Evaluative Report of the Department

Name of the institution : Sadakathullah Appa College	Name of the Department : PSYCHOLOGY
District :Tirunelveli	State : TamilNadu

Total Number of Departments in the institu	19	
Sl. No.	Name of the Department	Psychology	
1	Year of Establishment	2021	
2	Is the Department part of a School/ Faculty of the Institution	Faculty of Science	
3	Names of programmes offered	B.Sc. Psychology	
4	Number of teaching posts Sanctioned/ Filled	*Sanctioned*	*Filled*
	2015-16	Nil	Nil
	2016-17	Nil	Nil
	2017-18	Nil	Nil
	2018-19	Nil	Nil
	2019-20	Nil	Nil
	2021-22	1	1
5	Number of Research Projects:	*No.*	*Total Grants Received*
	2015-16	Nil	Nil
	2016-17	Nil	Nil
	2017-18	Nil	Nil
	2018-19	Nil	Nil
	2019-20	Nil	Nil
	2021-22	Nil	Nil
	TOTAL	*Nil*	*Nil*

#					
6	Inter –institutional collaborative projects and Associated grants	*National collaboration*	*Grant Received*	*International collaboration Number*	*Grant Received*
	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	TOTAL	*Nil*	*Nil*	Nil		*Nil*
7	Departmental projects funded by DST-FIST,DBT, ICSSR, etc., : Total grants received	*DST-FIST*	*DBT*	*ICSSR*	_____*Mention name, if others*
	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	TOTAL	*Nil*				
8	Special research laboratories sponsored by/created by industry or corporate bodies:				
	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
9	**Publications:**	**Number of Papers published**	**Number of Books with ISBN**	**Number of Citation Index – range / average**	**Number of Impact Factor – range / average**	**Number of h-index**
	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	5	1	Nil	2.11 - 5.39	Nil
	2018-19	Nil	1	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	TOTAL	*5*	*2*	*0*	2.11 - 5.39	*0*
10	Details of patents and income generated	*Patent details*			*Income Generated*	
	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil

	Areas of consultancy and income generated	Details			Income Generated	
11	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	Awards/Recognitions received at the National and International	Faculty	Doctoral/Post doctoral fellows		Students	
12	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	TOTAL	Nil	Nil	Nil	Nil	Nil
	How many students have cleared Civil Servicesand Defense Services examinations, NET, SET (SLET), GATE and other competitive examinations					
13	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
	TOTAL	Nil	Nil	Nil	Nil	Nil
	List of doctoral, post-doctoral students and research associates	From the host institution/university			From other institutions/universities	
14	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil
	2020-21	Nil	Nil	Nil	Nil	Nil
		Nil	Nil	Nil	Nil	Nil
	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central	University	State		Central	
15	2015-16	Nil	Nil	Nil	Nil	Nil
	2016-17	Nil	Nil	Nil	Nil	Nil
	2017-18	Nil	Nil	Nil	Nil	Nil
	2018-19	Nil	Nil	Nil	Nil	Nil
	2019-20	Nil	Nil	Nil	Nil	Nil

Note: *Compile data for the last five years*

Sadakathullah Appa College

*An Autonomous Institution Re-Accredited by NAAC at an 'A' Grade with a CGPA of 3.40 out of 4.0 * ISO 9001: 2015 Certified *

Rc.No. 6-3/UA/T/App./2021　　　　　　　　　　　　　Date: 18.08.2021

Proceedings of the Secretary, Sadakathullah Appa College (Autonomous),
Rahmath Nagar, Tirunelveli – 627011.
*****
PRESENT : Alhaj. T.E.S. FATHU RABBANI

*****

Sub:　　Unaided Courses – Sadakathullah Appa College – Appointment for the post of Assistant Professor in the Department of Psychology – Orders Issued.

Read:　　Interview on 10.08.2021 and Connected records.

APPOINTMENT ORDER

Dr. S.S. SRINITHI, M.Sc., Ph.D., is temporarily appointed as an Assistant Professor in the Department of Psychology at a consolidated salary of Rs.25,000/- (Rupees Twenty Five Thousand only) per month with effect from 18.08.2021.

This appointment will be governed by the rules and regulations of the Sadakathullah Appa College. If she wishes to leave the College, she will have to give three months' notice or three months' salary (last drawn pay) in lieu thereof. Notice, if any, should be given before March 31st of the particular year.

SECRETARY

To
Dr. S.S. SRINITHI, M.Sc., Ph.D.,
No:9 Valampuri Amman Koil Street,
"Sristhal" Near Parvathi Sesha Mahal,
Tirunelveli Town, Tirunelveli - 627006

Copy to the Committee Office
Copy to the College Office

HAPPINESS AND SCREEN TIME AMONG UNIVERSITY STUDENTS

Mr. Vignesh Ramalingam	Assistant Professor, Department of Psychology, Manonmaniam Sundaranar University, Tirunelveli – 627012. Tamil nadu, India.
Ms. S.S. Srinithi *	Assistant Professor, Department of Psychology, Manonmaniam Sundaranar University, Tirunelveli – 627012. Tamil nadu, India. *Corresponding Author

ABSTRACT To explore the level of happiness based on the screen time among university students, 114 postgraduate students from Periyar University, Salem has been chosen using convenient sampling. The amount of time students spend on screen was obtained through the personal data sheet while the level of happiness was assessed using the Oxford Happiness Questionnaire by Hills & Argyle (2001). Results were statistically insignificant but those who spent 2 to 3 hours of screen time were likely to be happiest.

KEYWORDS : Happiness, Screen time.

Introduction

Professor Ojanen, a professor emeritus of psychology, an author as well as an active lecturer on the topic of happiness summarised his description of happiness (Ojanen, 2015):

"Happiness has been described in surprisingly various ways, but one good way of summing up the term has been the combination of pleasure and sensibleness. The sole act of pleasure is not enough, since a human being cannot always be in the state of constant pleasure – and moreover, we humans get used to most of the feelings linked to pleasure. Sensibleness is often born from serving others; satisfaction comes from satisfying our own needs. Combining these two creates happiness – both in the individual's life as well as happiness on a more common level."

Dr Manz describes, "Happiness is a state of mind, not a set of circumstances . . . you can never find happiness by "searching," because the moment you do, you imply it is found outside yourself. Happiness isn't outside you. It is a feeling—the natural feeling of your innate healthy psychological functioning. . . . When you understand that happiness is nothing more than a feeling, you can help it grow and maintain itself when you do feel it. . . . Happiness requires no effort at all. In fact, it's more of a letting go of unhappiness than it is a striving for happiness."

Hedonic Happiness

The quantity of life is more important to many people than the quantity of life. As for quality of life, happiness might be number one. Most people would most likely hope for a happy and satisfying life, in which good things and pleasant experiences outnumber bad ones. Happiness seems to be an important part of how people define a good life. Defining the good life in terms of personal happiness is the general thrust of the hedonic view of well-being

The chief goal of life is the pursuit of happiness and pleasure. Within psychology, this view of well-being is expressed in the study of Subjective well-being

Subjective well-being is defined as life satisfaction, the presence of positive affect, and a relative absence of negative affect. Together, the three components are often referred to as happiness.

Eudaimonic Happiness

Is happiness enough for a good life? Would you be content and satisfied if you were happy and nothing else? We believe that there is more to life than happiness and subjective pleasure. Seligman describes it, there is a deeper and more "authentic happiness". Much of classical Greek philosophy was concerned with these deeper meanings of happiness and the good life.

Waterman (1990, 1993) describes two psychological views of happiness distilled from classical philosophy. Hedonic conceptions of happiness define enjoyment of life and its pleasures. The hedonic view

captures a major element of what we mean by happiness in everyday terms: We enjoy life; we are satisfied with how our lives are going; and good events outnumber bad events.

In contrast, eudaimonic conceptions of happiness, given fullest expression in the writings of Aristotle, define happiness as self-realization, meaning the expression and fulfilment of inner potentials. From this perspective, the good life results from living in accordance with your *daimon* (in other words, your true self). That is, happiness results from striving toward self-actualization –a process in which our talents, needs, and deeply held values direct the way we conduct our lives. "Eudaimonia" (or happiness) results from realization of our potentials. We are happiest when we follow and achieve our goals and develop our unique potentials. Eudaimonic happiness has much in common with humanistic psychology's emphases on the concepts of self-actualization and the fully functioning person as criteria for healthy development and optimal functioning. What kinds of experiences lead to eudaimonic happiness?

Eudaimonic happiness results from experiences of personal expressiveness. Such experiences occur when we are fully engaged in life activities that fit and express our deeply held values and our sense of who we are. Under these circumstances we experience a feeling of fulfilment, of meaningfulness, of being intensely alive –a feeling that this is who we really are and who we were meant to be (Baumgardner & Crothers, 2014)

Screen time is the amount of time spent using a device such as a computer, television, or video game console. It can be an element of a sedentary lifestyle. The use of the internet expanded in the 1990s. This caused the increase in the usage of devices that could access the internet and the increase in screen time. In 2001 an average user spent 83 minutes online (Wikipedia).

Review of Literature

In a survey that included questions about how much time the teens spent on their smart phones, tablets, and computers, as well as how often they interacted with their peers face-to-face. The teenagers were also asked about their general levels of happiness and well-being. Overall, the study found that teenagers who reported more on-screen time were, on average, less happy than those who spent more time in real life. Engaging in sports or having more face-to-face social interaction correlated with more happiness, while texting, playing video games, and using social media and instant messaging correlated with less happiness. **On the other hand complete screen abstinence did not correlate with happiness either. Actually, the teens who were the happiest reported using digital media a bit under 1 hour every day** (Jean, 2018).

Research Methodology

The present study attempts to verify the association between screen time and happiness among university post graduates.

LONELINESS AND DEPRESSION AMONG UNIVERSITY STUDENTS

| S.S.Srinithi | Assistant Professor of Psychology |
| N. Radha Jeyalakshmi | Post graduate student of Psychology *Corresponding Author |

ABSTRACT To explore the relationship between loneliness and depression among university students, a sample of one twenty under graduate and post graduate students from the Manonmaniam Sundaranar university belonging to age range 17 to 23 were chosen using the method of convenient sampling to participate in the study. Adapting to survey method a total of 100 data were collected using Beck depression inventory and UCLA loneliness scale. Correlational research design was used to full fill the objectives of this study. Correlation and t-test were applied. Results revealed that there is positive correlation between loneliness and depression; there is significant loneliness among sample who is single child compared to sample who are born with siblings and there is significant difference in the level of depression between males and females

Introduction:

Loneliness is a negative state of mind. Aloneness is positive, notwithstanding what the dictionaries say. In dictionaries, loneliness and aloneness are synonymous they are synonyms; in life they are not. Loneliness is a state of mind when you constantly miss the other; aloneness is the state of mind when you are constantly delighted in yourself. Loneliness is miserable; aloneness is blissful (Osho, 2010)

Loneliness is a complex and usually unpleasant emotional response to isolation. Loneliness typically includes anxious feelings about a lack of connection or communication with other beings, both in the present and extending into the future.

Loneliness touches every one. No one can escape it completely. Loneliness is no respecter of age or rank. Whether a young student, a stay-at-home mom, a busy executive, a retired pensioner, a grieving widower or widow, or even a pastor working with people every day, all know what it means to be lonely. Loneliness may be one of the most painful experiences that everyone goes through in their life. Perhaps everyone find themselves living in the midst of it at this very moment. Strikingly, many people who live alone never feel lonely, yet some who live with others in crowded cities know only too acutely how loneliness can infect our lives. When one think of loneliness often visualize the aged who live alone, but a young adult moving to a new city, an entrepreneur beginning a business, a partner in a struggling marriage, or a leader in a challenging corporate environment can be as lonely as a solitary elderly person in a one-room apartment.(Trevor Hudson, 2016)

Modern age has given a serious psychological problem-depression. The cases of depression have recently grown to an alarming number in developed and developing countries. Even in India, where the cultural and spiritual level is quite high; the number of depressed persons are increasing every day. Depression is a serious mental illness with a wide variety of mood variations of melancholy, sadness, disappointment and despair. It is a combination of emotional, cognitive and behavioral symptoms. Broadly speaking, a person faces an uncomprehending situation either courageously or succumbs to emotions that would precipitate into various types of depressive illnesses. All, at one stage or the other, come across mentally demanding environment, temporarily or continuously. But, if an abnormal pattern of behavior in a normal environment is shown repeatedly, it calls for immediate consultation and therapy. According to Secunda et al. (1973), "Depression may constitute the most prevalent form of psychopathology". Woodruff et al. (1974) summarized cross-cultural survey that suggests at least five percent of men and nine percent of women will suffer from clinically significant episodes of primary depression. Primary depression is depression in persons with no previous psychiatric history other than affective disorder. Depressive mood also occurs throughout the entire spectrum of psychopathology and especially associated with anxiety neurosis, hypochondria, a number of organic brain syndromes, marital adjustment and possibly alcohol. A survey by the National Institute of Mental Health (NIMH, 1973) found that 17.5 percent of 4,45,115 people receiving psychological treatment had been diagnosed as suffering from some type of depression. Depression is especially prevalent among college students. The earliest known description of depression was made by Hippocrates on psychological disorder is about 400 B.C. Hippocrates attributed the disorder to movement of black bile into the brain in a manner that 'dark ended' the spirits. About five hundred years later, in A.D.80, the physician Aretacus described the melancholic person as 'sad, dismayed and sleepless, they become this by their agitation and loss of refreshing sleep and at a more advanced stage they complain of a thousand futilities and desire death'. Aretacus is also remembered for having delineated different types of depressive syndromes including the manic depressive syndrome. As we know it is difficult to read human mind .and it is particularly so when we have to approach a patient with mood alterations. It is extremely complicated and challenging at the same time.

Review of Literature

Archana (2008) studied the effect of sociability and shyness on depression and loneliness among educated youth. Data was collected from one hundred and seventy seven college students in which males were ninety three and females were eighty four. The tools Beck Depression Inventory, Revised UCLA Loneliness Scale, Sociability Scale, Shyness Scale, Socio Economic Status Scale (2005) and personal profile was used. ANOVA/ANCOVA was carried out in order to find the effect of education, gender and their interactive effect on sociability, shyness, loneliness and depression. Similarly Inter Correlation Matrix was carried out for both college and school students separately. Results show that a significant positive relationship existed between depression and loneliness and between depression and shyness. This revealed that students who were depressed were found to lonely as well as shy, students who were sociable were found to be less depressed, less lonely and less shy and students belonging to high socio economic status family were found to be lonely.

Aim: To explore the relationship between loneliness and depression among university students

Objectives:

1. To find out whether there is a relationship between loneliness and depression among students.
2. To find out whether there is difference in the level of loneliness among students who are single child and who are born with siblings.
3. To find out whether there is gender differences in level of loneliness and depression among students.

Hypothesis:

1. There is relationship between loneliness and depression
2. There is difference in the level of loneliness among students who are single child and students who are born with siblings.
3. There is difference in the level of loneliness and depression between males and females.

COMPARISON OF STUDENT FRIENDLY ENVIRONMENT AMONG EARLY ADOLESCENTS IN SELECT GOVERNMENT AND PRIVATE SCHOOLS IN TIRUNELVELI DISTRICT

Ms.S.S.Srinithi,	Assistant Professor, Department of Psychology, Manonmaniam Sundaranar University, Tirunelveli - 627012Tamil nadu, India.
Ms. MothiSeenivasan,	Under Graduate Student, III Year B.Sc Psychology, Department of Psychology, Manonmaniam Sundaranar University, Tirunelveli - 627012Tamil nadu, India.

ABSTRACT The study intended to compare student friendly environment among early adolescents in select government and private schools in Tirunelveli district. 60 sample (30 each from private and government schools) belonging to age range 13 and 14 were chosen using convenient sampling method. A scale with 60 items (6 dimensions with 10 items each) with response choices - have, would like it, and wouldn't like it was used. Survey method was used to collect the needed data. Results reveal that government schools are more student friendly compared to private schools.

KEYWORDS :

Introduction
Schools should take care of its students socially, psychologically and physically. Such schools can be said to be student friendly. The student friendly school environment should its nurture student into healthy adults by giving them individual attention and provide a climate that is emotionally secure, physically safe and psychologically enabling.

Mental health of students, especially early adolescents should be cared as they are neither too impressionable nor overt thinkers about the future. These students are in perpetual stress, especially because of academics and the need to be successful in it. These students should feel secure and have a sense of being taken care of in school in order to see them as healthy adults.

Schools should teach students to have a more altruistic approach towards their community. Extra-curricular activities like chess, music, karate, drama, debate and other subject oriented clubs help students learn new things and find unknown talents in them and refresh their minds. Schools which give equal importance to both academics and skill development help the students find a good footing in life by giving them other ways for paving their future even if they don't succeed academically.

A good Teacher-Student relationship helps the student in many ways especially by giving them a good boost of confidence. Peer relationship help children in finding a sense of belonging which helps alleviate insecurities and inferiority complex. Lessons which are difficult, lots of homework and punishment if the students fail to do their work properly, boring classes all make them lose interest in school in turn making them unhappy which may lead to depression and other such problems. Comfortable seating arrangements, spacious and ambient classrooms may help the students feel comfortable in sitting quietly in class and pay better attention. But it is not normal for children to sit quietly in class hour after hour, day after day, year after year till they finish their studies.

Sexual education especially for early adolescents on topics like pubertal changes, good touch-bad touch and personal hygiene are necessary to create an awareness in them. But, sadly there is no awareness. Such classes are needed for these students especially girls.

Reviews
Erin B. Godfrey, David Osher, Leslie Williams, Sharon Wolf, et al (2011) in their study on Cross-national measurement of school learning environments: Creating indicators for evaluating UNICEF's Child Friendly Schools Initiative examined the psychometric properties of a student-reported measure of school quality, the CFS Conditions for Learning Survey, to examine its utility as a cross-national comparative measure to evaluate UNICEF's Child Friendly Schools initiative. Factor analyses were conducted on data from fifth and sixth grade students in 68 students across the Philippines, Nicaragua, and South Africa. The results suggested that items in the CFS Conditions for Learning Survey can be used to create both reliable cross-national and country specific indicators of school quality and provide a blueprint for future psychometric work in the field of comparative child and family policy.

Khush Funer Murtaza (2011) studied Developing child friendly environment in early childhood education classroom in Pakistan wherein the study employed a case study approach. The focus group participants and interviewees were selected from a variety of stakeholders, which included parents, students, teachers and head teachers from public sectors. The study revealed that institutional support and monitoring teachers' personal propensity to learning for improving pupils' learning, the prior ECED learning experiences and pedagogical content knowledge play an important role in engaging teachers in developing their thinking and teaching practice.

Method
Aim
To compare select government and private school in terms of their student friendly environment.

Objectives
To find the level of student friendliness in government
To find the level of student friendliness in private school
To compare the level of student friendliness in government and private school.

Sample: 60 sample (30 each from private and government schools) belonging to age range 13 and 14 were chosen using convenient sampling method.

Tool: A scale with 60 items (6 dimensions with 10 items each) with response choices - has, would like it, and wouldn't like it.
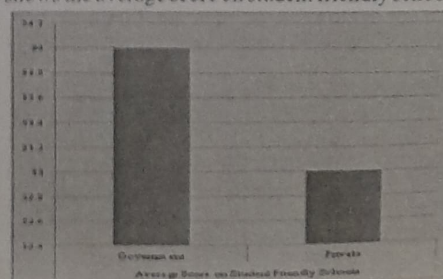
Research Design: Survey method.

Results and Discussion
Table 1 shows the average score on student friendly school

Average Score on Student Friendly Schools	
Government	Private
34	33

Figure 1 shows the average score on student friendly school

Average Score on Student Friendly Schools

Relationship Between Self Esteem and Emotional Intelligence among Preadolescent

KEYWORDS

Dr. Rajkumari	S.S.Srinithi
Assistant Professor Department of Psychology Government Arts College Coimbatore-641018	No:9 Valampuri Amman koil St Tirunelveli Town Tirunelveli-627006

ABSTRACT Pre adolescent sample of 100 students aged between 8 and 10 years, were selected by purposive sampling. Sample were measured for their Emotional Intelligence and Self Esteem using The Schutte Self –report Emotional Intelligence Test (Schutte et al,1998) and The Rosenberg self –esteem Scale (Rosenberg, 1965) respectively. The data thus obtained was subjected to Pearson's product moment correlation. Analysis reveals that among the preadolescent, Self esteem and Emotional Intelligence are not related; this relationship varies with gender. Self esteem and self –recognition are directly related

Introduction

Self –esteem ranks the most important aspect of self development because the evaluation of one's own competencies affect emotional experiences, future behaviour, and long-term psychological adjustment. Self-esteem, the evaluative side of self; refers to the judgements one make about his/her worth and the feelings associated with those judgements.

High Self esteem implies a realistic evaluation of the self's characteristics and competencies, coupled with an attitude of self –acceptance and self –respect. The structure of self esteem depends on the evaluative information available to children and their ability to process the information. From middle childhood to adolescence, an individual difference in self esteem becomes increasingly stable and strengthens with age. Furthermore, across age, sex, socio-economic-status, individuals with mostly favourable self esteem profiles tend to be well-adjusted, sociable and conscientious (Laura E. Berk, 2011). Older preadolescent male children were predicted to have more self esteem than that of their female counterparts. (Deborah et,al, 1975)

Early start of Self – esteem is critical. But, Self-esteem can also change during the course of one's life depending on one's experiences. It motivates one to work hard and succeed. (Rita K. Baltus, 2012).

Emotional Intelligence refers to cluster of abilities or traits relating to the emotional side of life. It includes recognition of one's own emotion; regulation or management of one's own emotion; self –motivation, empathy and handling relationships. Such skills are important for personal success and having a happy and productive life. (Daniel Goleman, 2013)

Functionalists view that the broad function of emotion is to energize behaviour aimed at attaining personal goals. Emotions in addition to playing vital role in cognitive, social and physical development, contribute to the emergence of self-awareness and forge individuals with sense of self efficacy, confidence in one's own ability to control events in his/her surroundings. In order to adapt to their physical and social environment, children must gain control over their emotions, just as they do to their motor, cognitive and social behaviour. This emotional regulation of mastering the rules of culture as to when and how to convey an emotion is expected as early as late childhood (i.e) 8 to 10 years (Laura E. Berk, 2011). A Person is claimed to be emotionally mature when he/she is able to display emotions in appropriate degree and reasonable control (Saangeeta,1998)

Saleha Bibi, Sirda Saqlain and Bushra Mussawar (2016) explored the relationship between self-esteem and emotional intelligence among Pakistani university students. Study was conducted with a sample size 250 (100 boys and 150 girls) aged between 20 and 30. Sample was drawn from Rawalpindi and Islamabad universities of Pakistan. Sample was collected by using convenient sampling technique. Rosenberg self-esteem scale was used to measure self-esteem among university students and emotional intelligence was measured by using emotional intelligence scale by Wong and Law. Pearson Product moment coefficient of correlation was used in order to find out relationship of emotional intelligence with self-esteem among Pakistani university students. Independent T-test was used to access gender difference in self-esteem and emotional intelligence. Results of study proved that there exist positive relationship between self-esteem and emotional intelligence among Pakistani university students and it was found that females were more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students.

Fen kong, Jingjing, Zhao Xuqun you (2012) examined both the mediation effects of social support and self-esteem for the relationship between trait emotional intelligence and life satisfaction in late adolescence. The participants were 489 Chinese college students with an age range of 17–23 years. Data were collected by using the Wong Law Emotional Intelligence Scale, the Multi-Dimensional Scale of Perceived Social Support, the Rosenberg Self-esteem Scale, and the Satisfaction with Life Scale. Path analysis showed that social support and self-esteem fully mediated the relationship between trait EI and life satisfaction in late adolescence. Moreover, a multi-group analysis indicated that the males with high social support are more likely to gain greater life satisfaction than the female counterparts.

Banafshe Hasanvand , Mohamad Khaledian (2012) examined the relationship of the emotional intelligence with the self-esteem and the academic achievement in the BA (bachelor of art) students. A sample size of 100 students were chosen using simple random sampling. The Ann-Bar questionnaire containing 90 questions on emotional intelligence and Cooper-Smith questionnaire containing 58 questions on self-esteem were used to collect the relevant data. Further, frequency, percentage, average, skew, Pearson- regression correlation coefficient and T test were applied. The results showed that there is a meaningful positive relationship between the existing intelligence, general self-esteem, social esteem, public esteem, educational self-esteem and the academic achievement. The regression coefficients for realism and self-esteem variables were significant, such as these variables were predictors of self-esteem. Among the variables, realism has the maximum role in predicting the self-esteem. Also, results showed there was no significant relationship in the emotional intelligence and self-esteem between male and female students.

Transforming Psychology

Department of Psychology
Jain University
Bangalore

Chapter Twenty Four

Mindfulness and Happiness[24]

Introduction: "Mindfulness is the psychological process of bringing one's attention to the internal and external experiences occurring in the present moment, which can be developed through the practice of meditation and other training" (Kabat-Zinn, 1994). Mindfulness, described by Kabat-Zinn (2003), is 'paying attention in a particular way: on purpose, in the present moment, and non-judgmentally', which involves consciously attending to one's moment-to-moment experience (Brown & Ryan, 2003).

Happiness is a mental or emotional state of well-being defined by positive or pleasant emotions ranging from contentment to intense joy. Happy mental states may also reflect judgements by a person about their overall well-being. Happiness in this sense was used to translate the Greek eudaimonia, and is still used in virtue ethics. There has been a transition over time from emphasis on the happiness of virtue to the virtue of happiness (McMahan, Darrin, 2004). Since the turn of the millennium, the human flourishing approach, advanced particularly by Amartya Sen has attracted increasing interest in psychological, especially prominent in the work of Martin Seligman.

[24] **R. Vignesh** & **S.S. Srinithi,** Asst. Professor, Manonmaniam Sundaranar University
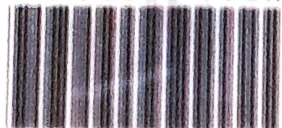
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RELATIONSHIP BETWEEN INTERNET ADDICTION AND PSYCHOLOGICAL WELL-BEING AMONG SOFTWARE PERSONNEL

V.Selva Meenakshi & S.S.Srinithi

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Abstract

Well-being is about making a life where we can contribute to a greater society. Where, we can have a more fulfilling existence with meaningful and supportive relationships. Well-being gives us a way to discover and explore our strengths. Well being helps us live life to our full potential. Internet addiction results in personal, family, academic, financial, occupational problems andlead to clinical problems of depression and anxiety. This study attempts to investigate the relationship between internet addiction and psychological well-being among software personnel. Sample size of 50 were chosen using convenient sampling method and assessed for their internet addiction using The Internet Addiction Test (Kimberlay S. Young, 2010) and Psychological well-being using The Psychological General Well-Being Index (Olivier Chassany et al, 2004) Results showed negative correlation between internet addiction and psychological well-being. Gender difference was also analyzed.

Introduction

Globally internet is recognized as medium for information exchange, in various fields such as in academic research, entertainment, communication and commerce. Nowadays controversial issues eschewed from internet use and its outcomes. Despite people are sickly addicted to it despite its importance and usefulness among modern men. Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. Some internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects of the internet that allow that allow them to meet, socialize, and exchange ideas through the use of chat rooms, social networking websites, or "virtual communities". Other internet users spend endless hours researching topics of internet online or "blogging". Similar to other addictions, those sufferings from internet addiction use the virtual fantasy world to connect with real people through the internet, as a substitution for real-life human connection, which they are unable to achieve normally.

Warning Signs of Internet Addiction

- Preoccupation with the internet.
- Use of the Internet in increasing amounts of time inorder to achieve satisfaction.
- Repeated, unsuccessful efforts to control, cut back or stop internet use.
- Feelings of restlessness, moodiness, depression, or irritability when attempting to cut down use of the Internet
- On-line longer than originally intended
- Jeopardized or risked loss of significant relationships, job, educational or career opportunities because of Internet use.
- Lies to family members, therapists, or others to conceal the extent of involvement with the internet.
- Use of the internet is a way to escape problems or to retrieve a dysphoric mood

Learning Theories

(Proceedings of a Two Day National Seminar, 27-28, June 2019)

Centre for Teacher Resource and Academic Support (CTRAS)

School of Education

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching

(an MHRD Project, Govt of India)

Manonmaniam Sundaranar University

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Yearning for Learning

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Abstract

The concept of this paper is to impart studying skills so that children will yearn to learn and learning as a lifelong process will be happily endured. Instructing for rote learning has become the way of the world making learning process disinteresting. Huge gap exist between that which is being taught and its application orientation. Hence the author attempts to denote the value of cognitive capabilities in imparting study skills. An unique step wise approach to studying new content is being conceptualised. Learning beyond classroom is visualised. Recommendation for enduring yearning for learning has been pointed to ponder.

Key Words: Study skills - cognitive development – memory – scaffolding - modelling – reinforcement - self - efficacious learner

Yearning for Learning

Academic curriculum brings forth difficulty with no apparent purpose and mastery. Children are taught more with less clarity. In the event, they gain no mastery on the basic scholastic mandates. Children's curiosity and creativity wanes away; leaving children as mere performers of examination. Learning process is undermined; working memory utilization is estranged; application of facts remains fictitious. Education that ought to be useful to human harmonious living has become ritualistic annexure for human existence. Children are understood as box to be fed with an input that will be processed in a prescribed manner in order to give predefined, standard and specified output. Words that describe children as intelligent beings, creative producers, able learners have become mere jargons. Capacity building is focused rather than exploring the innate capacity.

Imparting study skills leading to enduring learning process is need of the hour without which lifelong learning would stand only as a dream. Optimising learning could not be materialised without appropriate study skills orientation. Skill is the ability to do some specified task. Curricular mandates doesn't seem to provide for knowledge. Knowledge traces seen if at all could not be translated into a skill.