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AWARENESS OF INTELLECTUAL PROPERTY RIGHTS AMONG THE D.ED STUDENTS OF GOA STATE

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KEYWORDS :

INTRODUCTION

The IPR is a way to make balance between public and private rights. It makes a moral and socio-economic sense to use under authorization. In another way it is becoming a source of earning in a respect way. It is a moral duty to protect someone's investment of mind and time and other resources to achieve a specific knowledge. The outcome of such efforts should be used under authorization of investor. Intellectual property law creates property rights in a wide and diverse range of things from novels, computer programmers, paintings, films, television broadcasts, and performances, through to dress designs, pharmaceuticals, genetically modified animals and plants. Intellectual property protects applications of ideas and information that are of commercial value.

In the present time Intellectual property rights have become common subject in all the disciplines of study. It is most important not only for the lawyers, judges, law students but also engineers, scientists, artists, technicians, farmers, and as well as researchers also. At the International level, WIPO, a specialized Agency of the United Nation play a significant role in promoting the teaching of IP laws in universities. In 1981, the International Bureau of WIPO initiated the establishment of a non-governmental organization called ATRIP (International Association for the Advancement of Teaching and Research in Intellectual Property). Further it established the WIPO World Wide academy (WWA), in order to serving as an educational institution for teaching, training and research in IP.

History of Intellectual property rights

The term intellectual property reflects the idea that this subject matter is the product of the mind or the intellect, and that Intellectual Property rights may be protected at law in the same way as any other form of property. Intellectual property laws vary from jurisdiction to jurisdiction, such that the acquisition, registration or enforcement of IP rights must be pursued or obtained separately in each territory of interest. George Alfred Deepening made the first application for a patent in India in the year 1856. On February 28, 1856, the Government of India promulgated legislation to grant what was then termed as "exclusive privileges for the encouragement of inventions of new manufactures" i.e. the Patents Act. Copyright law entered India in 1847 through an enactment during the East India Company's regime. In 1914, the Indian legislature enacted a new Copyright Act which merely extended most portions of the United Kingdom Copyright Act of 1911 to India. The 1914 Act was continued with minor adaptations and modifications till the 1957 Act was brought into force on 24th January, 1958.

The first legislation in India relating to patents was the Act VI of 1856. The Act of 1859 provided protection for invention only and not for designs whereas United Kingdom had been protecting designs from 1842 onwards. To remove this lacuna, the 'Patterns and Designs Protection Act' (Act XIII) was passed in 1872. This Act amended the 1859 Act to include any new and original pattern or design or the application of such pattern to any substance or article of manufacture within the meaning of 'new manufacture'. The Act XV of 1859 was further amended in 1883 by XVI of 1883. In 1911, the Indian Patents and Designs Act, 1911 (Act II of 1911) was brought in replacing all the previous legislations on patents and designs. After

Independence, it was felt that the Indian Patents & Designs Act, 1911 was not fulfilling its objective. In 1957, the Government of India appointed Justice N. Rajagopala Ayyangar Committee. In 1967, an amended bill was introduced which was referred to a Joint Parliamentary Committee and on the final recommendation of the Committee, the Patents Act, 1970 was passed. Prior to 1940 there was no official trademark Law in India. Numerous problems arose on infringement, law of passing off etc. and these were solved by application of section 54 of the Specific Relief Act, 1877 and the registration was obviously adjudicated by obtaining a declaration as to the ownership of a trademark under Indian Registration Act 1908. To overcome the aforesaid difficulties the Indian Trademarks Act was passed in 1940. The replacement to this act was the Trademark and Merchandise Act, 1958. This Act was to provide for registration and better protection of Trademarks and for prevention of the use of fraudulent marks on merchandise. This Law also enables the registration of trademarks so that the proprietor of the trademark gets legal right to the exclusive use of the trademark. The objective of this act was easy registration and better protection of trademarks and to prevent fraud. The repeal of the Trademarks and Merchandise Act gave rise to the Trademark Act 1999 this was done by the Government of India so that the Indian Trademark Law is in compliance with the TRIPS obligation on the recommendation of the World Trade Organization. The object of the 1999 Act is to confer the protection to the user of the trademark on his goods and prescribe conditions on acquisition, and legal remedies for enforcement of trademark rights.

Types of Intellectual Property Rights

The IPRs are broadly divided into two categories: industrial and non-industrial property. Industrial Property includes patent, trademarks, Geographical indications, Design, plant variety etc. Non industrial property includes copyright.

A patent is the granting of a property right by a sovereign authority to an inventor. This grant provides the inventor exclusive rights to the patented process, design, or invention for a designated period in exchange for a comprehensive disclosure of the invention.

A trademark (also written trade mark or trade-mark) is a type of intellectual property consisting of a recognizable sign, design, or expression which identifies products or services of a particular source from those of others, although trademarks used to identify services are usually called service marks.

A geographical indication (GI) is a sign used on products that have a specific geographical origin and possess qualities or a reputation that are due to that origin. In order to function as a GI, a sign must identify a product as originating in a given place.

A design patent is a form of intellectual property protection which allows an inventor to protect the original shape or surface ornamentation of a useful manufactured article.

A copyright is a form of protection provided by the laws of the United States to authors of "original works of authorship." A copyright holder can prevent others from copying, performing or otherwise using the work without his or her consent.



ONLINE EDUCATION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS AT SECONDARY SCHOOLS IN KERALA: A CORRELATION STUDY

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ABSTRACT

In India, use of Internet in the field of Education has increased tremendously. Maximum educational institutes right from KG till PG are using online mode of education. Online mode of education can take India to higher virtues provided issues that are physical and technical are resolved. The aim of this study is to find out the relationship between E-learning Experience and Academic achievement of prospective teachers of secondary schools of Kerala. E learning experience consists of components like teaching presence, social presence and cognitive presence. The researcher used Normative Survey Method. The study is conducted on the population of prospective teachers in training colleges of Kerala. Stratified Random Sampling Technique are used on representative sample of 300 prospective teachers at secondary level (B.Ed). The Researcher used the Questionnaire to collect data. E-learning assessment tool is prepared and standardized by the investigator with the help of supervisor. Result of the study revealed that there was negative correlation between E- learning and Achievement of prospective secondary school teachers of Kerala

Key Words: Online Education, Prospective teachers, Teaching presence, social presence and Cognitive presence.

Introduction

Knowledge or education is obtained by learning. Earlier, very few methods of learning and teaching were developed and adopted. As the time passed, many new methods were invented and there occurred evolution of teaching and learning techniques. In the present 21st Century Technology has made significant impact our lives. It is difficult to stay away from technology. In this era, technology and education have become sides of the coin. The use of Internet in education is rising day by day and education is now turned into online education. Main motive behind online education was to make education accessible and easy for every learner. Online education is both synchronous and asynchronous in nature. Three main components of online education are cognitive presence, teaching presence and social presence.

Education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality.

Need and Significance of the Study

Considering the advancement of education and technology, the present generation is inculcating more towards technology and so the Education system. The present day education system makes use of different resources to make education more meaningful. In the present day conditions, the mode of education by which teachers teach and students learn is mainly online mode. So, it is very important to know what are the methodological, pedagogical or overall changes made by teachers to teach their students which is commonly called as teaching presence, at the same time it is very important to know how much students have understood or how they are building their knowledge based on the teaching method that commonly known as cognitive presence and how students are responding to the overall process that is commonly known as social presence. And overall how it is impacting the relation between students and teachers especially in teacher training schools. Because, teacher training schools create future generation of



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**SOCIAL INTELLIGENCE IN RELATION TO MENTAL HEALTH
ON SECONDARY SCHOOL STUDENTS
IN KERALA**

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Dr. Deepa Varghese , Social Intelligence In Relation To Mental Health On Secondary School Students Kerala , Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(15), 125-138. ISSN 1567-214x.

Key Words- Social Intelligence, Mental Health, Relationship.

ABSTRACT

The aim of this study is to find out the relationship between the variables Social Intelligence and Mental Health is studied, with respect to the classificatory variables Gender, Locale and Type of Management. The investigator used Normative Survey Method for collection of data .The study is conducted on the population of secondary school students of Kerala. The present study conducted on 360 secondary school students of standard IX of Kerala district. The sample selected by stratified random sampling technique Social Intelligence Scale prepared by the investigator with the help of the supervisor. Mental Health Scale namely Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), adopted by the investigator. The findings of the study revealed a positive correlation between the two variables in total samples and sub samples based on gender, locale and type of management. However, the difference in the correlation coefficients for each classificatory variable revealed a significant difference between social intelligence and mental health based on locale but not with respect to gender or type of management.

As the world becomes increasingly globalized, connected and diversified, those entering the workplace and adult life need to be equipped to understand differences in interaction styles across ages, cultures, ethnicities, socioeconomic backgrounds. Adapting one's communication style to successfully interact with those who are different to oneself is a key necessity in the modern workplace and wider community, and thus preparing young people for these situations is vital not only to personal development, but to social integration in society.




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SELFCONCEPT AS A DETERMINANT OF CLASS ROOM PERFORMANCE OF PROSPECTIVE TEACHERS AT SECONDARY LEVEL

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ABSTRACT The main purpose of the study is to find out the relationship between selfconcept and classroom performance of prospective teachers at secondary level. It also try to find out whether there exists significant difference in the self concept and classroom performance of prospective teachers with respect to their optional subjects. Investigator used normative survey method for the study. The result showed that reveal that prospective teachers at secondary level have different levels of self concept and classroom performance via; high, average, and low. Findings of correlation revealed a positive correlation between self concept and classroom performance for the total sample and also for sub sample based on optional subjects (English, Natural science, Physical science, Natural science). It is also revealed there is a significance difference in Classroom performance of prospective teachers with respect to high, average, and low levels of self concept.

KEYWORDS : Self concept, Classroom performance, Prospectives secondary school teachers

The self concept as the self structure may be thought of an organized configuration of perceptions of the self which are admissible to awareness. The self concept consists of an organized conceptual pattern of the 'I' and the 'me' together with values attached to those concepts. The self concept on the other hand includes only those perceptions about self which seems most vital or important to the individual himself. The self concept of an individual deeply affects not only his relationship to himself, but his relation to other people and the world at large. Positive self concept is required for healthy adjustment. Self concept develops gradually since the early childhood due to the interaction between child and his total environment.

Student teaching rooted in the utilitarian tradition of internship is now a widely accepted functional component of teacher education. The success of all our educational efforts depends ultimately on the selected recruitment and training of teachers. Performance may be considered as a totalistic expression of behavior. Individuals often act in terms of a 'point of view' that they have an outlook or perspective towards the problem facing them. Performance is the state of mental and emotional readiness to react to situations, persons or things in a manner in harmony with a habitual pattern to response previously continued to, or associated with the stimuli. Recent researches suggest impartially, calmness, consistency, sociability, intelligence, willingness to adapt to classroom situations, objectivity, resourcefulness and interest in teaching as the characteristics of a good teacher. If a teacher satisfies all the qualities he becomes the key store to the future prosperity of the society. The measure of success however ultimately depends on the quality of educational services that one can provide for our people.

NEED AND SIGNIFICANCE

If an individual has to become an effective teacher he must have a proper self concept. There is a growing realization that all educational progress depends ultimately on the quality of a teacher. It is understood that without good teacher even the best system of education bound to fail and with good teachers even the defects of a system can be largely overcome. Thus the success of the educational system of a country depends upon the quality of teachers and their performance to work which in turn depends on self concept of teachers to a great extent. The performance of prospective teachers towards their profession may shape the students into good teacher. "Teaching is sometimes referred to as mother of professions". It requires some specialized qualities. This point out the need for the assessment of performance of prospective teachers towards their profession in the real class room situation.

With the extension of school education and pupil's enrolment, the demand for teachers has greatly increased. In this context performance of prospective teachers towards the teaching profession and self concept of prospective teachers deserve special attention. Therefore, it is suggested that at the time of teacher training, student teachers should be given opportunity for the right performance of prospective teachers towards the teaching profession. In an academic setting the individual responses in terms of characteristic modes of perception. He will

attempt to maintain, protect and extent his self concept. The study would be helpful to adopt methods, techniques and activities in the training programmes that facilitate the extension of the performance of prospective teachers towards is teaching profession and self concept of prospective teachers. So this study which is an attempt to study the self concept of prospective teachers and their performance in real classroom situation becomes significant. This study on self concept and classroom performance of student teachers guide the society to realize the reality and importance of practice and healthy self concept for effective and efficient learning.

STATEMENT OF THE PROBLEM

The study is entitled as

SELFCONCEPT AS A DETERMINANT OF CLASS ROOM PERFORMANCE OF PROSPECTIVE TEACHERS AT SECONDARY LEVEL

OBJECTIVES OF THE STUDY

1. To find out whether there exist significant relationship between classroom performance and self concept of prospective teachers at secondary level in total sample and subsample based on their optional subject.
2. To find out whether there exist significant difference in the self concept and classroom performance of prospective teachers in total sample.
3. To find out whether there exist significant difference in the classroom performance of prospective teachers at secondary level with respect to the level of self concept

HYPOTHESES OF THE STUDY

1. There exist significant relationship between classroom performance and self concept of prospective teachers at secondary level in total sample and subsample based on their optional subject.
2. There exists a significant difference in self concept and class room performance of prospective teachers in total sample.
3. There exists significant difference in the classroom performance of prospective teachers at secondary level with respect to the level of self concept.

METHOD USED

Normative survey method.

POPULATION

The study is conducted on the population of prospective teachers at secondary level in Kerala.

SAMPLE

The present study conducted on the representative sample of 400 prospective teachers at secondary level of Thrissur and Palakkad district in Kerala.

ANALYSIS AND INTERPRETATION





EFFECTIVENESS OF COGNITIVE APPRENTICESHIP MODEL ON METACOGNITIVE SKILLS OF SECONDARY SCHOOL STUDENTS IN KERALA.

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ABSTRACT

The main purpose of the study is to find out the effectiveness of cognitive apprenticeship model on metacognitive skills of secondary school students of Kerala state. The investigator compared the effectiveness of Cognitive apprenticeship model over existing constructivist method on Metacognitive skills of secondary school students under the components such as Procedural knowledge, Declarative knowledge, Conditional knowledge, Planning, Monitoring and Evaluation. Research design used for the study was pretest-posttest nonequivalent group design. The analysis of the pre test mean scores of the experimental group and control group showed no significant difference in their initial academic abilities and metacognitive skills. After using cognitive apprenticeship model for experimental group and constructivist method for the control group, it is found that the experimental group was better in performance than control group. It is found that cognitive apprenticeship model, had a significant effect on the metacognitive skills.

KEYWORDS : Metacognitive skills, Cognitive apprenticeship model, Procedural knowledge, Declarative knowledge, Conditional knowledge.

INTRODUCTION

Metacognitive skills are tools that empower the learner. Pupils very often fail to see learning as cycle that involves revisiting previous work to see where it can be improved, acknowledging the value of mistakes, and planning improvements on this basis. Instead, research shows that they are inclined to attribute successes to good luck and failures to lack of ability. Such faulty beliefs serve to make some students helpless, believing that there is little they can do, affect the outcome of the "lottery" of good grades. By showing a learner that they can be in control of how they study, how they organise their work, and how they reflect upon it, we encourage them to take responsibility for learning and demonstrate that it is an active process. Pupils with good metacognitive skills are flexible in their approaches to learning. They possess a number of strategies to best cope with the information they need to interact with, and can assess which ones to use at the most appropriate times.

Engagement with metacognitive learning techniques encourages pupils to see learning as a process, and one in which they can have input. The learner is at the centre of the activity, directing it, rather than standing on the sidelines. Ideally in this way, pupils begin to see how they can take control of their own learning and be agents of their own success. Answering questions that stimulate higher-order thinking are all activities that may help to move students beyond this helplessness to see themselves as agents in their own learning.

Metacognitive skills are "the regulatory activities associated with solving problems" (Brown, 1978). They involve planning, monitoring, and evaluation components of metacognition. It is also called as 'Regulation of cognition' which refers to the activities and actions undertaken by individuals to control their own cognition

In this study metacognitive skills, concern the procedural knowledge that is required for the actual regulation of, and control over one's learning activities. Planning, monitoring, checking, and recapitulation are manifestations of such skills.

STATEMENT OF THE PROBLEM

In this study the investigator tried to find out Effectiveness of cognitive apprenticeship model on metacognitive skills of secondary school students.

OBJECTIVES OF THE STUDY

- To find out the effectiveness of cognitive apprenticeship

model on metacognitive skills of secondary school students.

- To compare the effectiveness of Cognitive apprenticeship model over existing constructivist method on Metacognitive skills of secondary school students.
- To compare the effectiveness of cognitive apprenticeship model on Metacognitive skills of secondary school students under the following components.
 - Procedural knowledge
 - Declarative knowledge
 - Conditional knowledge
 - Planning
 - Monitoring
 - Evaluation

HYPOTHESES OF THE STUDY

- There exists a significant difference in the Pre-test and Post-test mean scores of metacognitive skills of secondary school students taught through cognitive apprenticeship model.
- There exists a significant difference in the post test mean scores of metacognitive skills of secondary school students taught through cognitive apprenticeship model and constructivist method.
- There exists a significant difference in the pre test and post test scores of metacognitive skills of secondary school students taught through cognitive apprenticeship model with reference to the following components.
 - Procedural knowledge
 - Declarative knowledge
 - Conditional knowledge
 - Planning
 - Monitoring

METHODOLOGY OF THE STUDY

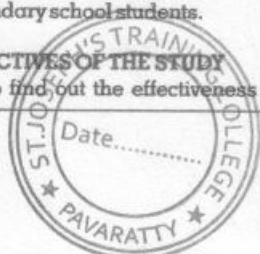
Design of the study

The investigator uses pre test -post test non equivalent group design.

Population of the study- This study is conducted on the population of secondary school students in Kerala.

Sample of the study- The present study will be conducted on the representative sample of 80 students of 9th standard of Thrissur district.

Objective- 1: To find out the effectiveness of Cognitive apprenticeship model on Metacognitive skills of secondary school students.





ORIGINAL RESEARCH PAPER

Education

EFFECTIVENESS OF COGNITIVE APPRENTICESHIP MODEL ON ACHIEVEMENT IN BIOLOGY OF SECONDARY SCHOOL STUDENTS.

KEY WORDS: Cognitive apprenticeship, constructivism, Domains of Blooms Taxonomy

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ABSTRACT

The main purpose of the study to find out the effectiveness of cognitive apprenticeship model on achievement in biology of secondary school students. The investigator compared the effectiveness of Cognitive apprenticeship model over existing constructivist method on achievement in Biology under the following categories of objectives such as Remembering, Comprehending, Applying, Creating. Research design used for the study was pretest -posttest nonequivalent group design. The result shows that there exists a significant difference in the Pre-test and Post-test mean scores of Achievement in Biology taught through Cognitive apprenticeship model and Constructivist method with reference to the Dimensions such as Remembering, Comprehending, Applying, Creating.

INTRODUCTION

Education is absolutely beneficial for society on the whole. It is a lifelong process to each person that need to be reinforced throughout life. However, we need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. Attempt to improve teaching and learning have been hampered by lack of theory which could be to provide a coherent frame work. There has been a tendency to concentrate on improving instruction and this has led to stressing the importance to teaching skills. There has been little recognition that there is no means of a simple relationship between teaching and learning. what students come to understand is only impart dependent on direct teaching as they spend a great deal of this time in independent studying.

Cognitive apprenticeship is a process by which learners learn from a more experienced person by way of cognitive and metacognitive skills and processes. Effective teachers "involve" students in learning as apprentices: they work alongside students and/or set up situations that will cause students to begin to work on problems even before fully understanding them. In addition, teachers are encouraged to provide students with varying kinds of practice situations before moving on to more challenging tasks, allowing an understanding that surpasses the use of formulas. Applied instructional methods-those traditionally used in vocational education-provide the ideal vehicle for this shift to a more realistic context in the teaching of writing and other "academic" subjects. As applied methods are adapted for use in the academic domains, an integrated curriculum should emerge and possess the potential to enhance achievement for all students. This method incorporates the basic elements of a cognitive apprenticeship, using the method of modeling, coaching and fading and of encouraging student reflection on their own problem solving processes.

NEED AND SIGNIFICANCE OF THE STUDY

In the last few years have witnessed a rapidly growing interest in the learner centered approach to education which aims at replacing passive lecture methods construction. In our educational system some students need to be explicitly taught how to strategically approach academic tasks in order to gain and use information effectively. In other words, they need to be taught effective study strategies, often referred to as study skills. Although effective study skills strategies are critical for academic success, for many reasons students are seldom taught them. Perhaps chief among these reasons is simply that teachers assume students already possess such skills, having picked them up in the earlier grades. For this reason, study skills instruction improves the academic outcomes of all students. Metacognitive skills are important organizers of all of the tasks that we perform. They enable

planning, setting goals, initiating work, sustaining future-oriented problem solving activities, monitoring and managing progress on tasks to detect and correct errors, and keeping track of the effect of one's behaviour on others. For the better academic achievement of the students it should need to introduce a good teaching strategy that is the method of cognitive apprenticeship model.

The aim of the study is to improve the academic achievement of secondary school students with the help of cognitive apprenticeship model. Cognitive apprenticeship model in a specific learning domain in a highly structured environment. This means that there is a fixed rule before and any examples are seen. Then by student got a clear idea about what is going to learn. The main purpose of this study is intended to focus students attention on the lesson. It creates a cognitive frame work for organizing the skills strategies or concept to follows. It have extended understanding and application of new learners. It can stimulate students interest and involvement in lesson. In order to full fill the above objectives to tackle the problem low achievement of students in Biology and make Biology is an enjoyable one.

STATEMENT OF THE PROBLEM

In this study the investigator tried to find out effectiveness of cognitive apprenticeship model on Achievement in Biology of secondary school students.

The study is entitled as - EFFECTIVENESS OF COGNITIVE APPRENTICESHIP MODEL ON ACHIEVEMENT IN BIOLOGY OF SECONDARY SCHOOL STUDENTS

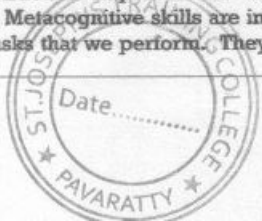
OBJECTIVES OF THE STUDY

In order to achieve the study, the following objectives were stated

- ❖ To find out the effectiveness of Cognitive apprenticeship model on achievement in Biology among secondary school students.
- ❖ To compare the effectiveness of Cognitive apprenticeship model over existing constructivist method on achievement in Biology among secondary school students.
- ❖ To compare the effectiveness of Cognitive apprenticeship model over existing constructivist method on achievement in Biology under the following categories of objectives.
 - Remembering
 - Comprehending
 - Applying
 - Creating

HYPOTHESES OF THE STUDY

- ❖ There exists a significant difference in the Pre-test and Post-test mean scores of Achievement in Biology of



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Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 7, July 2021: 8578 - 8596

Research Article

Impact Of Maternal Parenting Styles On The Mental Health Of Higher Secondary School Students Of Ponda Taluka.

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Abstract

The study was set to find out impact of maternal parenting styles on the mental health of higher secondary school students of ponda taluka. Normative Survey Method was used for collecting the data for the study. The present study was conducted on the representative sample of Higher Secondary School Students of Ponda taluka using Stratified Random Sampling Technique. The result revealed that Mental Health of Higher Secondary School Students of Ponda taluka with respect to Authoritative Parenting Style is high when compared to other Parenting Styles. Further it also revealed that there is no significant difference in the Mental Health of Higher Secondary School Students based on Authoritative, Authoritarian, Permissive and Neglectful Parenting Styles with respect to the classificatory variables i.e. Gender, Locale and Type of Management

Key Words- Maternal Parenting Styles, Mental Health, Higher Secondary School Students

INTRODUCTION

Parents play pivotal role in the development of their children. They should utilize positive parenting techniques for training their children. Since children are the future generation and the asset of a nation, they need to experience a healthy and positive psycho-social development, which enables them to succeed in every field of life including education. Baumrind (1971) developed theoretical model of parenting. This model comprised of three Parenting Styles named as; Authoritative, Authoritarian and Permissive. Later, Maccoby and Martin added the Neglectful Parenting Style. These styles are based on two dimensions known as Demandingness (warmth) and Responsiveness (control). Authoritative parenting maintains a balance of both demandingness and responsiveness. Responsiveness refers to the supportiveness and warmth, and demandingness refers to behavioral control (Nair, 2014). In contrast, Authoritarian parents are unresponsive. They stick to only one dimension that is demandingness. The permissive parents are responsive but are undemanding. The neglectful parents are neither responsive nor demanding. The study includes four types of maternal parenting styles, via, Authoritative, Authoritarian, Permissive and Neglectful parenting styles. One of the basic variables that have a direct impact on Mental Health is Parenting Styles. Research findings consider the totality of interactions and relationships

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CRITERION 3

3.2.1 E-copies of outer jacket/content page of the journals in which articles are published

**Submitted to
National Assessment and accreditation Council (NAAC)**

PRINT ISSN No. 2277 - 8160

INDEX COPERNICUS IC VALUE : 85.78

Journal DOI : 10.36106/gjra



GLOBAL JOURNAL FOR RESEARCH ANALYSIS

A Peer Reviewed, Referred,
Refereed & Indexed
International Journal

UGC Sr. No. 49177

Journal for All Subjects

IMPACT FACTOR : 5.956

VOLUME-8 | ISSUE-10 | OCTOBER-2019

₹ 500



GLOBAL JOURNAL FOR RESEARCH ANALYSIS

PRINT ISSN No. 2277 - 8160

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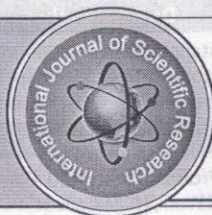
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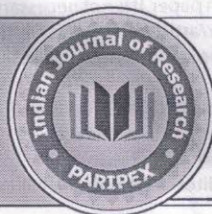
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
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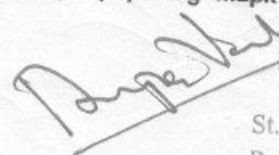
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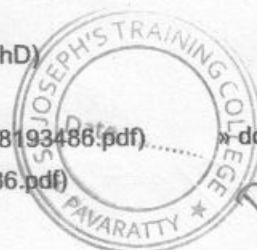
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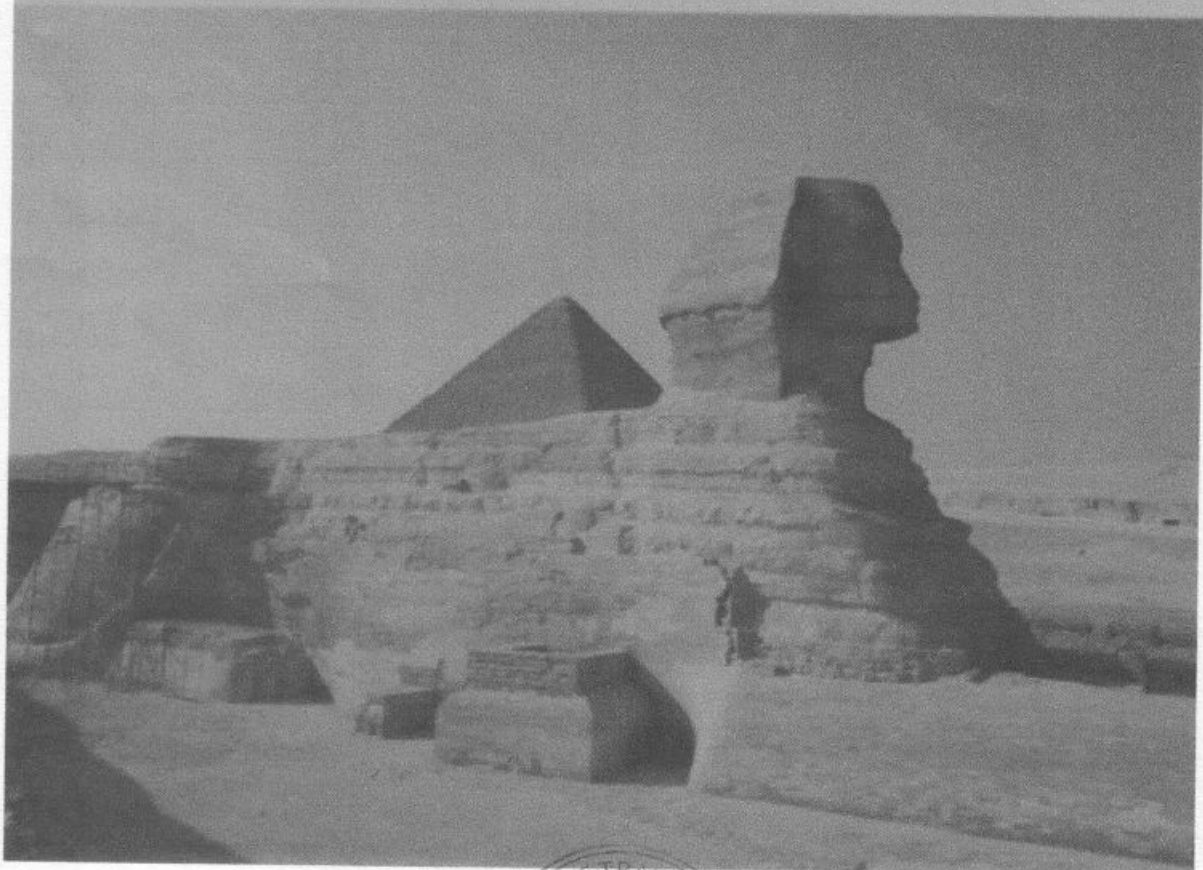


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PRINT ISSN No. 2277 - 8160
Journal DOI : 10.36106/gjra

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ABSTRACT

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Background
COVID-19 is a
respiratory
infectious
disease
caused by
the
SARS-CoV-2
virus. The
clinical
presentation
is highly
variable,
ranging from
asymptomatic
infection to
severe
respiratory
distress
syndrome
(ARDS) and
multi-organ
failure. The
disease
is highly
contagious
and has
spread
globally.
The
incubation
period is
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5-14 days.
The
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The
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5-14 days.

KEYWORDS

1. Asymp
2. Chest f
3. Mild-
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4. Chest f
5. Moder
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6. Sever
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303, MAHARANA PRATAP Complex, Opp. Kapadia GUEST HOUSE, B/H. V.S. Hospital,

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+91 8866 00 3636, +91 8866 11 3636

✉ editor@paripex.in 🌐 www.paripex.in

TURKISH ONLINE JOURNAL of QUALITATIVE INQUIRY

Volume 11, Issue 2, April 2020

Editor
Elif Buğra KUZU DEMİR

TQI

ISSN 1308-6591



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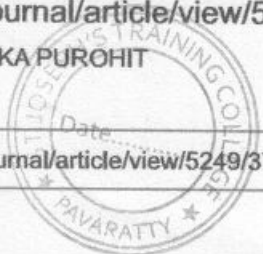
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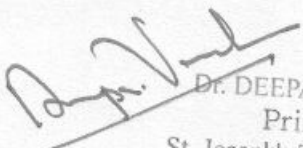
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