdrop that the agitation originated at Aurangabad which later culminated in serious riots in that region. Though this movement had its origins in economic grievances, as outlined above, it also made use of symbolic issues that appealed to the college-going youth. For example, though a proper committee had been formed to deliberate upon the name for the university, it was this very issue that became a rallying point for agitating protestors. At a function held in May 1977 to celebrate the 50th anniversary of the historic Mahad Satyagraha launched by Ambedkar in 1927, leaders of the Scheduled Castes and Dalit Panthers demanded that the university be renamed after Ambedkar. According to Lata Murugkar, this demand made at the function was accepted by the then Chief Minister Vasantdada Patil. The executive council of the Marathwada University in its meeting on 25 July 1977 resolved to change the name. This was to be discussed subsequently at a meeting of the senate scheduled for October 1977. But a member of the executive committee later stated that the committee had passed the resolution under pressure. The resolution was therefore not moved at the senate meeting and therefore lapsed without being implemented. Perhaps the powers-that-be had no idea of the potential emotiveness of this subject. It has been suggested that the question of renaming was first raised by Dalit Panthers in the region. However,

interviews with several people involved in the protests revealed that this was a result of a genuine upsurge at the popular level, and the Dalit Panthers merely highlighted and adopted an issue that was already very popular and appealing in the region. Kashinath Ranveer, for example, felt that the demand emerged out of the aspirations of the oppressed in this region as there was not a single university in the area named after B. R. Ambedkar, who was the supreme symbol of lower-caste and Dalit assertion.⁴⁶³ He further reiterated the fact that it was not just the Dalit Panthers who had raised this demand, but that there were several non-Dalit groups too who raised this issue, one of which was the 'Renaming Action Committee, formed in Aurangabad. Gangadhar Pantawane's experience however tells a different story and appears debatable. He recollects that in Aurangabad, some Dalit professors wanted some facilities in the university, and the 'executive-committee' of the university was scheduled to meet. And this group of professors brought out a rally and a protest was lodged; slogans for their demand were raised outside the venue of the 'executive-meeting'. A few members of the executive committee had to come out to meet these protesting professors and communicated to them that if their demands were not met, they would rename this university in the name of Babasahab Ambedkar. This was the beginning, and then there was discussion in the 'executive-committee'.⁴⁶⁵ However, if the question of Marathwada was only used as a 'bargaining chip' by some enlightened professors, how does one justify the powerful movement that sprung up around the question in the subsequent months? Is Pantawane's testimony trying to trivialize the entire question, or is it attempting to portray his fraternity in a flattering light?

The question of naming might appear very trivial and insignificant at first glance, but it is linked with much larger and more profound questions. The 'politics of naming' has been, of late studied by anthropologists and historians in a colonial context, and they reveal that

nomenclature is related at a very intimate level with the extant power-relations within society. Where names have been ascribed through dictates, they can only be changed or overturned through popular consensus. B. S. Waghmare reflects that this was indeed true and that it was not just the Dalit Panthers or some other group that raised this demand.

It was in fact raised by youths and leaders of Dalit community who offered the added justification that Ambedkar had actually established Milind College of Arts, Nagsenvan Campus and was the first to start an educational institution in the Marathwada region which later became a Mecca of education for Dalit's from not just the Marathwada region, but the whole of Maharashtra. Despite being a backward region, Marathwada had substantial progressive forces, which included people of non-Dalit community and who always had sympathy for the cause of the underprivileged Dalit's of the region.

Due to the Panthers' stand, a split occurred within the ranks of the 'Students Advisory Committee' which comprised of academics, journalists and intellectuals of upper castes as well. This factionalism provided an added fillip to the supporters of the 'Anti-renaming group'. Many supposedly progressive political parties like the Janata Dal, CPI, CPI (M), SKP (Shetriya Kamgar Paksha) had to face a vertical split on this issue, and the anti-renaming factions of all these parties came together to form the Marathwada Vidyarthi Kroti Samiti. MVKS gave a call for 'totalstrike' to express their opposition to 'renaming.' Colleges in the entire region remained closed from 12 to 26 September 1977.

On 22 September 1977, the various re-naming groups also organized themselves under the leadership of M. B. Chitins, and formed the 'Vidyarthi Nagrik Samiti' and Baburao Jagtap was made the secretary of this group. Hungerstrike, protest-march, press-release and distribution of pamphlets were the main modes of agitation adopted by the pro-renaming faction, and all these modes of protest were peaceful in nature. Leaflets demanding renaming

were also distributed in the Vidhan-Sabha. A 'satyagraha' was also held on 12 October 1977. Dalit Panthers, at this time acting on their own, also organized a 'chappal-morcha' on 2 October 1977. Despite this snow-balling of the agitation, the chief-minister Vasantdada Patil formally announced his decision to not change the name of the university during his visit to Aurangabad on 25 June 1978. Discontent spread within the Dalit community, but though there were plans to intensify the struggle, no violent or unpeaceful means were resorted to.

The agitation took a different turn when the Congress government led by Vasantdada Patil collapsed. Sharad Pawar became the chief-minister on 19 July 1978, heading a Progressive Democratic Front (PDF) government. Faithful to his electoral promises, Pawar called a meeting in Bombay as early as 26 July to discuss the issue of renaming. This meeting was attended by MLAs from the entire region, by the Vice Chancellor, and by leaders of all important organizations connected with both the 'pro-renaming' and 'anti-renaming' movement. At this meeting, Uttamrao Patil introduced a compromise formula in Vidhan Sabha on 27 July to rename the university 'Dr. B. R. Ambedkar Marathwada University'. However, this led to an intensification of feelings of rivalry between the two factions, leading to a riot which was a direct consequence of the agitation launched by the 'Marathwada Vidyarthi Kruti Samiti', the anti-renaming faction. Cotton merchants lavishly financed the agitation and Kurundkar, principal of People's College, Nanded provided the theoretical framework.

Events of the Riot:-

Although the riots went on for 67 days, violence was at its peak from 27 July to 10 August 1978. It started with a call for 'bandh' (closure) by the MVKS, which also called itself the 'Students Action Committee'. During the course of the bandh, demonstrators attacked public property in all major towns like Aurangabad, Nanded and Parbhani and caused a

destruction of property worth Rs. 2.92 crores in the Parbhani district alone. In rural areas, violence against Dalit's took various forms and led to killing of people, molestation and rape of Dalit women, burning of their dwellings, looting of their bustees, shunting them out of villages, polluting drinking-water wells, killing their cattle, refusing to give them work, etc • In Parbhani town, Ambedkar' statue at Bhim Nagar was broken by upper castes.

It is difficult to pinpoint the single-most important factor that led to the riots as they were interwoven with complex factors. In urban areas, the high rate of unemployment among youth of all castes and categories was a very important factor. The feeling of resentment was somewhat exacerbated within the high-caste unemployed youth due to the new policy of providing 20% reservation in education and employment to scheduled castes. Many Mahar youths, who were low-caste but relatively educated, became the targets for this resentment. This back-lash was strengthened due to the weakness amongst the lower-caste groups, who swore allegiance to several different and dissimilar political groups.

In Koklegaon, when a Dalit teacher tried to raise social awareness' amongst Mahars by asking them to celebrate 'Bheem-Jayanti', the entire village was burnt down and the wife of the teacher was beaten black and blue. The 'Atyachar Virodh Samiti' reported a rather heinous crime which haunts the inhabitants of Izzatgaon till now: five women who were running towards the jungle were raped and the breasts of one of them were chopped off and no case was filed against the culprits. Dauterbai Shatiba Lokhande, responding to the prevailing state of affairs, noted that: 'all the atrocities in Pangri were committed with blessings of police patil., Such experiences were being repeated in several villages like Korgaon, Kaulagaon, Nandgaon, Sodgaon, Halta, Kohgaon, Adgaon etc.

One of the crucial aims of these organised acts of violence was to destroy the unity that existed between the Dalit and non-Dalit agrarian labourers. In the Nanded district, for

example, this unity was reflected in the 'Kashtakari Sangathan' (organisation of the exploited), which developed rapidly and very soon acquired a stronghold in some 12-15 villages. Agrarian labourers belonging to both Dalit and non-Dalit groups came together to form 'Self Defense Committees' in response to acts of violence and equipped themselves with country-guns and bombs. Even where the 'Kashtakari-Sangathan' was not physically present, labourers had heard of its activities and militancy and had started becoming somewhat conscious. The riots and violence were targeted at this consciousness and unity and were the greatest where the Dalit's/peasants were relatively poorly organized. The Mahar caste became one of the prime targets of these acts as they were seen as becoming culturally and socially aware due to the influence of Ambedkar's politics. What is more, these agitations and acts of violence did not remain restricted to the Marathwada region and spread to the Vidarbha as well. At Nagpur the police had to resort to teargas and firing at a protest march when the mob became violent. Five people were killed in the police firing. In duration namanatar movement, anti-renaming community had killed to Janardhan Mevade and Pochiram Kamble also killed as inhumane method by this community. The Panther leader Arun Kamble issued a press statement appealing to Dalits to remain peaceful. Similar statements were issued by 'Yuvak Kranti Dal' and the Students Federation of India. The dalit panther leader Goutam Wagmare given the oblation to renaming movement as consequences all Maharashtra level movements are actively marched on.

Dalit Panther factions led by Bhai Sangare and Avinash Mahatekar were staunch supporter of 'renaming'. They were dissatisfied with the suggested name of the university and wanted exclusion of the word 'Marathwada' with immediate effect. On 3 August, 1978, this group gheraoed the Chief Minister Sharad Pawar for two hours. Consequently, a meeting was

called in Mantralaya at Bombay on 4 August 1978. Delegations of Dalit leaders as well as representatives of different sections of people from Marathwada were called for the same.

The purpose was to discuss ways to reduce tensions and to speedily restore peace in the region. The Chief Minister, Sharad Pawar, clarified that the renaming resolution passed by the Vidhan Sabha was only of a recommendatory nature and that the government was yet to take a final decision on the issue. Namdeo Dhasal and Raja Dhale boycotted this meeting. They, however, handed a memorandum to the Chief Minister. The reason cited for not attending the meeting was that the riots were started by communal elements and not by the Dalit's and hence their presence was not called for.

On 6 August, the group took out a morcha from Azad Maidan to Mantralaya to demand renaming of the university. In a memorandum, they also demanded the arrest of the casteist members of the 'Marathwada Vidyarthi Kruti Samiti' who were spearheading the anti-renaming agitation. An enquiry into the riots was demanded by S.M. Joshi, leader of Yuvak Kranti Dal. The riots affected some 1,200 villages out of 9,000 in the entire Marathwada. About 5,000 people across 1,000 villages became homeless. It left about 25,000 Dalit's into a totally helpless and demoralized condition. P. V. Ranade, a noted historian at Aurangabad University responded to Atyachar Virodh Samiti: 'The entire episode was government-sponsored. Whenever the ruling class wants to have a riot, they have it. But the period of the riots was a very trying time. Everybody had to come with their clear-cut stand.'

Issues and Opinions on Renaming of University

With several people who were part of the renaming movement, it was found that they continued to be convinced about the legitimacy of the renaming movement. For example, Gangadhar Gade noted that: "to rename Marathwada University as 'Babasaheb Ambedkar

University' is the question of Dalit self-consciousness and all the Dalit brothers will unitedly fight for this struggle, B. D. Kobargade of Republican Party of India argued that "like Benaras Hindu University and Aligarh Muslim University, the Central Government should also make Marathwada University as Babasahab Ambedkar Buddhist University. Several intellectuals also supported the pro-naming demand, including Baburam Jagtap, G.B. Sardar, ex-President, 'Marathi Sahitya Sammelan', a reputed Marxist scholar and critic, Vijay Tendulkar, a well-known playwright, V.V. Shirwadkar, Narayan Athawale, Chairman, 'Patrakar Parishad', Mohan Dharia and Mrinal Gore: According to 1975 figures, in the Marathwada University, out of 75,000 students, 22,000 were Dalits and the demand for renaming was in a way legitimate. Chitnis called it a 'Sanskar Kendra' for Dalits. The renaming, therefore, was to be seen as an act of reverence towards Ambedkar. It was also pointed out that no one took objection to the renaming of the Madras University after Ramaswamy Naicker or of Madurai University after Kamraj, both of whom belonged to Kshatriya Varna.

In retrospect, we see this movement gave impetus to the expression of Ambedkarite thinking, but might not have achieved any other concrete results. Although renaming happened in 1994, it is to this day being run by upper caste people. Ambedkar's name has been given to the university and that symbolic aspiration has also been fulfilled. The whole power structure remains the same and even till date adequate representation has not been given to the deprived sections. Till today, most of the appointments in the university go to the dominant Maratha community.

'Anti-renaming' leaders pointed out that the Dalit leaders who were demanding the change in name were from outside Marathwada and Dalit's from the region in fact opposed the change. They clarified that their opposition to renaming should not be construed as

disrespect to Ambedkar and that they would fully support any move to raise a separate monument in his memory in Marathwada in the form of a technical university or international law study centre. Nor was their agitation against Dalit's. They alleged that the Dalit leaders were taking undue advantage of the Protection of Civil Rights Act (PCR). According to Bhalerao, the obscene and abusive language used by Dalit leaders and their utterances against Hindu gods widened the rift between Dalit's and non-Dalit's on the question of renaming.

Panthers and other Dalit Leaders:-

The move for renaming was initiated by the Kamble group of Dalit Panthers. Initially, all Dalit leaders backed the renaming demand. But when the Kamble group agreed to the joint forces, many of them opposed it. When the renaming was being delayed, Panther groups of Nanavare and Sangare became restive and pressed the demand by holding meetings in northern and western suburbs of Bombay, which were their strongholds. They gave inflammatory speeches instigating their followers to adopt violent measures on the issue of renaming and exhorted them to join the 'Long March'. Their volunteers tried to obstruct traffic near Sion Circle in Bombay on 29 November 1979. Sangare and Mahatekar group of Dalit Panthers stealthily entered the cabin of the then Minister Uttamarao Patil, on 1 December 1979 and geared him.

For Renaming Jogindher kawade has led to long from nagpur to aurangabad in 11 Nov 1979 but this long march has destroyed at Dushar-beed by anti-renaming peoples. The 'Mass Movement' led by Raja Dhale was opposed to Long March, noting that it was merely a strategy of some political parties to create discontent in the Dalit community, so that it would benefit those parties in the ensuing elections. They cautioned people that the March was impracticable and wastage of Dalit. Power. RPI (Gavai group) had declared its moral support to the 'Long March' but did not take part in it. However, they decided to observe 'dharnas' and

take out 'morchas' at district and taluka levels to police stations and revenue offices during the period 26 November to 6 December 1979.

Assessment and observation:-

Marathwada riots were not at all spontaneous. They were planned and organized by anti-Dalits. This planned offensive was led by upper caste capitalists, landlords with the support from their allies: police, patils, sarpanches and goondas. There were many loopholes like red-tapism and corruption involved in whatever little help for rehabilitation was coming for the riot-affected Dalit's.

The educated and salaried middle class of Dalit's also looked cynical. Generally there was a feeling of disappointment and helplessness, while Dalit youths belonging to DaHt Panthers and Mass movement showed an urge to combat casteist onslaught. Posters of Mass Movement depicting atrocities on Dalit's in poetic and emotional language were canvassed mostly in cities, towns and sometimes in villages as well. In many villages, Dalit's were blaming student leaders for their conditions.

For many, the renaming movement was a cultural movement. The teachings of Ambedkar became the basis of this movement. The blame for the subsequent riots lies completely on the shoulders of the caste-Hindus and not the Dalit students who organized the peaceful movement. Pantawane noted that 'The event of the riots that followed during the renaming movement was against the ethos of Babasahab Ambedkar. Violence was targeted against Dalit community and it was calculated to oppose renaming. All castiest forces united on the basis of rumours like: 'all degree-certificates will carry a photograph of Buddha and Ambedkar and everybody will have to accept that.

The media of the region was thoroughly opposed to the renaming demand. The opposition was spearheaded by Marathwada. Other papers like 'Godatir Samachar' (pro-Congress) and 'Prajvani' (pro-Jailata) supported the agitations against renaming and gave wide publicity to the agitation in the cities and towns while suppressing the news about atrocities on Dalit's in the rural areas.

The emotiveness of Ambedkar as a symbol of Dalit rights can be felt even today, long after the agitations and riots on the issue of renaming has ended. More recently, when Ambedkar's statue was demolished in Kanpur (Uttar Pradesh) in November 2006, there was riotous situation in Nanded and Aurangabad. Four people were killed and as many as 60 were hurt. Such incidents reveal the deeper anti-Dalit malaise that exists within our society, and perhaps this also reflects on the failure of the Dalit's to mobilize together and agitate for their rights. Left- leaning parties with pro-Dalit ideologies have also failed to make the masses politically more conscious. Gail Overt rightly points out the failure of the Left to build democratic anti-caste movements. She further adds that this weakens the attack on orthodox Brahmanical-Hinduism and efforts to build an alternative democratic and usually more secular culture. However, it must be noted that during the re-naming riots, those areas where the Left-leaning parties were stronger encountered fewer cases of violence and atrocities against Dalits. In Nanded district, for example, several villages like Sujlegaon, Hangergaon, ·Borgaon, etc where Kshetkari-Sangathan of CPI (ML) had a stronghold, both Dalits and non Dalits were prepared to fight back the onslaught by upper caste landlords.

Finally, the issue of renaming actually proved to be a mere symbol and led to few material benefits, though there is no denying the usefulness of powerful symbols. There was a plan to establish a library in the name of Ambedkar where research done on his life and his teachings across the world would be treasured. The University also had a plan of unveiling of

a life size statue of Ambedkar in the University campus which remains unfulfilled till date. The university was finally renamed on 14 January 1994, but even after 17 long years. The CM of Govt Maharashtra has declared to statute of University rename as "Dr. Babasaheb Ambedkar Marathwada University".

REFERENCES

Atyachar Virodh Samiti, op.cit, p.848.

Atyachar Virodhi Samiti' was constituted to understand the role of the caste system vis-ii-vis class struggle and class organization, and to look into the details of the 'Marathwada-Riots'. . 'Samiti' comprised activists from trade unions, students' and teachers' organisations including five women activists. The team conducted a detailed field work from I-10th Oct 1978 and subsequently published a report in EPW.

Gail Omvedt, 'Class Struggle or Caste War" Frontier, Autumn,VoI.2, Sept, 1978.

Gangadhar Gade was secretary of Maharashtra Dalit Panthers. He is general secretary of Maharashtra unit of Bahujan Samaj Party; he contested parliamentary elections from 'Amravati' in 2009 on a BSP ticket.

Lata Murugkar, Dali! Panther Movement in Maharashtra: A Sociological Appraisal (Bombay: Popular Prakashan, 1991), p.163.

Lata Murugkar, Dalit Panther Movement in Maharashtra: A Sociological Appraisal (Bombay: Popular Prakashan, 1991), p.171.

M. B. Chitins, a noted educationist, was Principal of 'Milind College of Arts' started by Ambedkar in 1950, and is run by 'Bombay Education Society'. Chitins, a Brahmin by caste and was known for his progressive ideas.

'Renaming Action Committee' was popularly called 'Namantar Krut; Samiti'. Gangadhar Pantawane in a personal interview conducted on 17 April, 2009 at Aurangabad.

See for instance Paul Carter, *The Road to Botany Bay: An Exploration of Landscape and History* (New York: Knopf, 1988).

The agitation for development of Marathwada had various demands including economic development, rapid industrialization, and expansion of railway facility and representation of leaders of this region in the state ministry.

The government went so far as to appoint a separate committee called the 'Palnitkar Committee' to suggest an appropriate name for the university which was to be established in Marathwada region.

The Marathwada Riots: A Report, Atyachar Virodh Samiti, Economic and Political Weekly, No.14, Vo1.19. 1979, p.846. Also, according to the 1971 census, industrial activity was almost nil, with only two persons out of 1,000 engaged in industry compared to 100 industrial workers out of every 1,000 in Bombay. Further, Dalit's comprised about 17 percent (9.5 percent Scheduled Castes and 7.2 percent of the population compared to about 12 percent for whole of Maharashtra). About 75 percent of the Dalit population consisted of farm labourers. While 80 percent of the Dalit's lived below the poverty line.

The Marathwada Riots: A Report, Atyachar Virodh Samiti, Economic and Political Weekly, Vo1.19, No.14, 1979, p.849.

The Marathwada Riots: A Report', Atyachar Virodh Samiti, Economic and Political Weekly, Vo1.19, No.1 4, 1979, p.846.

The Marathwada Riots: A Report', Atyachar Virodh Samiti, Economic and Political Weekly, Vo1.19, No.14, 1979, p.847.

The Marathwada Riots: A Report', Atyachar Virodh Samiti, Economic and Political Weekly, Vo1.19, No.14, 1979, p.850.

The Marathwada Riots: A Report', Atyachar Virodh Samiti, Economic and Political Weekly, Vol.19, No.1 4, 1979. p.850.

The per (Protection of Civil Rights) Act passed during Indira Gandhi's government was 'Harijan-Act' earlier. Later, during V. P. Singh's government, it became ' Atrocities-Act'.

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 exciding 16 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.

SAMPLE of REFERENCES**References (for Journal):**

Gibbons, S., S. Machin and O. Silva (2008): “Choice, Competition and Pupil Achievement”,
Journal of the European Economic Association, vol. 6(4), 912-947.

For Book/Chapter:

Pueschel,S.M., Sustrova, M. (1996). Psychiatric Disorders and Behavioural Concerns in
Persons with Down’s syndrome. Down Syndrome Psychological and Psychobiological and
Socio-Educational perspectives. Whurr Publishers Ltd, London,179-189.

Manuscript should be sent to:

Dr. Bharat H Mimroth, PhD

Editor-in-Chief,

Phonix International Journal for Psychology and Social Sciences,

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi - 110085, India.

Cell: +91 81300 14427. E-mail: editor.pijps@phonixcentre.in

LITTLE ABOUT THE PUBLISHER

PHONIX INTERVENTION CENTRE







Phonix Intervention Centre, a centre for counseling & special education is a multi disciplinary centre where all psychological issues are taken care like special education, counseling, cognitive behavior therapy, behavior therapy, occupational therapy, speech therapy, all works under the same roof in order to provide all required support to the client without any hassle.

Phonix name derived from the name of bird “Phoenix” who can’t fly high but she never gives up and one day she succeed. So our believe is every individual can grow the highest of their potential if one could get the proper direction.








MISSION

TO HELP PEOPLE TO REACH THEIR MAXIMUM POTENTIAL.

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.

DIFFERENT WINGS OF PIC

-  Learning Ability Centre
-  Psychological and Educational Assessment Centre
-  Counseling and Psychotherapy Centre
-  Training / Workshop
-  School Mental Health
-  Publication – PIJPS
-  Parents Support Centre

CONTACT INFORMATION

PHONIX INTERVENTION CENTRE

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi – 110085 India

www.phonixcentre.in | phonixcentre@gmail.com

Cell : +91 8130014427 | +91 8527085707

Phonix Intervention Centre

a centre for counseling & special education

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi – 110085, India

8130014427 | 011-40347181

www.phonixcentre.in | editor.pijps@phonixcentre.in