

JOURNAL OF HUMAN BEHAVIOUR & DEVELOPMENT ISSUES

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- Critical Analysis of Gender Issues in Standard VII Textbook of GSBST
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JOURNAL OF HUMAN BEHAVIOUR AND DEVELOPMENT ISSUES

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Gestalt Therapy Practice in India : Initial Reflections

Manickam L. Sam S.*

This paper gives an introductory note on Gestalt therapy which is practiced in different parts of the world. A glimpse on how the author got involved with the Gestalt therapy is narrated. Apart from describing the basic concepts of contact and awareness, the problems for which gestalt therapy is found to be useful in the Indian contexts are also described. It also discusses about sphota, a similar concept related to gestalt referred to in Indian thought. The need for research on the effectiveness of Gestalt Therapy in Indian context in the light of growing evidence from abroad is also highlighted.

Key words: Gestalt therapy, Gestalt therapy practice in India, contact, Sphota in Indian thought

Initial Exposure

While studying for masters in psychology, I had the opportunity to listen to a guest lecture delivered by Rawlin Chinnian, a clinical psychologist who worked at Madurai in Tamil Nadu in the year 1979. Rawlin gave a brief introductory exposure to Gestalt therapy and introduced some popular books by Fritz Perls which motivated me to read the works of the man who propounded Gestalt therapy. Rawlin's description on causes of anxiety from gestalt perspective which was extremely different from what Freud conceived made me feel that there is scope for the application of gestalt perspectives in helping people with anxiety in an efficient way. The lecture made me think that there is application of 'gestalt' and its scope is beyond 'insightful' learning.

Gestalt Therapy and Its Background

Friedrich Salomon Perls, a psychiatrist popularly known as Fritz Perls is referred to as the founder of gestalt therapy since he was the one who first presented gestalt therapy to the world (Perls, 1969/1942). In the early 1950's the gestalt therapy movement was pioneered by a group of people that mainly included, Perls Hefferline, and Goodman (1951/1994) based on the theory first published by Fritz Perls in 1942 (Perls, 1969/1942)

Perls, Hefferline and Goodman (1951/1994) defined gestalt therapy as the "science and technique of figure/background forming in the organism/environment field" (p. 250). As I learned more about gestalt therapy, I realized that Laura Perls also had a significant contribution in shaping gestalt therapy as it is practiced today. Laura wrote, "Without the constant support from his friends, and from me, without the constant encouragement and collaboration, Fritz would never have written a line, nor founded anything" (L. Perls, 1990, p. 18).

Since the launching of gestalt therapy, which Laura would have loved to call as existential therapy (Serlin, 1991) it flourished into a widely practiced model of psychotherapy with hundreds of training institutes in different parts of the world. (O'Leary, 2013). There are thousands of practicing gestalt therapists who have been thoroughly trained and supervised in the gestalt therapy model. Currently the gestalt theory and practice extend beyond the original theoretical and cultural trends of many other important thinkers from the worlds of psychoanalysis, existentialism, gestalt psychology, person centered approach, and Eastern philosophy (Brownell, 2010; O'Leary, 2013; Fogarty, 2015).

Theoretical Stance of Gestalt Therapy

Recently a former student of mine, who is a professor of psychiatry and practicing sex therapist asked me to state in one or two sentences how gestalt therapy can be conducted with couple with sexual problems. I explained to him that it is very difficult to describe gestalt therapy itself in few words. If one wants to know about Gestalt therapy, one has to experience it. It is not application of certain techniques and it is entirely different from

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the manual based psychotherapies that have come up. I could sense that my answer did not satisfy him. Gestalt therapy is now a relational therapy that which is integrative of different philosophies and can be considered as integrative psychotherapy (Igbokwe et al., 2012).

Yontef, (1999) described, gestalt therapy synthesizing three key philosophies- field theory, phenomenology and dialogue. In gestalt therapy the person's experience is explored in the context of their situation or field (I use the terms situation and field interchangeably). From a phenomenological perspective, a search for understanding through what is obvious and/or revealed is done, rather than through what is interpreted by the observer. This is achieved through dialogue, a specific form of contacting (not just talking) that is concerned with the 'between of the relationship' and 'what emerges in that between'.

But later philosophers and practitioners had developed its original integration into a sophisticated one and which is much more than multimodal (Manickam, 2010). Brownell (2010) viewed that Gestalt therapy shares concepts with Rogerian and existentialist approaches, and it points to many of the same philosophers in the foundational and ideological development of its theory. Though initially Gestalt therapy came up as a therapeutic approach that moved away from psychoanalysis, Brownell (2010) observed that as time moved on with the experiential and experimental evidence, it has developed as a complete theoretical and clinical system of its own.

Gestalt therapy is phenomenological and at the same time it is relational and dialogical. It is field theoretical and strategic and it is existentially experimental. In the gestalt therapist's work these philosophies weave in and out of one another and the relational perspective is at the core of each of these philosophies. Consequently, I view gestalt as a truly integrative psychotherapy.

Does Contact Make Sense?

There are several concepts that need to be understood by the novice therapist from a gestalt perspective and contact is one of them. I began my formal training in Gestalt Therapy in 1995 with Gestalt Education Network International (GENI) Germany, which was founded by Gerald Kogan and Wiltrud- Krauss Kogan. Gerald Kogan, (Jerry, who is no more) had training under Fritz and Laura Perls, Virginia Satir and Carl Rogers. After attending the

first 2 weeks training Conny and Sukie two of the participants from Germany, asked me how I would define 'contact'. The concept of contact puzzled me then. I wondered – Did I make contact with all the eighteen participants in the training group? I thought I did make contact since I could not differentiate it from the common socialization that we find in India in our day to day life. People in proximity, like those who work together in the same setting, regular commuters in the public transport system, members of the extended family or people in the neighbourhood do share their personal information to each other. My understanding of contact then and now is entirely different.

Laura described contact as, "... the recognition of, and the coping with, the other, the different, the new, the strange. It is not a state we are in or out of... but an activity: I make contact on the boundary between me and the other. The boundary is where we touch and at the same time experience separateness. It is where the excitement is, the interest, concern, and curiosity or fear and hostility, where previously unaware or diffused experience comes into focus, into the foreground as a clear gestalt" (Perls, 1978). Dialogue is a specific form of contacting (not just talking) that is concerned with the 'between of the relationship' and what emerges in that 'between'. Gestalt therapy emphasis on contacting, the meeting of the organism at the boundary with others in the environmental field, become both an enriched understanding of relationship and a more complex understanding of causation in the organism–environment field itself. In view of the field theory of Kurt Lewin and others, contact becomes refined in the understanding of intersubjective processes occurring in groups, societies, and cultures and it is not just the interaction between two individuals.

One of the goals of Gestalt therapy is to help the client address associations with the environment that are detrimental by increasing self-awareness. This is done focusing on the here and now, and embracing contact and associating with the environment in healthy ways. Contact specifically is an integral component in the process of growth and change. Adequate contact with the environment leads to congruence and a display of the true self. From an organismic perspective the individuals are constantly seeking to identify and satisfy needs. Effective contact allows the needs to be fulfilled and when resistance to contact occurs, needs remain unmet and unfinished business results.

“Awareness and the Possibility of Choice”

Gestalt therapy aims to increase the awareness of the individual and to facilitate the client to trust in the organismic self-regulation through different means. This means that people in general have the potential to self-regulate and be responsible for their own behaviour. As a result, one would seek constructive relationship within the field or the environment.

The responsibility and the potency that comes with the self-regulation places an enormous freedom on an individual. One might feel that there is a need to make people more and more 'aware' of their potential in order to own responsibility for what one chooses to do.

There are a number of people who consider everything in their life is determined by fate, which means, whatever happens to one is already fixed. In a culture where the marriages of large number of people are determined by the agreement in astrological predictions, the terms and conditions of the parents and relatives of both the families what kind of choice can we talk about? It feels that the possibility of choice does not exist. But making people aware of the possibilities on many occasions have helped clients grow out of their 'impasse'.

Does Gestalt Therapy Effective with Clients in India?

My initial practice of gestalt therapy was purely exploratory and experimental in nature. Even before I got formal training, based on my reading, I tried out the 'two chair' with patients who had social phobia, and it did work. Since behaviour therapy and behaviour modification was considered as the 'bread and butter' of clinical psychologists at the institute where I underwent my clinical training, I did not get sufficient supervision or support on trying out the gestalt therapy. There were no facilities for specialized training in psychotherapy in any centre other than couple of psychoanalytically oriented centres in the metro cities. I was convinced that I need to learn more about therapies and gestalt therapy in particular which led me to beginning of the formal training. In parallel to my search for training, I was experimenting with different clients who had different types of problems. I found it useful with people who were 'going to the past' or those who were worried about 'going to the future'. Fritz's formulation that 'anxiety is the gap between the now and the later' made me try out gestalt approach in

clients who consulted for different types of problems.

Guilt being the unexpressed resentment are applicable to our socio cultural contexts too. I felt that these concepts are not alien to our culture and found it working well with people who had unresolved grief, trauma of different nature and people who are dependent on substance abuse including alcohol.

The goal of attaining lifelong sobriety is viewed as a burden by many clients and more so among younger patients. They anticipate a number of problems in making changes in their life style. Being aware of one's own ability in abstaining help many to ease their burden. The concepts of 'here and now', was well integrated with the 'multi modal group therapy' for alcohol dependent persons (Manickam, et al., 1997).

Upanishadic Concept of Person And Gestalt Therapy

Perls conceived that the way to psychological health is achieved through the harmonious integration of 'all aspects of one's self'. In our socio-cultural context for a considerable number of people, spirituality also form part of 'all aspects of the self'. The person as conceived in the Taittiriya Upanishad consists of five kosas (dimensions or sheaths) – the annamaya (closer to physical or anatomical and physiological), pranamaya (breathing related to body – psychophysical), manomaya (related to mind or mental mechanisms/feelings or emotions) vijnanamaya (related to knowledge, higher cognitive functions) and akasmaya (transcendence, or the spiritual dimension) (A detailed description is available in Manickam, 2013). Apart from the kosas, the connectedness of the kosas, the mahabhuthas and the trigunas (qualities) explain how the person is connected within and connected with the environment, which is closely related to the philosophy of Gestalt therapy. There is a need to do more exploratory and experimental research on these concepts.

Sphota: Gestalt Concept from Indian Thought.

Though the concept of 'gestalt' is not new to the Indian philosophers, there is not much writings in psychology literature in India about gestalt therapy. One of the concepts and the associated theory that was suggested by Indian grammarians over 2600 years ago is the theory of 'sphota' (Ramachandrarao,

1958, Manickam, 2010). The word 'sphota' is derived from the root sphut, in Sanskrit language which means 'splitting', bursting into view', 'manifesting'. (Monier- Williams, p.1152) Like in gestalt, there is an element of suddenness involved in the process. Moreover, its part is not analysable into distinct stages or aspects. In sphota there is a total actualization of some potentiality. To explain the meaning of sphota, the expression is also associated with the flash of lightning wherein the sudden occurrence is independent of our deliberation and it is beyond our control. The significance of its occurrence is that it is spontaneous and irrepressible. The expression 'sphota' in its technical usage comprehends all these constitutions with reference to the emergence of meaning in auditory perception (Ramachandra Rao, 1958).

The sphota exponents had to defend against the severe protests by the associationists of different times. On a parallel note, the gestalt theorist also had to undergo severe opposition to their thoughts (Pickren & Rutherford, 2010). While the gestalt psychologists succeeded, the sphota theorists failed with the result that their speculations remained in oblivion for several centuries (Ramachandra Rao, 1958). The vigour with which the doctrine was opposed is an evidence for its importance. The two points of view differ in details of approach and argument although they agree about the essential ideology. The sphota is a hypothesis to explain the process of conveying information by way of spoken signals. It is a construct to describe the configuration trend in auditory perception. The argument is that it is an invention of the grammarians therefore its frame of reference is principally concerned with the lingual one, although its implications extend to perception in general. Whether the concepts can be integrated into gestalt therapy or a distinct sphota therapy (Manickam, 2007; Manickam, 2010), which is closer to meaning centered therapy and gestalt therapy has to be explored.

Research Evidence

There was a time, when therapists from other approaches had kept gestalt therapy aside saying that there is more of theatrics in it than process. Gestalt-specific empirical research has been sparse in the past. Though research on gestalt interventions started in the 1980s, (Clarke & Greenberg, 1986) recently there is an increased interest in the gestalt approach, especially from an integrative perspective (Brownell, 2016). There are several

randomized controlled studies that showed the effectiveness of gestalt therapy. The two-chair technique was found as effective as cognitive-behavioral therapies and client centred therapies (Clarke & Greenberg, 1986). Research on the effectiveness of 'two-chair technique' was found it to be superior to the other therapeutic interventions that were focusing on conflict splits, decisional conflict, marital conflict and 'unfinished business' (Wagner-Moore, 2004). Recently Fogarty (2015) developed fidelity scale and Fogarty et al (2016) had initiated extensive research using the fidelity scale.

There has been effort made to generate research in all categories, to develop an evidence-based practice of Gestalt therapy. There are several and diverse articles being published in peer-reviewed journals apart from the exclusive journals of gestalt therapy (Schimmel & Jacobs, 2013; Warren & Cottone, 2015). If the tempo of the number of published studies is maintained, it is likely that the research related to gestalt therapy will have a quick leap within a decade from different parts of the world.

Conclusions

Contemporary Gestalt therapy has come of age as an integrative approach. Research has already demonstrated that Gestalt therapy is at least as effective as other approaches to psychotherapy. As there is emphasis on evidence based practice, research studies are on the increase which is adding evidence to Gestalt therapies' philosophical foundation. A participant in one of the workshops asked, 'What is the future of gestalt therapy?'. The question itself is against the philosophy of gestalt therapy. Gestalt therapy aims at being in the present. There are different philosophies that emphasises the present, including the philosophical underpinnings of mindfulness meditation. Gestalt philosophy encourages experimenting and incorporating what is best for the client in the present. And the success of gestalt therapy is in the here and now. Those who have delved into the journey may never turn back since Gestalt therapy is exciting, vibrant and energetic!

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Critical Analysis of Gender Issues in Standard VII Textbook of GSBST

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According to National Curriculum Framework (NCF, 2005) and Dash (2006), the objectives of teaching Social Science is to develop different values, development of human relationships, development for social competence and sense of belongingness should be develop in students. From the concept in a manner that was significantly different from past representations of women and girls? For seeking answer to this question, the authors of this paper critically analysed standard VIII Social Science textbook prescribed by GSBST. The main reason behind selecting standard VIII was because after this stage, students complete their primary education and will enter into secondary level education so during the elementary level the values and knowledge they gain from the texts of Social Science textbook will develop the human values and sense of belongingness as per the objective of social science. The literatures related to Social Science textbooks, gender reflection in textbooks, sexist elements in textbooks and women elements in textbooks failed to answer some of the questions like how teacher interpret the test and pass it to the students by connecting it in the present scenario? Do students is aware about the gender sensitivity given in the social science textbook? The present paper highlights to answer this questions through critically analysis of the gender issues in standard VIII Social Science textbook.

Key words: Gender issues, Standard VIII, Social Science, Textbook, Critical analysis

Introduction

In many societies, places of women and men are unequally at different levels of social organization. From the macro level of the societal economy, through the institutions of society, to small groups and the individual, women and men are differently placed and differently rewarded. In other words, social organization is gendered. We are living in the modern era of change and global connectivity. However; human beings are still discriminated on the basis of religion, race, socio-economic status, cultural background, language, and gender. Although there is a lot of technological development; but the mind-set of the society is not significantly changed. Gender discrimination and segregation are the parts of our social mentality. For that reason, struggle for gender equity and gender equality is not very new in our society. Since education is a social progression so, it represents the norms and culture of the society.

Likewise; educational policies, curriculum, and textbooks; mirrors the gender perceptions of the society. Textbook is the most common and widely used tool for teaching learning process.

Teachers have strong belief in the authenticity of the textbooks therefore; in most of the public schools it is the only tool for curriculum delivery. The constitution of India has conferred on all Indians, the right to equality as a fundamental right. All Indians are equal before the law (Article 14), no one can be discriminated against by the state on the grounds of religion, race, caste, sex, place of birth (article 15(1)), and all Indians are guaranteed equality of opportunity in matters relating to employment or appointment to any office under the state (Article 16). The Constitution directs the state to secure equality for men and women, the right to an adequate means of livelihood, equal pay for equal work (Article 39(a) and (d)), just and humane conditions of work and maternity relief (Article 42). In fact, the constitution directs the state to make special provisions in favour of women (also children) (Article 83-15(3)) and to promote harmony and to renounce practices derogatory to the dignity of women (Article 51-A (e)) (Sen & Kumar, 2001). In addition to this constitutional provision for the equal treatment of women, the 73rd and 74th Constitutional Amendments have provided reservation of 33 percent seats for women in the panchayats and municipalities, to promote their

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political participation. Despite the existence of these constitutional guarantees and the fundamental right to equality, there are wide disparities between men and women in India in terms of important human development indicators such as education, economic and political participation and health. The wide disparities in education economic and political participation and health are the manifestation of the discrimination against women, which has been practiced from centuries

According to National Curriculum Framework (NCF, 2005) and Dash (2006) the objective of teaching Social Science is to develop different values, development of human relationship, development for social competence and sense of belongingness should be develop in students. From the concept of gender biasness and the role of textbooks, the question emerges that did gender get portrayed in a manner that was significantly different from past representations of women and girls? Investigators selected standard VIII because in this stage students will be completing the primary level and will enter into secondary so at this level the values and knowledge they gain from the texts of Social Science textbook will develop the human values and sense of belongingness as per the objective of social science. From the review of literatures related to Social Science textbooks, gender reflection in textbooks, sexist elements in textbook and women elements in textbooks, it was observed that some questions still remained unanswered which needs to be answered. The questions are: How teacher interpret the text and pass it to the students by connecting it in the present scenario? Do Students is aware about the gender sensitivity given in the Social Science Textbook? Through the attempt of the present study, investigators had tried to answer these questions.

Statement of the Problem

Critical analysis of gender issues in standard VIII social science textbook of GSBST

Objectives of the Study

- To study the Gender issues in the present textbook of standard VIII Social Science.
- To find out the negative and positive aspect of gender issues in standard VIII Social Science textbook.
- To study the opinion of teachers regarding Gender issues in Social Science textbook.
- To study the awareness of students about the Gender issues.

Explanation of the Terms Used

Gender Issues: In the present study, gender issues are that influence one sex more than the other. The relationship similarities and differences on the changing aspirations, roles, contributions and status of man and women also considered as gender issues for the present study.

Critical Analysis: In the present study, critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text. Questions to critically analyse the contents from Social Science textbook were what is said? Why is it so? What else could have been done? What is the positive and negative aspect of it?

Delimitation of the Study

- The present study was delimited to analyse Social Science textbook of standard VIII for the academic year 2013-2014.
- Further the study was delimited to English medium schools of Vadodara city affiliated to Gujarat State Education Board, Gujarat.

Methodology of the Study

Research Design: Descriptive Survey was used for the present study.

Population: All the teachers teaching Social Science at upper primary level and standard VIII students studying in the English medium schools of Vadodara city affiliated to Gujarat State Education Board, Gujarat, were considered as the population for the present study.

Sample: 10 Upper Primary English medium schools of Vadodara city were selected randomly by using lottery method. The teachers teaching Social Science at Upper Primary level of the selected 10 English medium schools were selected as the sample of teachers. Thus, the sample size of the teachers was 10. For the sample of standard VIII students, 10 students (5 boys and 5 girls) were selected randomly from each school. Thus the sample size of the students was 100 (50 boys and 50 girls).

Tools and Techniques

The following tools and techniques have been employed in the study

- Content Analysis Sheet: The content analysis sheet was prepared with considering academic aspect covered in standard VIII English medium Social Science textbook. Textual

analysis was done on physical and content aspects, and authors of textbook

- Opinionnaire for Primary School Social Science teachers: Opinionnaire scale was prepared for the teachers teaching Social Science in standard VIII in terms to know their views and suggestions on gender issues reflected in standard VIII Social Science textbook.
- Observation: Unstructured observation was done with covering the observation of classroom teaching-learning, teacher-students interaction and teacher's behaviour with boy and girl students. Though the observation was unstructured, the investigators broadly focused on the observation of teacher's attitude towards boy and girl students, attention to boy and girl students, assigning roles, tasks, duties and responsibility to boy and girl students, evaluation of boy and girl students, segregation and interaction
- with boy and girl students, gender issues and bias based illustrations.
- Interview Schedule for Standard VIII Students: Unstructured interview was conducted with the standard VIII students to know their views on gender issues and gender awareness.

Data Collection

The investigators had been critically analyzed English medium standard VIII Social Science textbooks of two semesters from the point of view of gender issues. The opinions of teachers teaching Social Science at Upper Primary level about the gender issues were collected personally by using opinionnaire. Data pertaining to the standard VIII students' views on gender issues were collected through the un-structured interview.

Data Analysis

The data were analysed by using both qualitative and quantitative techniques. The data collected through the observation and interview and open-ended items of opinionnaire were analysed through the content analysis whereas, for the close-ended items of opinionnaire, frequency and percentage were counted.

Major Findings

- Male dominated contents were found on the cover pages of the standard VIII Social Science textbook of both the semester. Both semester books were having total 3 male dominant pictures on cover page while no female dominant picture found on cover page.
- Standard VIII Social Science Textbook of both semesters reflected more on male in all the aspects of textbook architect while the female reflected in the aspects of review, translation, map and title designing of textbook architect.
- Overall, 4 lessons reflected male dominated titles whereas 12 lessons were related to gender neutral titles. No one lesson was found related to female dominate.
- 111 male role models included and only 15 female role models included in both semesters Social Science textbook.
- 70 male dominated pictures were found in standard VIII social science textbook while only 6 pictures were female dominated.
- From the content analysis of 16 lessons of the Social Science textbook of standard VIII, it was found that majority of the lessons were of male dominated due to male dominant words and sentences, presentation of stereotyped roles of both male or female characters and over emphasis on male characters.
- Less importance given to the female in standard VIII Social Science textbooks such as:
 - No mention of female reformer.
 - Framing of male characters only.
 - More importance given to only Gandhi Ji while his wife Kasturba Gandhi's role neglected.
 - Only four female reformers i.e. Sarojini Naidu, Vijayalaxmi Pandit, Rani Laxmibai and Madam Cama works included.
 - Religious leader constraints only to the male leaders.
 - Explanation limited to only male leaders.
 - No any information about female judges.
 - More importance given to the male revolutionaries of India.
 - No reference of percentage reserved for women in Rajyasabha is given.
 - No women participation in freedom movement reflected in Social Science textbook.
 - No references of Vijaya Laxmi Pandit related to Azad Hind Fauj is given in textbook.

- No single example given related to the cases of women harassment right
 - No mention about the Durga bhabi, one of revolutionary in India.
 - A female standing beside Gandhi Ji given in the picture but name or any detail about that female not given anywhere in the text (Pg no. 78 & 79).
 - Latest problem of women safety not mentioned anywhere in textbook.
 - No mention about the female member in constitution.
 - Name of the females contributed in Dandi March not given in the textbook.
- Representation of women in the panels of architects of Social Science Textbooks of standard VIII was very low, with less than a third of them being women.
 - Standard Viii Students' Views On Gender Issues
 - The students interviewed felt that gender bias prevailed in the education system.
 - A large number of the students felt gender issues as a major problem for schools and Social Science textbooks of standard VIII are gender biased.
 - The majority of the students felt that parents generally prefer their male child.
 - Majority of the students felt that teachers flavoured the male gender while encouraging students for different professions, solving difficulties and illustrating the portraits of eminent figures, teachers favoured girls but according to the situation of the responses of the girl students.
 - The majority of the students liked female teachers.
 - Students are aware of gender sensitivity given in Social Science textbook.
 - Teachers' Opinion On Gender Issues Standard Viii Social Science Textbook
 - All the ten (100%) teachers opined that the men and women could treated with the same respect, dignity and seriousness; proper linguistic expressions use.
 - All the ten (100%) teachers opined that secularism could be made to achieve educational objectives.
 - 80% teachers opined that the textbook could reject the traditional value of dependence of women on men.
 - All the ten (100%) teachers opined that the emphasizing the process of decision making to be shared by both the sexes at all levels.
 - 80% teachers opined that more female role models in Social Science textbooks could be included and unnecessary gender pronouns could be avoided and these being recast.

Discussion

The findings confirmed that males are more visible than females in text and pictures of the standard VIII Social Science textbooks. The females' low visibility in texts and pictures could be the result of writer's wrong ideology and belief about women due to their physical or psychological nature. Accordingly, the investigators assume that the writers avoided depicting women as determining personalities; consequently, they excluded them from mainstream society and refrained from endowing women their right to be presented. Women's limited roles may also have causal association with the writers' culture. A culture embodies and sustains social values attached to male or female and it shapes peoples' expectations about what types of role women and men have to do. One other possible reason could be the limited women occupation may be ascribed to gender stereotypes. By this we mean the negative cliché and attitude based on untrue ideas that have been around us for thousands of years. Women tend to be stereotyped in a limited series of roles. However today these clichés are obsolete gender stereotypes. Today, everyone knows that girls do not have to be housewives only but can be corporate leaders or fire-fighters, while men can nurture babies without shame. The writers of the textbooks have presented females having limited roles because they may have influenced by these baseless clichés. Gender stereotypes are dangerous for people who are the target of these stereotypes because they can change peoples' destiny. If females believe them, they may become a nurse or tailor and they may be deprived of becoming a fire-fighter or a miner. The most satisfactory solution to the problem may be a critical pedagogy after all, a pedagogy informed by critical social theory that seeks to understand and critique the historical and socio-political context of schooling, but also the wider society (Pennycook, 1990).

Suggestions

1. Curriculum development, textbooks, teaching and learning support materials need to take into account the pro-active role that women play in nation building.
2. Social Science teachers need to re-think their pedagogical, teaching styles and attitudes; and ensure that these promote gender equality.
3. There is need to edit Social Science textbooks across all the levels of schooling to remove stereotypical content, images and pictures which reinforce gender stereotyping
4. Syllabus designers are advised to keep a balance between male and female characters, roles and frequency of male and female pictures.

Conclusion

The present study was carried with the intention of finding gender issues embedded in the Social Science Textbook of standard VIII and its transaction in classrooms. On analysing the content of Textbooks and observing their transaction, it was found that every aspect of the textbooks and its transaction were dominated by the male gender. Women were not given adequate representation in the textbooks architects. Though the titles of the majority of lessons of the Social Science textbook of standard VIII are gender neutral, among the rest, nearly all lessons had titles that had the male domination. Majority of the lessons of the Social Science textbooks have more number of words and sentences that showed the domination of men. Again a large number of pictorial representations provided in the textbooks to great extent are being dominated by the male. Some education experts claim that textbooks as part of the curriculum are replete with different kinds of discrimination and

negative attitudes toward different groups of people, i.e., women, children, the old, the disabled and so on (Graci, 1989). This study supports the findings of the result of students that reveals less visibility of females both in text and pictures, and males' role is more represented than female role by the textbooks.

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Executive Functions in Chronic Schizophrenia: Role of Cognitive Retraining and Vocational Rehabilitation

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Rehabilitation plays a key role in maintaining the well-being of the mentally ill. Several studies have emphasized on the role rehabilitation but there are very few that has studied the comprehensive rehabilitation as compared to vocational training. Hence, we attempted to study the effect of combined method of cognitive retraining and vocational training as compared to the vocational training alone in the patients of chronic schizophrenia. A group of twelve patients diagnosed as schizophrenia as per ICD 10 for minimum of five years (chronic cases) between the age range of 30-45 years were taken for the study. All the patients were on maintenance doses of antipsychotic medication, staying in the hospital (Central Institute of Psychiatry, Ranchi) for six months, having significant cognitive deficits and compliant to intervention. A group of six (50%) were provided combined training of vocational aspects and cognitive functioning. The other six (50%) were just assigned for the vocational training group. Two groups were matched on age, sex and education. The vocational training was provided for eight months for both the groups and cognitive retraining was provided for four months to the experimental group, along with the eight months of vocational training. The results indicated that though there were no significant differences between the combined group and the vocational group but there had been significant improvement in cognition within each group from baseline through final assessment and combined group, performance being slightly superior in the combined group, though not statistically significant. Though, both the groups-combined training group and vocational training group showed enhancement in cognitive functions after the training, the combined training group was slightly (not significantly) superior to the other group.

Key Words: Schizophrenia, executive, function, cognitive, retraining, vocational, rehabilitation.

Chronic schizophrenia is characterized by delusions, hallucinations, impairment in judgement, problem solving and social skills. Reichenberg et. al. (2010) and Seidman et.al. (1994) found that the IQ scores are not only lowered at the first episode of schizophrenia but it further declines after the diagnosis. Also, the executive functions are impaired along with the attention and memory functions. Executive functions are higher order skills, involved in judgement and problem solving. It has been stated that the good executive functions are found to be prognostic predictors for schizophrenia (Green, 1996; Wykes et al; 1999)

Various rehabilitation programs have been used for the impairment and deficits in schizophrenia. Cognitive retraining has been used for cognitive deficits (Bellack, Gold, & Buchanan, 1999; Green, Kern, Braff, & Mintz, 2000), while vocational rehabilitation has been used for occupational functioning of the patient. Rarely, the combination

of the cognitive retraining with vocational retraining has been studied in terms of rehabilitation. Also, the effect of vocational training on the cognitive skills has not been studied.

The study aimed to see the effect of combined training-cognitive and vocational as compared to vocational only on the executive functions of the patients of chronic schizophrenia. Secondly, it explored whether vocational training alone could enhance the cognitive skills like executive functions in these patient.

Method

A sample of twelve patients diagnosed as schizophrenia as per ICD 10 between the age ranges of 30-45 years was considered for the study. There were four females and eight males taken from the different wards of Central Institute of Psychiatry, all belonging to lower socio-economic status. The sample was a purposive sample. The cases considered were the chronic cases with minimum of five years of illness (Schizophrenia). They all were on the maintenance doses of antipsychotic medication. These individuals had been staying in the hospital for six months and were indicating

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significant cognitive deficits, clinically. The twelve patients who were compliant to intervention were selected from Central Institute of Psychiatry fulfilling the above requirements

From these twelve patients, six of them were distributed to each of the two groups- one where the patients were provided combined training of vocational aspects and cognitive functioning. The other six were just assigned for the vocational training group. The vocational training was provided to each group for eight months, while the cognitive training was provided to the experimental group for four months, additionally. The groups were matched with age sex and educational level.

The patients with florid psychotic features and comorbid diagnosis or with any neurological condition were excluded. However, the patients who had been staying in the hospital for few years have been considered.

The measures used were Verbal Adult Intelligence Scale (Pershad & Verma, 1990); Wechsler Adult Performance Intelligence Scale (Ramalingaswamy, 1975) and Wisconsin Card Sorting Test (Berg, 1948; Grant and Berg, 1948)

Cognitive Retraining

The cognitive retraining strategies included-attention retraining, memory retraining and executive functions retraining. All programs were having the increasing level of difficulty.

Attention Retraining

Included-threading the beads (beads are to be stringed in a different patterns); circle on three task (drawing a circle when number three have been spoken and cross for all other numbers); circle on three and hyphen on six task (draw a circle when the number three have been spoken and hyphen when number six have been spoken).

Memory Retraining

Included missing objects (few objects are displayed and some of them have been removed- the subject has to tell the missing object(s); missing from the picture (two pictures are displayed one by one- subject has to compare the two pictures and find out the missing object(s)); match the picture (a game is being played in which different pictures are shuffled and placed in front of them - the subject has to pick up cards one by one and remember the

location of each card such that when its pair comes, has to match with the earlier matching card); Verbal Memory (consisted of words to be remembered for immediate recall and delayed recall).

Executive Functioning

Consisted of pattern drawing (drawing the different patterns from the picture without lifting the pencil); puzzle world (blocks of different shapes have been presented and they have to make different patterns from the blocks, looking at the picture); creative thinking (giving them certain topics to speak few lines on it as creatively as possible); arithmetic (asking to practice simple arithmetic problems); social skills and problem solving (teaching skills to be socially interactive and find out solutions for their simple problems)

Recreational Activities

(included cracking jokes, playing antakshari, solving puzzles, discussing news and so on). Recreational activities were common for both comprehensive retraining group and the vocational training group.

Vocational Training

Patients were given structured instructions for the tasks available in occupational therapy department and sheltered workshop like maintaining a flower garden, book binding, envelope making, knitting sweaters, painting, weaving and so on. Each task was broken into smaller task. Token economy was used for the reinforcement. These activities were associated exclusively for the vocational training group, devoid of cognitive retraining.

Design

Between groups design and before after design were used. One group was given eight months of vocational training and four months of cognitive retraining, while the other group was just given the vocational training for eight months. Both the groups were compared for the performance on cognitive functions and also the performance was seen within the group for pre and post measures

Statistical Analyses

Mann Whitney (U) test was used for experimental design to compare between the experimental and control group, while Wilcoxon's Sign Rank (Z) test was used to compare the difference between pre-test and post-test in each group.

Results

Table 1: Verbal Adult Intelligence Scale

Variables	Mann-Whitney (U)	Significance
Information	15.00	0.69
Digit Span	13.50	0.48
Arithmetic	16.00	0.81
Comprehension	14.00	0.58
Verbal Quotient	14.00	0.58

There were no significant differences between the combined group of cognitive retraining and vocational training with the vocational training group alone on Verbal Adult Intelligence Scale. The verbal quotient was with Mann-Whitney (U) of 14.00, $P=0.57$, indicating no difference between the two groups.

Table 2: Wechsler Adult Performance Intelligence Scale

Variables	Mann-Whitney (U)	Significance
Picture Completion	10.50	0.24
Digit Symbol	17.50	0.93
Block Design	13.00	0.48
Picture Arrangement	15.50	0.69
Object Assembly	16.00	0.81
Performance Quotient	10.50	0.24

There were no significant differences between the combined group of cognitive retraining and vocational training with the vocational training group alone on Wechsler Adult Performance Intelligence Scale. The performance quotient was with Mann Whitney (U) of 10.50 and $P=0.24$, indicating no difference between the two groups.

There were no significant differences between the combined group of cognitive retraining and vocational training with the vocational training group alone on Wisconsin Card Sorting Test except on categories completed ($U=2.50$, $P=0.009$) which was better with the combined cognitive retraining and vocational training than with the group of vocational training alone.

There was highly significant improvement with four months of cognitive retraining and eight months of vocational training on all the domains of Verbal Adult Intelligence Scale, except for the information subtest ($Z=0.03$, $P=0.96$). The verbal quotient exhibited improvement from baseline to final assessment ($Z=2.74$, $P=0.006$).

Table 3: Wisconsin Card Sorting Test

Variables	Mann-Whitney (U)	Significance
Trials Administered	15.00	0.69
Total Corrects	17.00	0.93
Total Errors	15.50	0.69
Percent Total Errors	17.50	0.93
Perseverative Responses	13.00	0.69
Percent Perseverative Responses	12.00	0.48
Perseverative Errors	15.50	0.39
Percent Perseverative Errors	15.50	0.69
Non- Perseverative Errors	15.00	0.69
Percent Non-Perseverative Errors	13.50	0.48
Percent Conceptual Level Responses	14.50	0.58
Categories Completed	02.50	0.009
Trials to Complete First	09.00	0.18
Failure to Maintain Set	16.00	0.81
Learning to Learn	15.00	0.69

Table 4: Combined Cognitive Retraining group with Vocational Training- Verbal Adult Intelligence Scale-Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Information	0.03	0.96
Digit Span	2.80	0.005
Arithmetic	2.65	0.008
Comprehension	2.66	0.008
Verbal Quotient	2.74	0.006

Table5: Vocational Training Group Only - Verbal Adult Intelligence Scale- Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Information	0.42	0.67
Digit Span	2.02	0.04
Arithmetic	1.89	0.05
Comprehension	1.89	0.06
Verbal Quotient	2.20	0.02

There was significant improvement from baseline to final assessment in the vocational training group only on the domains of digit span ($Z=2.02$, $P=0.04$), arithmetic ($Z=1.89$, $P=0.05$), comprehension ($Z=1.89$, $P=0.06$) and overall verbal quotient ($Z=2.20$, $P=0.02$).

Table 6: Combined Cognitive Retraining group with Vocational Training- Wechsler Adult Performance Intelligence Scale- Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Picture Completion	2.81	0.005
Digit Symbol	1.28	0.19
Block Design	2.25	0.02
Picture Arrangement	2.08	0.03
Object Assembly	2.81	0.005
Performance Quotient	1.60	0.11

There was highly significant improvement with four months of cognitive retraining and eight months of vocational training from the baseline to final assessment on the domains of picture completion ($Z=2.81, P=0.005$), block design ($Z=2.25, P=0.02$), picture arrangement ($Z=2.08, P=0.03$) and object assembly ($Z=2.81, P=0.005$).

Table 7: Vocational Training Group only- Wechsler Adult Performance Intelligence Scale- Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Picture Completion	2.00	0.04
Digit Symbol	1.36	0.84
Block Design	1.26	0.20
Picture Arrangement	0.27	0.02
Object Assembly	0.13	0.78
Performance Quotient	1.99	0.04

There was significant improvement from baseline to final assessment in the vocational training group only on the domains of picture completion ($Z=2.00, P=0.04$), picture arrangement ($Z=0.27, P=0.02$) and overall performance quotient ($Z=1.99, P=0.04$).

There was highly significant improvement with four months of cognitive retraining and eight months of vocational training from the baseline to final assessment on the domains of total errors ($Z=2.20, P=0.02$), percent total errors, ($Z=2.20, P=0.02$), percent conceptual level responses ($Z=2.20, P=0.02$), and trials to complete first ($Z=2.38, P=0.01$).

There was some improvement (but not significant) from baseline to final assessment in the vocational training group only on the domains of categories completed ($Z=1.73, P=0.08$) and trials to complete first set ($Z=1.84, P=0.06$).

Table 8: Combined Cognitive Retraining group with Vocational Training- Wisconsin Card Sorting Test- Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Trials Administered	1.00	0.31
Total Corrects	1.37	0.16
Total Errors	2.20	0.02
Percent Total Errors	2.20	0.02
Perseverative Responses	0.11	0.90
Percent Perseverative Responses	0.00	1.00
Perseverative Errors	0.67	0.49
Percent Perseverative Errors	0.53	0.59
Non- Perseverative Errors	1.19	0.23
Percent Non- Perseverative Errors	1.43	0.15
Percent Conceptual Level Responses	2.20	0.02
Categories Completed	1.34	0.18
Trials to Complete First	2.38	0.01
Failure to Maintain Set	1.37	0.17
Learning to Learn	0.68	0.49

Table 9: Vocational Training Group Only - Wisconsin Card Sorting Test- Pre-test to Post test

Variables	Wilcoxon Sign Rank Test (Z)	Significance
Trials Administered	1.00	0.31
Total Corrects	1.15	0.24
Total Errors	1.60	0.10
Percent Total Errors	1.60	0.10
Perseverative Responses	0.40	0.68
Percent Perseverative Responses	1.13	0.89
Perseverative Errors	0.36	0.71
Percent Perseverative Errors	0.36	0.71
Non- Perseverative Errors	1.46	0.14
Percent Non- Perseverative Errors	1.37	0.16
Percent Conceptual Level Responses	1.63	0.10
Categories Completed	1.73	0.08
Trials to Complete First	1.84	0.06
Failure to Maintain Set	1.34	0.18
Learning to Learn	0.44	0.65

Discussion

The results indicated that there were no significant differences between the two groups indicating that combined method was as good as the vocational training method alone. There was significant improvement from baseline to final assessment on various domains of Verbal Adult Intelligence Scale, Wechsler Adult Intelligence Scale and Wisconsin Card Sorting test on the combined cognitive retraining and vocational training group. This indicates that though both the methods are effective in enhancing the executive functions, the combined group was slightly better, but not statistically significant.

Reichenberg et. al. (2010) explored that the patients with schizophrenia have very severe generalized impairment, and performance quotient was found to be even 50% lower than the verbal intelligence. Even before that, Seidman et.al. (1994) found that the IQ scores are not only lowered at the first episode of schizophrenia but it further declines after the diagnosis. In consideration with the above findings, intelligence quotient has studied, to see the change in these domains after catering for cognitive retraining and vocational training in the patients of schizophrenia. The domains of general intelligence, particularly, digit span, arithmetic, comprehension and verbal quotient showed a great enhancement in the functioning of the patients with schizophrenia, in the present study. Also, the performance quotient has improved considerably, particularly for, picture completion and picture arrangement in both the groups. While the digit symbol and object assembly improved in the combined group only but overall performance quotient improved in the vocational group. The present study, gives a good understanding that IQ scores, particularly the verbal quotient and performance quotient, may be enhanced through cognitive and vocational rehabilitation. However, few domains such as information, have not been improved with the IQ assessments may be probably, due to the reason that the patients may be requiring further training in those areas, or these cognitive retraining strategies were probably not addressing those issues.

Various studies have also indicated that deficits in attention, memory, and executive functions are evident in the patients with schizophrenia (Green, 1996). Bell et al. (2001), studied 65 patients with schizophrenia and schizoaffective disorder, randomly assigned to two groups – one with neurocognitive therapy plus work therapy and

another with work therapy. The design was consistent with the design used in this particular study. The results indicated that the 60% patients improved in neurocognitive plus work enhancement therapy, were at least 4-5 times higher in performance than in the work therapy group. As far as the improvement in both the groups is concerned, the study is consistent with our findings. However, this study does not support our findings in the sense that the neurocognitive plus work therapy group significantly showed better enhancement in cognition than the work therapy alone.

In another study it was indicated that neurocognitive enhancement therapy plus supported employment group gave better results in executive functions and working hours than just the supported employment group (Wexler and Bell, 2005). Also, twelve months after the training, in the neurocognitive enhancement plus supported employment group 51% were still employed while in just the supported employment group only 21% were still employed. Lysaker et al. (1996) stated that poor performance on Wisconsin Card Sorting Test may be an indicator of bad work performance. It is associated with fewer working hours, increased likeliness of emergent symptoms during the workday and the possibility of new hospital admissions in a job. The results of the present study were consistent with the findings that the executive functions improved to an extent in the combined training group and not in the vocational training group, in terms of conceptualization on the Wisconsin card sorting test.

Mc Gurk et.al. (2007a, 2007b) stated that the limited amount of cognitive remediation (5-15 hours) were sufficient to bring a positive change in cognition with the patients of schizophrenia. Neural plasticity plays an important role in improving the cognition of the individuals during normal periods as well as during the impairment due to diseases like schizophrenia (Raymont & Grafman, 2006). The more you practice, the more is the plasticity and the greater the effectiveness.

The limitation of the study was the small sample size. The sample was also, a purposive one, though matched control but it was not randomly selected. The cognitive retraining plays an important role but it cannot be generalized to all the domains outside those targeted intervention (Van der Gaag et. al., 2006) and may require more strategies and further sessions or booster sessions for better results. The

results may have not shown the significant difference between the two groups due to the small sample size or probably required further sessions or more retraining strategies. Also, the study did not see the result of regular follow ups after a certain period of time for the patients.

Future studies may be planned with increased sample size through random selection for the cognitive enhancement and its better generalization. Also, the follow ups may be planned periodically to see that the improvement sustained for a longer period of time even after the training.

Conclusion

We conclude that though both the methods (combined vocational and cognitive retraining and vocational rehabilitation alone) are found to be highly effective but the combination method was found to be the slightly superior one, though the difference was not statistically significant. It was also noted that the vocational training alone can improve the cognitive skills particularly the executive functions in the patients of schizophrenia. This study suggests enhancement in almost all the cognitive domains with the paper and pencil cognitive retraining strategies. The findings could be implicated for a wide variety of the diseases with neurocognitive impairments.

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Psychological Profiling In Criminal Investigation: An Overview

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The present paper is an attempt to understand the importance of psychological profiling in criminal investigation. Though the importance of psychological profiling was recognized as early as in World War II, it is until recently when psychologists and law enforcing authorities have started giving this more attention mostly while investigating serial killings and motiveless crimes. Psychological profiling is defined as an attempt to provide investigative agencies with specific information related to the type of individual who committed a certain crime. It aims to develop a behavioural composite, combining sociological and psychological assessment of the offender by analysing their behaviour while they engage in the crime. A systematic review of literature on psychological profiling suggests that despite being a relatively new technique, psychological profiling is increasingly being used in the field of criminal investigation. However, it is mostly concerned with untangling the structure of crime rather than prediction. There are many evidences to show that the nature of psychological profiling is still misunderstood and the criminal investigators lack in skills that are required for psychological profiling. Although, traditional policing systems like Kotwali systems too had a system of recording behavioural traits of criminals to arrive at some sort of profile of the criminal, there is a dearth of researches focusing on psychological profiling of criminals in India. The paper proposes that in the present era, when the crime rate has drastically increased and has become much more gruesome, the field of criminal profiling and victim profiling must also simultaneously evolve. The paper examines different profiling models for classifying crime scene activity, psychological typologies, and methodologies and also makes recommendations for standardizing the process by allowing increased use of computer in the profiling process.

Keywords: Offender, criminal profiling, criminal investigations, criminology, victimology

Introduction

In the face of a criminal event, the investigator draws conclusion from the available information. He tries to work out from these conclusions and available information certain associations between the criminal and the crime. This process is known as criminal profiling and aids in finding the unknown criminal. Commonly known as offender profiling, this process has made several recent appearances in the media. Offender profiling refers to inferring of the characteristics of the offender from the crime scene behavior. Criminal profiling is increasingly becoming prevalent as an investigative technique in criminology which is the study of nature and influences of criminal behaviour. It can provide various types of information as it includes victimology thereby involving study of victims of

crime and the psychological impact of such experiences, information about the cause of death, and initial information about behaviour, victim and crime scene that helps to narrow down the investigative field for a particular case initially.

The Roots Of Psychological Profiling

It is difficult to say whether the process of criminal profiling came into being in fiction or in reality. For over 200 years now, fictional detectives like August Dupin and Sherlock Holmes can be seen making use of the profiling process. Even in the novels of Agatha Christie, the detectives could be seen creating profiles of the criminals on the basis of minute details. In the popular Hollywood film, 'Silence of The Lambs', Hannibal Lector and Agent Starling could be seen creating the profile of a serial killer. Since then, till now criminal profiling has not lost its charm. In fact, few years back in the Indian television show 'Byomkesh Bakshi' that was being broadcast on Doordarshan, the lead character detective Byomkesh Bakshi could be seen in the form of an archetype of criminal profiling. Feluda from Satyajit Ray's books adds to the list. Even now many television shows depict detectives and police officers making use of the criminal profiling process to reach the real criminal.

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According to some researchers, the first recorded use of profiling occurred in 1400s when it was used by the Catholic Church to identify and remove all traces of the witches (Woodworth & Porter, 1999). But according to some other researchers (Egger, 1999) the first recorded use of criminal profiling occurred when Dr. W. C. Langer prepared a profile of Hitler for the Office of Strategic Services which was quite accurate. In that profile, Dr. Langer even mentioned that Hitler would commit suicide in the face of defeat. In reality too, Hitler committed suicide when Berlin was taken over by the allies. After that in 1957, New York Police caught the 'Mad Bomber' responsible for terrorizing New York by 30 bombings over a period of 15 years, with the help of the profile created by psychiatrist James Brussles (Egger, 1999). By the year 1972, even FBI had used profiling as an investigative tool. In 1985, the London Metropolitan Police, Hertfordshire Police and Surrey Police caught hold of the 'Railway Rapist' who was responsible for 30 rapes and 2 murders with the help of the profile created by David Canter. Richard Walter, a criminal psychologist, successfully helped the police to investigate the cases of serial murderers Ted Bundy and Green River Killer in 1972. Later he co-founded Vidocq Society, an organization of forensic professionals to solve cases for the law enforcement agencies. Another important date in the development of criminal profiling is in 1994 when Canter and his faculty began offering Master and Doctoral degrees in the Investigative Psychology in the University of Liverpool (Egger, 1999).

Criminal Profiling In Current Times

The essence of criminal profiling is that "A certain type of person acts in a certain way". It includes narrowing down the range of investigative field of the possible criminals responsible for a particular crime. On the basis of the available information the profiler provides additional information to aid in identifying the actual criminal. It also aids in providing additional information about race, sex, social class, education, residence, marital status, types of vehicle and other belongings of the unknown criminal. Finally, criminal profiling aids developing interviewing suggestions and tactics that will be better at drawing information from eyewitnesses and criminals. Wilson et al. (1997) have identified three forms of criminal profiling that is (a) diagnostic profiling that involves personality profiling of the criminals, (b) crime scene analysis and (c) investigative psychology.

There have been several attempts to carry out scientific studies to understand the process and accuracy of criminal profiling. Canter (1995) developed the interpersonal model of homicide according to which a criminal perceives a victim either as an 'object' that can be used for his own wish and need fulfilment, or as a 'vehicle' by means of which the criminal can achieve his own psychological and emotional goals, or perceives the victim as a 'person' with whom he tries to establish a false relationship. The support for this model comes from the analysis of 88 serial killers and 39 crime actions by Hodge (2000). Grubin, Kelly and Ayes (1997) closely inspected 470 cases of sexual assault committed by 210 offenders and they found regularities across the different crimes committed by the same criminal. Canter (2000) recognizes psychologists as the 'original profilers'. He argues that long before the FBI came into existence, psychology has been known for inferring characteristics about people based on limited information. In their survey Delprino and Bahn (1988) found that psychologists were helping the local police officials regarding the characteristics of criminals even before Behavioural Science Unit of FBI was established. Geberth (1996) has identified the possible factors that can be drawn from a personality profile of a criminal. He also identified the six essential items for creating a profile which are: photos of the crime scene, information about the neighbourhood, medical examiner's report, information about the victim's travels before death, background information about the victim and detailed investigative report. Also, in case of what appears to be motiveless crime, the criminal profiler gives an initial direction to the investigation by reconstructing behavior from physical evidence (Geberth, 1996).

Methodologies And Typologies Of Criminal Profiling

Criminal profiling can either be inductive or deductive. The inductive profiling includes preparation of profile of the unknown criminal on the basis of the crimes committed in the past, on the basis of the study of criminals that have already been identified and/or on the basis of other sources like books, media etc. In deductive profiling, however, the crime scene, available evidences and victims are minutely examined and analysed to create the profile of unknown criminal.

Criminal Profiling involves two typologies referred as the organized- disorganized dichotomy. This

dichotomy was closely inspected by FBI on the basis of data collected between the years 1979- 1983 that suggested this dichotomy to be present both in the case of crime scenes and criminals. More recent studies reported an association between the typologies of crime scenes and the criminals (Godwin, 2002; Canter et al., 2004). These studies found that organized criminals mostly commit organized crimes and are responsible for organized crime scenes. Similar relation could be observed in the case of disorganized criminals and disorganized crime scenes.

Instruments And Accuracy Of Criminal Profiling

Various instruments have been used in the process of criminal profiling. Earlier instruments used for this were more subjective in nature but nowadays more objective methods and instruments (i.e. MMPI and penile plethysmography) are being utilized by criminal profilers. Literature suggests that different types of sexual offenders manifest higher scores on different scales of MMPI. A study by Swenson and Grimes (1969) revealed that child molesters showed maximum mean elevation on scale 4 and 9 of MMPI. Studies also found that homosexual paedophiles but not heterosexual paedophiles score higher on scale 4 of MMPI (Langevin et al., 1978) and that incestuous and non-incestuous child molesters scored more on scale 4 of MMPI (Panton, 1979).

Despite use of more and more objective instruments for criminal profiling, its accuracy has always been a topic of debate among researchers. Kocsis et al. (2000) reported significant difference between the performance of professional and non-professional groups. Accuracy of profiling has also been tested with regard to performance of police and other professional profiler groups. Peterson (1997) proposed that police would perform better if they are taught about the laws that form the basis of the profiling process. On the contrary, Douglas et al. (1986) does not found any significant difference between the comparison of the performance of professional and non-professional profilers. These contradictory findings, thus, questions the validity and reliability of the criminal profiling process. There have been researches to test whether success of profiling is an illusion or whether the inferences drawn from the profile about the criminal are accurate. Quinsey et al. (1980) found that child molesters, rapists, arsonists, murderers, property offenders score higher on scale 4 and 8 of MMPI. Success stories of certain profiles, like the profile of

'Mad Bomber' prepared by James Brussles helped to earn support for the criminal profiling process as an investigative tool. But on the other hand the profile prepared of the 'Granny Killer' was without any errors except one. The killer was 40 years older than what was actually expected and mentioned in the profile.

The process of criminal profiling is based on the assumption that behaviour is determined by the underlying disposition, an assumption similar to the assumptions of trait theories of personality that were quite popular in the late 1960s. However, this assumption is flawed in essence as it ignores the situational factors as determinants of behaviour. Support for this argument comes from Bennell and Canter's (2002) study of serial commercial burglary which reported very low levels of regularities with regard to items that were stolen and methods of entry that were used by perpetrators. Most of the current assumptions of criminal profiling process have not been tested empirically thus there are very little evidences to validate the currently proposed methodologies and typologies. Also, the investigators are more likely to report successful cases of profiling. Due to these criticisms validity of criminal profiling has remained questionable. However, Pinizzotto and Finkel (1990) proposed that the process may have some validity.

Areas of concern

Despite the fact that profiling process is largely being promoted by the media, there are still some areas of concern. Researchers are still debating over the question whether criminal profiling process is an art or a science. Its controversial nature renders the credibility of the process questionable. As the profiling helps to narrow down the investigative field, even a slightly wrong profile will completely mislead the police. Consequently, the real offender may end up killing more people. Empirical testing of the core assumptions on which this process is based still needs to be done. Instead of systematic and scientific work, most of the published work on profiling has taken the form of journalistic articles. Geberth (1996) reported that in various literature and cinema often psychics are portrayed as successful profilers. As a result, the profiling methodology appears to be confusing and its scientific accuracy is rendered to be little credibility. Bennel (2008) argued that criminal profiling process may also be marred by 'false recognition effect' as often people tend to exhibit false memories.

Criminal Profiling In India

Despite an exhaustive literature review no published account of criminal profiling in India was found except for one which involves psychological investigation into the mind of the serial killer, Surinder Koli by Department of Forensic Medicine and Toxicology, All India Institute of Medical Sciences (Dogra & Leenaars, 2012). Currently in India, criminal profiles are largely prepared by the police with the help of the forensic experts. One such case is the Govind Pansare murder case in which the sole suspect arrested in 2015 was Samir Gaikwad. The police not only questioned the suspect but also called in a team of experts from Directorate of Forensic Sciences (DFS), Gandhinagar, Gujrat to prepare a psychological profile of the suspect and aid in investigation. But little efforts are made to psychoanalyze the criminals and to make use of the other psychological processes and principles. Some recent researches have observed a success rate of 77 percent of criminal profiling in helping the traditional investigations (Chidambaram, 2011). The conventional policing system (the 'KOTWALI' system) had a system of recording behavioural traits of the criminals a process similar to the criminal profiling process. Though, the use of criminal profiling process in India is not wide spread, it has been attracting the attention of the general public because of the famous television shows like, 'Crime Scene Investigation', 'Criminal Minds', 'Castle' etc. However, as most of these are Hollywood television shows, the criminal profiling process is becoming popular only in a section of the general public. An important year in the development of the criminal profiling process in India is the establishment of Gujrat Forensic Sciences University in 2008 that claims to be first of its kind in India. With increased awareness, criminal profiling is increasingly becoming a relevant tool to aid in criminal investigation in India.

Conclusion

To conclude, this review suggests that the process of criminal profiling does not possess sufficient reliability and validity to be able to solve the criminal cases alone. Nevertheless, it adds to the list of tools that can complement and aid in criminal investigation. The violent offender often demonstrates 'ritualistic behaviour' that results in linking the offender to the crime by recognizing the technique that has been consistent at each crime scene (Bosco, 2010). None of the published work on criminal profiling has been able to tap the complex

nature of the process and an effort needs to be made in that direction. Criminal profiling process is also of great worth when it comes to treatment planning of known criminals but more empirical studies need to be carried out in this field in order to improve our understanding of this population. Considering the dearth of researches on criminal profiling in India, it might be suggested that psychologists and forensic experts should work together to conduct more empirical studies to understand and validate the criminal profiling process. They should also consider the vast amount of information that surviving victims of crimes could provide as this information is largely ignored. Close examination of solved profiling cases as well as of the unsolved profiling cases should be carried out to ensure consistent improvements in the area of criminal profiling. Use of computer programs and other information databases are recommended so as to make the process more standardized

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Unfulfilment Of Parental Expectations As Mediator Between Parental Expectations And Behaviour Problems Of Adolescents

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Adolescence is a critical period of development during which adolescents continuously change mentally, physically, and psychologically (Santrock, 2007). In addition, a major turning point in adolescents' lives involves the career choice, that they make depending on their interest and marks scored in the public examinations, which ultimately determine their future. On account of this, adolescents are under pressure to score high marks. The exam pressure itself is difficult for the children to cope with. Moreover, expectations of the parents can overburden the adolescent students. A few manage and cope with such demands, while others who fail tend to eventually end up in emotional outbursts, social problems, and psychological distress. Therefore, the present study aimed to identify the influence of parental expectations and unfulfilment of parental expectations on behaviour problems of adolescents. An ex-post-facto research design was used in the present study. Stratified random sampling was used to select the sample. A total of 618 sample participated in the present study. Perception of Parental Expectations Inventory (Sasikala & Karunanidhi, 2011) was used to measure the parental expectations and unfulfillment of parental expectations, and Strengths and Difficulties Questionnaire (Goodman, 1999) was used to assess behaviour problems among adolescents. Pearson's correlation and regression analysis were used to identify the relationship and prediction of variables respectively. The results indicated that parental expectation and unfulfilment of parental expectations were positively related to behaviour problems. Further, unfulfillment was found to be a mediating factor between parental expectations and behaviour problems. The study highlighted the importance of tapping the potential interests of adolescents rather than pressurizing them with parental expectations and interest.

Keywords: Parental expectations, Unfulfillment of Parental expectations, Behaviour, Problems, Mediation analysis.

Introduction

Adolescence is an intriguing stage of development filled with many physical, cognitive, social, and emotional changes. The rapid physical development exhibited both internally and externally, during adolescence, makes youngsters vulnerable to the environment around them. Emotional development during adolescence period offers limitless excitement for them and enables them to achieve what they aspire.

The increase in academic demands and the complexity of the school structure makes the task of academic success for adolescents more difficult which adds to their psychosocial problems that occur during this period.

Several key transitional periods emerge at the elementary school level to middle school level,

again from middle school to high school levels and even from high school to college levels. These transitions naturally pose challenges for these adolescents and as a consequence, dysfunctions may occur. Psychosocial problems emerge at one time or the other during adolescence. Many of these problems are transient in nature and are seldom detected. The physiological and psychological changes that take place during this crucial phase lead to intra-conflict, which in turn results in expression of emotions and behaviour. Adolescents exhibit these problems in varying degrees according to contextual or situational settings (e.g. home, school).

Behaviour problems refer to the inability to appropriately behave according to the situation. Nearly all adolescents have transitory problems of adjustment, behaviour, and emotion. Although such problems typically resolve with further development, when issues related to control of impulsive behaviour, regulation of emotions or behavioural development are quite extreme for the child's age and when they interfere with schooling and academic achievement, family life, or the attainment of independence, referrals may be made for diagnosis of a psychological or psychiatric condition (Hinshaw, 2010).

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Adolescents' mental, emotional and social developments are significantly influenced by parents (Belsky, 1990; Maccoby & Martin, 1983). In addition, many parents believe that transmitting a sense of high expectations to children is one way to infuse them with confidence, self-esteem and personal standards of merit and value. But most of the time their expectations are unrealistic and unattainable. Parents often clamp down and put pressure on the adolescents to conform to their standards (Santrock, 2007). But such pressures ultimately result in psychological maladjustment, distress and problem behaviour. This could be the reason for relatively high behavioural problems among Indian adolescents compared to those in other countries as reported by Srinath et al. (2005). Prevalence of psychosocial problems and problem behaviour is also reported as high among Indian adolescents (Anees, Najam, Zulfia, & Ali, 2007; Hiremath, Hunshal, & Gaonkar, 2008).

Even though the parental expectation seems to have a positive influence on adolescents' growth and development, a high expectation to succeed can be discouraging and in some cases, it can be detrimental too. A significant number of college students reported that parental expectations are personal handicaps in their adjustment to college (Anderson & Yuenger, 1987; Archer & Lamnin, 1985). Studies also indicated that the expectations of Asian adolescents' parents were higher than their American counterparts (Crystal et al., 1994). These findings indicate the importance to understand the impact of parental expectations and its consequences on adolescents in the Indian context.

Further, it is essential to study whether the adolescents are able to fulfil or meet their parental expectations and its negative impact on them. Crystal et al. (1994) stated that participants in high parental expectations group reported significantly higher frequencies of academic anxiety and somatic complaints. Similarly, Kagan and Squires (1984) reported that 10% of college students are worried about pleasing their parents often and 5% are worried always. In fact, Wang and Heppner (2002) stated that how well college students feel they are living up to their parents' expectations was related strongly to their psychological distress, whereas parents' actual expectations are not related to college students' emotional distress. It was also reported that the role of perceived discrepancy acted as a mediator between parental expectations and psychological distress (Kobayashi, 2005).

Therefore, the present study aimed to identify the influence of parental expectations and unfulfilment of parental expectations on behaviour problems of adolescents. The study also aimed to identify whether unfulfilment of parental expectations acted as a mediator between parental expectations and behaviour problems among adolescents.

Method Of Investigation

Hypotheses

- 1) Perception of parental expectations would be positively related to behaviour problems of adolescents.
- 2) Perception of unfulfilment of parental expectations would be positively related to behaviour problems of adolescents.

Sample

An ex-post-facto research design was used in the present study. Stratified random sampling was used to select schools from the list of State Board and CBSE schools. Educational zones were considered as strata and lottery method was used to choose the schools from the four educational zones. After obtaining permission from the school authorities, a consent form was distributed to the adolescent students. They were briefed about the study and only those who were interested participated in the study. The data were collected over a period of four weeks from the schools. A total of 630 adolescents participated in the present study. However, only 618 data were included in the final analysis as the rest of the data (12) were found to be incomplete. The age of adolescent students ranged from 16 - 17 years. The mean age of the sample was 16 years and 1 month.

Measures

Perception Of Parental Expectations Inventory (PPEI)

Perception of Parental Expectations Inventory (Sasikala & Karunanidhi, 2011) is a 30 item inventory measuring the Perceived Parental Expectations (PPE) and Perception of Fulfilment of Parental Expectations (PFPE) by adolescents. Perception of Unfulfilment of Parental Expectations (PUPE) is obtained by finding the difference in scores between the total score on perception of parental expectations and the total score of perception of the fulfilment of parental expectations. Test-retest reliability and internal

consistency were established by the authors of the tool. Further, content validity was established with the help of experts and through factor analysis construct validity was reported.

Strength And Difficulties Questionnaire (SDQ)

Strength and Difficulties Questionnaire (SDQ) (Goodman, 1999) is a brief behavioural screening instrument measuring five dimensions comprising 5 items in each dimension namely emotional symptoms, conduct problems, hyperactivity, peer problems, and prosocial behaviour. All the items other than prosocial behaviour are summed up to generate total difficulties score which is the total behaviour problems. A pilot study was carried out to establish the reliability and the reliability coefficient was reported as ranging .67 to .76 for the four dimensions. Validity was reported by the author.

Statistics Used

The relationship between variables such as the perception of parental expectation, the perception of unfulfilment of parental expectation and behavioural problems were done using Pearson's correlation method. Linear regression with behavioural problems as the outcome variable was carried out to identify the influence of parental expectations and unfulfilment of parental expectations as well as to investigate the mediating role of unfulfilment of parental expectations between parental expectations and behaviour problems among adolescents. According to Baron and Kenny (1986) the following conditions must hold to establish mediation: First, the independent variable must affect the mediator in the first equation; second, the independent variable must be shown to affect the dependent variable in the second equation; and third, the mediator must affect the dependent variable in the third equation. If all these conditions hold in the predicted direction, then the effect of the independent variable on the dependent variable must be less in the third equation than in the second. Perfect mediation holds if the independent variable has no effect on the dependent variable when the mediator is introduced. To test the mediating effect of perception of unfulfilment of parental expectations between the perception of parental expectations and behaviour problems, the steps of Baron and Kenny (1986) were followed in the present study.

Results

Table 1 : Relationship of Perception of Parental Expectations and Unfulfilment with Parental Expectations on Behaviour Problems of Adolescents.

Variables	Behaviour problems r	p
Perception of parental expectations	.10	.00
Unfulfilment of parental expectations	.20	.00

Regression Analysis To Establish Mediation

To test the mediating effect of perception of unfulfilment of parental expectations between the perception of parental expectations and behaviour problems, regression analysis was carried out. First, linear regression analysis was performed using the perception of parental expectations as an independent variable and perception of unfulfilment of parental expectations as the dependent variable. The results indicated perception of parental expectations as a significant determinant of perception of unfulfilment of parental expectations, $R^2 = .49$; $F(1,616) = 601.84$, $p < .001$; $\beta = .70$, $t(616) = 24.53$, $p < .001$. Second, when perception of parental expectations was introduced as an independent variable and behaviour problems as the dependent variable, perception of parental expectations emerged as a significant causal factor of behaviour problems, $R^2 = .01$; $F(1,616) = 7.97$, $p < .01$; $\beta = .11$, $t(616) = 2.82$, $p < .01$. Thirdly, unfulfilment of parental expectations significantly predicted behaviour problems with $R^2 = .04$; $F(1,616) = 25.46$, $p < .01$; $\beta = .20$, $t(616) = 5.05$, $p < .01$. Finally, when both perceptions of unfulfilment of parental expectations and perception of parental expectations were introduced as independent variables with behaviour problems as dependent variable, contribution of perception of parental expectations towards behaviour problems became insignificant [$\beta = .05$, $t(615) = .96$, $p = .34$] and only perception of unfulfilment of parental expectations was found to be significant, $\beta = .24$, $t(615) = 4.26$, $p < .001$. This shows the mediating effect of unfulfilment of parental expectations between the perception of parental expectations and behaviour problems (Baron & Kenny, 1986). Both perception of parental expectations and unfulfilment of parental expectations explained variance of 4%, $F(2,615) = 13.19$, $p < .001$, in behaviour problems.

Discussion

In the present study, correlation analysis revealed that perception of parental expectations and their unfulfilment of parental expectations were positively related to behaviour problems of adolescents. This shows that when the perception of parental expectations and unfulfilment of parental expectations of adolescents are high, behavioural problems of adolescents are likely to be more. Wang and Heppner (2002) reported that perceived parental expectations and perceived discrepancy between parental expectations and self-performance of college students are related to psychological distress. Briggs (1975) stated that parental expectations arise mostly due to the borrowed standards, hangover wishes, current hunger, etc. Due to such kind of unrealistic demands and pressure perceived by adolescents, they tend to show it as emotional problems, conduct problems, adjustment problems, etc.

This finding is corroborated by a study conducted by Rajaram and Lalitha (2007) in Bangalore, India in which it is reported that 84.4% of adolescents blame themselves when they cannot live up to their parental expectations. 77.8% of them felt like giving up their studies when their parents put more pressure on them; 80% of adolescents felt unhappy when they found their parents were emotionally less supportive and 71.1% expressed that parents are pressurized them regarding their studies. This could be attributed to the cultural reason where Indian parents tend to indulge in emotional blackmail or withdrawal of love and affection in case the adolescents didn't meet their expectations. Further, there was a tendency for Indian parents to consider the unfulfilment of their wishes by their adolescent children, as a failure on their part. These kinds of parental behaviours might also lead to behaviour problems among adolescents. Hence, both perception of parental expectations and perception of unfulfilment of parental expectations were found to be positively related to behaviour problems of adolescents.

The present study also found that unfulfilment of parental expectation mediates the relationship between parental expectations and behaviour problems. According to Rosenthal and Jacobsen (1968), expectations influence student performance compared to other factors. Pygmalion effect also states that positive expectations influence performance positively, and negative expectations influence performance negatively. Rosenthal and

Babad (1985) stated that "when we expect certain behaviours of others, we are likely to act in ways that make the expected behaviour more likely to occur". However, when the parental expectations are not in line with their children's interest or if the children are not able to meet their expectations, then the children might feel inferior which could result in negative behaviours such as anxiety, withdrawal, somatic complaints etc. The present study, therefore, has revealed perceived discrepancy between parental expectations and fulfilment of parental expectations as more significant than parental expectations alone. This finding could be supported by the study conducted by Kobayashi (2005) where initially, the parental expectation was reported as a significant predictor of psychological distress but after testing for mediation it was concluded stating that the role of perceived discrepancy between parental expectations and students' performance acted as a mediator between parental expectations and psychological distress.

Conclusion

It can be concluded that parental expectations and unfulfilment of parental expectations are related to behaviour problems. However, when the adolescent students are unable to fulfil the expectations held by their parents it results in more behaviour problems as the perception of unfulfilment of parental expectations was found to be a mediating factor between the perception of parental expectations and behaviour problems of adolescents. The study reveals that parental expectations need to be in accordance with the ability of the adolescents which would encourage the adolescents to fulfil it. This sense of achievement could result in better mental health thereby resulting in fewer behaviour problems.

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