

1. Factors Affecting Cognitive Development of Slow Learners

(Poonam Saini)

The period between 3-6 years is universally recognized as the most plastic, impressionable and educationally potent period of child's life as much of child's mental development takes place during this period. Some children learn slowly with a slow pace and have lower academic achievements. The teaching method should be modified to optimize the child's cognitive development. Therefore, this study was conducted to study the factors affecting cognitive development of slow learners. Sixty preschooler slow learners from six schools from Hisar city of Haryana state were purposively selected. Relevant statistical tools were used to test the association between the cognitive abilities of slow learners and their ecological factors. The effect was found to be significantly associated between mothers and cognitive development of slow learners.

2. Impact of Intervention Package on Emotional Intelligence Skills of School Teachers

(Krishna Duhan, Sudha Chhikara & Sheela Sangwan)

The present study was conducted to assess the impact of intervention package on emotional intelligence skills of school teachers. Hisar city was purposively selected as a locale of the study from the randomly selected Hisar district of Haryana state. A sample of 30 teachers from six purposively selected schools was taken, having low scores on emotional intelligence test to administer the program. To see the effectiveness of the program, a group of 120 children (10 children each from 6 preschool classes and 6 primary classes) were also pre-tested and post-tested (after implementation of the program to teachers) on a checklist developed to judge the emotional intelligence. The program was prepared on four aspects of emotional intelligence namely, perception, appraisal and expression of emotion; emotional facilitation of thinking; emotional understanding and emotional management. The program was evaluated by the experts from the field of human development and its allied fields. After incorporating necessary suggestion of experts, the intervention program was finalized for trying out on teachers. The developed program was implemented for 15 days in each school on the selected respondents. After a gap of one month respondents were post-tested and a significant difference between pre and post testing assessment of emotional intelligence skills in all the four aspects of emotional intelligence was found which was also observed in children's behaviour. So, it can be concluded that to inculcate the emotional intelligence skills and their appropriate use among children it is must for the teachers to be emotionally intelligent to motivate the children learn the emotional intelligence skills.

3. Impact of Marriage on Self Perception of Hearing Impaired

(Indranil Chatterjee, Sudip Basu, Manashi Sarmah, Anisha Sinha & Suman Kumar)

Being the spouse of a person who has a genuine hearing problem comes with a set of real-life challenges and a range of emotions. However, the situation is different when both the husband and the wife are hearing impaired. The purpose of the present research is to study the effect of marriage on the self perceived effects among hearing impaired couples. Ten married hearing impaired couples, age range-

24-30 years, with profound degree of hearing loss, hearing amplification not used by any of the participants, marital status of 1-2 years, living in joint family, with no other sensory or motor impairment were considered for the study. Hearing Handicap Inventory for the Elderly Screening (HHIES) was used as tool. Mixed findings were obtained from the study across marriage and gender variables (on Likelihood Ratio Tests).

The cumulative effect of sharing experiences with a partner with similar hearing difficulties may influence the extent to which individuals are affected by hearing impairment. The issues related to marriage and hearing loss can make it harder to maintain good communications, however, as reflected in the present study, a healthy and satisfactory spouse relationship can reduce the handicapping effects of hearing impairment in many routine life situations.

4. Myself-looked in the Mirror of Creativity

(Indranil Chatterjee, Sudip Basu, Manashi Sarmah, Anisha Sinha & Suman Kumar)

Self esteem and narcissism serves as the touchstone of human minds raising their creative success. The objective of the present study was to examine the prevalence of self-esteem and narcissism in the creative versus non-creative population. The sample consisted of fifty male and fifty female writers; fifty male and fifty female dancers; fifty male and fifty female artists and fifty male and fifty female controls. All the subjects were chosen after randomization following certain inclusion and exclusion criterion. The samples were administered an Information Schedule, Self Esteem Scale by Rosenberg (1965), Selfism NS Scale by Phares & Erskine (1984) and S.P.M. advanced by Ravens (1988). Statistical Analysis was done using SPSS-10.0 version. A 4x2 ANOVA, 't' tests, means and SD's were computed. The present study corroborated that the self-esteem is higher for the creatives than the non-creatives. But for the narcissism, the dancers and the non creatives scored higher than the artists and writers. The dancers possessed the highest self-esteem and narcissism among the samples.

5. Special Educators' Appraisal of Behavioural Assessment Scale for Indian Children with Mental Retardation Part-B

(M.Thomas Kishore, Masroor Jahan, Alka Nizamie & Sumita Sinha)

The behavioural Assessment Scales for Indian children with Mental Retardation (BASIC-MR) is widely used in India to assess skill behaviours and problem behaviours. Part B of the scale which measures the problem behaviours is also suggested to have vast potential to identify mental health problems in individuals with mental retardation. As the scale is used more by the special educators or in the special school setting, the present study was designed to examine the appraisal of the special educators in the context of assessment of problem behaviours. Accordingly, seven special educators applied BASIC-MR Part B on 50 children with mental retardation and indicated whether BASIC-MR was adequate in identifying the problem behaviours or not. The results revealed that the scale was found to be adequate in 64% (n=32) of the children. The problems encountered by the teachers can be broadly divided into two areas lack of clarity of the items and inappropriate grouping of the items. Rectifying these two issues and inclusion of some more problem behaviours would enhance the scope of the scale even in the assessment of psychopathology.