

ISSN : 0378-4568

anveshak

A bi-annual journal

2021



SARDAR PATEL INSTITUTE OF
ECONOMIC AND SOCIAL RESEARCH

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A STUDY OF YOUTH PROBLEM AMONG MALE AND FEMALE STUDENTS

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ABSTRACT

Objectives: To examine the Youth Problems among male and female college students. To search the Youth Problems among urban and rural college students. **Hypothesis of the study:** There will be no significant between male and female college students on dimension Youth Problems. There will be no significant between urban and rural college students on dimension Youth Problems. **Sample:** For the present study 100 Sample were selected from Pune City, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were Male students among them 25 urban and 25 rural college students and 50 subjects were Male students among them 25 urban and 25 rural college students. The age range of subjects was 18 to 25 years (Mean 22.36, SD = 2.17). **Tools:-** Youth Problems Scale: This inventory constructed by M. Verma, It consists 80 items. **Research Design:** (2x2 factorial Design was use) **Conclusion:** 1. Female College Students had significantly high youth problem than the male College Students. 2. Rural College Students had significantly high youth problem than the urban College Students.

Keyword:- Youth Problems, urban and rural college students, male and female college students

Introduction:

Youth are the hope of the future of the world or in different phrases the future of the world lies in the fingers of the youth. It is they who construct up the nations. Youth are the assets of us it their empowerment is the empowerment of a nation. The current generations have their hope in the youth. They are productive and energetic human beings who are successful of massive undertakings. In the midst of their sturdy and cussed nature we recognize the truth that there are numerous issues amongst the current day youth. These issues are most regularly psychological and are developed for the duration of their levels of development. There is no different way however to recognize, pick out and discover out redress to such troubles of the youth. The science of psychology and the Psycho evaluation has been contributed a good deal to the formative years associated troubles and solutions. Youth psychology is a department of psychology that develops very fast. Let the adolescence of the world benefit from the psychological improvements of psyche of the youth.

Gender is about a socially developed set of norms and values that govern social relations, behaviors, possibilities and accesses, dangers and vulnerabilities for guys and women. It grew to become developmental subject extra than three a long time (Jerneck, 2018). According to the international and nearby evidences exhibit heavy bias towards girls and ladies in case of division of labor, get admission to to and manage over resources, choice making electricity and equal beneficiaries from any improvement endeavors (Lal and Khurana, 2011). To tackle inequalities between guys and female in each factors of human lifestyles gender mainstreaming method used to be delivered in Beijing convention (1995) (Bekhouche et al., 2013). Gender mainstreaming



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contains collection steps of movements that commence from gender analysis. Gender evaluation is a quintessential step towards identifying, assessing and informing movements that are quintessential to tackle gender inequality in applications and establishments and to advantage guys and girls equitably (Akpan, 2015).

Gender roles are socially described tasks, responsibilities, and behaviors, which are fabulous for guys and women. They range from society to society and can trade over time (Manfre et al., 2013). Hence, each guys and female operate special things to do in the find out about areas. Women farmers operate unique paid and unpaid activities, however their work stays undervalued and no longer regarded as work (Baden, 2013; Bekhouche et al., 2013). In Ethiopia, gender inequality is a serious concern. The united states of america stands 129th out of 136 nations in the gender associated improvement index (UNDP, 2011) and 116th in the international gender hole index (World Economic Forum, 2011). Ethiopian female and female are subordinate to their husbands, households as nicely as prone to more than a few types of gender primarily based violence such as early marriage, lady genital mutilation (FGM) and home violence. Furthermore, the bodily worry they face or endure in their everyday lives has no longer but been given emphasis (UN, 2014).

The agricultural quarter in Ethiopia, which employs extra than 80% of the population, suggests disproportionate exertion of labor and imbalanced manage over merchandise between guys and women. Gender associated norms and values offers excessive price for guys as heads of the family with extra privileges to manipulate key assets and decision-making electricity over women. Even if the contribution of female to agricultural manufacturing and preservation of the family is immense, their function is unrecognized or undervalued in the eyes of the neighborhood and nearby administrations. As a result, most rural girls had been left out from agricultural help programs/extension services, introduction of new farming applied sciences and earnings diversification interventions (Oxfam, 2015)

Importance of sport is evident and definite for people and societies, and its social, political and psychological aspects have been studied and a special attention has been paid to its connection with the psychological health. Many studies exist about the useful effects to sport and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self-controlling (Gil, 1986; Gilroy, 1989) and reduction to the negative and harmful behaviors such as smoking and drinking Alcohols (Marcus, 1993; Hastad, 1984) and increasing the age (Paffenbarger, 1986). Beside its valuable role in the physical health, sport also has a close relationship with the mental health specifically in preventing the mental disorders. People, who are not active, may face increasing risk of heart disease, mental problems, scruple and other health matters. (Vainio, 2002). Success in the various levels and aspects to life either personal or professional is a concern to whole people, who are physically and mentally normal. There are some definitions for the intelligence quotient (EQ) but the most comprehensive is that definition which has been suggested by (Ciarrochi, 2001) They consider the intelligence quotient as the ability to feel emotions to achieve practical emotions which can help in evaluating thought,

procedure, the whole data were collected.

Statistical Analysis and Discussion

Two way ANOVAs summary among male and female college students on dimension of Youth Problem.

Table No. 1

Sources of Variation	Sum of Squares	df	Mean Square	F	Sign.
Gender (A)	2730.06	1	2730.06	11.17**	$P<0.01$
Area of Residence (B)	1228.50	1	1228.50	5.03*	$P<0.05$
Gender x Area of Residence (A x B)	254.40	1	254.40	1.04	$P<0.05$
Between the Group	4212.96	3	1404.32	5.75*	$P<0.05$
Within Group (Error)	23461.43	96	244.38		
Total	27674.39	99			

Significant $p<0.01= 6.69$ and $p<0.05= 3.86$

Gender	Mean	SD	N	F	Sign.
Male students	79.56	7.26	50	11.17**	$P<0.01$
Female students	84.79	8.51	50		

The results related to the hypothesis have been recorded. Male college students mean is 79.56, SD is 7.26 and female college students mean is 84.79, SD is 8.51. The difference between the two mean is highly significant ($F= 11.17$, $df = 99$, $p < 0.01$).

Area of Residence	Mean	SD	N	F	Sign.
Urban students	80.42	6.86	200	5.03*	$P<0.05$
Rural students	83.93	9.25	200		

The results related to the hypothesis have been recorded. Urban college students mean is 80.42, SD is 6.86 and rural college students mean is 83.93, SD is 9.25. The difference between the two mean is highly significant ($F= 5.03$, $df = 99$, $p < 0.05$).

Conclusion:

1. Female College Students had significantly high youth problem than the male College Students.
2. Rural College Students had significantly high youth problem than the urban College Students.

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शांततेकरिता शिक्षण आणि शिक्षकाची भूमिका

डॉ. सीमा दामले

मॉडर्न कॉलेज ऑफ एज्युकेशन

विभाग १

पर्वभूमी :

ल हा निसर्गाचा नियम आहे. जीवनात सातत्याने बदल होत असतात. सध परिस्थितीचा विचार करता असे लक्षात आ की दैनंदिन जीवन हे अतिशय धावपळीचे झाले आहे. अपेक्षांचे ओझे वाढत आहे. जो तो भौतिक सुखामागे धावत े. नोकरी व्यवसायात अशांतता वाढत आहे. हे केवळ व्यक्तीपुरते मर्यादित नसून कुटुंब, समाज, देश, तसेच न्तराष्ट्रीय पातळीवर सगळीकडेच गढारोळ आहे.

शांतता निर्माण करणारे घटक

- लोकसंख्या वाढ
- जातीयता
- अन्याय
- दहशतवाद
- अपप्रवृत्ती
- भ्रष्टाचार

न व्यक्तीकेंद्री झाल्यामुळे अशांततेतून उद्भवणाऱ्या अनेक समस्यांना तोंड द्यावे लागत आहे. एकूण सामाजिक ष्ठ्यावर अनिष्ट परिणाम होत आहे.

शांततेमुळे उद्भवणाऱ्या समस्या

- भावनिक उद्धेक
- समन्वयाचा अभाव
- राजकीय दंगेधोपे
- अतिरेकी वृत्ती
- अमानवीय कृत्ये

र्व गोष्टींचा विचार फार पूर्वीच भारतीय इतिहासात झालेला दिसतो. भारतीय संस्कृती ही वसुधैव कुटुंबकम णारी संस्कृती आहे. ज्ञानेश्वरांनी परमायदानात जागतिक शांततेसाठी प्रार्थना केली. केवळ व्यक्तीचा विचार न 1 कुटुंब समाज राष्ट्र यांच्या पलिकडे विचार करण्यात आला. महात्मा फुल्यांनी समाजातील अपप्रवृत्तीचा लढा ामय मार्गांनी दिला. शिक्षणाच्या मार्गातून शांतता प्रस्थापित करण्यासाठी प्रयत्न झाले.

तेसाठी शिक्षण :

1ची संस्कृती निर्माण करून शांततामय सहजीवन जगण्यासाठी ज्ञान कौशल्य अभिवृत्ती याचा एकात्मिक विचार णात करणे म्हणजे शांततेसाठी शिक्षण होय.

1च्या मागने संघर्ष सोडवू शकतील अशा व्यक्ती निर्माण करण्यासाठी शांतता शिक्षण हे उचललेले एक पाऊल

साठी शिक्षण यामध्ये अनेक पैलूंच्या विकसनावर भर दिलेला दिसून येतो.

शांततेसाठी शिक्षण पैलू

- सामाजिक न्यायाचे शिक्षण
- संस्कृतिक शिक्षण
- राष्ट्रीय एकात्मतेचे शिक्षण
- आंतरराष्ट्रीय सामंजस्यासाठी शिक्षण
- धर्मनिरपेक्षतेचे शिक्षण

शांततेसाठी शिक्षणात बदल

शिक्षणामध्ये नवनवीन संकल्पना येत आहेत. इ लर्निंग ही संकल्पना पुढे येत आहे. I.Q. बरोबर E.Q. व S.Q. या संकल्पनांचा विचार होत आहे. अभ्यासक्रम झपाट्याने बदल आहे. परंतु जीवनाचे गमक ज्यात आहे ती म्हणजे शांतता याचा विचार शिक्षणतज्ज्ञांनी केलेला नाही. सामाजिक न्याय समान संधी, स्वातंत्र्य, शांतता स्वतःबद्दल आदर व इतरांशी आपलेपणाची वागणूक या सारख्या ध्येयांवर आपलेपणाची वागणूक या सारख्या ध्येयांवर आधारित अभ्यासक्रमाची तात्काळ गरज समाजात निर्माण झाली आहे. शिक्षण घेताना जीवनात कलह निर्माण होणार नाही याची काळजी अभ्यासक्रम तयार करताना घेतली पाहिजे. या सर्व पैलूंचा विचार करता विद्यार्थ्यांमधली हिंसकता अशांतता कमी होण्यासाठी संशोधकांनी एक नवोपक्रम राबवला.

नवोपक्रमाची उद्दिष्टे :

- १) मुद्रांच्या सहाय्याने विद्यार्थ्यांमध्ये एकाग्रता वाढवणे
- २) ओंकार साधनेच्या सहाय्याने विद्यार्थ्यांमध्ये शांतता निर्माण करणे
- ३) ताण व्यवस्थापन तंत्राच्या सहाय्याने ताण कमी करणे

नवोपक्रमाची व्याप्ती व मर्यादा :

सदर नवोपक्रम इयत्ता नववी व मधील मॉडर्न हायस्कूल मधील ऐंश विद्यार्थ्यांसाठी राबवला आहे.

विभाग २

संबंधित साहित्याचे अवलोकन

संशोधकांनी समस्या निराकरण संदर्भात अनेक संदर्भांचे अवलोकन केले. त्याचे वर्गीकरण पुढीलप्रमाणे :
संबंधित साहित्य वर्गीकरण

- प्रबंध
- पुस्तके
- प्रकल्प
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७) व्यायाम करा

८) दीर्घ श्वसन करा.

ध्यान मुद्रा :

मुद्रांच्या सरावाने एकाग्रता वाढविता येते.

सूर्य मुद्रा :

विभाग ५

निष्कर्ष :

१. पूर्व चाचणीत १४ टक्के मुले अतिताण असलेले आढळले
२. ताण व्यवस्थापना नंतर केवळ १६ टक्के विद्यार्थी अतिताण असलेले आढळले
३. शिक्षक प्रश्नावलीनुसार शांततेबाबत सर्वच शिक्षक चिंतातुर आढळले.
४. काही विद्यार्थ्यांसाठी समुपदेशकाची गरज असल्याचे शिक्षकांनी सुचवले.
५. शारीरिक मानसिक आणि भावनिक बदल अशांततेस कारणीभूत ठरतात.
६. पूर्व चाचणी व उत्तर चाचणीची तुलना केल्यास असे आढळते की ताण व्यवस्थापनाद्वारे ताण कमी करून शांतता प्रस्थापित करता येते.
७. अशांततेबाबत विद्यार्थ्यांमध्ये जाणीव आहे परंतु त्यांना नियंत्रण करे करायचे हे माहित नाही.
८. पूर्व चाचणीच्या वेळी संशोधकांनी असे निरीक्षण केले की वर्गात विद्यार्थी बेचैन अस्वस्थ आणि हिंसल वाटत होते.
९. ताण कमी झाल्यामुळे विद्यार्थ्यांमधील भावनिक उद्वेग कमी होऊ शकेल.
१०. विद्यार्थ्यांमधील ताण कमी झाल्यामुळे अतिरेकी वृत्ती कमी होईल.
११. ताण कमी झाल्यामुळे विघातक वृत्ती टाळता येईल.

सूचना आणि शिफारशी

सदर संशोधन इयत्ता नववीपुरते मर्यादित होते. ते दुसऱ्या वर्गासाठी करता येईल.

दोन शाळांचा तौलनिक अभ्यास करता येईल.

मुले आणि मुली एकत्र असणाऱ्या शाळेत संशोधन करता येईल.

शिक्षकाची भूमिका

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न्यायता

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परिवर्तनशील भूमिका

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समाजवादी दृष्टिकोन

आंतरराष्ट्रीय सामंजस्य

निपक्षपाती दृष्टिकोन

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राष्ट्रीय विकास

मानवता धर्म

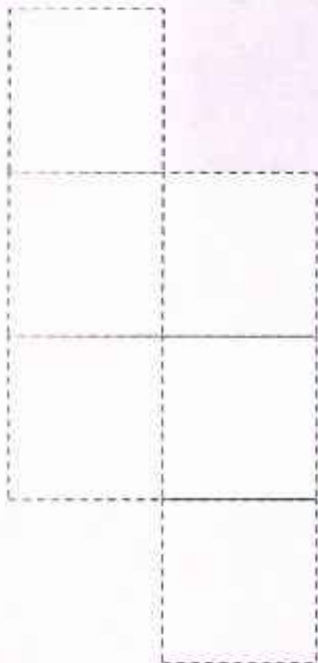


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A STUDY OF PSYCHOLOGICAL FACTORS AMONG PUBERTY AGE SCHOOL GIRLS

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ABSTRACT

The present objectives:-To examine the effect of pre-puberty maturity on school girls psychological factors. Hypothesis:-There will be no significant difference between pre-puberty and normal puberty on school girls' psychological factors (Anxiety, Stress, Depression and fear of body image). Population of the Study: All the Puberty age school girls' students studying in Standard VI to X Maharashtra State Board schools of Pune City was constitute as the population for the present study. Sample of the Study: The present Study total 80 school girls' students (Pune City) in the sample were selects the present study. Among them 40 girls in pre-puberty age (11-13year) and 40 girls normal puberty age (14-17 year). Research Tool: Psychological variables inventory: This inventory was develop by researcher for find out the puberty age girls adolescence psychological variables. This inventory was measure Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image. Conclusion: 1. Pre-puberty school girls had significantly high Anxiety than the normal puberty school girls. 2. Pre-puberty school girls had significantly high Stress than the normal puberty school girls. 3. Pre-puberty school girls had significantly high Depression than the normal puberty school girls. 4. Pre-puberty school girls had significantly high fear of body image than the normal puberty school girls.

Introduction:-

Puberty is one of the most indispensable durations of anyone's life. In this period, teens have contradictory pastimes and desires. Adolescence is described as a traumatic duration with terrific sensitivity to stress, and puberty is a turning factor in transition between childhood and adulthood. Although they have a tendency to be with their friends, they like solitude. Other signs and symptoms of puberty encompass most important hormonal adjustments which probable play a important position in emotional instability. Evidence without a doubt suggests that simultaneous to these modifications in formative years period, depression, worry and anxiousness show up in them due to dangers of altering and social evaluations. Males are viewed at the fruits of their aggression, maladjustment, and delinquency and drug abuse will increase at some stage in this time.

During this time women mature in very bodily methods (girls improve breasts and hips, they additionally bear many hormonal modifications (girls have an expand in estrogens whilst boys have a make bigger in androgens). While these very bodily and anatomical adjustments are taking place, it is additionally necessary to understand that many psychological modifications are additionally occurring. In fact, there are likely as many psychological adjustments as there are bodily changes. These modifications appear due to the fact each the way young people see themselves and the way the world treats those adjustments dramatically. As a end result of these psychological changes, many behaviors will trade as properly as how youngsters view the world round them.

Puberty in Girls:

Breast improvement is the principal signal that a female is coming into puberty. The first menstrual length (menarche) generally follows inside about two years. Before the first menstrual period, a lady will generally have: An expand in height, an amplify in hip size, Clear or whitish vaginal secretions Pubic, armpit, and leg hair growth. Menstrual cycles appear over about 1 month (28 to 32 days). At first, the menstrual intervals may additionally be irregular. A lady can also go two months between periods, or may additionally have two intervals in 1 month. Over time, durations end up greater regular. Keeping tune of when the length happens and how lengthy it lasts can assist predict when the subsequent menstrual duration will occur.

Ann. C. Crociter and Mathew (2001): Study linking dad and mom work stress to Adolescents Psychological Adjustment. It exhibits that the consequences of parental work stress on Adolescents Adjustment show up to be oblique .Work stress is linked to dad and mom emotions of overload and stress , which in flip are associated to much less high-quality adjustment of teens. In the face of excessive work stress withdrawing from household involvement may also be adaptive in the brief run however in the end problematic. The energy of these associations relies upon on parents personality, coping styles, work and household circumstances.

Study carried out by means of Hains Anthony et al (1990) examined the effectiveness of a cognitive intervention to assist young people cope with stress and different varieties of terrible emotional arousal. The skilled kids confirmed enormous discount rates in stages of anxiousness and anger, and additionally enchantment in self-esteem.

A find out about performed by using Rex Forehand et al (1991) on Adolescents and their parent's stress. The Study indicated that the stress in the household like divorce, intrapersonal war and maternal melancholy leads to stress in the kids which deteriorates functioning. Further a nice Parent-Adolescent relationship as perceived by means of the Adolescents used to be related with much less deterioration in all areas of functioning.

Sangeeta Chaudhary and Priya Mary. Joseph (2010) carried out a find out about it used to be designed to apprehend children perceptions on coping with stress in middle earnings group. It mostly objectives to discover their consciousness related to alternate methods of coping, adaptive coping and its want and importance. This lookup is descriptive in nature. The outcomes printed that across the 4 domains, young people identify parental assist for their adaptive coping styles, whereas for adaptive coping, young people pick out education or no support. However, adolescent ladies have perceived mother and father to be stricter with boys specifically in teachers and boys have perceived dad and mom to be extra involved for women in heterosexual relationships and bodily look .Academics have been observed to be predominant stressor.

Research Methodology

Objectives:-

- 1) To examine the effect of pre-puberty maturity on school girls psychological factors.

Hypothesis:-

- 1) There will be no significant difference between pre-puberty and normal puberty on schoolgirls' psychological factors (Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image).

Method:

Population of the Study:

All the Puberty age school girls' students studying in Standard VI to X Maharashtra State Board

schools of Pune City was constitute as the population for the present study.

Sample of the Study:

The present Study total 80 school girls' students (Pune City) in the sample were selects the present study. Among them 40 girls in pre-puberty age (11-13year) and 40 girls normal puberty age (14-17year).

Variables:

1) Independent variable

- i) Types of Puberty :- 1) Pre-Puberty 2) Normal Puberty

2) Dependent Variables

1) Psychological Variables:

- i. Anxiety ii. Stress iii. Depression iv. Fear of Body Image

Research Tool:

1) Psychological variables inventory:

This inventory was developed by researcher for find out the puberty age girls adolescence psychological variables. This inventory was measure Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image.

Procedures of data collection:

The required data were collected with the help of pre-test, post-test psychological variables inventory which was constructing and develop by the researcher. In the beginning the researcher administered the psychological variables inventory as the pre-test on both the experimental group and control group students. Then the researcher implemented the stress reduction training for 30 days @ 1 hour per day on the experiment groups and control group students not give any training in 30 days day. After the implementation of the stress reduction training researcher administered the same psychological variables inventory as the post-test on both the experimental group and control group students.

Statistical Data Analysis and Discussion

't' showing the significance of puberty school girls.

Anxiety	MEAN	SD	N	df	t value	P
Pre-Puberty	4.27	2.06	40	88	3.14**	0.01
Normal Puberty	2.77	2.20	40			
Stress	MEAN	SD	N	df	t value	P
Pre-Puberty	4.33	1.08	40	88	3.44**	0.01
Normal Puberty	3.25	1.66	40			
Depression	MEAN	SD	N	df	t value	P
Pre-Puberty	3.86	1.39	40	88	3.94**	0.01
Normal Puberty	2.34	2.00	40			
Fear of Body Image	MEAN	SD	N	df	t value	P
Pre-Puberty	4.37	2.41	40	88	5.10**	0.01
Normal Puberty	2.17	1.27	40			

The hypothesis is difference pre puberty school girls and normal puberty school girls. The Mean of anxiety pre puberty school girls 4.27 and SD is 2.06. Mean of normal puberty school girls 2.77 and SD is 2.20. Mean of Stress pre puberty school girls 4.33 and SD is 1.08.

Mean of normal puberty school girls 3.25 and SD is 1.66. Mean of Depression pre puberty school girls 3.86 and SD is 1.39. Mean of normal puberty school girls 2.34 and SD is 2.00. Mean of Fear of body image pre puberty school girls 4.37 and SD is 2.41. Mean of normal puberty school girls 2.17 and SD is 1.27.

One change that occurs psychologically during puberty is the adolescent's body image. Adolescents seem to take an acute interest in how their body is changing on a day-to-day basis. In early adolescence this trend seems to be at its peak because many adolescents seem to have a negative outlook on their body and how it is changing. This idea of body image can be both enlightening and distressing for many adolescents. In today's society kids are constantly being bombarded with pictures of how they are suppose to look, when adolescents begin to mature in a way that seems "abnormal" or not the same as the movie stars they aspire to be it can take a psychological toll. However, as adolescents progress through puberty most become satisfied with their body image. (Lawler & Nixon, 2010) (Markey, 2010) (Murray Byrne & Riegner, 2011)

Conclusion:

- 1) Pre-puberty school girls had significantly high Anxiety than the normal puberty schoolgirls.
- 2) Pre-puberty schoolgirls had significantly high Stress than the normal puberty schoolgirls.
- 3) Pre-puberty schoolgirls had significantly high Depression than the normal puberty schoolgirls.
- 4) Pre-puberty schoolgirls had significantly high fear of body image than the normal puberty school girls.

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BENGAL, PAST & PRESENT : JOURNAL OF THE CALCUTTA HISTORICAL SOCIETY

Kolkata, West Bengal, India
ISSN : 0005-8807

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Excel's International Journal of Social Science & Humanities

An International Peer Reviewed Journal

April - 2022

Vol. II No. 22

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Application of Co-operative Learning Approach for triangle construction among hearing impaired students in inclusive set up of school

Dr. Mrs. Seema Vivek Damle

PART I

Introduction

Inclusive school values diversity. The system accepts and promotes the fact that the majority of students with special educational needs can be accommodated within the regular school system. Cooperative learning is more elaborate than group work activity.

"Mathematics is the key and gate of all sciences" Roger Bacon

Mathematics is important for developing various abilities like scientific thinking, logical ability, abstract thinking and all round development of a student. But it is observed that it is one of the fear factors for students especially about geometry. When we think about geometric constructions, students are lagging behind because of lack of comprehension. The root cause for this is the misconception of basic geometric concepts. Many new methodologies and techniques are invented to solve this problem still it is the need of time to find more solutions so that mathematics will not be a burden anymore for the students

Considering the problem we have decided to use the co-operative learning approach. Cooperative learning is more elaborate than work group activity. Cooperative learning can be incorporated into your classroom management system. If you train your students to work effectively in groups, the results can be a very productive and fun learning environment.

Cooperative groups encourage interaction. It seems to have resulted in higher level reasoning more frequent generation of ideas and solutions. According to National Council of teacher of Mathematics communication is essential part of mathematics education.

When implementing cooperative learning in groups social skills and personal interactions are taught. Cooperative learning gives support, encouragement and makes academic progress cognitively and socially.

Five basic and essential elements to cooperative learning:

1. Positive interdependence

- 1) Students must fully participate and put forth effort within their group
- 2) Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group

2. Face-to-Face Promotive Interaction

- 1) Member promote each others success
- 2) Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments

3. Individual Accountability

- 1) Each student must demonstrate master of the content being studied
- 2) Each student is accountable for their learning and work, therefore eliminating "free riding"

4. Social Skills

- Social skills that must be taught in order for successful cooperative learning to occur


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Related Literature
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- 1) Research on cooperative learning
- 2) Cooperative learning in mathematics
- 3) Promoting Cooperative Learning in science and mathematics
- 4) Cooperative Learning: Critical Thinking and Collaboration Across the Curriculum
- 5) Cooperative Learning in the Secondary Mathematics Classroom
- 6) Facilitating student interaction in mathematics in co-operative learning.
- 7) Developmental and Motivational Perspectives on Cooperative Learning
- 8) Collaborative verses cooperative learning
- 9) Cooperative Learning in Mathematics: A Handbook for Teachers
- 10) Combining cooperative learning and individualized instruction: Effects on student mathematics achievement, attitudes, and behaviors.

Part III

Research Methodology

Sample and Research Methodology

Class of Ninth 'D' division of Modern High school, Pune was selected. Method used for sample selection was non probability based lottery method.

- 1) Students-60 out of 60 ten students are hearing impaired
- 2) Teachers-6
- 3) Parents-10

Research Methodology

Experimental method was selected. Single group pre-test post-test design was used.

Tools of Research

- A) Pretest-Post test
- B) Programmed learning material
- C) Questionnaire-Students & teachers
- D) Interviews-Parents

Procedure

After finalizing the research topic the researcher approached the school authorities for getting permission.

Selection of sample

Pre-test question paper, questionnaire for teachers and students as well as interview questionnaire for parents were set.

Pre-test was conducted for 9th D

Depending on pre-test results programmed learning material was made.

Students were grouped in six according to the criterion of cooperative learning and instructions were given to the group leaders. The researchers assign four partners to a group. Partners were chosen mainly by ability so that each group will have one top level, two middle



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PART V

Conclusions and Recommendations

Root causes of problem

- Students are weak at basic concepts.
- Students cannot complete the triangle construction in time.
- Construction steps are not clear to students.
- Drilling of construction is not done

Solutions

- Basic concepts about triangle construction made clear with cooperative learning
- More practice given to students in groups.
- Construction steps made clear with the help of programmed learning cards .
- Drilling was done by giving test.

Conclusions

- 1) 60% of students failed in pretest
- 2) Teachers are bothered about progress of students
- 3) Teachers need training to minimize failure.
- 4) Parents are aware about progress of their child.
- 5) Parents are also trying their best to help their child.
- 6) Only 10% students failed in post test.
- 7) After co-operative learning students got idea about construction of triangle.
- 8) By comparison of pretest and post test researchers felt that the co-operative learning program was effective.
- 9) Students are also aware of lagging behind but they don't know how to cope up.
- 10) Program learning cards were very much effective. By using cards students' confidence level increased
- 11) While taking pretest students were observed by researchers students were restless and unstable.
- 12) Because of co-operative learning basic concepts of students about triangle construction were very clear.
- 13) When students interact with each other in well-structured assignments, they learn both content and group process skills better than students in traditional classrooms
- 14) In small groups, students can share strengths and also develop their weaker skills
- 15) They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.
- 16) Students demonstrate academic achievement
- 17) Cooperative learning methods are usually equally effective for all ability levels.
- 18) Cooperative learning is affective for all ethnic groups
- 19) Student perceptions of one another are enhanced when given the opportunity to work with one another
- 20) Cooperative learning increases self esteem and self concept
- 21) After cooperative learning activity students bonded together
- 22) The noise level was much more than we had anticipated
- 23) The research showed that high ability students do indeed benefited from cooperative learning groups



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D CHILDHOOD AND GROWING UP

- Dr. Trupti Bhalerao
- Dr. Seema Vivek Damle

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Psychologist, Pune-5.



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About the book

The book, with comprehensive and practicable coverage, acquaints its readers with thorough knowledge and skills to help the growing children in their proper growth and development enabling them to reach the limit of their excellence on one hand, and instilling in them the sense of responsibility towards their society and nation on the other hand. It dwells on the essential topics such as nature of the process of growth and development going on at the various ages and developmental stages of children, their developmental needs and characteristics, individual differences and diversities existing among them, development of various abilities and capacities like intelligence, creativity, and overall personality characteristics, nature of the age-linked behavioural problems, adjustment and mental health, parenting styles, and methods of dealing with the behavioural problems, adjustment, and stressful conditions of the developing children. The text equips the readers with all what is in demand for helping the developing children at this juncture of rapid industrialisation, globalisation, urbanisation, modernisation and economic change.

About the Author



Dr. Trupti Bhalerao (M.A. Psychology, M.A. Marathi, M.Ed, Ph.D (Education) currently working as assistant professor at P.E.S B.Ed college, Pune, Maharashtra. She has 17 years of teaching experience in D.Ed and B.Ed college. She has experience of writing and editing of subject work experience teachers handbook in Balbharti. She also has experience in reviewing of handbook of subject work experience in Balbharti. She has participated and presented paper in international, national, and state level conference. She also has 2 years of experience in organising state level conference. She is working as paper setter for B.Ed SPPU. She is working as student development officer as representative of P.E.S. B.Ed College since last 4 years.



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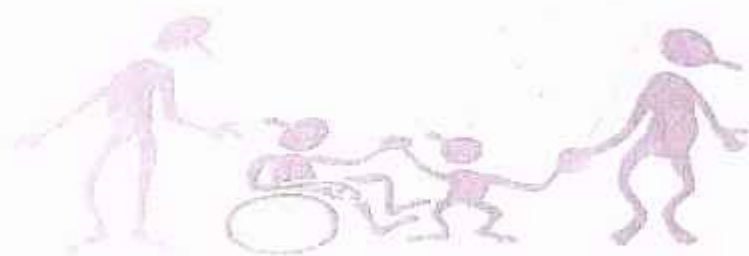
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KEYA INTERNATIONAL PRESS LLP

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First published in India, 2021

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ISBN: 9788183768955

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Typeset by Shivangi Computer, Jaipur

Printed and bound in India by Thomson Press Ltd.,
New Delhi

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Effect of Omkar Chanting and Pranayama on Concentration, Memory and Level of Fatigue on 9th class students.

Prof. Dr. Madura Pawar

P.E.S.'s. B.Ed. College, Shivjinagar, Pune 5.

20/11/20

Abstract

Concentration is the measure of accuracy of work. Receiving power is the measure of understanding. Memory is a measure of ability to reproduce the knowledge that is known. The concentration, memory and the level of fatigue can be measured from the psychology based tests. Omkar recitation & Pranayama are important yogic practices. The vibration due to Omkar meditation & Pranayama increases the efficiency of cells and the organs.

Keywords : Concentration, Omkar recitation, Pranayama.

Introduction

In current curriculum the importance of Yoga is also highlighted. So it is decided to study the some of the yogic practices & their effect on Concentration. Omkar recitation is an important yogic activity. The vibrations due to Omkar recitation increases the efficiency of cells and the concerned organs.

In the Omkar recitation, the first pronunciation A creates the vibrations, which affect the spinal cord to increase its efficiency. The second pronunciation U creates the vibrations in the throat which affect the Thyroid Glands, while the last pronunciation Mm, brings the vibrations to the brain, thereby activating the brain centres, as a result of which, the efficiency of a brain increases. Therefore the effect of Omkar chanting increases the concentration, memory, receiving power of brain and ultimately decreases the level of fatigue.

Pranayama is the yogic science of balancing & regulating vital energy or prana through the skillful manipulation of breath. There is correlation between our breath & our mind. We can voluntarily tackle our mind & our emotions through the breath & the life force that connects us all, and that is the science of Pranayama. Pranayama is the tool that links the body & the mind through the breathing.

Concentration is a measure of accuracy

of work and receiving power is a measure of understanding while memory is a measure of ability to reproduce the knowledge / known things. Off course there are different opinions for the measurement of concentration, memory & receiving power. However, the concentration, memory & level of fatigue can be measured / understood from the Psychology based tests. Based on this hypothesis, the tests, were conducted and the results are discussed.

Background of the study :-

Our concentration is continuously being affected by many things. Television, cinema, computer, mobile, family background and house atmosphere, family disputes, financial limitations, etc. affect a child's concentration. Besides there are fear of teachers at school, parents at home. Success and failure in exam, health problems, physical or mental disability, mental problems, stress due to all these factors students concentration will be disturbed.

To increase the success they should concentrate on their studies. Concentration increases the learning speed, grasping power etc. that helps to understand the subject. If we cannot concentrate our mind on any subject we cannot gain knowledge of that subject.

Concentration is the base of abilities and skills. If the Concentration is developed properly, student can learn the chosen curriculum with interest. Hence, learning become effective with memory improvement and hence they become successful in their life.

So to increase energy and mind management in 9th class students if we take Omkar chanting & Pranayama there Concentration will increase.

Need & Importance of the study :-

Today's era is Information Technology. In this modern world, for 9th class students it is very important to increase their confidence & courage. To achieve this, increase in their concentration is very much essential. Present research helps in enhancement of concentration of the 9th class

students.

Present research will also help to decrease the Level of Fatigue in students. Level of Fatigue is also one of the major causes to destroy the concentration & to regain this concentration present research becomes important.

Statement of the problem :

Effect of Omkar Chanting and Pranayama on Concentration, Memory and Level of Fatigue on 9th Class Students.

Definitions of important terms :

Concentration :-

Process of focusing on certain object or concept. In present research Concentration is rank obtained by using Pranav japanubh Concentration measure test which is standardized by Yoga Vidya Dham, Nashik.

Memory :-

The time within which past events can be remembered.

Level of fatigue :-

Level of State of tiredness caused by exertion.

9th Class Students :-

9th standard students from Mhatoba Secondary School, Balewadi.

Objectives:

1. To study the effect of Omkar Chanting on Concentration.
2. To study the effect of Pranayama on Concentration.

Scope and limitations :

1. Present research is related to the effect of Omkar Chanting on Concentration.
2. Present research is related to the effect of Pranayama on Concentration.
3. This is restricted to only 9th class students.
4. This is limited to only thirty five students of 9th class from Mhatoba Secondary School, Balewadi.
5. Present research is limited to activity which are organized by researcher only.

Research Hypothesis :-

"After implementation of concentration rise program produced by researcher, there will be increase in concentration of 9th class students."

Research Methodology-

Method of Research:-

For present research, Experimental method is used.

Experimental Design-

For the present research, The single group Pretest-Posttest design is selected.

Sample:-

For experiment, 35 students from Mhatoba Secondary School, Balewadi.

were selected. This selection was according to Incidental sampling method.

Materials and Methods:-

Studies were conducted on 35 students of Mhatoba Secondary School, Balewadi, in the age group of 13 to 15 years. They were taught the Omkar chanting and Pranayama. One Omkar in one exhalation of breath in 10 seconds.

Before starting the Omkar Chanting and Pranayama to the class the Psychology based tests for measurement of concentration, memory and level of fatigue were conducted.

The class was conducted from 2/12/2017 to 3/1/2018 every day in the morning between 10:00 AM to 10:45 AM. The following practices were performed every day.

1. Relaxation 5 Min.
2. Pranayama (Deep breathing) 5 Min.
3. Omkar Chanting 30 Min.
4. Prayer 5 Min.

Tools for data collection :

The tests for concentration, memory and level of fatigue were conducted after completing the Omkar chanting class for one month. These tests can be described as follows.

1. Test for concentration -

In this test, the 9th class students were asked to solve some multiplication (four digits by single figure) in 5 minutes. After completing the assignment, the multiplications were corrected. Results were tabulated as total attempted, correct problems & wrong problems.

2. Memory Test -

In this test, the different 25 items were kept on the table. All 9th class students were asked to observe for 1 minute. After this observation, they were asked to write the names of items within

5 minutes. The observations were tabulated as the number of items written and correct items written.

3. Test for level of fatigue (Cancellation Test) -

In this test, a paper containing the English alphabets randomly printed was given to the students. The students were asked to cancel the 'Y' 'S' & 'G' letters within 5 minutes. They were asked to put vertical line after every minutes to know the number of words canceled in every minute.

Statistical Tool:-

For testing effectiveness of program, T-test tool is used.

Result and Discussion

From the concentration test it is observed that,

The average number of problems solved before class were 20, out of which 12 were correct. But after the class, the average number of problems solved were 24, out of which 18 were correct.

The improvement in ability / accuracy of solving the problems after Omkar chanting class, indicates the increase in concentration. After practicing Pranayama students feel cheerfulness, enthusiasm, a good standard of health and a good concentration of mind.

From the memory test, it is observed that, before Omkar chanting class, the average number of items remembered were 15, while after class the average number of items remembered were 19.

The average number of marks (words canceled) before Omkar Chanting class were 13, but after Omkar chanting class the marks increased upto 20. The maximum number of marks before Omkar chanting class were 25, but after the Omkar chanting class, the maximum number of marks was 32. From this, it can be concluded that, after Omkar chanting class the marks in cancellation test increased, indicating the decrease in level of fatigue.

There is no difference before and after the Omkar chanting against the alternative that Omkar chanting is effective. The results are as

Table - 1

Test	N	Mean Difference	t- value
Concentration	35	2.87	6.37
Memory	35	2.91	5.68
Cancellation	35	6.61	8.54

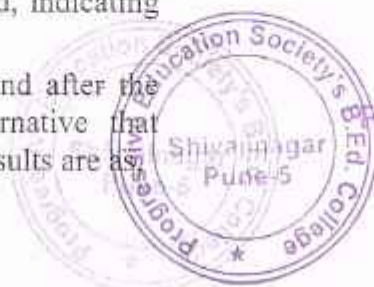
The differences are statistically significant. So the hypothesis is that, after implementation of concentration rise program produced by researcher, there will be increase in concentration of 9th class students.

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**A STUDY OF GENDER DIFFERENCES AND PARENT CHILD RELATIONSHIP
AMONG HIGH SCHOOL STUDENTS**

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ABSTRACT

Objective of the study: To examine Parent-Child Relationship among male and female high school students. Hypothesis: There will be no significant difference among male and female high school students with respect to Parent-Child Relationship. Sample:- For the present study 100 high school students were selected from Pune city, Maharashtra State. The effective sample consisted of 100 high school students among them 50 male high school students and 50 female high school students. The same ratio was followed for female high school students also. The age range of subjects from 12 to 16 years ($M = 14.87$, $SD = 3.02$). Non probability random sampling method was used. Conclusions:- Male high school students had significantly found high Protecting (Parent-Child Relationship) than the female high school students and there was no significant difference found between male and female high school students on dimension of symbolic, punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving and neglecting.

Keyword:- Gender Differences, Parent Child Relationship, High School Students,

Importance of sport is evident and definite for people and societies, and its social, political and psychological aspects have been studied and a special attention has been paid to its connection with the psychological health. Many studies exist about the useful effects to sport and its relation to psychological happiness (Biddel, 1993; Thorlindsson, 1990) self-respect and self-controlling (Gil, 1986; Gilroy, 1989) and reduction to the negative and harmful behaviors such as smoking and drinking Alcohols (Marcus, 1993; Hastad, 1984) and increasing the age (Paffenbarger, 1986). Beside its valuable role in the physical health, sport also has a close relationship with the mental health specifically in preventing the mental disorders. People, who are not active, may face increasing risk of heart disease, mental problems, scruple and other health matters. (Vainio, 2002).

Success in the various levels and aspects to life either personal or professional is a concern to whole people, who are physically and mentally normal. There are some definitions for the intelligence quotient (EQ) but the most comprehensive is that definition which has been suggested by (Ciarrochi, 2001) They consider the intelligence quotient as the ability to feel emotions to achieve practical emotions which can help in evaluating thought.

Introduction:-

Parenting is the set of behaviours involved in the course of the life in contributors of the household amongst organisms, who are normally conspicuous and ordinary contributors of one-of-a-kind generations or, at least, of special transport cohorts. Parenting interactions provide belongings in the course of the generational firms in regard to domains of survival,



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reproduction, nurturance and social function.

Parenting comprise directional relationships between persons of two (or more) generations, which can prolong through all or fundamental factors of the respective existence spans of these groups, it may additionally moreover have interplay all businesses internal a subculture [including educational, economic, political and social one] and is embedded in the documents of the people as that data takes place interior the natural and designed settings inner which the crew lives. Thus parenting is every a natural and a social process.

With regards to gender differences in parent-child relationships, females tend to establish a better relationship with their mothers and fathers as compared to their male counterparts (Rozumah & Nor Sheereen, 2009). The gender stereotype, roles and activities appropriate for boys and girls in the wider society were cited as responsible for gender differences in parent-child relationship. Further the result also to be seen in the light of the study of Lloyd and Devine (2006) revealed that gender differences of the children have affected how parents select parenting styles and the strength of the parent-child relationship. Parents tend to practice more positive parenting on females than males. In addition, females are being praised and cuddled more than males they further explain that parents tend to have better communication and are more supportive towards their daughters.

Suman et al (2003) in which they reported no significant difference between perception of the mother and the father by both girls and boys. Similarly Cai-Lian Tam, Teck-Heang Lee, Vashnare kha Kumar asuriar, and Wai-MunHar (2012) found no significant difference between gender and parent-child relationship in their study.

In sum, it can be concluded that except for protection and objective rewards male and female High school students generally do not significantly differ in their relationships with both of their parents. To conclude differences on parent-child relationship cannot be attributed on gender difference. Therefore the null hypothesis in reference of gender effect on perception of parent-child relationship has been accepted for symbolic punishment, Rejecting, Object punishment, Demanding, Indifferent, Symbolic reward, Loving and Neglecting and rejected for protecting and objective reward.

Parent-child relationships are a classical theme in developmental psychology. Particular attention has been paid to the nature and change of parent-child relationships during adolescence in recent years. Although the literature has changed from an emphasis on inevitable estrangement to a view that the family adjusts and maintains its relationship to accommodate the increasingly mature adolescent, researchers have consistently seen that the transition into adolescence introduces certain amount of disruption into the relationship, such as small to moderate increases in conflict and declines in cohesion.

Objective of the study:

- 1) To examine Parent-Child Relationship among male and female high school students.

Hypothesis:

- 1) There will be no significant difference among male and female high school students with respect to Parent-Child Relationship.

Sample:-

For the present study 100 high school students were selected from Pune city, Maharashtra State. The effective sample consisted of 100 high school students among them

50 male high school students and 50 male high school students. The same ratio was followed for female high school students also. The age range of subjects from 12 to 16 years ($M = 14.87$, $SD = 3.02$). Non probability random sampling method was used.

Variables :-

Independents variables:

1) Gender 1) Male 2) Female

Dependent Variables:

1) Parent-Child Relationship

Research Tools:

Parent Child Relationship Scale

This Scale standardized by Dr. Nalini Rao. The scale contains 100 items categorized into ten areas (5 areas supporting cordial PCR, namely; Protecting, Indifferent, Symbolic Reward, Loving & Object Reward, and 5 areas inhibiting cordial PCR, namely; Symbolic Punishment, Rejecting, Object Punishment, Demanding & Neglecting) of parent child relationship (PCR).

Statistical Analysis:-

t test used for the present study.

Parent Child Relationship

Table No. 1.1

t Value for Gender on measure of Parent Child Relationship (PCRS)

Dimensions of PC Relationship	Male		Female		t Value
	Mean	SD	Mean	SD	
Protecting	71.69	8.04	68.18	6.26	30.07**
Symbolic punishment	59.4	6.01	58.39	4.37	3.79 ^{NS}
Rejecting	57.53	4.81	56.88	5.18	1.73 ^{NS}
Object punishment	52.58	6.9	55.97	6.78	24.85**
Demanding	60.08	5.74	59.34	5.67	1.78 ^{NS}
Indifferent	55.98	6.3	57.09	8.04	2.38 ^{NS}
Symbolic reward	68.34	7.97	67.29	7.32	1.92 ^{NS}
Loving	66.37	8.82	65.03	9.17	2.29 ^{NS}
Object reward	60.57	8.35	67.66	7.29	84.78**
Neglecting	60.22	5.3	59.64	5.19	1.32 ^{NS}

**** Significant at 0.01 level, * Significant at 0.05 level and NS Not Significant**
The Mean, Standard Deviation and t value on dimensions of Parent-Child relationship

were given in Table No.1.1, it is clear that t value found significant on dimensions Protecting, symbolic punishment, and object reward where as t value found in significant for dimensions rejecting, demanding, indifferent, symbolic reward, loving and neglecting or Parent-Child relationship. According to results, the hypothesis no.1 "There will be no significant difference among male and female high school students on dimensions of Parent-Child relationship was rejected for dimensions like protecting, symbolic punishment and object reward where for dimensions like rejecting, demanding, indifferent, symbolic reward, loving and neglecting of Parent-Child relationship was accepted."

Conclusion:-

- 1) Male high school students had significantly found high Protecting (Parent-Child Relationship) than the female high school students and there was no significant difference found between male and female high school students on dimension of symbolic, punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving and neglecting.

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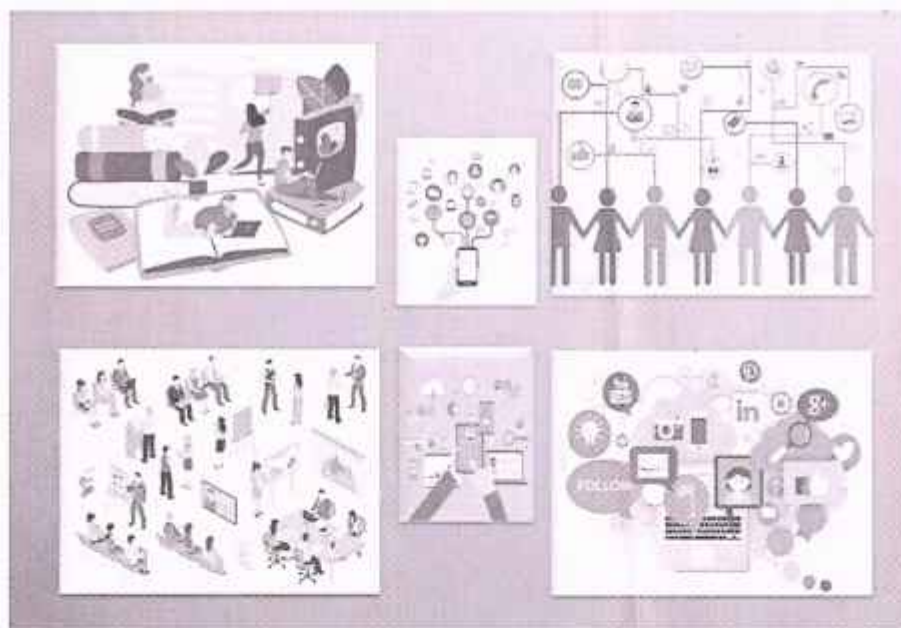
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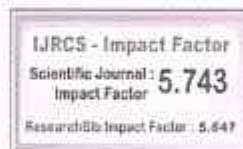
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**Development of a programme for enhancing the
concentration of IXth standard students and studying
its effectiveness.**

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Abstract: Education is an effective tool for national development, success and social revolution at all levels. Concentration is the base for all knowledge. Without knowledge one cannot do anything. To obtain internal stability, Pranayam, Omkar chanting, Co-curricular and Extra-curricular programs will definitely be useful for mind concentration. By doing regular co-curricular and extra-curricular activities of concentration improvement students mind remain fresh. It will reduce their mental stress and their health remains good. And the most important thing is that their concentration will increase.

Key Words: Concentration, Deep Breathing, Pranayam, Memory, Focus, Mind.

Topics Covered in Education System :

1. Impact of Education on Development
2. Primary and Secondary Education
3. Extracurricular Activities

1. Introduction:

Education is one of the most important need for overall personality development of human beings. Education is an effective tool for national development, success and social revolution at all levels.

Swami Vivekananda has mentioned in his book, 'Swami Vivekananda Granthavali', that "Concentration is the base for all knowledge. Without knowledge one cannot do anything. Ordinary people always make mistakes as they lose 90% of their thought power. A person having mental discipline will never commit any mistake. Concentration has enormous strength. To achieve certain goals, concentration is must. Concentration in a given task will always lead to success. Concentration also helps to fulfil the exact aim and achievement of goal and ultimately success in life."

Internal Qualities like singing, dancing, drawing etc. are developed through concentration.

2. Definition of Concentration:

Concentration means a strong determined study. While doing a work with a strong will and faith, no matter what comes, conserving your determination, undeviating in your path of success and

perseverance through one's unbreakable faith and confidence in self. Once set up focused, a man with concentration can achieve anything easily.

'Stabilizing and balancing one's fluid thoughts is concentration. Every individual has this ability to concentrate in his mind. To concentrate, one needs self-determination towards a single goal, skill, the mental and physical condition of an individual; his/her psychological condition, environment etc. have been stated.'

(University of Cambridge, Concentration. Retrived Sept, 10, 2004, from <http://www.councelling.com.ac.uk/.../concen.html>.16k)

3. Need and Importance of Present Research:

Today's students are examination oriented. In the current competitive world, stress is a major problem. In adolescent age, there is a continuous growth of body. During this stormy period (13yr to 19yr), development and growth of body affects their mind. This is the period where students are easily distracted by anything. At the same time, this period is also academically important.

Students of adolescent age are the pillars of our country. With the help of them it is possible to fulfil the dream of developed India by 2020. To obtain internal stability, the researcher feels that Pranayam, Omkar chanting, Co-curricular and Extra-curricular programs will definitely be useful for mind concentration.

4. Literature Review:

A) Review of Researches Related to Subject of Research:-

The research related to concentration done by Padwal (2011) and Muley (2006), on secondary school students, they have studied the effect of Pranayam on concentration.

So in present research, deep breathing has been taken as one of the supplementary activities. Varkhede (2002), in his research, studied effect of Omkar chanting on memory power, concentration, understanding power of 36 females and males below 15 years. It is seen that due to Omkar chanting there is an increase in concentration and memory power. In present research Omkar chanting has been taken as a supplementary activity.

Kenjale (2004), Damle (2004) and Shinde (2009), has studied the effect of Omkar chanting on mind concentration of higher primary and college of education (D.Ted) students. Researcher found that due to Omkar chanting there is significant increase in students' mental and physical concentration.

In present research Omkar chanting is taken as a supplementary activity. Kenjale (2013), studied the concentration problem of higher primary school students and prepared a programme for increasing concentration and studied its effectiveness.

After implementation of various activities researcher observed that students' concentration had increased by a fairly large amount.

B) Review of Research/ Articles Using Internet:-

Table no. 1.1

Sr. No.	Name of researcher/article	Subject	Websites
1.	Anand Ghare	Explanation regarding recent research in Neuroscience and its functions.	anandghare.wordpress.com/2013/02/20
2.	Basic Guidelines to increase concentration	Obstacles & essential things for concentration	http://www.ucc.rt.edu/studysk/concentr.html-6k .
3.	Illinois University,	Explanation about effects of regular exercise on concentration & memory	abpmajha.newbullet.in/lifestyle/health/7753-2011-07-27-14-33-15

4.	Sri Swami Sivanand Benefits of Pranayam	Explanation about Benefits of Pranayam	http://www.dishq.org/teaching/concentration.htm
5.	Strategies for improving Concentration & memory	Explanation regarding goal setting for enhancement of concentration & required things for concentration	http://www.ucc.rt.edu/lynch/Improveconcentrationhtml-2k
6.	Vidyadhar Bapat	'Omkar chanting, listening to music' Activities to improve concentration	http://vidyadharbapat.bhojwanigroup.in/mindblog/p-11
7.	University of Guelph	Explanation of remedies for growth of concentration & barrier in concentration during studies.	http://www.learningcommons.uoguelph.ca/.../onlineFastfacts

From all above summaries, it is found that different activities which are carried out to increase concentration are useful.

From the above research study, it was inferred that there was no co-curricular and extra-curricular programme developed to enhance student concentration, so the researcher decided to develop a comprehensive co-curricular and extra-curricular programme to enhance the attention of students. For that, the researcher, developed the under given co-curricular activity based on 3 topics of their science syllabus. This programme is based on State Board Curriculum of IXth standard Science text book and few of its science concepts.

➤ Co-curricular activities to enhance concentration:-

The programme development was completely based on concepts of IXth standard Science subject. The following activities were developed and implemented in this programme:

- Keen observation of diagrams and graphics
- Describing by Observing
- Grouping by Relating (Analogy)
- Searching by Observing
- Error Finding in Figures, diagrams, etc.
- Constructing a concept map from raw information
- Finding answers with the help of the concept maps
- Describing the concepts using the maps
- Sequential Arrangements of procedures and processes
- Finding answers by precisely observing the diagrams and figures
- Completing the phrases upon reading the paragraph
- Finding answers based upon questions from paragraphs
- Classification/Spotting the difference
- Finding the best matching figure by observing
- Recreating the observed figures.
- Cognitive listening

➤ Co-curricular activities other than syllabus for concentration development:-

- Deep-Breathing (Pranayam) and Vrukashasan (Training and Practice)
- Sudoku
- Crossword
- Story telling or recalling the content
- Group discussion

- Missing number
- Drawing of picture or diagram
- To develop puzzle
- To make modules
- Some psychological experiments
- Jigsaw puzzles based on figures.

Other extra-curricular activities used in the Concentration development programme is as follows:-

➤ **Extra-curricular activities for increasing concentration:-**

- Spotting differences between two images
- Game: Throwing a ball in a circle from a distance of 2m (Pair and share)
- Aiming and throwing a ball or a piece of chalk from a distance of 2m into a bucket. (Pair and share)
- Magnetic Ball dome: Time limit and score (Individual: self)
- Solving Jigsaw puzzles (Self: Problem solving)
- Solving Logic based puzzles (Self: Problem solving)
- Solving labyrinths (Self: Problem solving)

5. Statement of the Problem:-

Development of a programme for enhancing the concentration of IXth standard students and studying its effectiveness.

6. Research Objectives:-

- To study the present situation of concentration in school level students.
- To develop a programme to increase concentration.
- To implement the programme.
- To study the effectiveness of programme on concentration and subsequent achievement of these students.

7. Hypotheses:-

'If students are taught by co-curricular and extra- curricular programme then, there will be increase in their concentration and thereby increase in their educational achievement.'

8. Scope and Limitations:-

- Present research is restricted only to IXth standard students of Marathi medium.
- Present research is limited to some topics within Science subject
- Present research is related to only concentration and increase in achievement of students.
- Present research includes co-curricular and extra- curricular programmes which are organized by researcher them self.
- Time duration for this programme is near about 65 hrs.
- In this research fifty students from IXth standard were selected from M.T.Balwadkar Secondary school, Balewadi, Pune by Incidental sampling method.
- Incidental sampling, 'pre-test-post-test equivalent group design', 'the single group pre-test-post-test design', prepared test is researcher made and not standardized, short duration of the co-curricular and extra-curricular programmes are some of the limitations, due to these limitations are occurred upon generalization of conclusions.

9. Methodology:-

Experimental method is used.

10. Research Design:-

- The pre-test- post-test equivalent group design
- Single group pre and post design

11. Variables:-

Independent Variable- Programme created by the researcher.

Dependant Variable- Concentration and Growth in achievements.

Controlled Variable- Time and co-curricular-extra-curricular Programme

12. Sample of Present Study:-

Non-Probability method, of incidental sampling method. There are two groups, experimental and control group.

50 students from IXth standard who took admission in the academic year 2014-2015 in Mahatoba Balwadkar Madhyamik Vidyalay, Balewadi, selected in an experimental group.

50 students from IXth standard who took admission in the academic year 2014-2015 in Modern Madhyamik Vidyalay, and Junior College, Ganeshkhind, Pune, selected as the control group.

13. Tools for Data Collection:-

- Concentration measure test, (Figure Identification) which is validated by Pradnayamanas Sanshodhan Vibhag, Jnana Prabodhini, Pune
- *Pranavjapanubh* concentration test, certified by Yoga Vidya Dham, Nashik.
- Researcher developed content knowledge test based on Science subject
- Researcher developed student, teacher and parent questionnaire

14. Tools used for Analysis of Information:

A) Statistical Tools:-

In present research for analysis of the information, t-test is used for hypothesis testing.

1] Mean and standard deviation of content knowledge pre-test of controlled and experimental group are given in the following table.

Table No. 1.2

Name of the group	Number of students	Mean	Standard Deviation
Control Group	50	17.58	2.55
Experimental Group	50	17.88	2.85

2] t- value of controlled and experimental group are given in the following table.

Table No. 1.3

't' value obtained by statistical analysis

No.	Test	Student No. 'N'	Mean 'M'	Standard Deviation 'SD'	't' value	Table 't' value	Hypotheses Accepted/ Rejected
1.	Post test (control group)	50	1.84	3.29	39.56	2.71	Accepted
	Post test (experimental group)	50					

2.	Pre test (experimental group)	50	48.74	12.12	21.82	2.83	Accepted
	Post test (experimental group)	50	52.82	12.37			
3.	Pre test (experimental group)	50	7.28	2.12	29.09	2.76	Accepted
	Post test(experimental group)	50	13.12	1.94			

From Statistical Analysis, it was observed that, after the implementation of programme based on concentration, there is an increase seen in concentration figures of the experimental group. Also it was observed by researcher that there is gradual increase in marks in formative tests. To find out the effectiveness of programme, researcher had studied the achievement of both groups in formative tests.

B) Qualitative Analysis:-

Qualitative Analysis was done with the help of various research tools developed by researcher like student, teacher, and parent questionnaire.

The data obtained from student, teacher, and parent questionnaires were analysed by researcher by using average percentile tool.

A) Student questionnaire:-

On the basis of analysis of questionnaire, researcher observed that, there is effect of physical and mental factors on more than 70% of students. Majority of students got distracted easily during their studies. Questionnaire also shows that there is effect of mental instability on their study. Various media also distracts student's attention quickly. There is very little proportion of students, who are concerned and finding different ways of improving concentration for their study. Hence the researcher observed from the analysis of questionnaire of concentration measure, the extreme need to develop concentration among students.

B) Questionnaire for Teachers:-

Activities such as Pranayam, Omkar chanting, Meditation, Solving puzzles carried out in school to increase concentration of students were organised fewer number of times where as Yogasan and various activities were seldom organised. According to teachers there were very less number of programmes which had been carried out for concentration improvement. A teacher feels that increase in above activities will be beneficial for all students and the researcher also feels the same strongly.

C) Questionnaire for Parents:-

After the analysis of questions from parent's questionnaire it is observed that, there is a physical and mental effect on studies observed in more than 70% students.

Proportion of implementing concentration increasing remedies at home is far very low. Researcher observed that, although the students could not concentrate on studies, most of the parents do not make any provision for improvement in concentration.

15. Conclusion:

- After the implementation of programme made for concentration development content knowledge of Science subject and concentration of students from experimental group is observed to be increased.
- After the implementation of programme made for concentration development there has been growth observed in the concentration levels of students from experimental group.



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Authored By

Dr. Trupti Bhalerao

Assistant Professor in Education, P. E. Society's B.Ed, College, Shivajinagar, Pune – 05, (MS. India)

Published in Vol. 138, Issue: (III) January – June 2021

Bengal, Past and Present with ISSN : 0005-8807

UGC-CARE List Group I

Impact Factor: 5.70



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INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY

ISSN (O) : 2456 - 6683

A monthly Peer-Reviewed, Refereed, Indexed International Research Journal

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IMPACT FACTOR : 5.743

PAPER ID : ICNWDSES009

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Development of a programme for enhancing the concentration of Oath standard students and studying its effectiveness.

Published in 'International Journal of Research Culture Society', Special Issue - 20, Oct - 2020.



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NIU International Journal of Human Rights

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ISSN 2394-0298

CERTIFICATE OF PUBLICATION

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Dr. Trupti Bhalerao

**Assistant Professor in Education, P. E. Society's B.Ed, College, Shivajinagar,
Pune – 05, (MS. India)**

for the paper entitled

**IMPACT OF AREA OF RESIDENCE ON MENTAL HEALTH AND EMOTIONAL
INTELLIGENCE AMONG SENIOR COLLEGE STUDENTS**

Vol.8(II) - 2021


in

NIU International Journal of Human Rights

UGC Care Group 1

ISSN : 2394-0298




Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



Editor

INDIAN JOURNAL OF ADULT EDUCATION

UGC CARE Group1 Journal

ISSN 0019-5006

CERTIFICATE OF PUBLICATION

This is to certify the paper Entitled

**A STUDY OF GENDER DIFFERENCES AND PARENT CHILD RELATIONSHIP
AMONG HIGH SCHOOL STUDENTS**

Authored By

Dr. Trupti Bhalerao

**Assistant Professor in Education, P. E. Society's B.Ed, College, Shivajinagar, Pune – 05,
(MS. India)**

Published in


Vol. 82, No. 1(A) April-June 2021

Indian Journal of Adult Education

Impact Factor: 5.956


Editor




Principal
Progressive Education Society's
B.Ed. College
Shivajinagar, Pune-5.



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Assistant Professor in Education, P. E. Society's B.Ed, College,
Shivajinagar, Pune – 05, (MS. India)

vol. 51 No. 1 (V)

in

Anvesak A bi-annual Journal

UGC Care Group - 1

ISSN : 0378 - 4568

January – June 2021

Impact Factor: 6.20



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Progressive Education Society's
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Shivajinagar, Pune-5