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Editor-in-Chief, PIJPS
Phonix Intervention Centre, Rohini, Delhi 110 085, India
Phone : +91 9943052335
Email : skjangir1984@gmail.com

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A study of anxiety, depression and stress among Under Graduate Students and Post Graduate Students

Ramesh D. Waghmare*

ABSTRACT

Stress, depression and anxiety seem to play a major role in today's world. From feeling helpless, lonely and isolated to the crushing exhaustion that makes even the most simple of tasks so very hard, these problems create a living nightmare. The purpose of the present study was to investigate the impact of Under Graduate and Post Graduate of the college students on anxiety, depression and stress. The sample for the study comprised of 60 college of Ambad City from Jalna district in Maharashtra. In each 30 Under Graduate students and 30 Post Graduate 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 Graduate 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 thatUnder Graduate Students high Anxiety than Post Graduate Students, No significant difference between Under Graduate and Post Graduate Students on Depression and Under Graduate Students high Stress than Post Graduate Students.

Keywords: *Anxiety, Depression, Stress, Under Graduate and Post Graduate Students*

* Assistant Professor, Godawari College Ambad, Dist. Jalna (M.S.)
E-mail: rdjalna@rediffmail.com, Mob: +91 9765606178

INTRODUCTION

Anxiety

Anxiety is a mood state characterized by marked negative affect and somatic symptoms of tension in which a person apprehensively anticipates future danger or misfortune. Anxiety is a common place experience that everyone has from time to time, it is difficult to describe concretely because it has so many different potential causes and degrees of intensity. Doctors sometimes categorize anxiety as an emotion or an affect depending on whether it is being described by the person having it [emotion] or by an outside observer (affect).Anxiety is a multisystem response to a perceived threat or danger. It reflects a combination of biochemical situation.

Depression

Depression is a disorder of mood that has been described from ancient times with continued efforts to clarify the nature of this aspect of the human condition; there are many commonalities between ancient and contemporary descriptions of the phenomenology of depression. Depression is the state of helplessness and hopelessness with a feeling of loneliness and poor self-image. It is an affective disorder characterized by a disturbed mood or feeling. Depression affects physical, mental and emotional well-being. Becomes negative, often characterized by a cognitive triad, consisting of negative beliefs of information about the self, the world and the future.

Stress

Stress is a natural phenomenon which cannot be escaped during our lifetimes. Thousands of different kinds of stress may experience throughout the lifetime of peoples.

However, the level of stress could vary from very intense to minimal which depends on several factors. Regardless of the level, stress has an effect on a person's physical and emotional well-being. Reactions to stress affects us as well as people with whom we live, work, and encounter on a daily basis. It is important to learn how to recognize when your stress levels are out of control. The most dangerous thing about stress is how easily it can creep up on us. Stress is one kind of mental imbalance, low mental satisfactory condition. This study examined the students' stress during their college life. Stress disturbs the equilibrium of the body. It affects physically, emotionally, and mentally. When individuals experience stress or face demanding situation, they adopt ways of dealing with it, as they cannot remain in a continued state of tension. The signs and symptoms of stress overload can be almost anything. Stress affects the mind, body, and behaviour in many ways, and everyone experiences stress differently.

Stress may be considered as any physical, chemical or emotional factor that causes bodily or mental unrest and that may be a factor in disease causation. Physical and chemical factors that can cause stress include trauma, infections, toxins, illnesses and injuries of any sort. Emotional causes of stress and tension are numerous and varied.

REVIEW OF LITERATURE

In a study, Tapsell (2001) found stress, anxiety, fainting, panic attacks, depression, lethargy and agoraphobia among flood affected people. Prangya Paramita Priyadarshini Das & Rajkumar Sahoo, (2012) stress and depression among male students were higher as compared to their female counterparts. The correlation analysis states that as stress increases the level of depression also increases among male and female post graduate students. Gender had a significant effect upon the depression level of male and female post graduate students.Anjali N. Shete, K. D. Garkal, (2015) this present study also showed a high-stress level in post graduate medical students. The anxiety level in our study was higher. However,

the depression level was found to be in normal range in the present study. Archana Kumari and Jagrati Jain, (2014) this study found that graduate and post graduate students feel more or less equal level of stress and anxiety during examinations. Sarita, Ms. Kavita & Ms. Sonam, (2016) this study concluded there is no significant difference between anxiety levels of undergraduate and postgraduate students.

Statement of the problem

A study of anxiety, depression and stress among Under Graduate and Post Graduate Students

Objectives

- To examine the Anxiety among Under Graduate and Post Graduate Students.
- To examine the Depression among Under Graduate and Post Graduate Students
- To examine the Stress among Under Graduate and Post Graduate Students

Hypotheses

- There is no significant difference between Under Graduate and Post Graduate Students with dimension on anxiety.
- There is no significant difference between Under Graduate and Post Graduate Students with dimension on depression.
- There is no significant difference between Under Graduate and Post Graduate Students with dimension on stress.

METHOD

Participants

The present study sample go was selected from Art's college students of Ambad City from 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
Graduate	Independent	02	1) Under Graduate Students 2) Post Graduate students.
Anxiety, Depression Stress	Dependent	03	Anxiety Depression Stress

Instruments

Aspect	Name of the Test	Author
Anxiety, Depression Stress	Anxiety, Depression and Stress scale (ADSS-BSPSA)	1) Pallavi Bhatnagar 2) Megha Singh 3) Manoj Pandey 4) Sandhya 5) Amitabh

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 is measured by Cronbach's Alpha and Spearman-Brown coefficient found 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.

Procedures of data collection

The following research methodology was used in the present study. 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. To fill the inventories subjects were given general instructions belongs to each scale. The students provided the Anxiety, Depression and Stress scale.

Data analysis

The Mean and SD with graphical representation for Graduate Students (Under Graduate and Post Graduate 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 AND DISCUSSION

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

Table 1

Show the mean, SD and F value of Graduate and Anxiety

Factor	Graduate	Mean	SD	N	DF	F value	Sign.
Anxiety	Under Graduate Students	10.30	2.83	30	58	10.68	0.01
	Post Graduate Students	8.06	2.44	30			

(Critical value of "f" with df 58 at 0.01 = 4.99 and at 0.05 = 3.16)

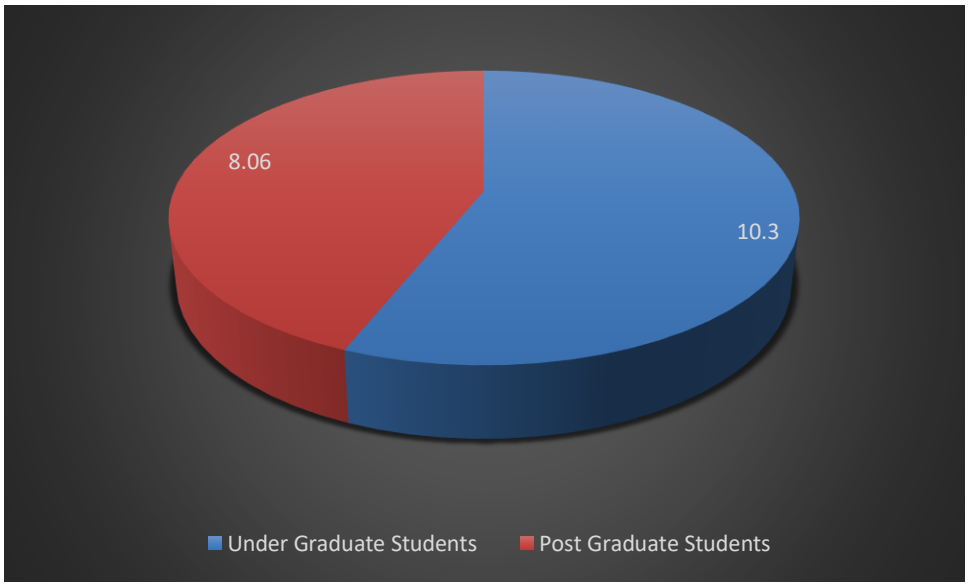

Figure 1: Show Mean, SD and F value of Graduate and Anxiety

Observation of the table 1and Figure 1 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 Under Graduate Students 10.30, SD 2.83 and Post Graduate Students was 8.06, SD 2.44, Both group 'F' ratio was 10.68 at a glance those Under Graduate Students shows high score than Post Graduate Students.

In the present study was first hypothesis related Anxiety and Graduate. It was "There is no significant difference between Under Graduate and Post Graduate Students with dimension on anxiety." Graduate effect represent the Anxiety was significant (F- 10.68, 2and 58, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Under Graduate and Post Graduate Students differ from Anxiety. The findings of the not supported the first hypothesis, they are first hypothesis rejected the present study. Its means that Under Graduate Students are higher in Anxiety than Post Graduate Students.

Table 2

Show the mean, SD and F value of Graduate and Depression

Factor	Graduate	Mean	SD	N	DF	F value	Sign.
Depression	Under Graduate Students	8.43	2.12	30	58	2.99	NS
	Post Graduate Students	7.40	2.48	30			

(Critical value of "f" with df 58 at 0.01 = 4.99 and at 0.05 = 3.16)

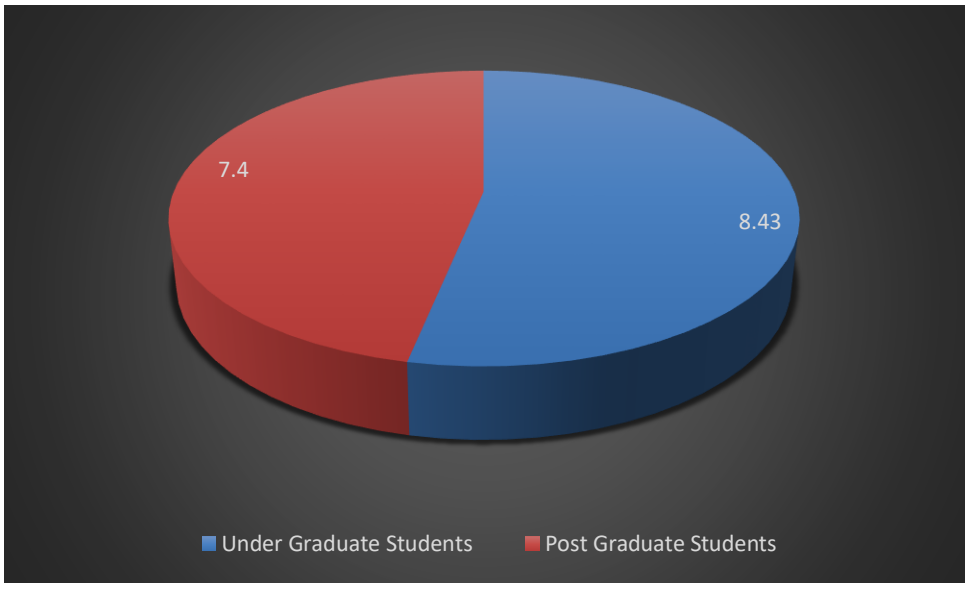

Figure2:Show the mean, SD and F value of Graduate and Depression.

Observation of the table 2 and Figure 2 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 Under Graduate Students 8.43, SD 2.12 and Post Graduate Students was 7.40, SD 2.48, Both group 'F' ratio was 2.99 at a glance those Under Graduate Students shows high score than Post Graduate Students.

In the present study was second hypothesis related Depression and Graduate. It was "There is no significant difference between Under Graduate and Post Graduate Students with dimension on Depression." Graduate effect represent the Depression was not significant (F- 2.99, 2and 58, P- NS). This is no significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that Under Graduate and Post Graduate Students not differ from Depression. The findings of the supported the second hypothesis, they are second hypothesis rejected the present study. Its means that no significant difference between Under Graduate and Post Graduate Students with dimension on Depression.

Table 3

Show the mean, SD and F value of Graduate and Stress

Factor	Graduate	Mean	SD	N	DF	F value	Sign.
Stress	Under Graduate Students	7.76	1.97	30	58	12.79	0.01
	Post Graduate Students	5.73	2.40	30			

(Critical value of "f" with df 58 at 0.01 = 4.99 and at 0.05 = 3.16)

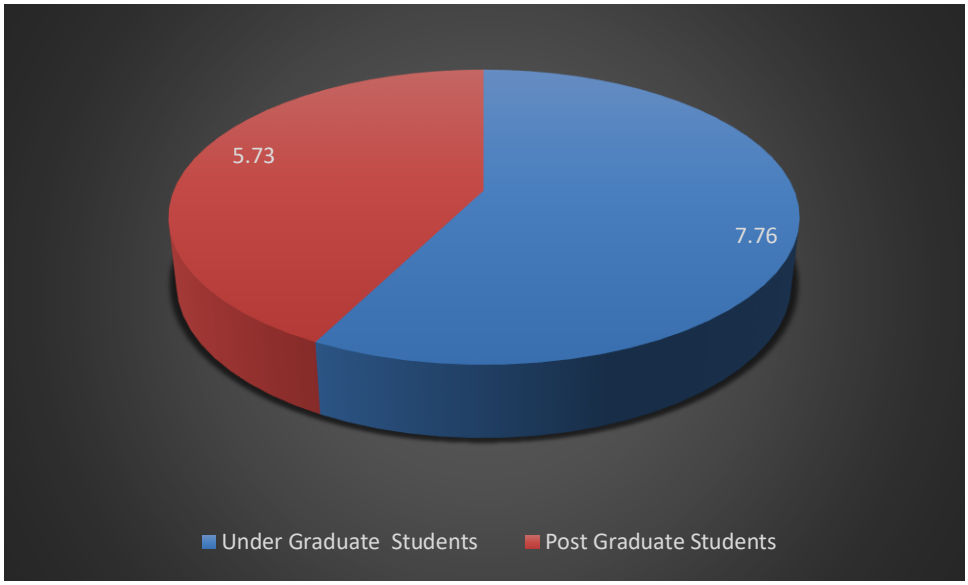

Figure 3: Show the mean, SD and F value of Graduate and Stress

Observation of the table 3 and Figure 3 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 Under Graduate Students 7.76, SD 1.97 and Post Graduate Students was 5.73, SD 2.40, Both group 'F' ratio was 12.79 at a glance those Under Graduate Students shows high score than Post Graduate Students.

In the present study was first hypothesis related Stress and Graduate. It was "There is no significant difference between Under Graduate and Post Graduate Students with dimension on Stress." Graduate effect represent the Stress was significant (F- 12.79, 2and 58, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Under Graduate and Post Graduate Students differ from Stress. The findings of the not supported the first hypothesis, they are first hypothesis rejected the present study. Its means that Under Graduate Students high Stress than Post Graduate Students.

Delimitations of the study

1) The finding of the study is based on very sample.

2) The sample was restricted to Ambad city from Jalna Dist. in Maharashrta.
3) The study was restricted to only B.A. and M.A. college students only.
4) The study was restricted students are only 18-24 years only.

Conclusions

a) Under Graduate Students high Anxiety than Post Graduate Students.
b) No significant difference between Under Graduate and Post Graduate Students on Depression.
c) Under Graduate Students high Stress than Post Graduate Students.

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Impact of Counselling and Individual Education Programme on Dyscalculic child

Ashish Shukla* and Dr. Anjali Srivastava **

ABSTRACT

There are many children suffering from Learning Disorder like Dyscalculia, they are facing problems at home and out of home, especially at school. Learning disabilities are neurological problems. These processing problems can interfere with learning basic skills such as attention, reading, writing and mathematical calculations. For this study we have taken one case of dyscalculic child who have completed Counselling Sessions for diagnosis. In present study, we have been using Psychological Report and Interview data sheets as tools. Results shows dyscalculic child is facing many problems at school and home. He is facing problems like attention, writing and mathematical calculations. He has also expressed anxiety and frustration, because he is facing learning disabilities like Dyscalculia and moderate Attention Deficit Disorder. Positive reinforcement and Individual Education Programme was very effective to reduce dyscalculic and attention problems. It was found that mathematical calculation problems of child reducing continuously session by session of counselling.

Keywords: *Learning Disabilities/Disorder, Dyscalculia, Attention Deficit Disorder, Counselling, Individual Education Programme.*

*M.Phil in Psychology, Department Of Psychology, APS University, Rewa (MP),
E-mail: psychoashishanand@gmail.com, Mob: +91 8318460580

** Prof. & HOD, Department of Psychology, Awadhesh Pratap Singh University, Rewa (MP)

INTRODUCTION

A learning disability, or learning disorder, is not a problem with intelligence. Learning disorders are caused by a difference in the brain that affects how information is received, processed, or communicated. Learning disabilities are neurological problems. These processing problems can interfere with learning basic skills such as reading, writing, speaking and/or math.

Dyscalculia is difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, and learning facts in mathematics. It is generally seen as a specific developmental disorder. Dyscalculia can occur in people from across the whole IQ range often higher than average along with difficulties with time, measurement, and spatial reasoning. Estimates of the prevalence of dyscalculia range between 3 and 6% of the population. In 2004, it was reported that a quarter of children with dyscalculia had ADHD. In 2015, it was established that 11% of children with dyscalculia also have ADHD. Dyscalculia has also been associated with people who have Turner syndrome and people who have Spina Bifida.

Mathematical disabilities can occur as the result of some types of brain injury, in which case the proper term acalculia, is to distinguish it from dyscalculia which is of innate, genetic or developmental origin. On the surface, these relate to basic concepts such as: Telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed.

Signs and Symptoms

Dyscalculia is a collection of symptoms of learning disability involving the most basic aspect of arithmetical skills. Dyscalculia involves frequent difficulties with everyday arithmetic tasks such as the following as: -

- Difficulty reading analog clocks, Difficulty stating which of two numbers is larger.
- Inconsistent results in addition, subtraction, multiplication and division.
- Difficulty with time, directions, recalling schedules, sequences of events. Difficulty keeping track of time. Frequently late or early.

Causes of Dyscalculia

Both domain-general and domain-specific causes have been put forth. With respect to pure developmental dyscalculia, domain-general causes are unlikely as they should not impair one's ability in the numerical domain without also affecting other domains such as reading. Two competing domain-specific hypotheses about the causes of developmental dyscalculia have been proposed as Magnitude Representation Deficit and Access Deficit Hypothesis

Counselling is a process where clients are helped in dealing with their personal and interpersonal conflicts by a third-party therapist. Counselling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted

There are some counselling types which plays big role to reduce Learning Disabilities:

Rehabilitation counselling is focused on helping people who have disabilities achieve their personal, career, and independent living goals through a counseling process.

Mental health counselling is what people typically think of when they hear the word counselling, but counselors' actual job duties may go well beyond what people imagine. Clinical counselors do indeed talk people through problems. In many cases, though, they diagnose as well as treat mental illness.

Individual Education Programme

Kids from age 3 through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP. The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

Needs an IEP

A child who has difficulty learning and functioning and has been identified as a special needs student is the perfect candidate for an IEP. Kids struggling in school may qualify for support services, allowing them to be taught in a special way, for reasons such as: learning disabilities, attention deficit/hyperactivity disorder (ADHD)

METHOD

Objective of the study

The problem of present investigation is to the study of impact of Counselling and Individual Education Programme on child's dyscalculic problem. Hypothesis of present study is "positive impact of Counselling and Individual Education Programme on Dyscalculic child."

Research Design

Given that data I collected in my research was qualitative, including the interview with the parents of dyscalculic child and Counsellor. For this study we have taken one case of Dyscalculic child who have completed Counselling Sessions for diagnosis. In present study, Psychological Report and Interview data sheets has been used as tools.

Psychological Report

L was referred for an assessment of his learning and behavioral needs. He is facing problem with his mathematical calculations and attention span. He is not attending tutoring. His parents expressed great anxiety over L's problems. During the test minimum interruptions were experienced. He was cooperative during testing session. At last he showed fatigued. The child indicated that he felt problem with his spelling and concepts. He has great problem with his concentration math's and composition and concepts.

Result of Test & Interpretation

SIS Pre-Test Level 1

Problem in connected lowercase letters. Self-correction is absent in spelling checking. He quickly printed five sentences on given topic. Spelling errors present: surround/suround, plase/place, fuly/fully

WOODCOCK READING MASTERY:

- Word Identification (Present)
- Comprehension (average)
- Passage comprehension (average)

Lindmood Auditory Conceptualization Test

The test measures a person's ability to listen a person's sequence of sound. Keeping one pattern in mind and compare it with new one. His level on it was below average as he needs constant supervision.

Grade level assessment device

- Reading deficit {70}
- Spelling deficit {68}
- Mathematics deficit {80}

ACER

According to the finding's child has deficit in Maths concepts as he has language problem so he struggles with word problems. Result on his suggest that L" is not performing at predicted levels. His basic difficulties revolving around organization, sorting out remembering and integrating. He has moderate ADD, predominantly mixed with mild to moderate learning difficulties.

Recommendations

As he has dysgraphia feature so need to work on writing strategies. He also fulfills dyscalculia criteria (problem with math's). He needs to be taught study skills and compensatory strategies to aid his learning process. He would benefit from Motivational counselling and special learning strategies.

Case History

Name - L Age - 13

Gender - Male Religion - Hindu

Father's Name - L'F Mother's Name - L'M

Class - 7th School - A Renowned Public School, Kanpur

Client Experience - He is very good teacher. He gives me some prize daily. He teaches me. He loves me and never punish. And some time he irritates.

Counsellor Observation - He was normal in first meeting. He was not responding some time. Now he is better form last 3 years and gives response comfortably.

Parents and Teachers perception regarding the case - He is active some times and wondering. He is not responding properly like other Children. His writing is very poor.

Parents Interview - When he was 10 years old in 4nd class. His class teacher suggested for Counselling when he did not completed classroom and homework properly and some works completed in bad writing. My child's activity level as an infant/Toddler was Active. There had complications during the pregnancy and delivery time, take some type of medication during pregnancy. My child's early development (walking, talking, toileting, feeding etc.) were fairly. We have taken 2-3 months before going to counselling. First experience was much better. We find some changes like Reading properly, Writing better than before Counselling and attention on his work.

Counsellor Interview - Dyscalculia with dysgraphia and moderate Attention Deficit Disorder was found in my client. Tests and checklists were based for diagnosis. I have applied Individual Education Programm. He gives full attention at me after some counselling session and now he is better in Learning, Writing, mathematical calculations and Attention. He was

very cooperative during counselling session from session by session and it is continuing till now. He is very good boy, well-mannered and respects all the persons.

FINDINGS AND RESULTS

He is known as dyscalculic child. He is also facing problem with his attention span. At the time of pregnancy, mother has been taken medication for pain etc. Because of medication, affected his development. He cannot do mathematical calculations proper. Dyscalculic child is facing problems at school and his home. Child has expressed anxiety and frustration to their parents and siblings because facing learning disabilities like Dyscalculia and associate disorder like Attention Deficit Disorder. Behaviour modification was very effective to reduce attention and behavioural problems. It was found that behaviour of child reducing continuously session by session of counselling. Now he is better in mathematical calculations and also pays attention.

CONCLUSION

Learning difficulties does not develop later in life, they are either present before or after birth. According to Pusplata (2008) Learning disabled children have low academic competence and is directly related to their social anxiety. IEP according to student needs, we must use lesson plans according to one's individual needs. Behaviour Modification and IEP were very effective to reduce dyscalculia and attention problems of child.

STRATEGIES TO BEAT DYSCALCULIA

- Avoid creating anxiety for the student.
- Establish the students preferred learning style.
- Teach more than one way to solve mathematical operations.

- Try to understand the students errors, do not just settle for wrong.
- Concentrate on one concept at a time.
- Encourage students to visualize mathematical problems. Allow students to draw a picture to help them understand the problem and ensure they take time to look at any visual information such as charts and graphs.
- Ask to explain verbally how he/she arrived at particular solutions.
- Provide students with extra time to complete tasks and encourage the use of rough work for calculations.

Suggestions

Parents have more responsibility so they need to praise the child when he or she does well. Find out the ways how the child learns best. Does he or she learn by hands-on practice, looking, or listening. Help the child learn through his or her areas of strength. Make homework a priority and read more about how to help the child be a success at homework. Pay attention to the childs mental health. Be open to counseling, which can help the child deal with frustration, feel better about him or himself, and learn more about social skills.

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Influence of Parenting Style on Eating Behaviors

Tanya Sharma*, Anindita Singh* and Rachna Lakhanpal*

ABSTRACT

The concept of eating behavior and parenting style has a great influence on today's youth. To trace the influence of parenting style on eating behaviors were carried out by collecting data from the adolescents of schools and colleges residing in Chandigarh, the total sample size are 100. To find the gender differences t-test used which showed that there is a significant difference between males and females due to different parenting behavior i.e. Mother care, Mother overprotection, Father care, Father overprotection, psychological control. Even though significant differences do exist when it comes to parents behavior, but there is no significant effect of either on the eating behavior of the youth as both the groups have equal issues with food intake.

Keywords: eating behavior, parenting style, adolescent, parental bonding, psychological control

* Student ,Panjab University, E-mail: anindita.singh95@gmail.com, Mob: +91 8557955869

INTRODUCTION

Parenting Styles

The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind, 1991). Diana Baumrind was one of the leading psychologists to do work in the area of parenting styles. His research is known as "Baumrind's Parenting Typology". In her research, she proposed unresponsiveness-responsiveness; demanding-undemanding to be the four basic elements that could help shape successful parenting. Different parenting styles include:

Authoritarian parenting has strict rules and regulations and parents expect the children to follow them without any exemption. Children have little to no inclusion clinched alongside obstacles and problem solving challenges. Parents hope that children will take after every bit of the rules implied at all times. Authoritarian parents dictate rules and utilize punishment as opposed to consequences.

Authoritative parenting has rules, but these rules are not concrete and exceptions can be made according to situations. They often tell children the reasons for the rules and they are more willing to consider a child's feelings when setting limits.

Permissive Parenting doesn't offer much discipline. They tend to be lenient and may only step in when there is a serious problem. There may be few consequences for misbehavior because parents have an attitude of "kids will be kids". Permissive parents may take on more of a friend role than a parent role. They may encourage their children to talk with them about their problems but may not discourage a lot of bad behaviors.

Uninvolved Parenting. Tend to be neglectful. They often do not meet their children's basic needs and may expect children to raise themselves. Sometimes this is due to a parent's

mental health issues or substance abuse problems. They may also lack knowledge about parenting and child development or may feel overwhelmed by life's other problems. Uninvolved parents tend to have little knowledge of what their children are doing. There tends to be few, if any, rules or expectations. Children may not receive any nurturing or guidance and they lack the much need parental attention.

Overprotective parenting generally want to protect their children from harm, from hurt and pain, from unhappiness, bad experiences and rejection, from hurt feelings, failure and disappointments. Overprotective parents often prevent their children from trying new activities.

Care is very sensitive, comforting, attentive-listener and non judgmental acceptance. These parents are little strict and very empathetic as well. Parents high on caring are friendly with their children and their children are more open to them.

Psychological Control sometimes called psychological intrusiveness is the extent to which parents try to control the child's emotional state or beliefs. Parents who are high in psychological control have kids who tend to be depressed, have low self-esteem, and be anxious and lonely.

Eating Behaviors

Eating behavior is a complex phenomenon encompassing the size and frequency of eating episodes and everyday food choices, which together determine total energy and macronutrient intake, and is the result of constant, physiological and environmental inputs (Blundell, 1991). The latter are especially important and it is accepted that the physiological mechanisms that control food intake can be easily overridden by strong social and environmental factors. Appetite is a subjective concept used to explain the control of food

intake and can be defined as a range of variables associated with food consumption that predict normal eating behavior (British Nutrition Foundation,1999).

There are many different types of eating behaviors; some of them are as follows:

Emotional Eating is defined as overeating in order to relieve negative emotions. Thus, emotional eating is considered a maladaptive coping strategy.

Restrained Eating It is the degree to which one restricts the amount and types of foods consumed

Uninhibited Eating It is the extent to which one allows himself/herself to eat even when full.

Extreme Dieting Behavior .It includes skipping meals, using fad diets, smoking, vomiting and use of self medications or laxatives.

Uncontrolled Eating It is done rapidly and person will feel emotionally numb and unable to stop eating.

Effect of Different Parenting Styles on Eating Behaviors

Parent interactions have a substantial impact on a child's development (Bartholomew, 1990; Bowlby, 1982; Bronfenbrenner, 1979; Scaglioni, Salvioni, & Galimberti, 2008). The way parents interact with their children may influence the development of a child's physical, emotional and mental well-being, which may lead to negative repercussions in adolescence and adulthood. Specifically, family dynamics can powerfully influence the development and maintenance of unhealthy eating/dieting behaviours and lowered self-esteem and in extreme forms, initiate the development of eating disorders (Minuchin, Rosman, & Baker, 1978; Rodriguez, Novalbos Ruiz, Martinez Nieto,

Escobar Jimenez, & Castro de Haro, 2004; Sira & White, 2010).

Minuchin et al. (1978) proposed a familial model to explain the development of anorexia nervosa. They claimed that the interaction between enmeshment, over protectiveness, rigidity and lack of conflict resolution within psychosomatic families ultimately contributes to the development of an eating disorder. Researchers have continued to support the link between families characterized by overprotection and excessive control, and anorexia nervosa (Cordero & Israel, 2009; Galloway et.al, 2010; Shoebridge& Gower, 2000; Sim, Homme, Lteif,VandeVroot., Schak, &Elingson, 2009; Sira& White, 2010). Research indicates that eating disturbances are often accompanied by lowered self-esteem (Button, Loan, Davies, & Sonuga Barke, 1998).

A study examined the relations of parenting style, parent response to negative child emotion, and family emotional expressiveness and support to child emotional eating. A sample of 450 mothers finished a questionnaire and their 6-8 years old children were interviewed. Results of the study concluded that emotional ingestions becomes negatively predicted by authoritative parenting style and family open expression of love and emotions, and was positively predicted by parents minimizing response to child negative emotion. Results suggest the need for early prevention/intervention efforts directed to these parenting and family variables.

A study examined whether mothers' preoccupation with their own weight and eating was linked to daughters' restrained eating behavior. Participants included 173 non-Hispanic, White mother–daughter dyads, measured longitudinally when daughters were ages 5, 7, 9,and 11. Mothers who were preoccupied with their own weight and eating reported higher levels of restricting daughters' intake and encouraging daughters to lose weight over time. Mothers' encouragement of daughters' weight loss was linked to daughters' restrained eating

behavior; this relationship was partially mediated by daughter's perception of maternal pressure to lose weight. These findings suggest that mothers' preoccupation with weight and eating, via attempts to influence daughters' weight and eating, may place daughters at risk

for developing problematic eating behaviors(Francis& Birch, 2005).

Looking at past researches, Strien and Bazelier(2007) examined the prevalence of external, restrained and emotional eating and the relationship of these disturbed types of eating behaviors' with perceived parental control of food intake (pressure to eat and restriction) in a group of 7-to 12-year-old boys and girls (n =596).External eating turned out to be most prevalent disturbed eating behavior for boys and girls, followed by restrained and emotional eating. Sex differences were found in external and restrained eating. For the boys, perceived pressure to eat was positively related to emotional and external eating. For both sexes, perceived restriction to eat was negatively related to emotional and external eating and positively related to restrained eating. This led to the conclusion that perceived pressure to eat has a disruptive effect on a child's self-regulating mechanism of food intake, particularly so for boys, whereas perceived restriction can also have a positive effect.

Haycraft and Blisset (2010) examined associations between symptoms of eating disorders and parenting style, in a non-clinical sample. One hundred and five mothers completed self-report measures of eating disorder symptoms and parenting style. They used Eating Disorder Inventory-2 (EDI-2; and Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson, Mandleco, Olsen & Hart, 2001). Higher levels of eating disorder symptoms were associated with more authoritarian and permissive parenting styles. Authoritative parenting was not significantly related to eating disorder symptoms. The findings demonstrate that eating disorder symptoms in non-clinical individuals are related to less adaptive parenting styles.

Salvisberg (2014) examined the relationship between parenting styles, eating and dieting behaviors, and self-esteem in undergraduate psychology students. Standardized assessments of eating and dieting behaviors, parent care and control, and self-esteem were collected from 99 undergraduate psychology students in November 2012. Students' eating and dieting behaviors were assessed using Part B and C of the EAT-26. The EAT-26 The Rosenberg Self-Esteem Scale (RS-E) was used to assess participant's self-esteem (Rosenberg, 1965). Students' retrospective perceptions of parent care and control were measured using the Parental Bonding Instrument (PBI) (Parker, Tuplig, & Brown, 1979). Results indicating the influence of mother care and father control on potential eating disorder diagnosis and self-esteem were discovered. Results suggest that more research is needed to explore other characteristics of parenting that may be more related to unhealthy eating and dieting behaviors' and self-esteem.

Topham and Trait (2011) examined the relations of parenting style, parent response to negative child emotion, and family emotional expressiveness and support to child emotional eating. Mothers (N = 450) completed questionnaires and their 6–8-year-old children (N = 450) were interviewed. Results showed that emotional eating was negatively predicted by authoritative parenting style and family open expression of affection and emotion, and positively predicted by parent minimizing response to child negative emotion. Results suggest the need for early prevention/intervention efforts directed to these parenting and family variables.

Strien (2010) study addresses the emergence of emotional eating in adolescence in relation to maternal or paternal psychological control. They hypothesized that carrying this allele would confer risk for the development of emotional eating, particularly so in adolescents with adverse rearing experiences. Participants were 279 Dutch adolescents (average age of13.4) that participated in a prospective study with a four-year follow-up.

They found a moderator effect of DRD2 genotype on the relation between both maternal and paternal psychological control and increases in emotional eating in both sexes. Adolescents showed only an increase in emotional eating in relation to high psychological control if they carried at least one DRD2 A1 allele. This study is the first to show that the relationship between adverse rearing experiences and emotional eating might be dependent on genetic make-up .

Francis and Birch (2005) study examined whether mothers' preoccupation with their own weight and eating was linked to daughters' restrained eating behavior. Participants included 173 non-Hispanic, White mother–daughter dyads, measured longitudinally when daughters were ages 5, 7, 9, and 11. Mothers who were preoccupied with their own weight and eating reported higher levels of restricting daughters' intake and encouraging daughters to lose weight over time. Mothers' encouragement of daughters' weight loss was linked to daughters' restrained eating behavior; this relationship was partially mediated by daughter's perception of maternal pressure to lose weight. These findings suggest that mothers' preoccupation with weight and eating, via attempts to influence daughters' weight and eating, may place daughters at risk for developing problematic eating behaviors.

Snoek, Engels, Strien and Otter (2013) identified trajectories of BMI in adolescence and their associations with restrained, emotional and external eating were tested. For the BMI trajectories growth mixture modeling was used. In total 328 Dutch adolescents (13-15 years old at baseline) self-reported their height and weight at five annual waves and their eating behavior at baseline. Development of BMI was best fitted in five distinct trajectories that showed similar moderate increase of BMI over time; parallel but at a different level. High restrained eaters had a higher chance of being in the higher BMI trajectories. Emotional and external eating was unrelated to the BMI trajectories. In conclusion, adolescents in this study followed very parallel patterns of moderate increases in BMI which

suggests that factors acting on individual differences in weight status have had their influence mostly at a - perhaps much - younger age. Restraint eating was related to BMI in early adolescence, but not to increases or decreases in BMI over the course of adolescence.

Braden, Rhee, Peterson, and Boutelle (2014) examined relationships between child emotional eating and both general and specific parenting constructs as well as maternal symptoms of depression and binge eating among a treatment-seeking sample of overweight children. Participants included 106mother-child dyads who attended a baseline assessment for enrollment in a behavioral intervention for overeating. Ages of children ranged from 8-12 years old. Mothers completed self-report measures of their child's emotional eating behavior, their own feeding practices, and symptoms of depression and binge eating. Children completed a self-report measure of their mother's general parenting style. A stepwise regression analysis was conducted to identify the parent variable that was most strongly related to child emotional eating, controlling for child age and gender. Findings suggest that emotional feeding practices in parents may be related to emotional eating in children. Treatment with overweight children who engage in emotional eating may be improved by targeting parent feeding practices.

METHOD

Participants

The participating adolescents were 16-20 years old boys and girls representing in equal numbers. They were randomly selected from schools and colleges residing in Chandigarh and were living with their parents/parent. The names of the schools and colleges cannot be disclosed due to confidentiality.

Materials and Procedure

Three Factor Eating Questionnaire (TEFQ R-18). The Instrument is a shortened and revised version of the original 51 item TFEQ. The questionnaire refers to current dietary practice and measures 3 different aspects of eating behaviors: restrained eating (conscious restriction of food intake in order to control bodyweight or to promote weight loss), uncontrolled eating (tendency to eat more than usual due to a loss of control over intake accompanied by subjective feeling of hunger), and emotional eating (inability to resist emotional cues).

The TFEQ-R18 consists of 18 items on a 4-point response scale (definitely true/mostly true/mostly false/definitely true). Responses to each of the 18 items are given a score between 1 and 4 and item scores are summated into scale scores for cognitive restrained, emotional eating and uncontrolled eating. Higher scores in the respective scales are indicative of greater cognitive restraint, uncontrolled, or emotional eating. The internal consistency of the TFEQ was determined by means of Cronbach's α coefficient, with values ranging between 0.75 and 0.87 (Stunkard & Messick, 1985).

Psychological Control Scale-Youth Self Report (PCS-YSR)**.** Psychological control was measured by the 8 item Psychological Control Scale-Youth Self Report (PCS-YSR; Barber, 1996). This scale resulted from an analysis of the 10 items from the psychological control/ psychological autonomy subscale of the most recent revision of the CRPBI, combined with another set of items written to more adequately tap the hypothesized dimensions of parental psychological control (Barber, 1996). The resulting 8item scale retains 3 of the original CRPBI items and 5 of the newly written items. Subjects responded on a 3-point Likert -type scale from 1 "not like her/him" to 3 "a lot like her/him" asto how well items described their mothers and fathers.

Parental Bonding Instrument(PBI).Parental bonding instrument which measures

two scales "overprotection" and "care", fundamental parental styles as perceived by the child. The measures retrospective, meaning that adults (over 16 years) complete the measure for how they remember their first 16 years. The measure is to be completed for both mother and father. There are 25 item questions, including 12 "care" and 13 "overprotection" items. It has a good reliability and validity based on several studies. Participants of this study were 100 adolescents. Those who are living with their parents/parent within an age range of 16-20 and were randomly selected from schools and colleges residing in Chandigarh. Data collector briefed the respondent regarding the questionnaire, basically instructing them, as the questionnaire has simple and clarified questions.

The difference between groups i.e. males and females were analyzed by t-test. By taking out the mean, standard deviation and t-ratio.

RESULTS

The descriptive and inferential statistics applied to the data obtained are represented below.

Table 1

Mean, standard deviation, and t scores on mother care, mother overprotection, father care, father overprotection, mother psychological control, father psychological control, and three factor eating questionnaires of males and females

	GENDER	N	MEAN	SD	T
Mother care	*Male*	50	21.84	6.434	
	Female	50	26.46	6.218	-3.651**
Mother	*Male*	50	18.48	6.510	

overprotection	*Female*	50	15.66	5.348	2.367*
Father care	*Male*	50	21.46	6.637	
	Female	50	24.42	7.543	-2.083*
Father overprotection	*Male*	50	17.34	6.400	
	Female	50	14.60	6.550	2.116*
Mother psychological control	*Male*	50	13.74	3.439	
	Female	50	13.06	3.542	0.974
Father psychological control	*Male*	50	13.96	3.319	
	Female	50	12.22	3.819	2.432*
Three factor eating questionnaire	*Male*	50	42.90	8.961	
	Female	50	42.64	9.866	0.138

**p≤.05, **p≤.01*

Table 2

Mother care, mother overprotection, father care, father overprotection, mother psychological control, father psychological control, and eating behaviour for male participants

	Mother Care	**Mother Overprotection**	**Father Care**	**Father Overprotection**	**Mother PPC**	**Father PPC**	**Eating Behaviour**
Mother	1	-.525**	.504**	-.314*	-0.159	-0.037	-0.221

Care							
Mother	-.525**	1	-.340*	.404**	0.192	0.028	0.209
Overprotec							
Tion							
Father	.504**	-.340*	1	-.612**	-0.055	0.021	-0.080
Care							
Father	-.314*	.404**	-.612**	1	0.75	0.247	0.166
Overprotec							
Tion							
Mother	-0.159	0.192	-0.055	0.75	1	0.696**	0.092
PPC							
Father	-0.037	0.028	0.021	0.247	0.696**	1	0.042
PPC							
Eating	-0.221	0.209	-0.080	0.166	0.092	0.042	1
Behaviour							

** $p \leq .05$, ** $p \leq .01$*

Table 3

Mother care, mother overprotection, father care, father overprotection, mother psychological control, father psychological control, and eating behaviour for female participants

	Mother Care	**Mother Overprotection**	**Father Care**	**Father Overprotection**	**Mother PPC**	**Father PPC**	**Eating Behaviour**
Mother Care	1	-.327*	0.537**	-0.302*	-0.2	-0.058	0.13
Mother Overprotection	-.327*	1	-0.182	.294*	.374**	0.201	-0.108
Father Care	0.537**	-0.182	1	-0.139	-0.051	0.091	0.258
Father Overprotection	-0.302*	.294*	-0.139	1	0.007	0.208	0.203
Mother PPC	-0.200	.374**	-0.051	0.007	1	.655**	0.202

Father PPC	-0.058	0.201	0.091	0.208	.655**	1	0.408
Eating Behaviour	0.130	-0.108	0.258	0.203	0.202	0.408**	1

** p≤.05, **p≤.01*

DISCUSSION

The aim of the current investigation was to trace the influence of parenting style on eating behavior. A randomly selected sample of 100 school going and college students were taken from Chandigarh. The subjects were administered on a scale of eating behavior, parental bond and parental psychological control felt. The raw scores obtained from all the three tests were then analyzed by taking out the mean, standard deviation and t-ratio.

It was found in the results that there was a significant difference at .01 alpha level between males and females when it comes to mother's care. The results suggest that mother care is higher for females than for males. The findings were supported by a research which suggested that mothers showed greater care towards their daughters than sons (Russell & Russell, 1987).

The results also suggest that there was a difference between males and females in mother over protection as well, which was significant at .05 alpha level. The results suggest that mother overprotection is higher for males than for females. The findings were supported by a study which found that mothers tend to be more overprotective for their sons than for their daughters (Thomasgard & Metz, 1993).

When it comes to father care, it was found that a significant difference at .05 alpha level does exist between the two genders as it's more for females than for males. This result was backed up research findings suggesting that fathers tend to be more caring for their daughters than sons (Russell, & Russell,1987).

For father overprotection, the difference between the two genders was significant at .05 level as the results suggested that fathers are overprotective for males than for females. A study conducted by Parker (1983) supports this finding as he found that fathers were, in

fact, more overprotective for sons.

For father's psychological control, a significant difference was found between males and females as the results suggested that fathers are more controlling towards their sons. In a study conducted by Endendijk, Groeneveld, & Mesman (2016), it was found that fathers were more controlling of their sons than of daughters.

Finally, it was found that even though significant differences do exist when it comes to the behavior of parents for the two genders there is no significant effect of either seen on the eating behaviors of the youth as both the groups have equal issues with their body image and food intake. The finding was supported by a study conducted by Blissett and Haycraft (2007) in which they found that gender difference in parenting styles had no significant effect on the controlling feeding practices of the children.

CONCLUSION

The investigation was conducted to trace the influence of parenting style on eating behavior. The results suggested that there were significant differences between males and females when it come to parenting styles, i.e., mother care was high for females than for males, mother overprotection was higher for males, father care was higher for females, father over protection was higher for males, and father psychological control was higher for males as well. This gender difference in parenting didn't affect the eating behavior on either of the genders, suggesting that different parenting styles for different genders don't affect the eating behavior. Contradictory results are due to lack of sample which is one of the limitations of the study along with the lack of statistical tools used and that the study is not cross sectional. Despite these limitations, the study throws light on the importance of conducting research on parental influence on eating behavior in youth.

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Mystery Beyond Paranormal and Ouija Board

Arun Joshy*

ABSTRACT

The society's superstition, evil spirit, soul, devil, and some misconceptions, unveiling some mysterious truths about them and also about some psychological consequences can be analysed and put up into study with the help of psychological aspects and by the cognitive process from the psychological point of view.

Purpose and Overview

The purpose of this article is to develop a concept of paranormal activity involved in Ouija board that helps to organize and explain important aspects of paranormal activity and the influence of Ouija board. The article is organized into two parts. The first one develop the concept of paranormal behaviour and the Types Of Supernatural Powers And Abilities Human Can Develop and the second one emphasis the mystery beyond Ouija board.

***Keywords**: Paranormal, Superstition, Misconceptions, Mysterious Truths*

** Student, Godawari SDM PG College Ujire Mangalore, DK

E-mail: arunjoshyed@gmail.com, Mob: +91 8281861480

INTRODUCTION

It is the scientific study of interactions between living organisms and their external environment that seem to transcend the known physical laws of nature. It is a component of the broader study of consciousness and the mind. Parapsychologists study 5 broad areas: Telepathy – mind to mind communication through a means other than the normal senses Clairvoyance or Remote Viewing – knowledge of objects, people, or events that are hidden via space or time. For example, an object hidden in a box in a different room, a photograph sealed in an envelope, an event that is occurring to a loved one who is thousands of miles away, or the characteristics of a room that only existed in the past. Precognition – knowledge of an event that has not yet occurred, or information that appears to be transferred from the future into the present.PK or Psychokinesis – Mind interacting with matter at a distance. Mind interactions with living systems (including energetic healing) are sometimes included in this category. Survival Studies – The nature of human consciousness and an examination of whether consciousness survives the physical form. This includes mediumship research, reincarnation, out of body experiences, apparitions, and ghost activities.

One of the key figures in the scientific revolution of the 17th century, the philosopher and mathematician René Descartes, outlined a distinction between mind and body that was to prove critical to the development of psychology. He claimed that all human beings have a dualistic existence – with a separate machine-like body and a non-material, thinking mind, or soul. Later psychological thinkers, among them Johann Friedrich Herbart, were to extend the machine analogy to include the brain as well, describing the processes of the mind as the working of the brain-machine. The degree to which mind and body are separate became a topic for debate. Scientists wondered how much the mind is formed by physical factors, and how much is shaped by our environment. The "nature versus nurture" debate, fuelled by

British naturalist Charles Darwin's evolutionary theory and taken up by Francis Galton, brought subjects such as free will, personality, development, and learning to the fore. These areas had not yet been fully described by philosophical inquiry, and were now ripe for scientific study. Meanwhile, the mysterious nature of the mind was popularized by the discovery of hypnosis, prompting more serious scientists to consider that there was more to the mental life than immediately apparent conscious thought. These scientists set out to examine the nature of the "unconscious", and its influence on our thinking and behaviour.

Ghosts and Ghost Hunters

Are ghosts real? People have been asking themselves this question for thousands of years. But despite widespread sightings and stories dating back over millennia, we still have no definitive proof that spirits actually exist. Believers say the skeptics are blind to the evidence that's right in front of them. Skeptics say any paranormal evidence likely has a rational explanation, and those who chase ghosts are fooling themselves. Who is right, who is wrong, and where is the proof? There has been a great deal of evidence collected over the past decade or so, and the majority of it comes from paranormal investigators. These are people who spend time at an allegedly haunted site with an array of equipment they're hoping will help them acknowledge or even communicate with spirits. Many are available by appointment, and are happy to come out and help if you believe your house is haunted. Paranormal Investigation When paranormal investigators come to mind you may think of the movie Ghost Busters. A better example would be the team of parapsychologists from the movie Poltergeist. But, unless you've been living under a rock for the past ten years, you can probably think of an even better example than that. The show Ghost Hunters appeared in the fall of 2004. In the first few seasons they gathered some incredible pieces of evidence. Paranormal research organizations began to pop up around the country, and a new paranormal craze was born. Ghost Adventures soon followed, debuting in 2007 with a

documentary now called Ghost Adventures: The Beginning. This documentary features two of the most infamous pieces of paranormal evidence ever recorded: a full-body apparition following one of the investigators across a room, and a brick rising from the floor and flying away on its own. Perhaps another half-dozen or so shows came along, each with its own take on paranormal investigation. Like Ghost Hunters and Ghost Adventures, some of them seemed to collect very compelling evidence using some interesting ghost hunting gear. But they all have one thing in common, and one big problem: They're on television. As much as we like to trust in the integrity of people who are passionate about their work, it's just too darn hard to completely believe something we see on TV. It's nothing personal, but this alone makes us suspicious of anything these researchers find.

Types of Supernatural Powers and Abilities Human Can Develop Aerona

An Aerona is a person with the ability to see and understand all forms of illness, whether it is physical or mental. If someone is sensitive to the pain of those around them then they have this power. The other side of this power is that of biokinesis, which allows them to control organic tissue. This gives them the ability to heal themselves as well as others. They heal people by flushing out the illness and replacing it with a healing energy. The downside of this power is that some people can become so sensitive to the illness of others that it can make them sick as well. This normally wouldn't be a problem but if one Aerona heals another it affects their energy causing them to lose their power and not be able to heal again. This is a fairly common power and many people that have this power become doctors, nurses, and counselors. They like to use their power to help others and it is very easy for them to do so.

Aligist

Aligist is the term for someone who can understand all languages. This isn't as common as it seems like it should be. Some people are born with this gift while others work

their entire lives to learn it. It is one of the few gifts that can be learned. Others can learn it with a little training from a true Aligist. There is no language an Aligist cannot know. They are beyond all language barriers. Sometimes though they can be tricked if someone is speaking in code but after hearing a bit of the speech they can decode it. Breathe Underwater the ability to Breathe Underwater is a fairly uncommon power. Especially considering not many people actually have the need to do it, or are willing to try and see if they have it. This power is usually discovered by people who are drowning. They accidentally inhale water and discover they can breathe normally. Afterwards it is chalked up as a miracle but they decide to try it again and that's when they truly discover what they can do. These people tend to become deep sea divers and lifeguards, other than that it seem to be a fairly useless power.

Clairvoyance

The power of Clairvoyance is the ability to see the unknown. These people can sit in a room and know what is happening all around them in the world at that point in time. They do not see the past, or the future, merely the present. They usually only recognize feelings because the image is gone before they can concentrate on it long enough. Sometimes they catch clips of someone's life and what they are doing at that time. They can catch car accidents and people in trouble. These people become troubled because they see all this trouble in the world but feel they are too far away to do any good. This is an uncommon power and is usually incorrectly titled as precognition.

Control Metal

The ability to control metal is especially useful for metalworkers and people directly connected to the elements of earth and metal. It is usually considered more of an elemental power though some people get it without being directly connected to the element. They are

able to "speak" to the metal and cause it to change its shape or move in the direction they want.

Empath

An Empath is someone who feels the emotions of another. This power is common in children who are already very perceptive of the world and people around them. Sometimes this power fades with age but there are some people who manage to keep it their entire life. These people tend to become teachers and counselors because they have a strong desire to help others, but this is only good if they can control their power if the situation gets out of hand. Most Empaths have the tendency to spiral into depression from the overbearing negative emotions of others. These people need to learn to block the emotions of others so they can regain who they are and surround themselves with more positive people.

Energy Vampire

An Energy Vampire is a person who has the ability to use other people's powers as their own when they are in contact with that person. A Residual Energy Vampire on the other hand is someone who once they come in contact with a person with a power they will always be able to use this power. These people have a tendency to become corrupted by that power. They turn to crime and attempting to make as many friends as possible in order to steal their powers. They usually quickly gain access to the thoughts of everyone around them and it become difficult to keep secrets from them. Energy Vampires all have the ability to take a person's power and leave them weak and near dead, most try to avoid this as they like to keep their friends alive but it is a defense and Energy Vampire has to keep themselves safe.

Enhanced Hearing

Enhanced Hearing is a fairly uncommon power. It allows a person to be able to hear things from very far away as though they are very close. The peculiar part about this power is that it doesn't affect the volume of the noise. The noises are merely heard as though they are very close instead of very far away.

Enhanced Memory

Some people have the power of Enhanced Memory. This power is not a common one but there are more people with this power now than there have been in the past. This is like an advanced form of a photographic memory. People with this power can read a book and will be able to recall that information whenever they want and they could quote it word for word if they felt the need. They can also remember events in great detail.

Enhanced Vision

The power of Enhanced Vision allows a person to be able to see things that are extremely small or extremely far away. This is helpful for those who make very small objects and need to do extremely fine work. It also helps if they must keep a lookout for something that is coming their way.

Fire

The power of Fire is very self explanatory. A person is able to create fire using their mind. Sometimes they must have the flame already there to work with and some can create the flame itself. There are two main forms of this power that have been encountered, Heat and Illumination. Heat Fire is when a person can create balls of actual fire. They are generally a red orange color. Some of these fire starters' flames will be tinted blue, green, or even purple, each depicting a certain part of their personality. These are the flames that cause fires and give severe burns except to those who have this power. This is a very dangerous

power that has become more and more common in recent years. These people are also ruled by their emotions and have a tendency to become very angry for no reason. Illumination Fire is when a person creates a ball of light energy instead of heat energy. These people don't respond to their emotions as much as those with heat fire. Their light is generally white or yellow in color, and less likely to contain other tints. These fireballs look a lot like the sun or a light bulb. Sometimes these people have the ability to start fires but it doesn't happen often.

Ice

The power of Ice is very simple. Those with this power are able to control the states of water even though it is called an ice power they can also evaporate, melt, or boil water, though the most impressive use is in turning liquids to ice. There must be moisture in the air for them to create ice out of nothing. If they air is very dry they are rendered useless. These people tend to live in wet regions where they have full use of their power and they tend to avoid dry places like deserts.

Illusionist

An Illusionist is a person who can change the structure of molecules to make a location or person appear different. Sometimes this can be used to mask something that is already there or to create a distraction and lead someone the wrong way. Some Illusionists can create these illusions using their mind while others choose to use a more concrete method such as drawing or writing. These types of Illusionists are more stable and less likely to get caught up in their illusions. All Illusionists have very vivid imaginations and their dreams feel very real to them. They are usually committed to mental institutions because those around them worry about their safety.

Indestructible

There is a power that allows the user to render their body Indestructible. It is a very uncommon power that is similar to the power of Regeneration. These people find that they cannot be hurt by any external forces, but if they wish to hurt themselves they can. It is a power that is dependent entirely on mental state. Similar to regeneration these people often find themselves on both sides of the law.

Invisibility

People with the power of Invisibility are able to make the molecules of their body transparent just by thinking about it, but more often than not it is triggered by emotions such as fear or anger. Sometimes people with this power can extend their power to objects touching them such as their clothes and if they concentrate very hard they can even extend it to other people or objects.

Levitation

Levitation is a fairly uncommon power that allows a person to raise their body above the ground, similar to flying but requiring much more concentration.

Mind Control (Persuasion)

Mind Control is also called the power of Persuasion. It is the ability to influence the minds of those around you. Mind controllers cannot read the minds of those they influence, they can merely insert the thought and hope it is strong enough to be recognized and take hold. This is a very dangerous power because those who are being influenced often do not realize it and believe the thoughts to be their own. They are also compelled to believe those thoughts are right and will act on them without question.

No Power

The majority of people will not have powers. It is important to mention these people though because even though they may not have powers of their own they are sometimes perceptive enough to notice that those around them do have powers. Some of these people may have powers, just not enough to allow them to really count for any other category.

Precognition

Precognition is the ability to see the future. Their visions are called premonitions. Many people have a small amount of this power and don't realize it. It is becoming more common in this changing world. These people are here to warn us of events to come so that our future will not be so quickly destroyed. These people sometimes believe themselves to be crazy when the things they see or dream end up coming true. These people need to learn to control their power so they can use it when they need it instead of just waiting for a vision to come to them. Sometimes premonitions can be triggered but most of the time they cannot. They either reveal themselves while the bearer is sleeping or at moments when they are extremely relaxed or extremely stressed.

Read Memories

The ability to Read Memories is a form of telepathy that only allows them to see the past of another. They can clearly see any event or series of events that the person experienced. This is a power that is commonly seen in police and therapists who are trying to figure out exactly what happened in a situation.

Regeneration

The power of Regeneration allows the user to be able to heal themselves quickly. It is also extremely difficult for these people to die. The only way they can be killed is if their head is destroyed so they don't have the mental ability to force their body to recover. This

power is becoming less common due to modern medicine making it less necessary. These people usually discover their powers after a failed suicide event or what would have been a fatal accident. They believe they should be dead but they see their body healing before their very eyes and they realize what they are. They will then attempt every way to destroy themselves until they come to terms with the fact that they cannot die. After this point they take one of two paths. They either will try to help others by going into dangerous situations, or they will become criminals because they know they can get away with whatever crime they have committed. The downside of this power is that usually the person will feel all of the pain associated with their injuries, but sometimes the people are too distraught to notice the pain and continue to harm themselves.

Remote Viewing

The power of Remote Viewing is unique because it requires a well developed memory. It is essentially the same as a photographic memory but the brain can track the items or people as they move throughout a room or area. This works until new elements are introduced and the viewer must take a second look to be able to see everything clearly. It only takes one glance for the brain to register everything that is happening around them.

Retrocognition

Retrocognition is the ability to see things that happened in the past. It is believed that objects hold onto the energy around them and that energy remains until it is cleansed away by special ceremonies. These people are able to sense that energy and see what happened in a room or around certain objects. These people become detectives and work with the police to help solve crimes. These people aren't common but they are able to recognize their power for what it is very easily and want to do everything they can to help other people. This is one of

the easiest powers to control and it can also be learned by someone who is sensitive to energy fields.

See Spirits

The gift of Seeing Spirits is a power that is more common than is realized. Many people have a tendency toward seeing those who have passed over. Sometimes these spirits are good and sometimes they are not nearly as good as we expect them to be. Some Mediums, as they tend to be called, have such a strong connection that they are often able to physically interact with these spirits, the results of which may be good or bad. These people tend to shy away or hide from their power because they are afraid of it. They don't want others to find out because they are afraid they are crazy and will be shunned by society. Some embrace their power and use it to help people from both sides of the wall.

See Through Illusions

People who can see through Illusions are very unique because it requires a special type of brain structure. These people are not easily fooled by lies or tricks. They have the ability to see through things and people to pick out the truth. They generally find themselves in lines of work where their gift can be used for the greater good, such as judges and crime scene investigators. They know the questions to ask and the places to look to find things that were hidden from others. Not many people have this power because it takes such a large amount of energy to keep it working, especially when they are around Illusionists. Another theory is that those with this power are missing the portion of their bran that allows them to see the illusions and be fooled by the tricks and lies.

See Through Walls

The ability to see through walls can also be considered X- Ray vision and it is a very difficult gift to master. Many people with this ability go through their lives never fully understanding the potential of what they can do. This power allows them to see through anything from walls, to boxes, to clothing. It is difficult to focus on a particular layer and sometimes everything will become transparent and other times it will become so solid they cannot even see through glass or other things that are meant to be transparent. Everything around them is still physically solid but their molecules are rendered clear to the viewer only.

Shapeshifter

A Shapeshifter is a person with the ability to change the shape and structure of their bodies into anything else they want. They can change themselves into another person, an animal, or even an inanimate object, though they can't stay in an inanimate form for very long. Some shapeshifters choose to only change themselves into one other being and perfect that change while others like to change into many different things. Some shapeshifters closely identify with a certain animal and will choose to only change into that animal. That is where part of the werewolf myths come from, it was merely tribes of shapeshifters who idolize the wolf.

Speed

Speed is the power to move really fast. It is a rare power that is growing more and more common as those with power must run from those who wish to harm them. This power allows a person to run much faster than normal while not appearing to run that much faster. It is actually a bending of time that is created slowing down everyone else and making it appears as though you are moving much faster than everyone else. This power is very similar to the ability to stop time.

Stop Time

The ability to Stop Time is a complicated one. It is unclear exactly how many people have this power because they are unwilling to register themselves. These people are extremely paranoid and afraid of getting caught. They are able to stop time and move about while it is stopped. These people are often confused with teleporters because they will disappear in one place and appear in another. These people have a tendency to fall into a life of crime and will steal from anybody and everybody in order to stay off the grid.

Telekinesis

Telekinesis is the ability to move things with your mind. This power is a fairly common one and one that can be learned though it is very difficult to do. It requires an understanding of energy that not many people care to learn. People with this power merely have to concentrate on an object and it will move without them touching it. It takes a lot of practice to get an object to move where you want it to and stop there. These people spend their entire lives practicing and many never truly master this power. These people will often believe they are seeing things when they first discover their power. They will believe they are haunted and that "ghosts" are moving things around them.

Telepathy

The power of Telepathy is a very common one, though not many people have it to it's full extent. It is the power to read people's minds and know their thoughts and feelings. Many people have only a little bit of this power and are able to get the general feeling of what another is thinking. Some people with this power must be touching another whom they are trying to read in order for their power to work, some merely have to be near the person. It seems that it is difficult to use this power with any sort of distance between people. Those

who are skilled with this power can dig deeper and find things buried within a person's mind, others can only know what the person is presently thinking. These people get overwhelmed when they are around others and tend to have constant headaches as they will catch bits and pieces of what people are thinking, especially if the people are thinking strongly.

Teleportation

Teleportation is a power that has been around for ages and is making a comeback in the amount of people born with this power. Any person with this ability can essentially "think" themselves anywhere they want to go, be it across the room or across the world. This power only takes a short time to master and it can be used for the rest of a person's life. This power is more commonly found in people with birth defects and it seems to be a form of evolution allowing them to be able to get around. Teleportation requires a strong mind and a willingness to accept danger. There is always a chance that the teleporter can end up in the wrong place and get trapped there. There have also been accounts of people using this power to travel though time. It's not known exactly how this power works but it is believed that the mind breaks down the body molecules and sends it at the speed of light to wherever the person wants to go.

Time Travel

The ability to Time Travel is not very common. These people are a form of Teleporter who have learned to move themselves through time instead of space. This is a dangerous power because they are always in danger of changing something and causing themselves to cease to exist, or to trap themselves in an alternate time line that they cannot fix. Sometimes these people accidentally transport themselves to the future shortly before a large event, they then travel back to their own time in order to warn people and hopefully prevent the disaster.

Tin Man

There is a power that causes a person's body to turn to metal when they need it to. This power has no real name but has given those who have it the nickname of "Tin Man." These people generally turn out to be protectors who will use this power to protect others at all cost. Nothing can penetrate the metal and it doesn't hurt them when anything happens to their body in this state. There is a form of this power that turns those who have it into the ultimate weapon. They stay in their metal form and slowly their heart dies. When their heart dies completely they turn control of their body over to another person and this process has never been successfully reversed. That is why Tin Men need to have love in their lives, this keeps their heart strong and they will feel no need to withdraw from people.

Walk Through Walls

The ability to Walk Through Walls an interesting one. The bearer of this power must move their molecules apart to fit through the cracks between the molecules of the wall or whatever object they are trying to walk through. There are very few solids these people cannot move through. These people tend to find themselves on both sides of the law even though they don't really like to be noticed and tend to stay to themselves. They are naturally paranoid about who will find them and what will happen to their power.

Weather Control

Weather Control is a power that allows one to influence weather patterns. This power is generally unknown by the bearer until they hit puberty. It is a power that is very closely tied with the emotions. If a person with this power becomes angry the weather will usually reflect this causing violent storms whether they want to or not. This power is difficult to control and it is hard for these people to ever learn to control their emotions well. These are

the type of people who are mostly likely to want to get rid of their power. They find their lives very stressful and it's hard for them to trust the people around them with knowledge about their power.

MYSTERY BEYOND OUIJA BOARD

The Ouija board first appeared in stores in the 1890s, a mark of 19th century America's obsession with spiritualism. It was a flat board with the letters of the alphabet written in two arced rows over a straight line of numbers, 0 through 9. The words "YES" and "NO" appear in the uppermost corners and "GOODBYE" is written at the bottom. The board comes with a planchette, a tear-drop shaped device on little feet with a hole in its body through which you can read the number or letter underneath it.

Ouija board is a device used to supposedly ask questions of and receive answers from a seemingly supernatural force. Using a ouija board has become a controversial subject. Some people regard them as "evil" or "tool of the Devil", yet they continue to be sold in stores along Scrabble and Monopoly as a game. The Ouija board was invented in the early 1890's by William Fuld. It is now sold by Parker Brothers. A ouija board is a small board with various symbols printed on its surface. These symbols include all letters of the alphabet, the numbers 1 to 9 and 0, and the words yes and no. A smaller board, shaped like a heart, called a planchette or pointer is used to direct the answers.

Two or more people rest a Ouija board on their laps and press their fingers lightly on the pointer. One of them asks the board a question. The pointer supposedly answers by indicating a word or a number or by spelling out words. According to people who believe in the ouija board, spirits guide the pointer. Others think the fingers of the questioner influence the pointer.

There are basic guidelines that should be followed for using Ouija boards. If any of you are willing to try one you should check out some of the safe things to do to protect yourself or anyone else from possible harm. As many people improvise a ouija board as a game, it is always best to protect yourself. Where there is no protection from 'evil forces' extremely frightening things can occur. Sinister messages can be spelt out, claimed to come from the devil. As to prove that no one person is purposely pushing the pointer, tales have been told of all removing their fingers except one, and the pointer continuing to whiz around in manic fashion - or of the pointer jumping up in the air or hurling itself off the table and smashing. Also, evil spirits have been known to lie about who they are tricking the users into further danger.

You have to be the judge of the information you receive. To believe everything that comes through on the board just because it's from the other side is extremely gullible, and is like believing everything that you read in the newspaper or see on TV. If your mind tells you there's something wrong, there probably is. If the information you're getting seems new to you, compare it with other channeled material and see if you're comfortable with it. The important point to remember here is Like attracts Like. Ouija boards do work, but the sort of beings you are likely to attract is directly related to the level of spiritual development of the participants and their intent. Remember a Ouija board is just a tool for contact which relies on no practice, learning or spiritual development to make it work. It's like dialing a random telephone exchange and hoping for the best. However, with practice, learning and spiritual development the chances of getting through to the right person are greatly increased. If used properly, the Ouija board can be a positive tool to making new friends and gathering information. However, you should not just stop there and rely on the board. Work on your own spiritual development and this will not only enhance your use of the board, but may render it obsolete - while at the same time improving your whole life

We are all in the busy world, we are not aware in the society does. If there any need to know about that? Yes, definitely we want to aware or bothered about the society. The thing OUIJA BOARD one of the famous secret mysteries. The whole people are believed there is definite ghost or a negative force does something else rather than a human being. They already as well as strongly believed there is a evil spirit to full fill our any kind of need. The people strongly believed in that. They are not bothered about what the real secret behind in the Ouija board.

Instructions for using the board

Two or more people — mediums — place their fingers lightly on the planchette, ask a question, and let the spirits guide the planchette around the board. The answer will either be a yes or no, or it will be a word spelled out.

For best results the board asks for mediums that are serious about the process, turn off anything that emits electrical disturbances, and who light candles and incense. But reality Almost nothing has changed about the Ouija board since its debut, save our understanding of how it probably works. It could be a spirit reaching out to you, but science provides another spooky possibility: You are unconsciously answering questions that you never thought you could.

That Ouija board works only because of the psychological factors. If we are strongly believed that we want to do anything, it WILL can. There is no doubt, but one condition firstly we want the strong decision that I can and secondly the hard working mentality. That's enough a person to do anything in the developmental manner. For example; If a person are strongly believe he want to become a police officer and he is take hard work for that, he can

become a police officer. The thing is that, if we are doing anything with the complete believesness, we can find a result with positive.

In the case of Ouija board, we are strongly believe there is a definite evil spirit to come near to me. It will come no doubt, but just because of the unconscious mind. The unconscious mind doesn't have the conscious power that mean, an unconscious mind can't realize what is right or wrong. They know only to recollect and express. We are giving the suggestion related to evil spirit and the environment gives that kind of dark situation (single candle light with Ouija board, and we as believed an evil can come in the dark) definitely the unconscious mind can recollect that kind of information's only. Indirectly our conscious mind plays here a vital role. That conscious mind connects our both mind to the one result, i.e. just because of the Ouija board power that evil come here. But the fact is there is no evil. It's just only our illusion. We are experiencing that only. But we believe 'an evil came near to me, I saw him, they give some advice etc.'

It says that people can move or move something without their conscious mind realizing it. In the case of the Ouija board, if you really want the answer to a question to be yes and your partner knows it, you could both push the planchette to "ES" without either of you consciously applying any force. (And if you think you can ever keep your hands completely still, try keeping a laser pointer's dot perfectly motionless.)

You can test this effect for yourself. Find a string and tie something moderately heavy to it. Extend your arm and hold the string and hanging object as still as possible. Now imagine the object moving in a circle. Even though you think your arm is motionless, the object should start moving. One test had subjects sit at a Ouija board with another person and answer factual yes or no questions. The subject was blindfolded when using the board and the partner knowingly removed their hands from the planchette. The blindfolded subject

moved the planchette alone, answering questions, but felt that they were exerting no force on it at all. The subjects answered more questions correctly than when they answered the same questions verbally — they did better when they believed they weren't in full control of the planchette.

This an example of implicit — unconscious— cognition and experiments with the Ouija board and concepts like it may end up revealing quite a lot about how the mind makes decisions below our level of awareness. But this doesn't mean that there's anything wrong with turning to a Ouija board for answers, or trying to channel spirits at Halloween. You just might be channeling the dark depths of an inaccessible unconscious, which is scary enough as it is. Those people can move or move something without their conscious mind realizing it. In the case of the Ouija board, if you really want the answer to a question to be yes and your partner knows it, you could both push the planchette to "YES" without either of you consciously applying any force. (And if you think you can ever keep your hands completely still, try keeping a laser pointer's dot perfectly motionless.)

The Ouija phenomenon is considered by the scientific community to be the result of the ideomotor response. Various studies have been produced, recreating the effects of the Ouija board in the lab and showing that, under laboratory conditions, the subjects were moving the planchette involuntarily. Skeptics have described Ouija board users as 'operators'. Some critics noted that the messages ostensibly spelled out by spirits were similar to whatever was going through the minds of the subjects. According to Professor of neurology Terence Hines in his book Pseudoscience and the Paranormal." The planchette is guided by unconscious muscular exertions like those responsible for table movement. Nonetheless, in both cases, the illusion that the object (table or planchette) is moving under its own control is often extremely powerful and sufficient to convince many people that spirits are truly at work... The unconscious muscle movements responsible for the moving tables and Ouija

board phenomena seen at seances are examples of a class of phenomena due to what psychologists call a dissociative state. A dissociative state is one in which consciousness is somehow divided or cut off from some aspects of the individual's normal cognitive, motor, or sensory functions"

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A Study of Attitude towards Continuous and Comprehensive Evaluation Scheme of CBSE among Parents of Secondary School Students

Gagandeep Kaur Khaira*

ABSTRACT

Objectives: To study the attitude of parents of secondary school students towards Continuous and Comprehensive Evaluation Scheme of CBSE based on their background variables,To study the influence of Educational Status, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of C.B.S.E., to study the influence of Locale, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of C.B.S.E. Sample and sampling procedure: The present study was conducted on 200 parents of secondary school children studying in class X of various C.B.S.E schools located in Phagwara. The sample was selected by random sampling technique. A sample was finalized during the parent-teacher meetings of various schools. Prior permission was taken from school authorities for the purpose.

Data analysis: Data was analyzed objective – wise by using Means, t-test and Factorial Design ANOVA, **Findings**: The major findings as interpreted by the data are as follows:

Parents of Secondary School students possess Average attitude towards CCE scheme of CBSE, the attitude of male and female parents towards the CCE scheme of CBSE was found to be Average. The attitude of urban and rural parents towards the CCE scheme of CBSE was found to be Average. The attitude of graduate and post-graduate parents towards the CCE scheme of CBSE was found to be Average, Male and Female Parents of Secondary School

Students do differ significantly in their attitude towards CCE scheme of CBSE, with females having a more positive attitude towards CCE than Males. Rural and Urban Parents of Secondary School Students do differ significantly in their attitude towards CCE scheme of CBSE, with urban parents having a more positive attitude towards CCE than rural parents, graduate and Post-graduate Parents of Secondary School Students do not differ significantly in their attitude towards CCE scheme of CBSE.

Application and improvement: The present study highlights the improving attitude of parents towards CCE scheme and this will be helpful in CCE scheme as follows:

The changing attitude of parents towards CCE will be helpful in making scheme successful, it will be helpful in the proper implementation of the scheme, it will be helpful to make the school more responsible towards implementation of the scheme in schools, the changing attitude of parents is also helpful for student's all-round development as parents don't make their wards to run after percentage, it is helpful to reduce the burden on students and preparing for life not for marks, as parents have accepting grades instead of marks makes students comfortable with themselves, the changing attitude of parents towards CCE scheme providing room to practical approach, parents will not stress on rote learning of their wards but will emphasis on understanding, Parents will stress more on their wards to use knowledge in daily life, parents attitude will develop multiple intelligence in their wards, Inner creativity and talent will be recognized as parents started to understand the need for all-round development, the students will able to find profession of their choice, the Students will learn to express themselves freely ,Parents will able to understand the teachers and teaching methodology. Therefore, it is to be concluded that CCE scheme is very useful in all-round development and changing attitude of parents will be more helpful in implementing the scheme as if tried again. Moreover, parents will act as a watchdog to make it more useful and sounder in future.

***Keywords**: Evaluation, need of evaluation, continuous and comprehensive evaluation, attitude.*

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*Vice Principal of Lord Mahavira Jain Public School Phagwara Distt Kapurthala, Punjab, India, E-mail: khairagagan13@gmail.com, Mob: +91 9815839346

INTRODUCTION

Education is the training of the mind and assimilation of ideas leading to the dynamic character and development of personality. Education aims at the development of human personality in the three domains namely cognitive, affective and psychomotor. When these domains are developed in a balanced way the purpose of education is achieved. In order to know the space and direction of growth of individual through the process of education, a system of evaluation is required. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise.

Evaluation is a very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue, which has been discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes. Keeping in view all these views about evaluation, the present study was chosen.

The study will be a descriptive survey that belongs to the area of Educational Evaluation. It will be an attempt to study the attitude of parents towards Continuous Comprehensive Evaluation scheme as implemented by Central Board of Secondary Education. The synopsis deals with Concept of Evaluation, Continuous and Comprehensive Evaluation (CCE), Attitude, Review of Related Studies, Justification of the Problem, Statement of the Problem, Objectives, Hypotheses, Sample and Sampling Procedure, Design of the Study, Tools, Procedure of Data Collection, Data Analysis, Delimitations of the Study.

Concept of Evaluation

A curriculum is what constitutes a total teaching-learning program comprising of overall aims, syllabus, materials, methods, and assessment. In short, it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for the transaction. Hence evaluation should be viewed as a component of the curriculum with the twin purpose of effective delivery and further improvement in the teaching-learning process. Patton (1987) emphasized that evaluation constitutes a part of an ongoing cycle of program planning, implementation, and improvement.

Evaluation is relatively a wider technical term, introduced to designate a more comprehensive concept if measurement that is implied in conventional tests and examination. The most comprehensive definition of evaluation according to N.C.E.R.T. is “Evaluation is any systematic continues process of determining the extents to which specified educational objectives previously identified and defined are attained. The effectiveness of the learning experience provided in the classroom. How well the goals of education have been accomplished.”

Spiel (2001) emphasized that Evaluation is a systematic process to understand what the program does and how well the program does it.

Trochim (2006) quoted that evaluation is the systematic assessment of the worth or merit of some subject. This definition is hardly perfect. There are many types of evaluations that do not *necessarily* result in an assessment of worth or merit descriptive studies, implementation analyses, and formative evaluations, to name a few. Better perhaps is a definition that emphasizes the information-processing and feedback functions of evaluation. William further quoted that evaluation is the systematic acquisition and assessment of information to provide useful feedback about some subject.

Taylor (1964) examined that evaluation connotes the techniques, tools, and procedures used for assessing the kind and degree of attainment realized through the inputs pressed into service and for further improving their levels.

Srivastana (2014) interpreted that evaluation ought to be conceived as an exercise concerned with the process of engineering development and growth in the various facets of the personality of students in both scholastic and co-scholastic aspects because

Evaluation =Assessment +Value judgment about growth

The *Trochim*'s **(**2006**)** emphasizes *acquiring and assessing information* rather than *assessing worth or merit* because all evaluation work involves collecting and sifting through data, making judgments about the validity of the information and of inferences we derive from it, whether or not an assessment of worth or merit results.

From these definitions, it can be concluded that evaluation is a *systematic* endeavor which could refer to a program, policy, technology, person, need, activity, and so on. Evaluation is a continuous process that goes beyond classification and certification of

students only in regard to the academic achievement but aims at the diagnosis of the strengths and weakness of the students and the remediation/enhancement and enrichment of achievement.

Types of Evaluation

There are many different types of evaluations depending on the subject being evaluated and the purpose of the evaluation. Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. Formative evaluations strengthen or improve the object being evaluated they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object -- they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

The formative evaluation includes several evaluation types:

- *Needs assessment* determines who needs the program, how great the need is, and what might work to meet the need.
- *The evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shape its usefulness.
- *Structured conceptualization* helps stakeholders define the program or technology, the target population, and the possible outcomes.
- *Implementation evaluation* monitors the fidelity of the program or technology delivery.

- *Process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures.

Summative evaluation can also be subdivided:

- *Outcome evaluations* investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes.
- *Impact evaluation* is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole.
- *Cost-effectiveness and cost-benefit analysis* address questions of efficiency by standardizing outcomes in terms of their dollar costs and values.
- *Secondary analysis* reexamines existing data to address new questions or use methods not previously employed.
- *Meta-analysis* integrates the outcome estimates from multiple studies to arrive at an overall or summary judgment on an evaluation question.

In order to reform the system of evaluation, it was made mandatory in national policy on education in 1986, to introduce the concept of continuous and comprehensive evaluation (CCE). As follow –up, the national curriculum for elementary and secondary education: a framework (1988) and national curriculum framework 2005 strongly emphasized the need of replacing traditional system of evaluation with the scheme CCE.

Need of evaluation

Examinations are an indispensable part of the educational process as some form of assessment is necessary, and are linked to the development of language, mental representatives, concepts and reasoning. Various commissions and committee have felt the need for examination reforms. The Hunter Commission (1882), Calcutta University

Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board or Sargent Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-1953) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

The need for continuous and comprehensive school-based evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, "on the completion of the course, at the end of the lower and higher secondary stage, the student should receive a certificate from the school along with the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.

This aspect has been strongly taken care of in the National Policy on Education (1986) which states that Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time should be followed.

Accordingly, National Curriculum Framework,2005 strongly emphasized the need for replacing the traditional system of evaluation with the scheme of CCE, and, while proposing examination reforms stated that education boards should consider, as a long-term measure, making the class X examination optional, thus permitting students continuing in the same school to take an internal school examination.

Evaluation is a process of judgment about the amount of knowledge acquired by the student in the learning process. So, it is an essential part of the teaching-learning process, without it teaching-learning becomes useless. CCE is the system that evaluates the learner in

the ongoing process rather than terminal assessment. It is essential for the parents to understand the evaluation process initiated by CCE.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of a student that covers all aspects of a student development. It is a developmental process of the student which emphasizes two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other. The term ‘continuous’ is meant to emphasize' that evaluation of identified aspects of students ‘growth and development ’is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of the academic session. It means regularity of assessment, the frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation.

The second term ‘comprehensive’ means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students ’growth and development. Since abilities, attitudes, and aptitudes can manifest themselves in forms other than the written word, the term refers to the application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner’s development in areas of learning, like: -

- Knowledge
- Understanding
- Applying
- Analyzing
- Evaluating

Creating continuous evaluation helps in bringing awareness of the achievement of the child, teachers, and parents from time to time. They can look into the probable cause of the fall in performance if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden drop in their performance. If the teacher, child, and parents do not notice the sudden drop in the performance of the child in academics, it could result in a permanent deficiency in the child's learning.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore, it will not be merely limited to assessment of learner's scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

It is this that has led to the emergence of the concept of School-Based Scholastic and Co-Scholastic Assessment. In order to have Continuous and Comprehensive Evaluation, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended. The objective is to promote and enhance not just learning and retention among children, but their soft skills as well.

Objectives of Scholastic Assessment:

- Desirable behavior related to the learner's knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation.
- To improve the teaching-learning process.
- Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment
- It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it.
- It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student performance tremendously while raising the self-esteem of the child and reducing the workload of the teacher.
- Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners.
- Is diagnostic and remedial Makes provision for effective feedback.
- Provides a platform for the active involvement of students in their own learning.
- Enables teachers to adjust teaching to take account of the results of the assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- Recognizes the need for students to be able to assess themselves and understand how to improve.
- Builds on students' prior knowledge and experience in designing what is taught Incorporate varied learning styles to decide how and what to teach.

- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa

Summative Assessment is carried out at the end of a course of learning.

- It measures how much a student has learned from the course.
- It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the student.
- It, at best, certifies the level of achievement only at a given point in time.
- The paper pencil tests are basically a one- time mode of assessment and to exclusively rely on it to decide about the development of a student is not only unfair but also unscientific.
- Overemphasis on examination marks that focus on only scholastic aspects, in turn, makes student assume that assessment is different from learning, resulting in the 'learn and forget 'syndrome.
- Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

CO-Scholastic Assessment

The desirable behavior related to the learner's life skills, attitudes, interests, values, co-curricular activities, and physical health is described as skills to be acquired in the co-scholastic domain. The process of assessing the students' progress in achieving objectives

related to the scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed.

The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

Objectives of CCE

Following are the objectives of CCE scheme as proposed by CBSE:

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on the thought process and de-emphasis memorization.
- To make evaluation an integral part of the teaching-learning process.
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.
- To use evaluation as a quality control device to maintain the desired standard of performance
- To determine social utility, desirability or effectiveness of a program and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity.

Features of CCE

Major features of the CCE scheme are as follows:

- The continuous aspect of CCE takes care of continual a periodicity aspect of the evaluation
- Continual means assessment of students at the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation
- Periodicity means an assessment of performance done frequently at the end of unit/term (summative evaluation)
- The 'comprehensive' component of CCE takes care of assessment of the all-round development of the child's personality. It includes assessment in the scholastic as well as Co –scholastic aspects of pupil's growth.
- Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes, and Values.
- Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of the unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and Checklists.

Functions of CCE

It helps the teacher to organize effective teaching strategies.

- Continuous evaluation helps in regular assessment of the extent and degree of Learner's progress (ability and achievement with reference to specific Scholastic and Co-Scholastic areas)
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instruction.
- Through continuous evaluation, children can know their strengths and weaknesses. It provides the child with a realistic self-assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in where more emphasis is required.
- The continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems.
- It helps in making decisions for the future, regarding the choice of subjects, courses, and careers.
- It provides information/reports on the progress of students in Scholastic and Co-Scholastic areas and thus helps in predicting the future success of the learner.

Attitude

The term attitude has not been and probably cannot be distinguished clearly from such terms as trail opinion, interest value and temperament. Most often it is used to describe an emotional reaction, either favorable or unfavorable towards some object or class of objects. An attitude may be defined as a perceptional orientation and response in relation to an object or class of objects or a class of stimuli. An attitude is a predisposition to react negatively or

positively in some degree towards a class of object, ideas, institutions or people. Since attitude determines the negative or positive character of one response to various kind of stimuli or diverse types of situations, their importance in life cannot be overstated.

An attitude is a disposition readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. Attitude has a well-defined object of reference.

Allport (1935) identified three main features of attitude as

a. Preparation of readiness for favorable or unfavorable responses;

b. Which is organized through experience; and

c Which is activated in the presence of all objects and situations with which the attitude is related?

Garrett (1961) stated that an attitude is primarily an inner state rather than an overt experience. Fishbein and Arjen (1975) emphasized that attitude is learned, it predisposes action, and such actions are consistently favorable and unfavorable towards the object.

Finally, attitudes are acquired by adoption. There is a kind of social inheritance in which an individual first assumes a certain attitude by following the examples of his family. As he grows older attitudes held by him, relatives, friends, his temple or Gurudwara or Mosque and Alma matters become his own attitude.

THEORY OF CONSTRUCTION OF AN ATTITUDE SCALE

Thurstone boldly asserted that "Attitude can be measured". Attempts to measure attitude require the making of inferences about attitude from some observable indicator. The

most prevalent means of measuring attitude is that enables inferences to be made based on an individual's responses to a series of sentences or adjectives presented in the form of a scale. The most frequently used scales are:

Thurstone Attitude Scale

This scale has become very popular, and many others have developed attitude scales on the lines suggested by Thurstone. The attitude scale is constructed from twenty or so statements having scale values at approximately equal distances on the attitude continuum and fairly low ambiguity indexes. H. H. Remmer has constructed attitude scales by using the Thurstone's producer of scale construction.

Likert Scale

In the method of attitude scale construction devised by Rensis Likert, a large number of a positive and negative statement concerning attitude towards some topic are first administered to a large group of examinees. The examinees who are not necessarily unbiased judges, respond to each statement by indicating Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). For scoring purposes, the responses to negative statements are weighted 1, 2, 3, 4, 5 and responses to positive statements 5, 4, 3, 2, 1 respectively from SA through SD. Total scores of all examinees on the statements are then determined, and the ten or so positive and ten or so negative statements that differentiate between the upper 10 % and lower 10 % of examinees on total scores are retained for final scale. Likert type scales are comparable in reliability to Thurstone-type scales, and, since they do not require the use of an expert, unbiased judges, is easier to construct.

Guttman's Scalogram Analysis

The Thurstone and Likert attitude scaling procedures are popular methods, but a third technique-Guttman's Scalogram Analysis is employed less frequently. An assumption of Scalogram Analysis is that all the items comprising the scale are on a single dimension, so that respondent who endorses one item will endorse all other items having lower scale values. This condition is more likely to be met with cognitive test items, in which case a person who answers an item correctly will probably answer all easier items correctly, than with attitude statements and other effective items.

REVIEW OF RELATED STUDIES

The review of the related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. These documents include periodicals, abstracts, reviews, books, and other research reports. The review has several important functions which make the time and effort well worth. The major purpose of reviewing the literature is to determine what has already been done that relates to the problem.

Rogosa (1999) in his paper "How accurate are the STAR national percentile rank scores for individual students?" effectively illustrated the concept of underestimation of error by showing in terms of percentile rank probable true score variety and test-retest result.

Henly (2003) studied the impact of web-based formative assessment on student learning in a learning unit about metabolism and nutrition. She found that overall students in the top ten percent of the class accessed formative assessment twice as often as students in the bottom ten percent of the class. While this does reflect a significant difference in the usage of formative assessments, it suffers from the same self-selection issue as Sly's (1999) study. The group that used formative assessment twice as often and ranked in the top ten

percent of their class was a systematically different group from the bottom ten percent of the class who rarely accessed the formative assessment. Similar to Sly (1999), this study would have been improved by controlling for factors such as motivation, self-regulation, and prior performance. Further, in most school systems the current trend is to use formative assessments for the lowest performing students. The Sly (1999) and Henly (2003) studies have based their conclusion on the impact of formative assessments on the higher performing students, with limited evidence of their utility for these performing students.

Raths and Lyman (2003) studied the enduring problem of summative evaluation of student teachers and pointed that an appropriate system of evaluation and education not merely measures and enhances skills and competencies of pupil-teachers but also helps in preventing weak incompetent pupil-teachers from gaining access to the teaching profession.

Wininger (2005) examined the impact of summative formative assessment on second administrations of an Educational Psychology exam. In this study, the treatment group consisted of 34 students in the researcher's Educational Psychology course. This group received feedback from the instructor and classmates, and students were guided to self-evaluate their performance. The control group consisted of 37 participants, also enrolled in the researcher's course. These students received a copy of their exam and information as to what questions they had missed, but they received no other feedback or guidance for self-evaluation. Upon the second administration of the initial test from which the students in the treatment group received feedback, the treatment group significantly outperformed the control group. The treatment group gained nine points from their initial attempt at the exam and the control group gained only two points. In addition, Eta-squared indicated that scores from the initial examination accounted for 39 percent of the variance in the second administration of the same examination and that the formative-summative assessment

treatment accounted for an additional 25 percent of the variance. Although this study does provide support for formative assessment, a few methodological issues must be discussed. First, the small sample size results in less precise hypothesis testing and various properties of the population such as the mean used in this study to detect the difference between the control and treatment group.

Sarkaria (2006) conducted a research on 'Perception of Teacher educators towards evaluation and examination system of ETT course in DIET of PUNJAB'. The sample for the study comprised 38 teacher educators from three DIET viz. Verka, Amritsar (16), Gurdaspur (12) and Shekhupur, Kapurthala (10). The research concluded that continuous and comprehensive evaluation is an effective measure for holistic development but it has not been implemented in letter and spirit in (DIET).

Carri and Joseph (2010) studied the comprehensive Evaluation and quality education and pointed that if the evaluation is comprehensive, continuous and objective based then it will help to know the strength, weakness, interest, and attitude of the pupil and thus will help in the all-round development of the individual as education aims. Continues Comprehensive Evaluation means a regular assessment of all the aspect-scholastic and co-scholastic of pupil's learning in the school. As the triangle of evaluation shows, the objectives, learning experiences and evaluation, are linked with one and other. Hence the attainment of objectives by given suitable learning experience can only be measured by a properly planned out comprehensive evaluation in determining the quality of education.

Keith (2010) wrote in his article that grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, or F) as arrange (for example 4.0 – 1.0), as descriptors (excellent, great, satisfactory, needs improvement), in percentages, or as is common in some post-secondary

institutions in some countries, as a grade point Average (GPA). The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants. A Cumulative Grade Point Average is the mean GPA from all academic terms within a given academic year, whereas the GPA may only refer to one term. It can be concluded from above that through the continuous and comprehensive process of evaluating a child can have an all-round development in his personality, which was not possible in the traditional system of evaluation. The equal weight age is given to the scholastic aspects of education which includes sports and other cultural activities which were considered optional in the in the previous system of evaluation.

Rout, Kuamaranjan and Guru (2010) studied the scenario of continuous and comprehensive Evaluation in the 21st Century and suggested that continuous and comprehensive Evaluation contributes a lot to our teaching-learning process. It will help us in moving from the banal and hackneyed approach to evaluation to a more progressive and trendy approach.

Bhattacharjee and Sarma (2010) conducted a research on the 'Status of co-scholastic activities in the school programme of the elementary schools' to see what is the status of co-scholastic activities in the school programme of the elementary schools of Jorhat district of Assam. The sample consisted of 50 elementary schools from three educational blocks of the district. The study revealed that co-scholastic activities have not earned a proper place in the school routine. The teacher did not have any kind of formal training to handle the co-scholastic activities.

Biswal (2011) in the article "Smart Assessment the Prerequisite for Smart Learning" stated that children are unique, powerful and important persons, worthy of our respect. They have every right to enjoy their childhood, which is an important phase of their lives and

deserves to be understood respectfully rather than treated simply as a preparation for adulthood. Educational instruction and assessment must recognize that the world has changed due to liberalization, globalization, and privatization. This has resulted in changing the pace of learning by the learner. Doing more of what we are currently doing will not solve the problem. We must find new ways to deliver education to our students.

Mangal and Mangal (2011) in the article about an emotionally intelligent teacher argued that an intelligent teacher is at the heart of successful CCE. They further stated that an emotionally intelligent teacher may prove a potent force and medium for creating a safer and more satisfying, caring, affectionate, stimulating and inspiring environment for his students for the attainment of the wholesome objectives or CCE, he favours that the golden key for the success of CCE lies in the emotional intelligence of the school teachers.

Patel and Desai (2013) studied Continuous Comprehensive Evaluation (CCE) is the buzzword being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned. As rightly quoted by the University Education Commission (1948-49) that, "If we are to suggest a single reform in the system of education then it would be that of examination". The remark was followed by formation of a number of committees and Commissions with different recommendations for the evaluation system for the Indian education system. All intelligentsia converged to the CCE as an assessment tool for holistic evaluation of the students' learning. The Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, India has adopted the continuous internal assessment system since 1967-68 i.e. from last four decades. The students of the Bachelor of Education (B.Ed.) program are party to this system and in future, as teachers may be involved in the system. How do they perceive the system? What are their attitudes towards the system? Are the questions that would decide the future course of the

system. How do students perceive the evaluation system of the Department of Education, MSU? What are the issues and liking of the student towards the evaluation system of the Department of Education, MSU? Can we say anything about the impact of different variables like gender, caste, and habitat on attitude towards continuous internal assessment? The study attempts to answer the aforesaid questions.

Kauts and Kaur (2013) investigation have studied the perception and attitude of teachers from rural and urban schools towards continuous and comprehensive evaluation system launched by CBSE at Secondary School level. 100 teachers, 50 from rural and 50 from urban schools of CBSE were randomly selected. The scale of Attitude towards CCE and Scale of Perception towards CCE was administered to the selected school teachers. A significant difference has been found in urban school teachers with respect to Teachers Performance, Curriculum, Discipline, Learning, Teaching, Child-centeredness, Personality, Parents Attitude, Evaluation, Students Support System and criteria of Admissions. The rural school teachers have perceived CCE in a better way than their counter parts in urban schools but secondly, there is no significant difference in Attitude of Rural and Urban school teachers toward CCE.

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Thote (2014) in the research direction analysis during the course of training on CCE researchers observed that teachers were still not clear about the various aspects of CCE which further lead to ambiguity in the school. Also, may teachers complain that during the interactions the head of the institution is not able to give clear cut instructions and it results in confusion and it leads to loss of whatever they had gained in such training programme. More ever training was attended by only a limited number of teachers who on the returnable to train rest of the teachers. The interlinking, overlapping of scholastic, co-scholastic evaluation, their teaching and training school curriculum also poses serious questions. All these hindrances could be overcome by opening the heart and sharing of the weakness and strength. The strength of one may become the strength of all and solutions may pool. A Study of Attitude of Teachers towards Faculty Development Programmes of CCE has been dealt with in this paper. The sample included 200 primary school teaches of Central India selected by using random sampling technique, “The attitude of secondary school teachers towards different aspects of in-service training programmers” developed by authors was used for the collection of required data. 't-test' technique was adopted for data analysis. It is concluded

that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and11-20+) teachers attitude towards in-service

Shandilya (2014) inspected the perceptions of teachers about implementing CCE and Grading system as introduced by the Central Board of Secondary Education at a Secondary stage in all schools affiliated to it from the academic session 2009-2010. CCE was initially introduced by CBSE in 2000 (classes IX-X), I-V (2004) and VI-VIII (2007). The concept of continuous and comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with the identification of learning experiences and educative environment to produce changes in the learner`s behavior, it involves information gathering, information processing, judgment forming, and decision making.

Benjami and Kumar (2015) investigated teachers' attitude towards continuous and comprehensive evaluation on secondary school. The researcher used purposive and convenient sampling techniques for the selection of 50 samples. He found that there is a need to apply ample measures to make the CCE system effective.

JUSTIFICATION FOR THE PRESENT STUDY

The 21st century, known as the knowledge explosion century, made it mandatory to measure the scholastic and co-scholastic aspects of pupil's growth. To realize these goals, a progressive and trendy approach, towards the CCE scheme was introduced on Sep.6, 2009 throughout CBSE schools in India, which pays a heed to assess the cognitive, affective and psychomotor domain of the students. Continuous and Comprehensive Evaluation programmers' help out in the development of cognitive, affective and psychomotor skills

among the students. These programmers are more emphasis on thought process and de-emphasis on memorization. With the help of CCE programmers', we can use evaluation as a quality control device to maintain the desired standard of performance. These programmes are playing a very important role to determine social utility and desirability or effectiveness of programmers and take an appropriate decision about the learner, the process of learning and the learning environment. These programmes make the process of teaching and learning centered.

The major emphasis of CCE on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore, it will not be merely limited to assessment of learner's attainments. Since the concept of CCE is new in India, there is a wide scope to explore this area. CBSE introduced Teachers 'Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school-based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals, and educational administrators should be involved in this collaborative venture.

This is a newly evolved scheme. It is important to study its academic introduction and comprehend its implementation and objectives as an educative goal. We need to analyze the divergent areas that call for improvement in this scheme. Such as attitude of stakeholders towards the scheme, understanding of the scheme to the implementers, pupil-teacher ratio, and parents, view that CCE is diverting their students from their studies etc.

The review of all these related literatures has, however, elucidated that much of the research work done in this area focused on only one side of the coin i.e. teachers. Many researchers examined the perceptions and attitudes of teachers towards CCE (Chand, 2012; Benjami and Kumar, 2015; Mangal and Mangal, 2011; Tambe, 2011; Carri and Joseph, 2010; Sarkaria, 2006; Raths and Lyman, 2003). Further, some evaluative studies have been done regarding the implementation of the scheme (Shandilya, 2014; Kauts and Kaur, 2013; Patel and Desai, 2013). There is need to first have a look at all aspects – student, then teacher, administration, infrastructure, and the last but most crucial the parents, who have always high aspiration on their wards. To make any system successful there is a need to focus on all aspects. They provide the system or school for the child for their allover development. There is a need to know the parent's perceptions and attitude towards the system so that remedial measures can be applied to make the system effective and successful. So, the investigator strongly felt there is a gap in the research done in this area where parents have been totally ignored.

C.B.S.E Schools have started orientation programmers' nowadays to update the parents regarding the various changes and addition to the system. As a parent herself the investigator has always been eager to know direct feedback from the parents to check their understanding about the system and it's her immense desire to find out the attitude of parents towards a Continuous and comprehensive system of evaluation.

Successful implementation of CCE system depends upon the active participation of the parents and their attitude. A positive attitude makes the work not only easier but more effective and also professionally rewarding. A negative attitude makes the teaching task harder, less effective and unpleasant. CCE includes many innovations like semester system, grading system, assessment system etc. These innovations would turn out to be effective and

successful only when parents are willing and wholeheartedly accept the CCE system in the right manner and spirit. Hence there is great need to check parent's attitude towards continuous comprehensive evaluation. This study is significant, as it helps to understand how parents perceive CCE and such an understanding can lead to ways of improving the implementation of CCE. This further justifies the causes of taking up the present study. The investigator has strong faith that this research will find out some solid suggestion for the success of CCE.

METHOD

Statement of the Problem

The problem at hand is stated as follow:

Operational Definitions

- **Attitude towards CCE:** Attitude of a person can be defined as a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be positive, negative, hostile or indifferent. One's attitude can account for once behavior and performance. Attitude toward CCE of parents is their perception and viewpoint regarding the issue. For the present study attitude towards CCE will be categorized as positive, negative or neutral based upon the scores a parent achieves in the attitude scale prepared by the investigator.
- **Background variables:** The Present study will be carried out on parents of secondary school students who are studying in class X of schools affiliated to C.B.S.E. Parents will further categorized on the basis of certain background variables i.e. gender (male and female), locale (rural and urban) and educational status (graduate and postgraduate).

- **Types of institutions:** The present study will be conducted in the secondary schools of Phagwara affiliated under C.B.S.E**.**
- **Parents of secondary schools' students:** Parents of students studying in class X will be evaluated for their attitude towards the CCE scheme of C.B.S.E**.**

Objectives

Following are the objectives of the present study:

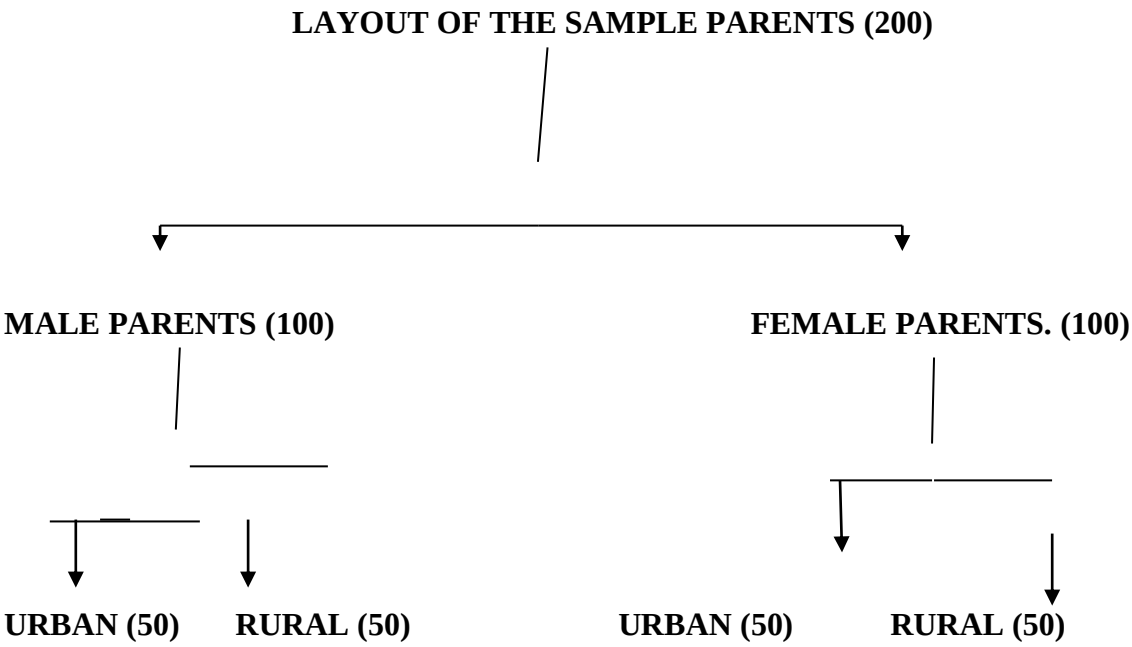
1. To study the attitude of parents of secondary school students towards Continuous and Comprehensive Evaluation Scheme of CBSE based on their background variables.
2. To study the influence of Educational Status, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of C.B.S.E.
3. To study the influence of Locale, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of C.B.S.E.

Hypotheses

1. There is no significant difference in the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of CBSE based on their background variables.
2. There is no significant influence of Educational Status, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of CBSE.
3. There is no significant influence of Locale, Gender and their interaction on the attitude of parents of secondary school children towards Continuous and Comprehensive Evaluation Scheme of CBSE.

Sample and Sampling Procedure

The present study was conducted on 200 parents of secondary school children studying in class X of various C.B.S.E schools located in Phagwara. The sample was selected by random sampling technique. A sample was finalized during the parent-teacher meetings of various schools. Prior permission was taken from school authorities for the purpose. The layout of the sample is below:



Design of The Study

Keeping in mind the nature of the problem the survey method will be used.

Tools

- The attitude of parents of secondary school students towards CCE was assessed with the help of an attitude scale prepared by the investigator.

Procedure of Data Collection

The investigators obtained the authority letter from the principal of Ramgarhia College of Education to approach the schools. In the present study, a random sampling procedure was adopted to select the sample. To collect the sample the investigator had written the names of all the C.B.S.E schools which came under Phagwara town on separate slips. The slips were folded and then put into a box. After that one slip was picked and the name of the school written on that slip was noted. The selected slip was again put into the box. In the same way, all other schools were selected by the investigator. Those schools were approached to select the sample of parents of students studying in class X during Parent Teacher Meetings. The appropriate tool was used to collect the data and scoring was done as per the instructions.

Data Analysis

Data was analyzed objective – wise by using Means, t-test and Factorial Design ANOVA.

DELIMITATIONS OF THE STUDY

The problem had been delimited to the following areas:

1. The present study was delimited to the Parents of wards studying in C.B.S.E. schools of Phagwara city only.
2. In the present study, the sample was comprised of 200 parents only.

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PHONIX INTERVENTION CENTRE
C-4/123-124, Sector – 6, Rohini, Delhi – 110085 India
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