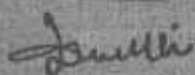


ISSN- 0975-8720

Journal of Education

June 2016

Volume 6



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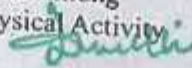
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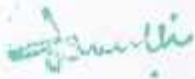
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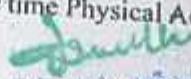
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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

ISSN-0975-8720

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ISSN- 0975-8720

Journal of Education

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Volume 6



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ISSN- 0975-8720

Journal of Education

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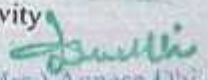
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ISSN- 0975-8720

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2016-17

ISSN 0875-8726

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Agnese Dhillon

Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj Centre for Education
Sector 36-B, Chandigarh.

ISSN Print : 2320-7655
ISSN Online : 2320-8805

Volume-5 | Number-1 | March 2017

ISSUES AND IDEAS IN EDUCATION

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Gender Differences in the Attitude towards Mathematics of Ninth Class Adolescents of Chandigarh

DR. KIRANJIT KAUR

• Assistant Professor,
Dev Samaj College of Education, Chandigarh
Chandigarh (India)

Abstract:

The present study is based on a survey of secondary school students about their attitudes towards mathematics. Students of both the gender constitute the population of this study. Sample of the study comprised 464 male and 461 female ninth class students of 10 private and 10 government schools located in Chandigarh. A questionnaire prepared and standardized by the investigator to examine the attitudes of male and female students towards mathematics at secondary school level was used. Descriptive statistics and t-test with $P < 0.05$ level of significance were used for data analysis. Results show significant gender differences with regard to teachers' perception and enjoyment dimensions of attitude towards mathematics. But no significant differences have been found with regard to self confidence, motivation, usefulness dimensions of attitude towards mathematics and total attitude towards mathematics.

Keywords: *Attitude, Enjoyment, Motivation, Self confidence, Teachers' perception, Usefulness*

1. Introduction

Attitude towards mathematics is the liking or disliking, approving or disapproving the subject, which implies a positive or negative attitude towards mathematics. Attitudes are the positive or negative feelings that an individual holds about mathematics. According to Fishbein and Ajzen (1981), "Attitudes are learnt prepositions to respond in a consistently favorable or unfavorable manner with respect to a given object. It represents covert feelings of favorability or unfavorability towards an object, person, issue or behavior". Zimbardo and Leippe (1991) define attitude as favorable or unfavorable evaluative reasons whether exhibited in beliefs, feelings, or inclinations to act towards something. According to them, attitude is commonly referred to as beliefs and feelings related to a person or event and their resulting behavior. This means that when individuals have to respond quickly to something, the feeling can guide the way they react.

Ifamuyiwa and Akinsola (2008) investigated moderating effects of locus of control and gender on senior secondary school students' attitude towards mathematics and found no significant main effects of locus of control and gender on the participants' attitude towards mathematics. Mata, Monteiro, and Peixoto (2012) examined the effects of individual, motivational, and social support factors on attitudes towards mathematics and to an understanding of the defining characteristics of these attitudes in the school environment. The results revealed that, in general, students held positive attitudes towards mathematics and also highlighted the main effects of grade and math achievement on these attitudes. No gender effect was identified although the girls showed a continuous decline in attitudes as they progressed in school. Ravanan, Mary and Julie (2013) found no significant difference in attitude towards mathematics of XI standard students in Trichy District, owing to differences in their gender, region and medium of instruction and there is significant difference in attitude towards mathematics owing to differences in their stream of study, types of school management and socio economic status.

Dr. (Mrs.) Agnese Dillon

ISSN- 0975-8720

Journal of Education

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Principal,
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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

ISSN-0975-8720

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Peer Reviewed & Refereed

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION
Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

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Principal,
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Peer Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



DEV SAMAJ COLLEGE OF EDUCATION
Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore


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JOURNAL OF EDUCATION
Peer Reviewed & Refereed

UGC Approved Journal Number 48112

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Principal,
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Sector 36-B, Chandigarh

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DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

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Peer Reviewed & Refereed

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 1



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National Working President &**Chief Editor: CTE Journal****Dr. K. M. Bhandarkar**

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Mo - 09475311427

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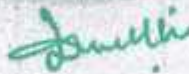
To whomsoever it may concern

This is to state that Research Paper titled 'Career Maturity of Adolescents in Relation to the Emotional Stability' authored by Mrs. Kiranjit Kaur & Shilpa Sen is published in the CTE National Journal Vol XIV No.1 of the Council for Teacher Education.

The journal bears ISSN 0973-4457. It is peer reviewed and referred Journal which is listed at Sr.No. 62823 by the University Grants Commission, New Delhi. Hence this certificate.


Dr. K.M. Bhandarkar

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S-A, 5th Bye Lane, Bhagirathi Apartments, Zoo Narengi Road, Guwahati-781021. Mo - 09435185542

Indexed Journal
Refereed Journal
Peer Reviewed Journal

ISSN: 2455-5746
Impact Factor (RJIF): 5.34
www.alleducationjournal.com

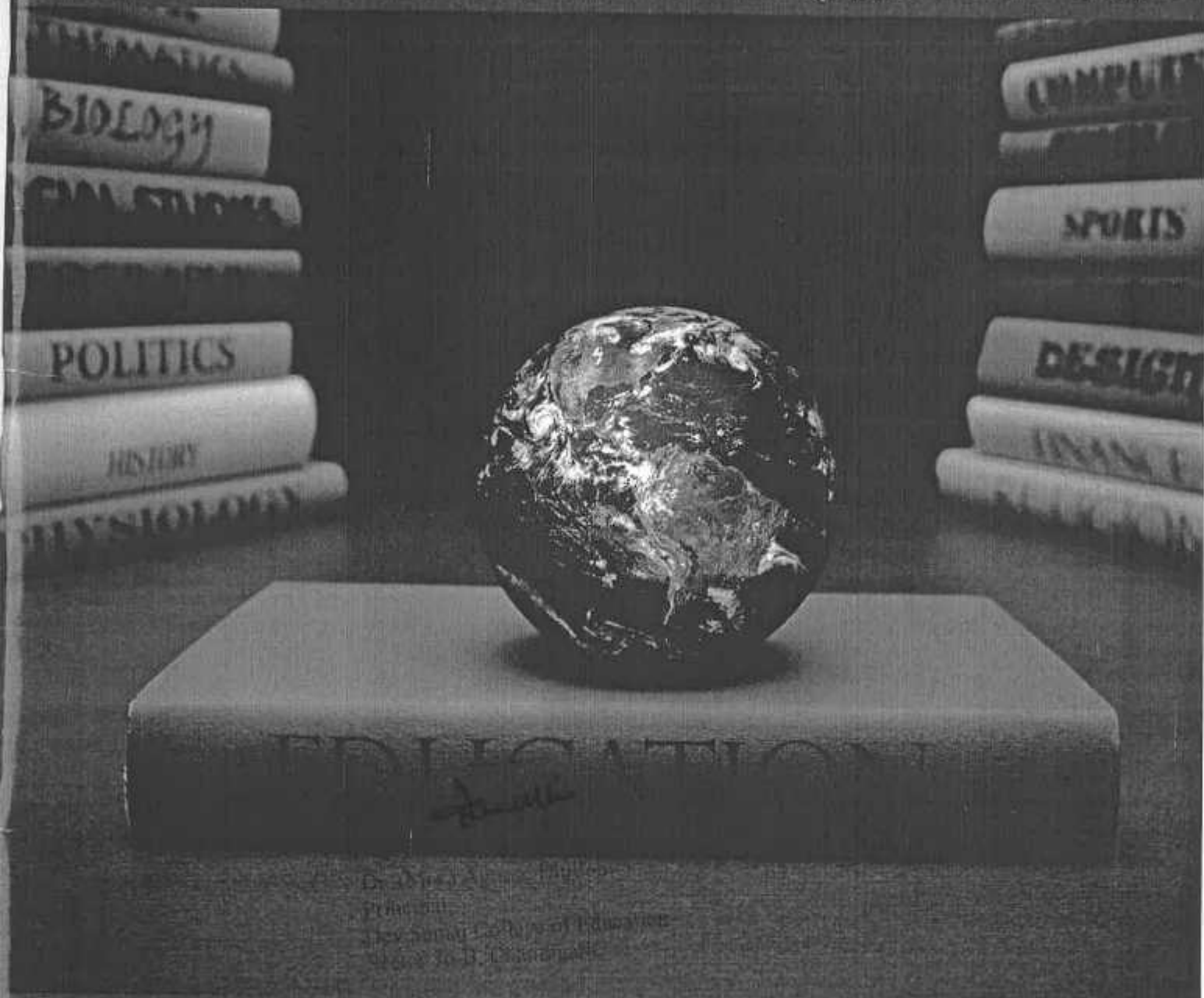
International Journal of Advanced Education and Research

Volume 2

Issue 3

May-Jun

2017



Gupta Publications
New Delhi, India

Indexed Journal
Refereed Journal
Peer Reviewed Journal

ISSN: 2455-5746
Impact Factor (RJIF): 5.34
www.alleducationjournal.com

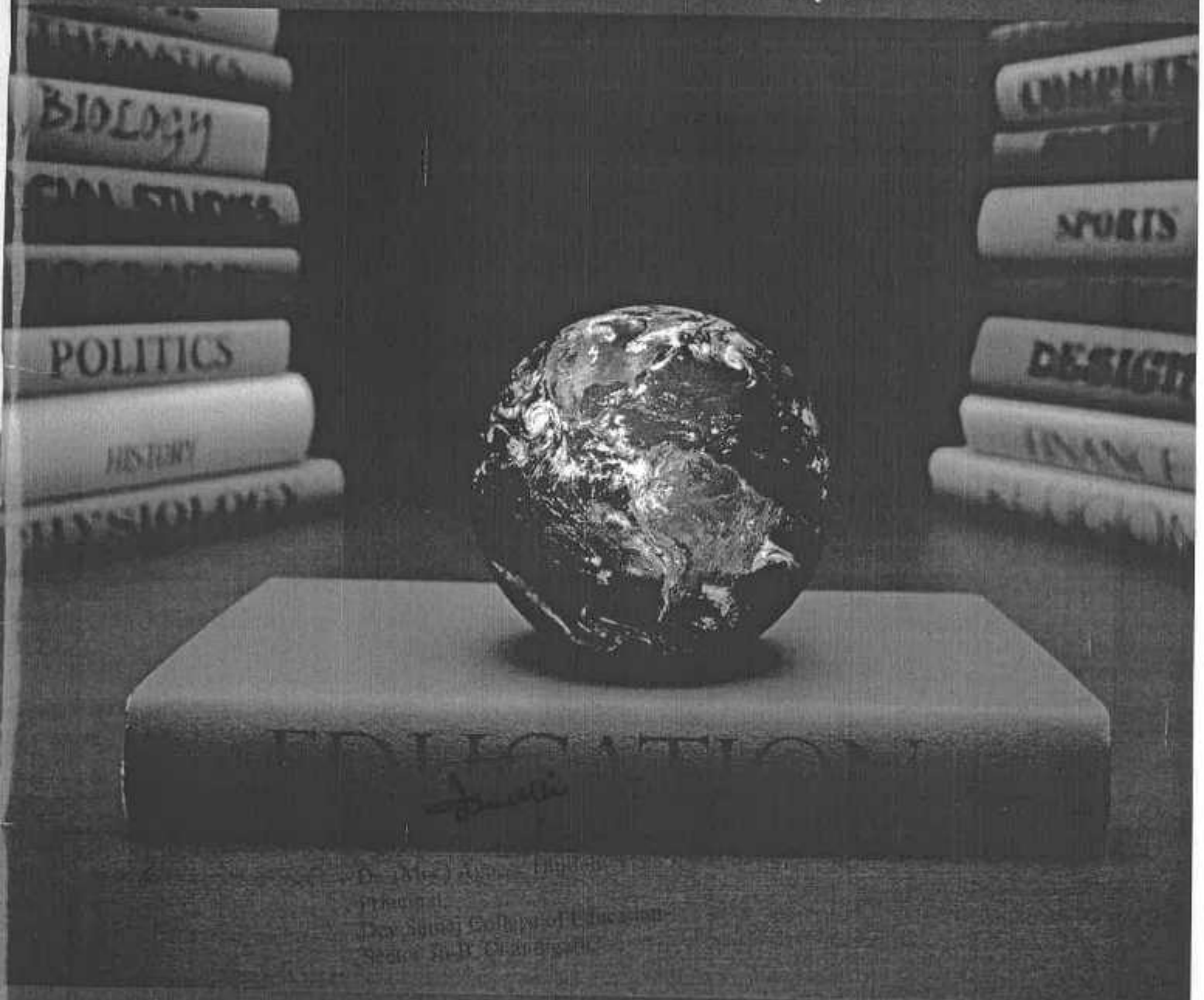
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Gupta Publications
New Delhi, India



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Dev Samaj College of Education
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ISSN- 0975-8720

Journal of Education

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ISSN 2278-7232

2017-18

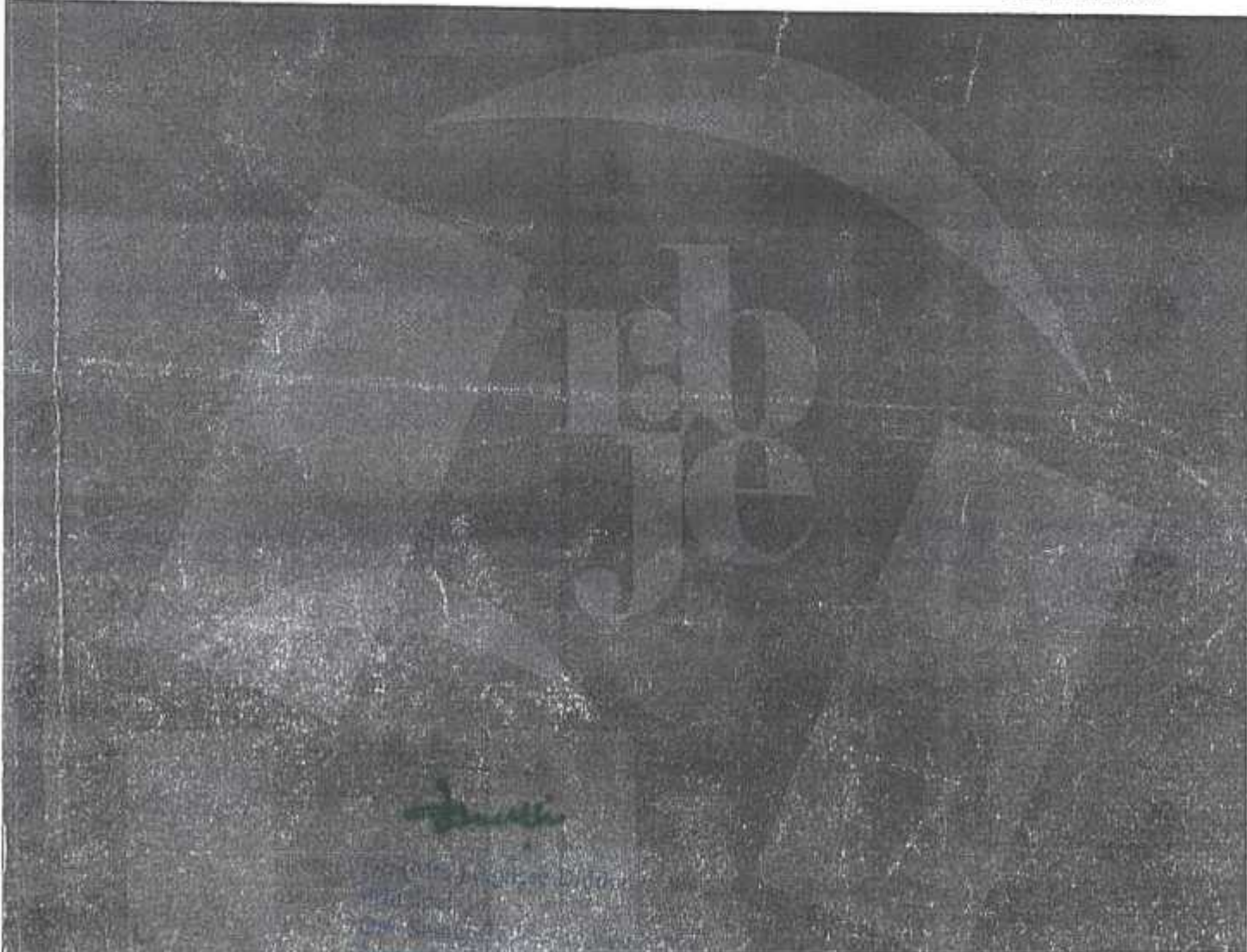


RAYAT BAHRA
JOURNAL
OF
EDUCATION

VOLUME 6

NUMBER 1

SUMMER 2018




Sector 36-B, Chandigarh.

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
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Peer Reviewed & Refereed

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

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JA - VOL. - VII ISSUE - I ISSN 2277 - 5730 (I.F.-5.2)

JANUARY-MARCH - 2018

ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY QUARTERLY
RESEARCH JOURNAL

AJANTA

VOLUME - VII ISSUE - I JANUARY - MARCH - 2018 AURANGABAD

Peer Reviewed Referred and UGC Listed Journal No. 40776



IMPACT FACTOR / INDEXING
2017 - 5.2
www.sjifactor.com

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'अजिंठा' या वार्षिकिकात प्रसिध्द झालेली मने मुख्य संपादक, संपादक मंडळ व सल्लागार मंडळास मान्य असतीलच असे नाही. या नियतकालिकात प्रसिध्द करण्यात आलेली लेखकांची मने ही त्यांची वैयक्तिक मने आहेत. तसेच शोधनिबंधांची जबाबदारी स्वतः लेखकावर राहिल. हे नियतकालिक मालक मुद्रक प्रकाशक विनय शंकरराव हातवले यांनी कॉम्प्युटर अँड प्रिंटर्स जयसिंगपूर विद्यापीठ गेट औरंगाबाद येथे मुद्रित व प्रकाशित केले

Printed and Published by
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ISSN: 0975-3736

Journal of Education

June 2017

Volume 7 Number 2

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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

UGC Approved Journal Number 48112

ISSN-0975-8720

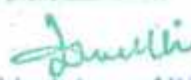
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ISSN 2319 - 8508
AN INTERNATIONAL MULTIDISCIPLINARY
HALF YEARLY RESEARCH JOURNAL

GALAXY LINK

Volume - VI

Issue - I

November - April - 2017-18

English Part - I / II

Peer Reviewed Refereed
and UGC Listed Journal



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2016 - 4.361
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2016-17

Peer Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



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JOURNAL OF EDUCATION
Peer Reviewed & Refereed

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

UGC Approved Journal Number 48112

ISSN-0975-8724

June 2017


Volume 7

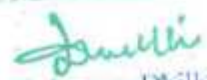
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RAYAT BAHRA JOURNAL OF EDUCATION

Volume 5

Number 2

Winter 2017

Editors :


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RAYAT BAHRA UNIVERSITY


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Peer Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



DEV SAMAJ COLLEGE OF EDUCATION

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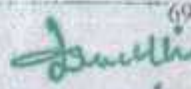
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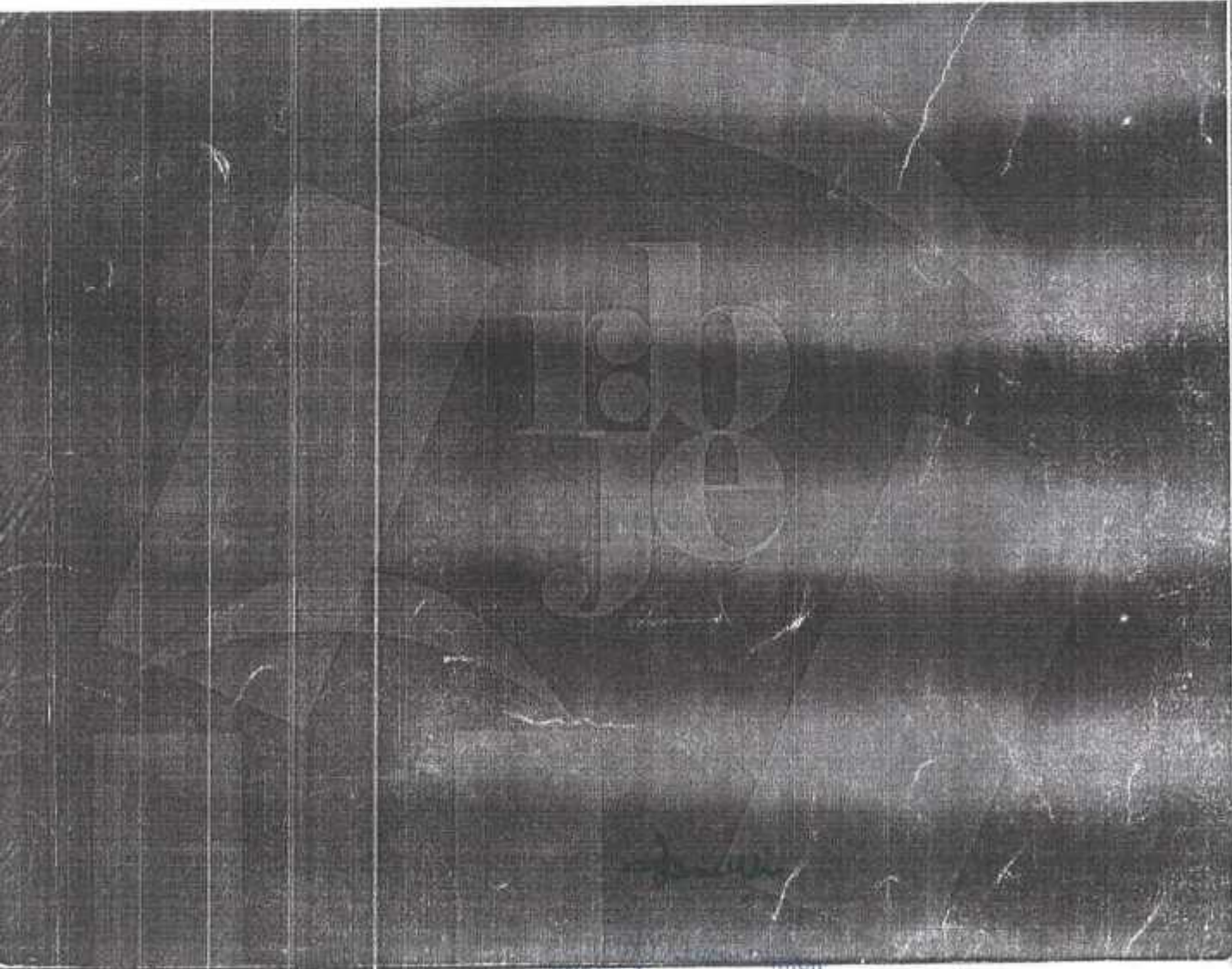
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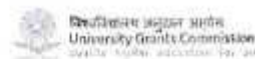
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UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



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Bibliometric Analysis of Pakistan Journal of Information Management and Libraries: 2011-2016

* Dr. (Mrs.) Kamini Gupta

Abstract

The present study was bibliometric analysis of Pakistan Journal of Information Management and Libraries (PJIM&L) for the period of 6 years, i.e. 2011 to 2016. For this, all the articles for these years were downloaded from the web page of PJIM&L. Each article was studied in detail in order to ascertain the required results. It was found that 49 articles were published during 2011 to 2016. Further it was found that the maximum number of articles (41%) were published in 2016, the maximum number of articles (47%) were written by 2 authors, Kanwal Ameen contributed the maximum (7 articles), 38% authors were affiliated with the University of the Punjab, 77% authors were from Pakistan, the maximum (37%) articles were having citations in the range of 26-50, overall average number of citations per article was 24 and 59% articles' length was 6-10 pages.

Introduction

Pakistan Journal of Information Management and Libraries (PJIM&L) is a popular journal of Library and Information Science in the country. It is published by the Department of Information Management, University of the Punjab, Lahore as an open access, peer reviewed journal and has been recognized by the Higher Education Commission (HEC), Pakistan. It was started in 1995 as an annual journal. The Journal was earlier known as Pakistan Journal of Library & Information Science (PJLIS), known formerly as Pakistani Librarian till 1999. Bibliometrics is an area of research in the field of Library and Information Science. The word 'bibliometrics' has been derived from the Latin and Greek words 'biblio' and 'metrics' respectively, which refers to the application of statistical and mathematical methods to bibliographical studies. Pierre and Heribel (1992) in their study on "authorship, gender and institutional affiliation in library history: the cases of Libraries and culture" found that men published more than women in library history. Tiew et al. (2002) in their study on bibliometric analysis of Malaysian Journal of Library and Information Science for the period 1996-2000 found that about 70% of the articles were research oriented, about 53% of the articles were written by joint authors, the most prolific

author contributed 12 articles and 45% authors were geographically affiliated to Malaysia. Warraich and Ahmad (2011) carried out bibliometric study of Pakistan Journal of Library and Information Science during 1995 to 2010 and concluded that authors from University of the Punjab contributed the maximum papers, 45.94% papers had 1 – 20 references, almost 60% papers' length ranged from 6 – 20 pages. Rattan, G. K. and Gupta, K. (2012) studied bibliometric analysis of Malaysian Journal of Library and Information Science for the period 2007-2011 and found that the maximum (47%) articles were contributed by two authors, 35% (the maximum) contributors were from Malaysia and overall average number of citations per article was 248.94.

Objectives

1. To make an analysis of articles published in PJIM&L during the period 2011 to 2016.
2. To study the year-wise distribution of articles.
3. To study the authorship pattern of articles.
4. To know the prolific authors / contributors.
5. To study the institutional affiliation of the authors.
6. To study the geographical distribution of the authors.

* Librarian, Dev Samaj College of Education, Sector 36B, Chandigarh

JOURNAL OF EDUCATION

Peer Reviewed & Refereed

UGC Approved Journal Number 48112

ISSN-0975-8720

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Principal, 69
Dev Samaj College of Education
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ISSN- 0975-8720

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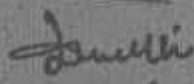
Peer Reviewed & Refereed
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Journal of Education

June 2017

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Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

JOURNAL OF EDUCATION

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UGC Approved Journal Number 48112

ISSN-0975-8710

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2016-2017

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UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



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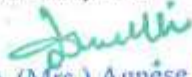
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UGC Approved Journal Number 48112

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Journal of Education

June 2017

Volume 7 Number 2



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Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

JOURNAL OF EDUCATION

Peer Reviewed & Refereed

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Principal,
Dev Samaj College of Education
Sector 35-B, Chandigarh

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UGC Approved Journal Number 48112

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Journal of Education

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Dev Samaj College of Education
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JOURNAL OF EDUCATION
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Journal of Education

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Journal of Education

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JOURNAL OF EDUCATION

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E-ISSN : 2395-1885
ISSN : 2395-1877

International Journal of Multidisciplinary Research Review

Volume No - 1

Issue No - 29

July - 2017

Impact Factor 4.164

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 Principal,
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2017-18

UGC Approved Refereed & Peer reviewed Journal

(ISSN : 2321-2853)

**International
Journal of Research in
all Subjects in Multi
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(IJSML)**

Vol. 5, Issue 7, July : 2017

Editor-In-Chief

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
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International Journal of Research In all
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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
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Peer Reviewed & Refereed

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION
Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

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Principal,
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Principal,
Dev Samaj College of Education
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ASIAN JOURNAL OF

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VOL VIII ISSUE- III-IV, March-April 2018

Periodicity : Monthly

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A Peer Reviewed Refereed Monthly International Journal

Asian Research Consortium

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ISSN 2277 - 5730

**AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL**

AJANTA

**Peer Reviewed Referred and
UGC Listed Journal
(Journal No. 40776)**

**Volume-VII, Issue-I
January - March - 2018**

**IMPACT FACTOR/ INDEXING
2017-5.2
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तसेच शोधनिबंधाची जबाबदारी स्वतः लेखकावर राहिली. हे नियतकालिक मालक मुद्रक प्रकाशक विनय शंकरराव हातोले यांनी अजिंठा

VI
Dev Samaj College of Education
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ISSN No 2277 - 8160

INDEX COPERNICUS IC VALUE : 80.26

Journal DOI : 10.15373/22778160



GLOBAL JOURNAL FOR RESEARCH ANALYSIS

A Peer Reviewed, Referred,
Refereed & Indexed
International Journal

UGC Sr. No. 49177

Journal for All Subjects.

IMPACT FACTOR : 4.547

Volume - 6 | Issue - 11 | November - 2017

₹ 500

Journal of Education

June 2017


Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore


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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

ISSN-0975-8720

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Peer Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

Dev Samaj College of Education
Sector 36-B, Chandigarh

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Peer Reviewed & Refereed

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(Signature)
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education,
Sector 36-B, Chandigarh.

(Signature)
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education,
Sector 36-B, Chandigarh.

JOURNAL OF EDUCATION
Peer Reviewed & Refereed

UGC Approved Journal Number 48112

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Dr. (Mrs.) Agnes Dhillon
Principal,
Dev Samaj College of Education
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2016-17

Peer Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 2



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

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JOURNAL OF EDUCATION
Peer Reviewed & Refereed

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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

UGC Approved Journal Number 48112

ISSN-0975-8720

ISSN-0975-8720

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Online International Interdisciplinary Research Journal

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Volume-07, July 2017 Special Issue

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5.818

ISRA:JIF

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August 6, 2017

Volume-07, July 2017 Special Issue / ISSN 2249-9598

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ISSN- 0975-8720

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Volume 7 Number 2

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Principal,
Dev Samaj College of Education,
Sector 36-B, Chandigarh.



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Dev Samaj College of Education
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UGC Approved Journal Number 48112

ISSN-0975-8720

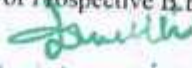
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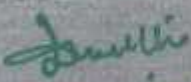
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UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

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Volume 7 Number 2


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ISSN: 2278 - 2168

Milestone Education Review

(The Journal of Ideas on Educational & Social Transformation)

Year 09, No.02 (April, 2018)

(Advance Issue)



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Peer-Reviewed & Refereed
UGC Approved Journal Number 48112

ISSN- 0975-8720

Journal of Education

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Volume 7 Number 2



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Principal

Dr. P. S. Chahal

Dev Samaj College of Education

Sector 36-B, Chandigarh

Phone: 98140-12345

Email: dsce@dsce.edu

JOURNAL OF EDUCATION

Peer Reviewed & Refereed

UGC Approved Journal Number 48112

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Principal,
Dev Samaj College of Education
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Peer Reviewed & Refereed

ISSN- 0975-8720

Journal of Education

June 2017

Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION
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Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

JOURNAL OF EDUCATION

Peer Reviewed & Refereed

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Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

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Principal,
Dev Samaj College of Education,
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[Signature]
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

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[Signature]
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

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Peer Reviewed & Refereed

UGC Approved Journal Number 48112

ISSN-0975-8731

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education,
Sector 36-B, Chandigarh.

Dr. (Mrs.) Agnese Dhillon
Principal,
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Journal of Education

June 2017

Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

Accredited with 'A' Grade by National Assessment and Accreditation Council (NAAC), Bangalore

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Principal,

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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

ISSN-0975-8720

June 2017

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Number-1

2017-18

ISSN 2319-8265
April 2018 (Special Issue)

EDUCATION TIMES

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Principal,
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Journal of Education

June 2017


Volume 7 Number 1



DEV SAMAJ COLLEGE OF EDUCATION

Sector 36-B, Chandigarh

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JOURNAL OF EDUCATION

Peer Reviewed & Refereed

ISSN-0975-8720

June 2017

Volume 7

Number 1

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Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

2018-19



Peer Reviewed Referred
and UGC Listed Journal
(Journal No. 40776)



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume-VIII, Issue-I
January - March - 2019
English Part - V

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

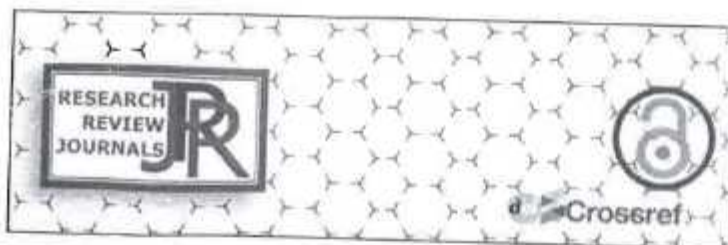
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Dr. Mrs. J. Agnese Dhillon
Principal,
Dev Samaj College of Education,
Sector 36-B, Chandigarh.

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 Dev Samaj College of Education
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RESEARCH REVIEW
International Journal
of Multidisciplinary

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Principal,
Dev Samaj College of Education
Sector 26-B, Chandigarh.

ISSN No. (E) 2455 - 0817

ISSN No. (P) 2394 - 0344

RNI : UPBIL/2016/67980

VOL-3* ISSUE-4* July- 2018
Monthly / Bi-lingual

Multi-disciplinary International Journal

REMARKING

An Analisation

Peer Reviewed / Refereed Journal



Impact Factor

GIF = 0.543

Impact Factor

IJIF = 6.134

Indexed with

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Impact Factor

SJIF = 5.879

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

Volume 6, Issue 2 (VIII)

April - June 2019

ISSN 2394 - 7780



ज्ञान-विज्ञान विमुक्तये
UGC
University Grants Commission
Journal No.: 63571

2018-19

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(Journal No. 40776)

ISSN 2277 - 5730

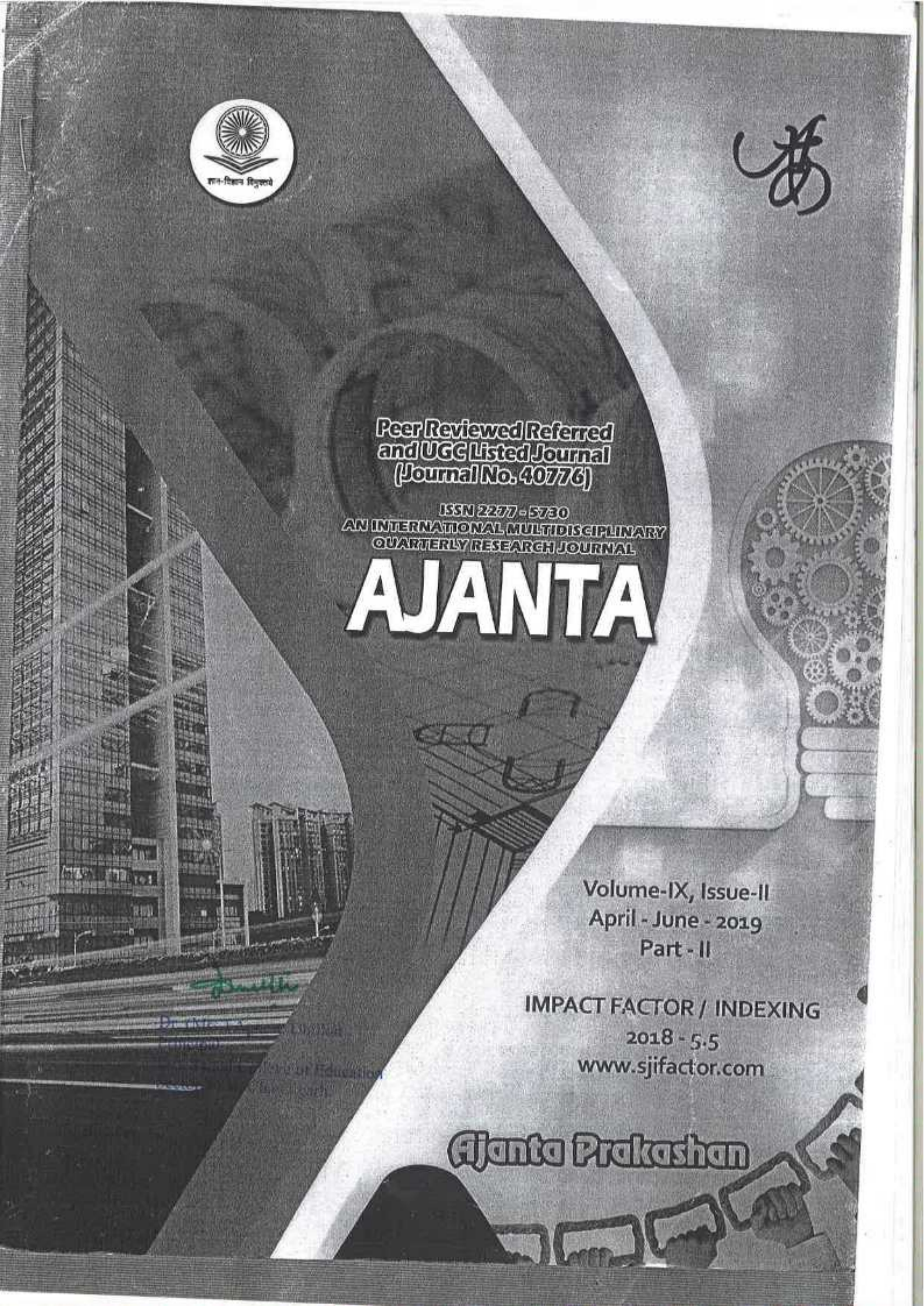
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AJANTA

Volume-IX, Issue-II
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Part - II

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Dev Samaj College of Education
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Volume 6, Issue 2 (VIII)

April - June 2019

ISSN 2394 - 7780



ज्ञान-विज्ञान विमुक्तये
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University Grants Commission
Journal No.: 63571

2018-19

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Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



Peer Reviewed Referred and
UGC Listed Journal
(Journal No. 40776)

ISSN 2277 - 5730

**AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL**

AJANTA

Volume-VII, Issue-IV

October - December - 2018

English Part - VII / VIII

IMPACT FACTOR / INDEXING


2018 - 5.5

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



Peer Reviewed Referred
and UGC Listed Journal
(Journal No. 40776)

ISSN 2277-5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume-VIII, Issue-I
January - March - 2019
English Part - X

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

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Agnese Dhillon
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

ISSN 0974-2832

April-2019, Vol-IV, Issue-123

AN INTERNATIONAL LEVEL PEER REVIEWED REFERRED REGISTERED RESEARCH JOURNAL

**SHODH
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Impact Factor-5.901(SJIF)

UGC APPROVED
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2018-19

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Dr. (Mrs.) Agnēse Dhillon

Principal,

Dev Samaj College of Education

Sector 36-B, Chandigarh.



Peer Reviewed Referred and
UGC Listed Journal
(Journal No. 40776)



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA



**Ajanta
Prakashan**

Volume-IX, Issue-II
April - June - 2019

Part - I
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector-16, Chandigarh.


IMPACT FACTOR / INDEXING
2018 - 5.5
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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

ISSN 0975-3486

May-2019, Vol.-V, Issue-116

AN INTERNATIONAL LEVEL PEER REVIEWED REFERRED REGISTERED RESEARCH JOURNAL



Impact Factor-6.315(SJIF)

**UGC APPROVED
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RESEARCH ANALYSIS AND EVALUATION

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



UGC Approved Journal No: 63594

ISSN Print: 2320-7124

ISSN Online: 2320-7132

INTERNATIONAL JOURNAL OF 360° MANAGEMENT REVIEW

(Volume-7, Special Issue, May 2019)

“Education and Its Relevant Areas in New Era”

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Dr. (Mrs.) Agnese Dhillon
Principal,
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ISSN : 0976 - 3287

Vol. 27 (Jan 2019-Jun 2019)

JOURNAL
of
ACHARYA NARENDRA DEV RESEARCH INSTITUTE

Peer - Reviewed
UGC Approved Journal
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Agnese Dhillon
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh

Volume 6, Issue 2 (VIII)

April - June 2019

ISSN 2394 - 7780



ज्ञान-विज्ञान विपुलताये
UGC
University Grants Commission
Journal No.: 63571

**International Journal of
Advance and Innovative Research**

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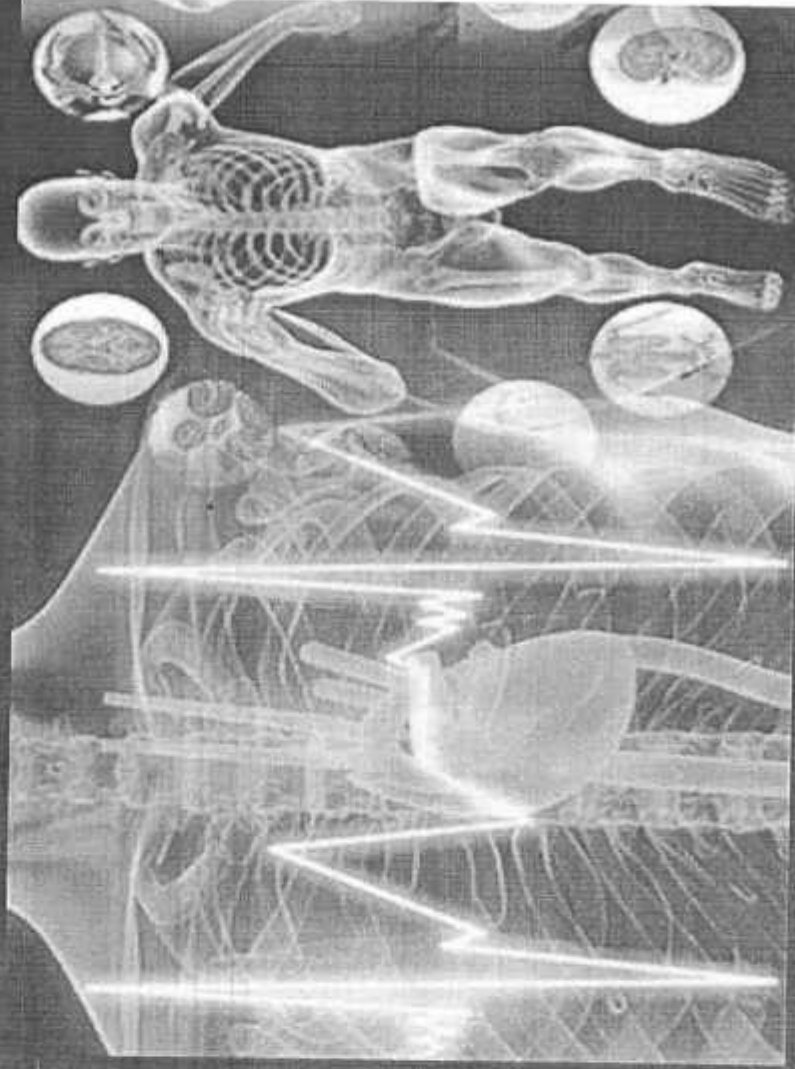
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Principal,
Dev Samaj College of Education
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INDEXED JOURNAL REFERRED JOURNAL PEER REVIEWED JOURNAL ISSN: 2456-0057
 IMPACT FACTOR (RIF): 5.43 UGC APPROVED JOURNAL INDEX COVERED IN 2016: 58.07

INTERNATIONAL JOURNAL OF PHYSIOLOGY, NUTRITION AND PHYSICAL EDUCATION

VOLUME 3 ISSUE 1 JAN - JUN 2018



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VOC CARE UNIT 741693



International Journal of Physiology, Nutrition and Physical Education

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Peer Reviewed Journal, Refereed Journal, Indexed Journal

ISSN: 2456-0057, Impact Factor: RJIF 5.43

Publication Certificate

This certificate confirms that "Dr. Neeru Malik" has published manuscript titled "Effect of 12 weeks physical exercise training program on speed and agility of deaf and dumb children: A randomized controlled Ttrial".

Details of Published Article as follow:

Volume	: 4
Issue	: 1
Year	: 2019
Page Number	: 2056-2059

Certificate No.: 5-2-18

Date: 01-01-2019

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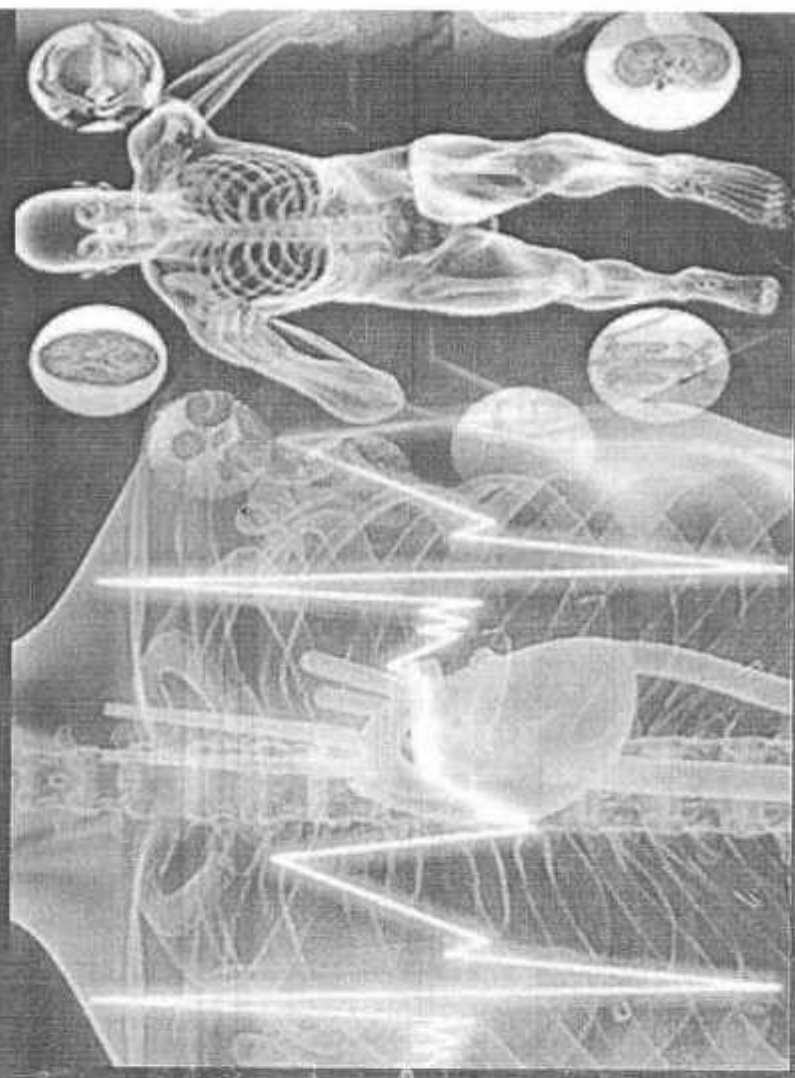
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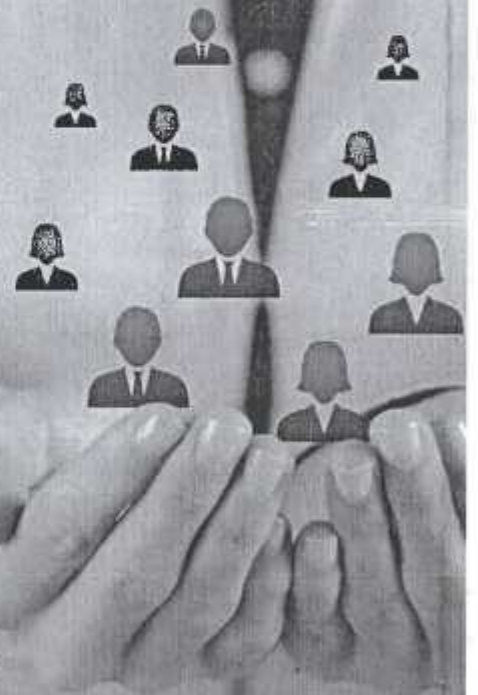
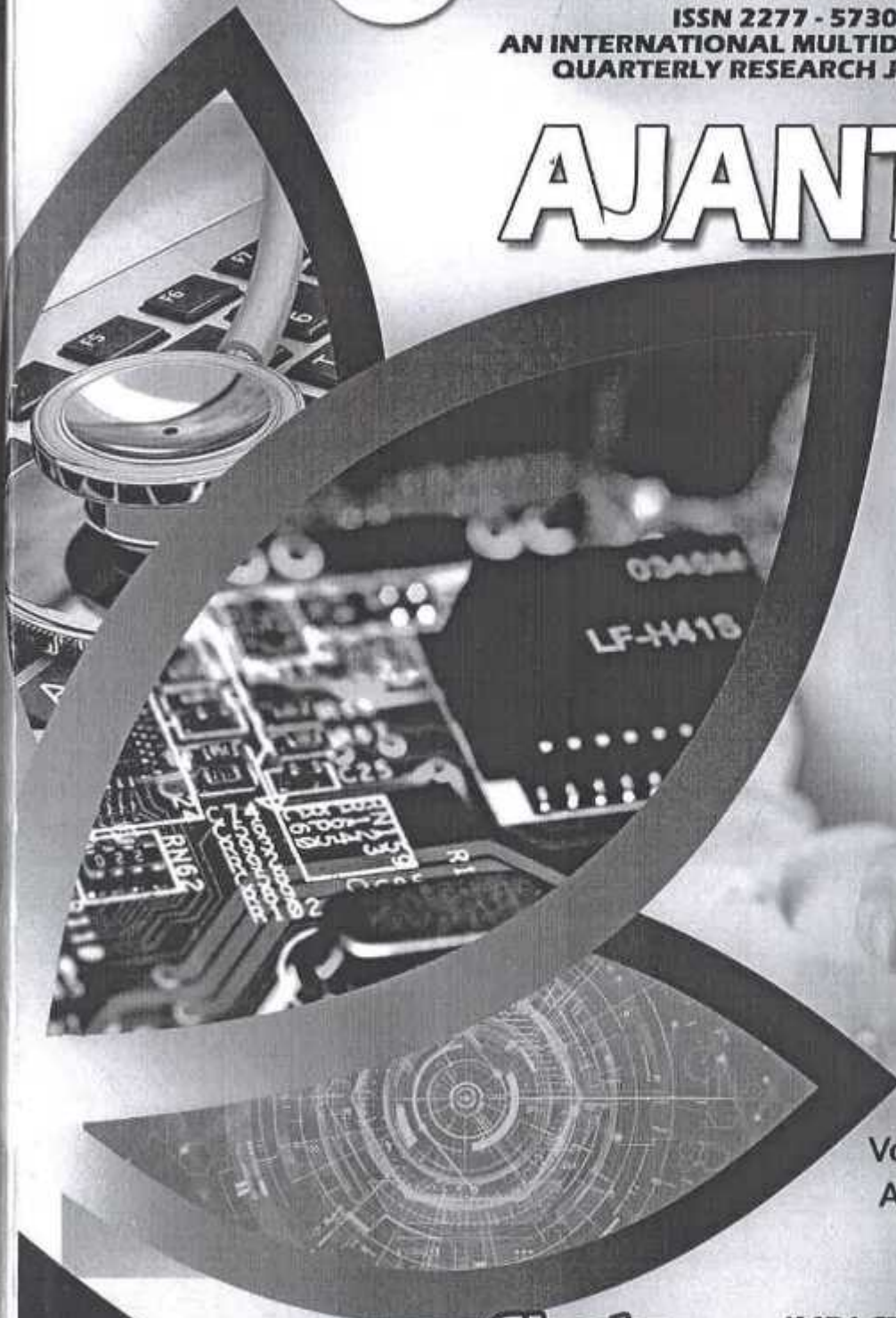


Peer Reviewed Referred and
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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
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AJANTA



Volume-IX, Issue-II
April - June - 2019
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Career-Decision-Making Self-Efficacy and Social Environment as Predictors of Career Decision Making among Adolescent Girls

Manjinder Doyal & ²Dr. Jatinder Grover

¹Assistant Professor, Dev Samaj College of Education, Sector-36, Chandigarh (India)

²Associate Professor, Department of Education, Panjab University, Chandigarh (India)

ARTICLE DETAILS

Article History

Published Online: 07 June 2018

Keywords

Career decision making; Career decidedness; Career indecision; Career decision-making self-efficacy; Social environment; Educationally backward blocks; and Educationally non-backward blocks

Corresponding Author

Email: jatinder1633[at]gmail.com

ABSTRACT

Making a decision for career is a very difficult process as a number of factors contributes significantly in this milieu and a lot of attention is required to accomplish it. The present study aims to examine the relationship of career decision making with the career decision-making self-efficacy and social environment. Based on the results, it was established that there is a significant positive correlation between career decidedness and career decision-making self-efficacy; and career decidedness and social environment of girl students belonging to educationally backward and non-backward blocks. However, a significant negative correlation is found between career indecision and career decision-making self-efficacy, and career indecision and social environment of girl students belonging to educationally backward and non-backward blocks. The results revealed that career decision-making self-efficacy and social environment are the potential predictors of career decidedness and career indecision. Career decision-making self-efficacy and social environment conjointly predicted that career decidedness and career indecision of girl students belonging to educationally backward and non-backward blocks is significantly higher as compared to their separate prediction.

1. Introduction

Career decision making is related to an individual's lifestyle as well as personal and professional satisfaction. In making career related decisions, a person has to accept his/her capabilities, wellbeing, talent and values to form a significant frame for life (Walsh & Osipow, 1988). However, some adolescents are able to make career decision quite easily and quickly, while others report having many difficulties with it (Rounds & Tinsley, 1984).

Gati, Krausz and Osipow (1996) conceptualized career decision-making as consisting of a readiness phase, during which lack of motivation, indecisiveness and dysfunctional beliefs were problematic; and a decision-making phase, during which it was important to access adequate and reliable information about the decision-making process, the self and the world of work. Disruption in either phase can result in a distortion to the decision-making process and a less than desirable outcome.

Decisions related to career cannot be prepared all of a sudden, it is a continuous process. Career decisiveness is defined as an individual's certainty about his/her career decision, where certainty relates to the extent an individual is convinced that he/she can make a career decision (Osipow, et al., 1976). Contrary to this concept is career indecisiveness, which refers to an individual's inability to make a decision about the profession that he/she is striving for due to difficulties that an individual has in career decision-making (Chartrand, et al., 1993; Leong & Chervinko, 1996).

Career decision-making self-efficacy plays an important role in studying the career objectives of teenagers and young people

2001; and Wolfe & Betz, 2004). Self-efficacy is defined as one's confidence in personal skills as well as the belief that one can effectively direct personal behaviour to reach the goals. In terms of this definition, self-efficacy may be assessed as a prerequisite for the productivity and efficiency of the activities of an individual (Bandura, 1993).

Career decision-making self-efficacy is confidence in one's ability to perform the actions related to further career choices (Anderson & Betz, 2001; and Lent & Hackett, 1987). High self-efficacy in complex situations helps to overcome feelings of doubt, various unpleasant occurrences and conflicts with much greater ease. Comprehending ones' lack of abilities most often causes low career self-efficacy, which in turn weakens the wish to seek a career (Betz & Hackett, 1981). People with high career self-efficacy tend to set higher career goals and objectives and show more perseverance to achieve such goals (Bandura, 1993).

Career decision making does not occur in a vacuum, and social cognitive variables such as self-efficacy do not operate independently of their social and physical context. Krumboltz's Social Learning Theory of Career Development (1976) drew on this by explaining how an individual assimilates information, learns from experience and develops the skills of career choice and implementation. The main influences on career decision making were genetic endowment and special abilities; environmental conditions and events; learning experiences; and personal approach skills. They culminate in a constant self-assessment of an individual's performance and a view of the future of the environment in which they live.

The social environment refers to the immediate physical surroundings, social relationships and cultural milieus with in



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**AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL**

AJANTA


Volume-VII, Issue-IV
October - December - 2018
English Part - X / XI

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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - IX Issue - II Part - II April - June - 2019

Peer Reviewed Refereed
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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VII

Issue - IV

October - December - 2018

English Part - XI / XII

Peer Reviewed Referred
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Journal No. 40776



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ISSN 0975-3486

May-2019, Vol.-V, Issue-116

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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



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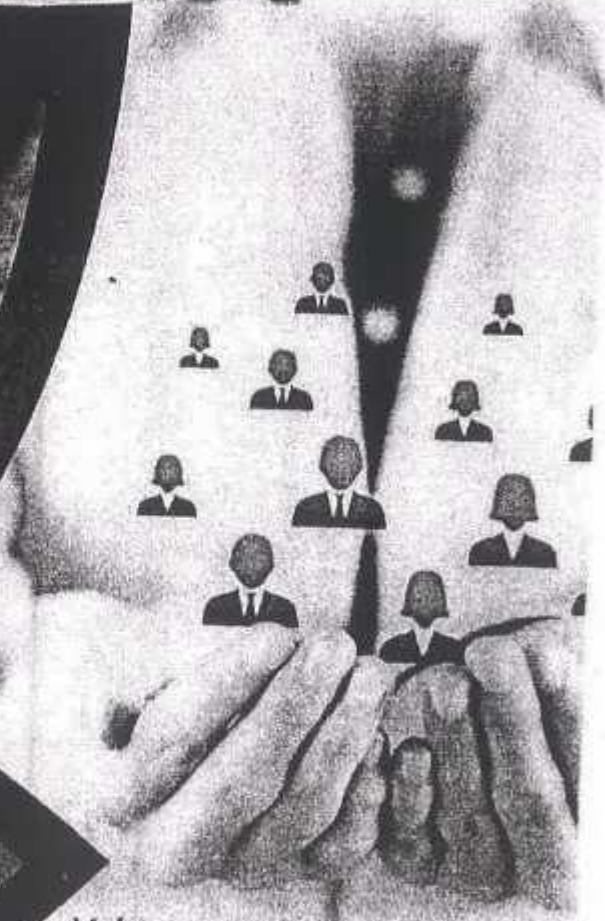
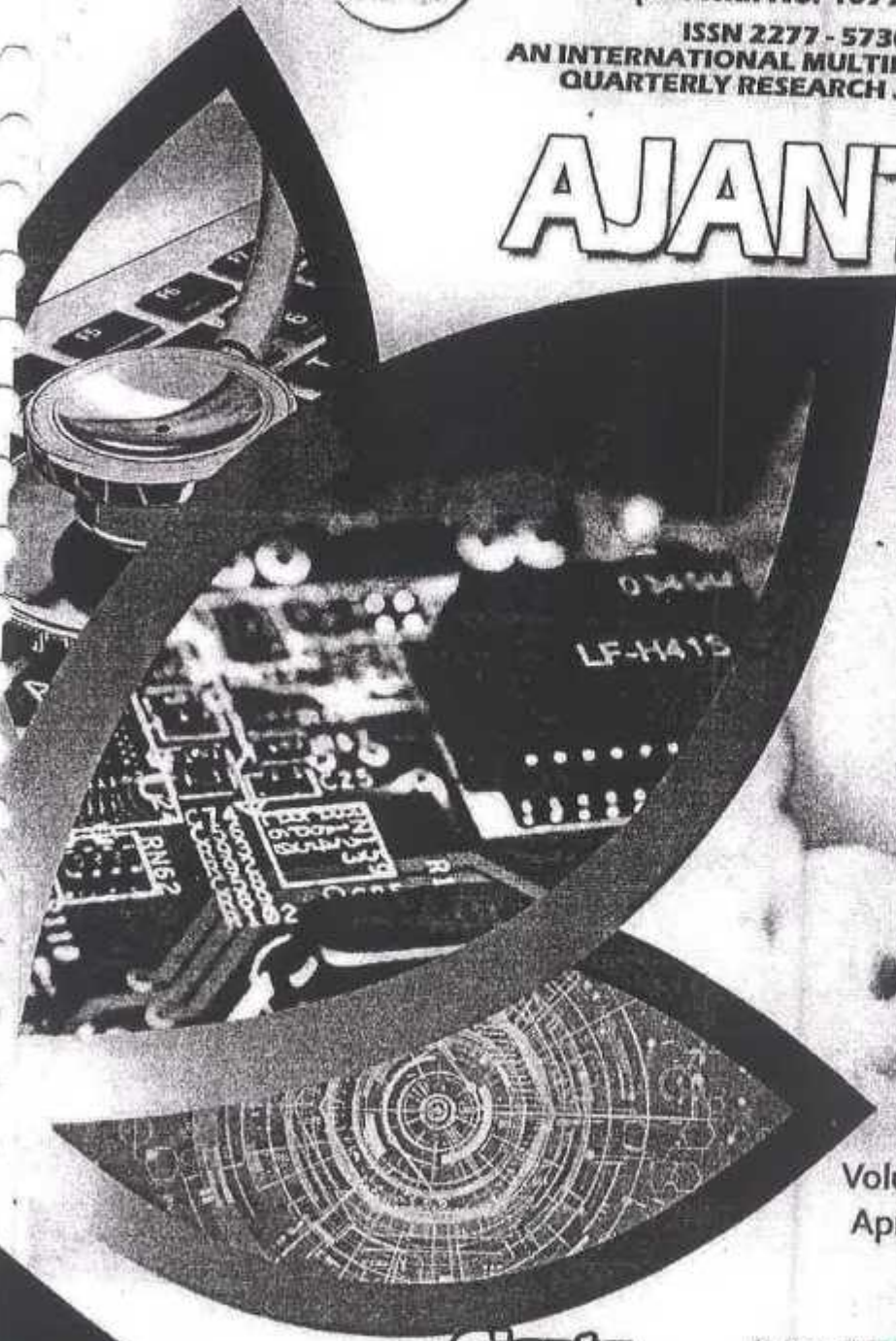


Peer Reviewed Referred and
UGC Listed Journal
(Journal No. 40776)



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA



Volume-IX, Issue-II
April - June - 2019
Part - I

**Ajanta
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IMPACT FACTOR / INDEXING
2018 - 5.5


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ज्ञान-विज्ञान विद्युत्तये

UGC Approved Journal No: 63594

ISSN Print: 2320-7124

ISSN Online: 2320-7132

INTERNATIONAL JOURNAL OF 360° MANAGEMENT REVIEW

(Volume-7, Special Issue, May 2019)

“Education and Its Relevant Areas in New Era”

(In Association with)

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ISSN 0974-2832

April-2019, Vol-IV, Issue-123

AN INTERNATIONAL LEVEL PEER REVIEWED REFERRED REGISTERED RESEARCH JOURNAL

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ISSN 0975-3486

May-2019, Vol.-V, Issue-116

AN INTERNATIONAL LEVEL PEER REVIEWED REFERRED REGISTERED RESEARCH JOURNAL

Impact Factor-6.315(SJIF)



UGC APPROVED
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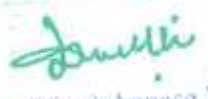
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Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



ISSN Print: 2320-7124

ISSN Online: 2320-7132

UGC Approved Journal No: 63594

INTERNATIONAL JOURNAL OF 360° MANAGEMENT REVIEW

(Volume-7, Special Issue, May 2019)

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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII Issue - II English Part - III April - June - 2019

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2018 - 5.5
www.sjifactor.com

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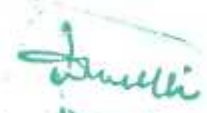
M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.

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ISSN : 2394-1405

Volume 6 Issue 5,

May, 2019

UGC Approved Journal

(Monthly Journal)

International Journal of Applied Social Science

(An International Peer Reviewed Research Journal of Social Science)

NAAS Rating : 2.61 (2019)

SHIV SHIKSHA SADAN SAMITI (REGD.)
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INTERNATIONAL JOURNAL OF HIGHER EDUCATION AND RESEARCH (IJHER)

UGC Approved Journal (Serial No. 48406)

Issue - Jan 2019 (Volume# 09 Number# 01)

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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - IX

Issue - II

Part - II

April - June - 2019

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776



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Issue - II

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Peer Reviewed Referred
and UGC Listed Journal
(Journal No. 40776)

ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume-IX, Issue-II
April - June - 2019
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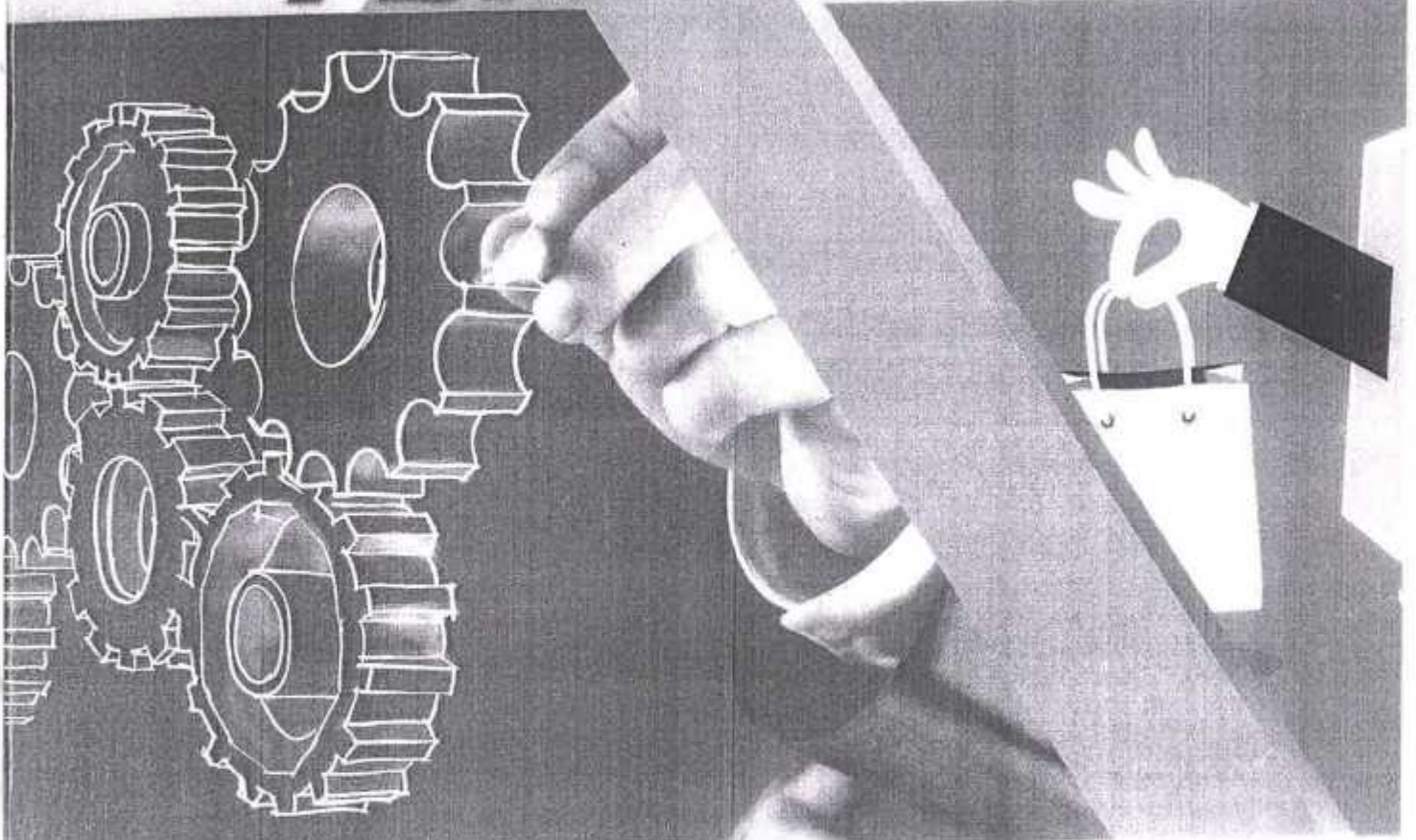
Peer Reviewed Referred and UGC
Listed Journal (Journal No. 40776)

2018-2019



ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

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Volume-VIII, Issue-II
April - June - 2019
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Journal No.: 44945

Journal is Indexed in

Google Scholar, IJIF, SJIFactor,
RESEARCH BIBLE, DRJI, GIF, UGC,
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Authored By

Dr. Richa Sharma

has been published in Volume-4 | Issue-06 | June-2019
in this International Peer Reviewed ISSN Indexed
Online Research Journal.



Ref. No. RRJ2019040623

Issued Date: 15-Jun-2019

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Impact Factor: 5.164 [SJIF]



UGC Approved Journal
Journal No.: 44945

Journal is Indexed in
Google Scholar, IJIF, SJIFactor,
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Authored By

डॉ. ऋचा शर्मा

has been published in Volume-4 | Issue-06 | June-2019
in this International Peer Reviewed ISSN Indexed
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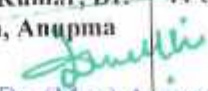
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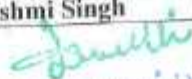
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 Dr. (Mrs.) Agnese Dhillon
 Principal,
 Dev Samaj College of Education
 Sector 36-B, Chandigarh.

Psychological Resilience in relation to Emotional well being and Spiritual Intelligence among College Students

Dr. Soema Sareeti

Assistant professor, Dev Samaj College of Education, Sector 36-B, Chandigarh (India)

ARTICLE DETAILS

Article History

Published Online: 15 June 2019

Keywords

Emotional well being, Psychological resilience and spiritual intelligence.

Corresponding Author

Email: ssareendevsamaj[at]gmail.com

ABSTRACT

The current study was conducted with an aim to study degree of relationship of Psychological resilience with emotional well being and spiritual intelligence of college students. The study was conducted on a sample of 200 college students (100 male and 100 female) selected randomly from colleges situated in Union Territory of Chandigarh. The resilience scale by Wagnild & Young (1993), SISRI-24 by King (2008) and psychological well being scale by Sandu and Gupta (2001) were used as tools of data collection. The findings of the study revealed no significant gender difference in psychological resilience of college students. A significant positive correlation was found between resilience and emotional well being, resilience and spiritual intelligence. Jointly both the independent variables contributed significant variance towards the resilience and significantly predict the resilience among college students. Thus, it was concluded that emotional well being and spiritual intelligence play a decisive role in resilience among young adults. Based on the findings, it is suggested that curriculum for college students should include such activities which foster their emotional well being and spiritual intelligence.

1. Introduction

It is during the college period that one gets prepared for future life. So, college life is one of the most important period of life. When students begin their life at college, they face up new events and challenges which were not experienced by them earlier; attaining success in such new conditions requires adaptability and strong conformity.

Resilience is one of these factors that help these emerging adults to face up to and adapt to harsh and stressful situations. It prevents psychological problems in youngsters and guards them against the psychological effects of offensive events. Resilience is a natural feature. It refers to effective coping and adaptation of hardship or adversity.

Maston, Monn and Supkoff (2011) conceptualize resilience as a active process of individuals to reflect on and negotiate life by using their personal characteristics and natural resources.

The cognitive theory of psychology has revealed many ways by which individuals can develop more resilient ways of processing information. This theory marks Emotional and spiritual intelligence as two such very important factors. Thus, resilience can be achieved through the promotion of emotional well being and spiritual intelligence. Spiritual intelligence, emotional well being and resiliency enables individuals to effectively manage the stressful situations and anxiety during adverse situations. It develops ability to solve the problems among the people.

For Zohar and Marshall (2000) spiritual intelligence is "an intelligence that can broaden and enrich our status and activities; an intelligence that determines an activity or a way of life to be more meaningful than other activities or ways of life".

In past literature, the terms spirituality and religion are often linked and have a positive impact on resilience (Glenn, 2014; Walker & Longmire-Avital, 2013). Spirituality and religious beliefs are vital to understand how individuals make sense of life actions and, furthermore, how individuals cope with challenging situations. Glenn (2014) noted that spiritual coping involves emotional reassurance, guidance, and problem-solving.

The results of research by Keshavarzi and Yousefi (2012) revealed a positive correlation of spiritual intelligence with emotional intelligence which was significant, also spiritual intelligence was found to be a significant predictor of the total score of resilience.

Nemati Sogolitappeh et.al. (2018) in their study on undergraduate (BA) students reported a significant positive correlation between spiritual intelligence and emotional intelligence as well as between emotional intelligence and resilience. Further, spiritual intelligence and emotional intelligence were found to predict substantial variation in resiliency.

Vieselmeyer, Holguin, and Mezulis (2017) noted that how an individual will respond when faced with adversity is not easy to predict; however, there are enduring traits that individuals possess that are possible predictors of their level of resilience. For example, individuals who have high resilience levels often engage in adaptive cognitive and emotional processes as well as tend to be more hopeful, creative, and have greater self-efficacy when coping with trauma (Vieselmeyer et al., 2017).

Myers (2008) found that religious people feel greater happiness as well as life satisfaction and report less depression than nonreligious people. They also recover faster after loss and life crises. In spite of these reported associations between

Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.

RESEARCH AND REFLECTIONS ON EDUCATION

a peer reviewed and refereed quarterly journal

rresxce@gmail.com / www.sxcejournal.com

ISSN 0974-648X

Volume : 17 No : 04

Oct - Dec 2019

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Dev Samaj College of Education
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the third largest higher education system in the world, and is only the US and China in this area. Our higher educational institutions churn out around 2.5 million graduates every year. However, it caters to just about 10 per cent of India's youth. Education system is witnessing a paradigm shift from the traditional chalk-and-talk teaching methodology to digitizing the pedagogical approach through technical devices. The advent of technology in the 21st century has brought about many changes particularly in the field of learning and its learning environment and people need to adapt themselves to these changes in a balanced manner. Technology integrated classroom converts students as information seekers, analysers, problem solvers, decision makers, producers, creative, communicators and collaborators. Technological progress can be harnessed for augmenting both expansion as well as quality of education.

The Government of India is keen to use the technological resources in helping its mission to make Higher Education accessible to all deserving students. The networks come under the National Mission on Education through Information & Communication Technology (NMEICT) and the video server would make the entire National Programme on Technology Enhanced Learning (NPTEL) content available to students across Universities and Colleges online. The Learning Management System (LMS) and Learning Content Management System (LCMS) can provide access to learning materials. The TPACK (Technological Pedagogical Content Knowledge) model developed by (Koehler and Mishra, 2008) gives us a new framework for the integration of technology in education and how we can structure our classrooms to provide the best educational experience for students while incorporating technology.

India is a global leader in ICT and in other cutting-edge domains such as space. We all know how Chandrayaan-2: India's Orbiter-Lander-Rover Mission is a landmark mission for India, Chandrayaan-2 attempted to foster a new age of discovery and it paved the way for Chandrayaan-3 mission to be launched in 2020. This has made a great impact on Education of our country and a new insight has been created among the academia for introducing challenged curricula in all levels of Education. Several models for the creation of software for education exist, ranging from software platforms such as SWAYAM commissioned by the MHRD for use by the entire country, to applications and software developed and tested by educational institutions.

The use of ICT in education can play a crucial role in providing new and innovative forms of support to teachers, students, and the learning process. With globalization, the information revolution, and increasing demands for a highly skilled workforce, nations are increasingly prioritizing education. Also apart from the latest developments in ICT classrooms, Augmented Reality (AR) and Virtual Reality (VR) are being adopted in the field of education. With government initiatives such as Digital India with a vision to transform the country into a digitally empowered society and knowledge economy, ICT solutions will play a more crucial role not only in promoting education but also towards driving digital literacy. We must empower our youth with the latest technology to tap the latest skills and hidden potential of our youth population.

This issue has papers from the different domains such as TCT integrated pedagogy, Psycho-Pedagogy, Social dynamics and Early child care education. The first article reveals that the teachers have shown positive attitude towards ICT based teaching and the second article exposes that the self efficacy of the teachers is influencing on attitude towards ICT based teaching. The third article articulates that there is a negative correlation between stress and academic achievement of the secondary teacher education students. In the next article it is found that the students studying in senior secondary schools have more academic anxiety than their counterparts in government schools. The fifth article brings to the light that the SC students in Chennai are far behind the MBC and BC students in educational attainment. The last article unfolds that the majority of parents prefer early childhood education. Teachers must understand their role in technologically-oriented classrooms but, technology is never a substitute for good teaching. Our sincere thanks to all the academicians and researchers for their support and interest. We hope the reading of these articles will help the policy makers for solving psycho-social problems of the students and improving the quality of education by integrating digital technology.

With Regards
Editorial Board



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Reg.No : TNENG / 2003 / 10220

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Dr. (Mrs.) Agnese Dhillon

Principal,
Dev Samaj College of Education
Sector 36-B, Chandigarh.



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Principal,
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Dr. (Mrs.) Anand Tiwari
Principal,
Dev Samaj College, Chandigarh
Sector 26-B, Chandigarh.



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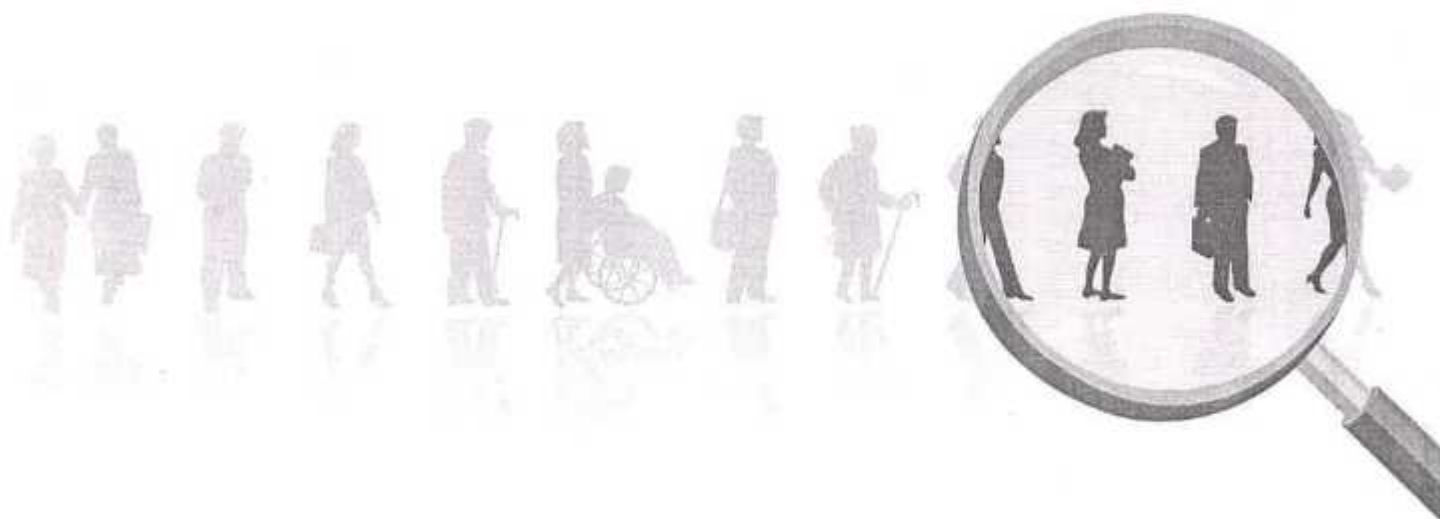
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Agnese Dhillon
Dr. (Mrs.) Agnese Dhillon
Principal,
Dev Samaj College of Education
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ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - VIII

Issue - III

July - September - 2019

English Part - I / II

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING
2018 - 5.5

www.sjifactor.com

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M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),
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Ajanta Prakashan

Aurangabad. (M.S.)

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ISSN 2348-2397

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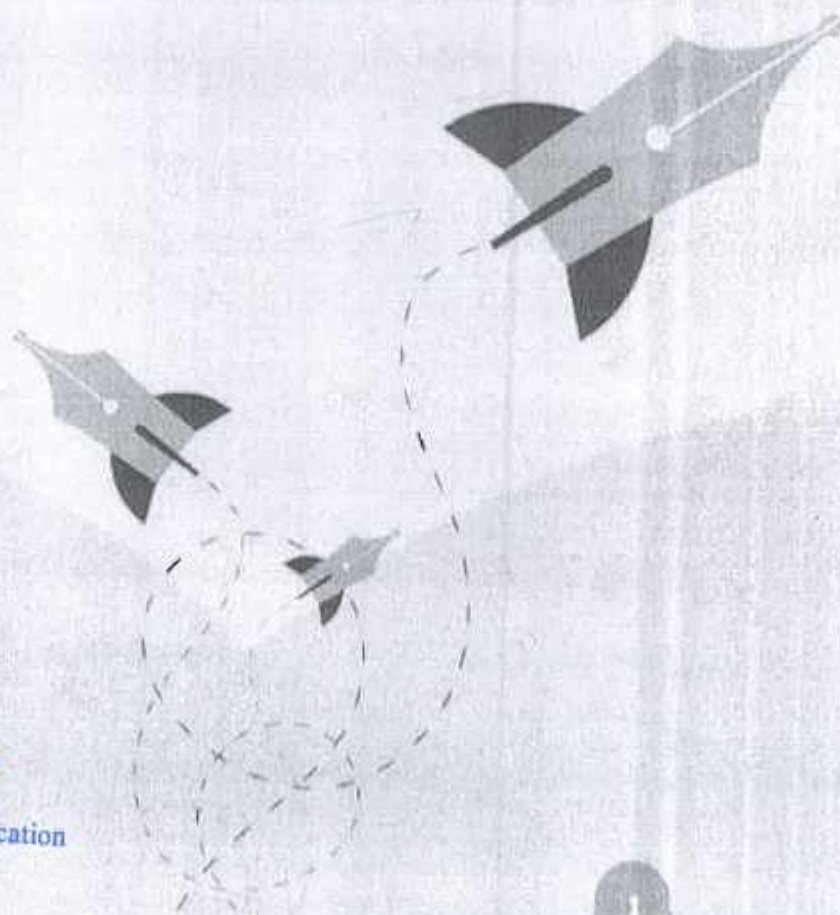
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An International Multidisciplinary Quarterly
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• Vol. 7

• Issue 28

• October to December 2020



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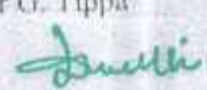
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GOVT. OF INDIA RNI NO.: UPBIL/2015/62096

UGC Approved Care Listed Journal

ISSN
2228-3620

SIS



SHODH SANCHAR

Bulletin

An International
Multidisciplinary
Quarterly Bilingual
Peer Reviewed
Refereed
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Vol. 10

Issue 40

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Sambodhi Journal

ISSN No: 2249-6661

UGC Care Listed Journal

Volume: 43, No.4 (U) October-December 2020

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UGC Care Approved International Indexed and Referred Journal

IMPACT FACTOR: 5.80

Published By: Lalbhai Dalpatbhai Institute of Indology

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ISSN:0975-1386

Wesleyan Journal of Research

An International Research Journal

Vol. 13 No. 53

HUMANITIES, SOCIAL & APPLIED SCIENCES

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ISSN : 0022-3301

THE
JOURNAL
OF
ORIENTAL RESEARCH
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(Founded by Mm. Prof. S. Kuppuswami Sastri, M.A.)

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December-2020

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ISSN: 0022-3301
Impact Factor: 7.193

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ISSN : 0022-3301

THE
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OF
ORIENTAL RESEARCH
MADRAS

(Founded by Mm. Prof. S. Kuppaswami Sastri, M.A.)

Vol. XCII-XX



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The Journal of Oriental Research Madras

Vol. XCII-XX

ISSN: 0022-3301
Impact Factor: 7.215

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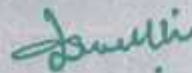
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An Annual Interdisciplinary Journal of History

ISSN No: 0976-075X (Print)

UGC Care Listed Journal

Vol-10, No-01, June (2021)



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UGC Care Approved International Indexed and Peer Reviewed Referred Journal

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A bi-annual journal

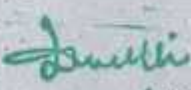
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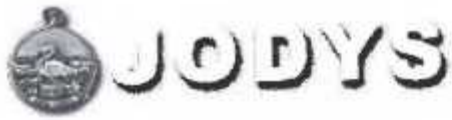
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ASSISTIVE TECHNOLOGY AS A COLLABORATIVE TEACHING AID FOR STUDENTS WITH DISABILITIES
- A THEORETICAL FRAMEWORK



Dr. PrabhaHariharan*& Mrs. V. Indirani **

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An International Journal of Ideas

Vol. 35 No. 409 MARCH 2021 Rs. 20. 00

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Published, Printed and Owned by
 Babuddin Khan
 Third Concept,
 LB - 39, Prakash Deep Building,
 7, Tolstoy Marg, New Delhi-110 001.
 Ph: 23711092, 23712249, Fax No: 23711092.
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 Dr. (Mrs.) Agnese Dhillon
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Elementary Education Online

Current Issue ; 2022, Vol: 21, Issue: 1

ISSN : 1305-3515

ISSUES : 6 per year

PUBLISHER : Elementary Education Online

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Principal,

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