

About the Editors



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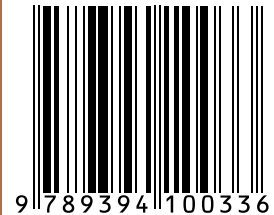
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Contemporary Social Science
Researches in Indian Universities-
Current practices in Higher Education

Prof. Ashutosh Biswal
Prof. R.C. Patel
Aditi Pandey



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PREFACE

This book on Higher Education is the outcome of the SCHOLAR'S MOSAIC 2021, first and unique National Scholars' Meet organised by Research Cell, Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, Vadodara, Gujarat during 17-19 July 2021. This event provided a unique opportunity for the young and budding researchers to actively engage in discourse about education-related research, interdisciplinary research domains, and other themes. The primary goal of this book is to review the research trend in education and interdisciplinary fields in the area of higher education and teacher education through a scaffolding to the budding researchers to share their research work.

Higher Education plays an extremely important role in promoting human as well as societal well being and in developing India as envisioned in its constitution- a democratic, just, socially-conscious, cultured and humane nation upholding liberty, equality, fraternity and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation (NEP, 2020). It is also highlighted in the same NEP document that Teacher education is also vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors. There is going to be drastic changes in both the areas of higher education and teacher education in recent future as a result of the implementation of NEP 2020. Researchers all over the nation working in these two areas did few researchers those are the contents of the present volume. These works were predominantly undertaken by amateur researchers with their new and enlightened vision. It is hoped that this volume will help to motivate these young researchers and will enlighten readers to see the new vision of India with these writings.

This volume contents 24 research papers on school on different topics. In their paper Wankyrshan Rymbai, and S.M.Sungoh, from Department of Education, North-Eastern Hill University, Shillong found Ecopedagogy approach is effective on Pro Environmental Behaviour of D.El.Ed Student-Teachers in Meghalaya. Dr. Anu Verma, from Chitkara University, Punjab studied the impact of Work-Life Balance and Quality of Life of working professionals and found that the work life balance helps to increase the productivity and efficiency of employees. Shefali J. Dhimmarr and Prof. R.C. Patel from The Maharaja Sayajirao University of Baroda, Vadodara shared the experience of students teachers about virtual internship programme during Covid times and found that they have learned techno-pedagogy skills during the virtual school internship. Sandip Mandal from State Aided College

Teacher, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah has studied the impact of Covid-19 Pandemic on the Benefits of Kanyashree Prakalpa for Girls' Education in West Bengal. Yashika Taunk, and Dr. Jaishree Das from the Maharaja Sayajirao University of Baroda, Vadodara studies the thinking Styles and Spiritual Intelligence of B.Ed. Students with respect to their Leadership Trait and found that B.Ed. students were found moderate and heterogeneous in their thinking style. They were also found high and heterogeneous in their spiritual intelligence and leadership trait. Dr. Mini K S from Fathima Memorial Training College, Kollam Identified theories of Education from the Malayalam Literature in the backdrop of Educational History of Kerala and found that Teachers can create specific strategies and techniques to apply learning theories derived from Malayalam literature in their classrooms. Rajkumar B. Nanaware and Dr. Palanethra. L. from School of Research and Innovations, CMR University, Bangalore have explored the Core Factors of Leadership Competencies among Young NCC Cadets and Non-NCC Students and found that there was no significant difference in the leadership quality in terms of Verbal and Non-Verbal Communication between NCC and Non-NCC students in the study area. Mrs. H. A. Anbu Selvi and Dr. S. Devasahayam Selvakumar from Meston College of Education, Chennai did a Comparative Study on Challenges Encountered among the First and Subsequent Generation Prospective Teachers and found that the rural area's first-generation prospective teachers should get the training to do the craftwork, fieldwork to become economically stable people in the society. Nikita Shekhawat and Kalpana Jain from Department of Psychology, UCSSH, Mohanlal Sukhadia University, Udaipur saw the Effect of Gender on Self-Compassion and Forgiveness among Adults and found that males benefited maximally from self-compassion than females which correlated positively with forgiveness, cognitive flexibility, positive affect.

Ms. Suchi Pandey and Prof. Ashutosh Biswal from the Maharaja Sayajirao University of Baroda, Vadodara studied the Emotional Intelligence and Social Intelligence with respect to Meta-Cognition of B.Ed. Students and found that B.Ed. students were average/moderate in their social intelligence with more heterogeneity in the group. Nancy Gogia and Dr. Y. Vijaya Lakshmi from School of Education, Central University of Gandhinagar did a review study of Doctoral Students' Perception on Supervisory Practices of Research Supervisors. Ms. Anjali Bisht and Prof. Ashutosh Biswal from the Maharaja Sayajirao University of Baroda, Vadodara studied the Learning Style and Academic Achievement of B.Ed. Students and found that B.Ed. students were found very low in their learning styles. The group was found to be heterogeneous in terms of their mean learning styles score. Himanshi Yadav and Dr. Y. Vijaya Lakshmi from School of Education, Central University of Gujarat, Gandhinagar have done a review study on Happiness and found that factors like education, sociability, health, entertainment, sensation seeking, quality time spent with peers, high self-esteem, school environment, family, and parental acceptance play an important role in the happiness of a person. Sile Haikam and Dr. Surendra Yadav from Department of Teacher Education, Nagaland University Kohima have found Usage and Awareness of Information and Communication Technology (ICT) among the B.Ed. Students with reference to Kohima and found that B.Ed. students have a positive attitude

towards ICT usage and awareness of ICT. Rupa Gupta and Dr. Elizabeth Gangmei, from Regional Institute of Education, (NCERT), Bhubaneswar have done a Study on the Attitude of Prospective Teachers towards ICT-Based Teaching during Covid-19 Pandemic and found that there exists no significant difference in the attitude of prospective teachers towards ICT-based teaching during the COVID-19 pandemic having different pedagogical papers. Chitra Chakma and Dr. Y. Vijaya Lakshmi from Central University of Gujarat, Gandhinagar have done a review study on spiritual intelligence. Jaspreet Kaur from Panjab University, Chandigarh has studied Expansion and Disparities in Higher Education in India. Dr. Elizabeth Joshua from Preet Memorial Training College, Mavelikara, Kerala has explored Life Skills of Student Teachers at Primary Level and found that teachers possessed under average Life Skills. Dr. Gousia Yaseen from University of Kashmir, Srinagar has done a study on experience of pre-service teachers during practice of teaching exercise. Jignasa Rathod and Dr. R. B. Barot from Saurashtra University, Rajkot have found the relevance of Mahatma Gandhi's Educational Philosophy in present time. Renu Luthra from P.K.R. Jain (P.G.) College of Education, Ambala City has explained the Problems Perceived by Research Scholars while conducting their Research at Ph.D Level and suggested measures to overcome it. Kundan Jha, and Dr. Sarita Mishra from Dr. C. V. Raman University has done a Content Analysis of Websites of State Government University Libraries in Chhattisgarh. Manjula Balachandran, from VIT University, Vellore has studied Sufficiency of Legislations in India Towards Achieving SDG 4 and suggested measures to achieve it. This book will be beneficial for all practicing teachers and researchers working in the area of higher education. We hope this book will help present and prospective teachers and research scholars.

Prof. Ashutosh Biswal
Prof. R.C.Patel
Aditi Pandey

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This volume is an outcome of the SCHOLARS' MOSAIC 2021- first and unique National Scholars' Meet organised by Research Cell, Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, Vadodara, Gujarat during 17-19 July 2021. It was the result of the planned hard work of young and versatile researchers from the Faculty of Education and Psychology during this COVID-19 pandemic. It is our humble attempt to acknowledge the contributions of those stalwart educationists and dynamic scholars that made this volume possible.

It is our sincere thanks and acknowledgement to Professor (Dr.) Vijay Kumar Shrivastava Hon'able, Vice Chancellor and Professor Parimal H. Vyas, Former Hon'able, Vice Chancellor of the Maharaja Sayajirao University of Baroda for their kind support and continuous encouragement. We appreciate their academic and administrative support in this scholarly endeavour. We would like to render my sincere gramercy and appreciation to Professor Akhilesh Kumar Singh, Hon'able, Vice Chancellor of Professor Rajendra Singh University, Prayagraj, Uttar Pradesh and Prof. K. G. Suresh, Hon'able Vice-Chancellor of Makhnalal Chaturvedi National University of Journalism and Communication, Bhopal for their valuable and worthy presence during the meet.

We wish to express our special thanks and deepest appreciation to all the young contributors of the papers and their mentors from all over India for their sincere efforts.

We would like to thank Global Academic Publishers, New Delhi and their creative team for timely publication of this volume.

Lastly, we are beholden by the grace and blessings of almighty for giving us strength, energy and courage to undertake this endeavor and coming out with this volume of research work.

Prof. Ashutosh Biswal
Prof. R.C. Patel
Aditi Pandey

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10. EFFECT OF GENDER ON SELF-COMPASSION AND FORGIVENESS AMONG ADULTS

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Kalpana Jain (Professor)

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ABSTRACT

The present study represents the potential gender differences in self-compassion and forgiveness among adults (Mage=26.36, SD=4.31, N=59). Participants were 59 adults who completed the Self-compassion Scale and Heartland Forgiveness Scale. Data have been collected. Mean, SD and t-test were calculated to find gender differences and correlation between self-compassion and forgiveness also being calculated. In general, males held overall higher forgiveness than females. In addition, females and males shared similar profiles of self-compassion components, with females manifesting higher self-judgment than males, whereas males were higher in isolation. More importantly, self-compassion components facilitated forgiveness following different pathways for males and females. Males benefited maximally from self-kindness, mindfulness and common humanity. Results show males benefited maximally from self-compassion than females which correlated positively with forgiveness, cognitive flexibility, positive affect, and distraction.

Keywords: *Self-compassion, Forgiveness, Gender.*

INTRODUCTION

Research on self-compassion is relatively new in psychology, spanning a little over a decade. Self-compassion was defined as the ability to alternate negative attitudes towards the self with a sense of warmth, concern and care (Neff & McGehee, 2009). Self-compassion is proposed to be a healthy way of relating to oneself in times of suffering, whether suffering is caused by failure, perceived inadequacy, or general life difficulties. Neff (2003a, 2003b) has defined self-compassion as being composed of three main components: self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification. These components combine and mutually interact to create a self-compassionate frame of mind. If individuals are self-compassionate when confronting suffering, inadequacy or failure, it means that they offer themselves warmth and non-judgmental understanding rather than belittling their pain or berating themselves with self-criticism.

A wide variety of research is now being conducted upon Self-compassion, as it influenced the researcher due to its many positive constructive approaches. Self-compassion is a useful coping strategy for many reasons. A range of studies conducted on self-compassion shows that self-compassion encourages positive mental health, health-related behaviors, interpersonal functioning, wisdom, emotional intelligence and adaptive psychological functioning. Neff, Hsieh, & Dejitterat, (2005) did research and found that self-compassion encourages constructive thinking and enhances positive emotions. Self-compassion promotes resilience in negative life experiences (Akin, 2010; Neff, 2003a; Neff & McGehee, 2010).

Leary and colleagues (2007) found that individuals who were higher in self-compassion demonstrated less extreme reactions, less negative emotions, more accepting thoughts, and a

greater tendency to put their problems into perspective. Self-compassion is directly associated with psychological strengths such as happiness, optimism, wisdom, personal initiative, and emotional intelligence (Heffernan, Griffin, McNulty, & Fitzpatrick, 2010; Hollis-Walker & Colosimo, 2011; Neff, Rude, et al., 2007).

Forgiveness is wilfully putting aside feelings of resentment toward an individual who has committed a wrong, been unfair or hurtful, or otherwise harmed one in some way. Forgiveness is not equated with reconciliation or excusing another and it is not merely accepting what happened or ceasing to be angry. Rather, it involves a voluntary transformation of one's feelings, attitudes, and behavior toward the individual; so that one is no longer dominated by resentment and can express compassion, generosity, or the like toward the individual (APA Dictionary of Psychology).

Forgiveness is conceptualized as the process of making peace with life. The three sources of forgiveness, another person, oneself, and a situation or circumstance are capable of freeing a person from a negative association to the source that has transgressed against a person. Research studies show the mental health benefits associated with forgiveness. It is understood that the process of forgiveness helps a person to focus on the present and become optimistic about the future. . Forgiveness correlated positively with cognitive flexibility, positive affect, and distraction; it correlated negatively with rumination, vengeance, and hostility. Forgiveness predicted four components of psychological well-being (anger, anxiety, depression, and satisfaction with life); the forgiveness of situations accounted for unique variance in these components of psychological well-being.

Forgiveness is not solitary is good for the soul, but it also has constructive benefits on our mental and even physical wellbeing (Luskin, 2003). A great deal of researches done on forgiveness, findings suggested that learning to forgive improves psychological and physiological wellness and offers guard against future upsets.

It is found that being unable to forgive negative life events, if considerable enough, can get encoded in memory and often cause us to have physical reactions to remembering the painful experience. Witvliet, et al., 2001 said holding a grudge is considered an "imagined emotional response" from the psychological research standpoint. Thus forgiveness is essential for a fully functional society and has considerable personal benefits – increasing our potential for making connections with others and having a more positive, happier outlook on life.

Studies show that forgiving people differ significantly from less forgiving people on many personality attributes. Forgiving people are found less ruminative (Metts & Cupach, 1998), less narcissistic (Davidson, 1993), less exploitative, and more empathic (Tangney et al., 1999) than less forgiving people.

Self-forgiveness is an important aspect of one's ability to forgive others, in the same way as self-compassion is vital to one's predisposition to be compassionate toward other human beings. Being kind to yourself and forgiving of your own shortcomings can give us much-needed perspective on the suffering and imperfections of others. It allows us to connect to others on the level of common humanity and can often be an overwhelming experience when evaluating what motivates other people's behaviour. The present study was conducted with the following objective and hypothesis.

OBJECTIVE

The objective of the present research study is to explore the gender differences on self-compassion and forgiveness among adults.

HYPOTHESIS

H1: There is a significant gender difference on self-compassion and forgiveness among adults.

METHODOLOGY

The methodology of the present study comprised of the following participants, procedures and measures.

Participants and Procedures

A total of 59 adults voluntarily participated in this study. These adults were aged 20 to 49 (Mean=26.36, SD=4.31). Among them, 36 (60%) were females and 24(40%) males. Participants completed the questionnaires online through Google form, informed consent was obtained from all participants.

Measures

Following measures were used to collect data from the participants.

Self-Compassion Scale (SCS)

Participants' self-compassion was assessed by the Self-Compassion Scale (SCS; Neff, 2003b) consisting of six subscales: Self-Kindness (5 items; e.g., "I try to be understanding and patient towards those aspects of my personality I don't like"), Self-Judgment (5 items; e.g., "I'm disapproving and judgmental about my own flaws and inadequacies"), Common Humanity (4 items; e.g., "I try to see my failings as part of the human condition"), Isolation (4 items; e.g., "When I think about my inadequacies it tends to make me feel more separate and cut off from the rest of the world"), Mindfulness (4 items; e.g., "When something painful happens I try to take a balanced view of the situation"), and Over-Identification (4 items; e.g., "When I'm feeling down I tend to obsess and fixate on everything that's wrong"). Psychometric properties of the scale (as for six subscales from 0.75 to 0.81) and adequate fit for a six-factor model.

The Heartland Forgiveness Scale (HFS; Thompson et al., 2005).

The HFS was developed with adults to assess the dispositional tendency to forgive. The HFS includes 18 items endorsed on a 7-point Likert Scale ranging from almost always false of me to almost always true of me. Higher total scores indicate a high propensity for forgiving. Subscales included in the HFS are Forgiveness of Self, Forgiveness of Others, and Forgiveness of Situations. Adequate internal consistency reliability of HFS scores has been supported, with alphas on the total scale ranging from .84 to .87, and alphas on the subscales ranging from .71 to .83.

OVERVIEW OF ANALYSES

Descriptive analyses and t-test were carried out to examine gender differences in different components of self-compassion and forgiveness. Inter correlation between self-compassion and forgiveness was computed. Detailed analysis is given in table 1 and table 2.

TABLE 1

Correlations of subscales of Self-Compassion (SC) and subscales of Forgiveness (HFS) (n=59) , Mean & SD

	1	2	3	4	5	6	7	8	9
1.SELF-KINDNESS	1								
2.SELF-JUDJEMENT	0.00	1	-0.05						
3.COMMON HUMANITY	0.51**	-0.05	1						
4.ISOLATION	0.15	0.48**	0.15	1					
5.MINDFULNESS	0.53**	0.03	0.58**	0.13	1				
6.OVER-IDENTIFIED	-0.03	0.59**	-0.10	0.49**	-0.02	1			
7.HFS TO SELF	0.25*	0.43	0.25*	0.48**	0.41**	0.30*	1		
8.HFS TO OTHER	0.07	0.33*	0.18	0.49**	0.37**	0.31*	0.60**	1	
9.HFS TO SITUATION	0.35**	0.39**	0.39**	0.56**	0.36**	0.40**	0.54**	0.45**	1
MEAN	18.97	14.54	14.95	11.12	15.42	10.69	28.47	28.00	28.51
SD	3.29	4.29	3.03	3.89	2.81	3.06	5.14	6.51	5.79

* p< 0.05

** p< 0 .01

RESULTS

Gender differences in self-compassion and forgiveness

TABLE-2

Gender differences in different dimensions of self-compassion and forgiveness among adults (male:n=24,female:n=35)

		MEAN	SD	DIFF	t value
SELF-COMPASSION SCALE (SCS)					
Self-Kindness	MALE	19.74	3.21	1.40	0.12
	FEMALE	18.34	3.30		
Self-Judgment	MALE	14.09	4.95	-0.68	0.56
	FEMALE	14.77	3.90		
Common Humanity	MALE	15.48	3.03	1.02	0.20
	FEMALE	14.46	2.91		
Isolation	MALE	11.39	4.46	0.36	0.73
	FEMALE	11.03	3.55		
Mindfulness	MALE	16.30	2.84	1.56	0.04
	FEMALE	14.74	2.62		
Over-Identification	MALE	10.78	3.48	0.27	0.75
	FEMALE	10.51	2.76		
HEARTLAND FORGIVENESS SCALE (HFS)					
HFS to self	MALE	28.65	4.39	0.34	0.81
	FEMALE	28.31	5.70		
HFS to other	MALE	29.78	6.67	2.95	0.09
	FEMALE	26.83	6.31		
HFS to situation	MALE	29.04	5.97	0.73	0.64
	FEMALE	28.31	5.75		

For testing the hypothesis t-test was conducted to determine whether there existed a significant gender difference on self-compassion and forgiveness among adults. From result summarized in Table-2 shows there is no significant gender difference on self-compassion and forgiveness among adults, but mean comparisons between gender shows a significant difference that in comparison to males ($M = 14.09$, $SD = 4.95$), females are higher in self-judgment ($M = 14.77$, $SD = 3.90$). Males scored privileged in positive dimensions of self-compassion than females, Self-Kindness, M males = 19.74, SD males = 3.21, M females = 18.34, SD females = 3.30, $t = 0.12$, Common Humanity, M males = 15.48, SD males = 3.03, M females = 14.46, SD females = 2.91, $t = 0.20$, Mindfulness, M males = 16.30, SD males = 2.84, M females = 14.74, SD females = 2.62, $t = 0.04$. There were significant gender variations in forgiveness. Specific to individual forgiveness components, except for HFS to self, males scored consistently higher than females on all other facets of forgiveness.

DISCUSSION

The current study added to the stream of research focusing on gender differences on self-compassion and forgiveness among adults. On the whole, results demonstrated strong endorsement for dimensions of forgiveness. More importantly, self-compassion components were contributively to adult's forgiveness, through gender-differentiated pathways. The results of the present study supported hypotheses

Collectively, mindfulness facilitated males' forgiveness in all dimensions and suffered from a little bit of isolation and over-identification. In a society that values human interactions, it is not surprising that common humanity yields significant effects, varying in its manifestation with males and females: alleviating isolation appeared more critical for females, for they experienced isolation more frequently. In addition, heightening common humanity emerged more helpful for males, owing to the fact that the strong connections to others can especially shape males' self-concepts and personal identity to a greater extent ((Hall-Lande, Eisenberg, Christenson, & Neumark-Sztainer, 2007).

Besides, while males benefited from the soothing qualities of self-kindness, self-judgment was advantageous to females. Such disparity may be inconsistent with traditional social norms requiring the man to be tough (Eisenberg & Lennon, 1983). To develop the tendency to be self-critical rather than self-compassionate to be found among females in our research findings.

Mindfulness, though found to promote psychological well-being for both gender groups in an intervention study (Brown & Ryan, 2003), only revealed its adaptiveness for males in our study. One possibility is that the balanced consciousness can prevent males from suppressing vulnerable emotions during times of hardship as required by masculine norms (Eisenberg & Lennon, 1983).

There are several notable limitations to this study. Adults may not be able to perceive accurately how self-compassionate they are, thus making self-reports problematic. The study design researched only the degree of correlation between the variables; not cause and effect relationships. The sample size is also small. Though males and females revealed notable differences in self-compassion components, consequential effects on forgiveness of those components varied across gender.

IMPLICATIONS

This study's findings have important practical implications. Forgiveness might foster emotional well-being in several ways. For example, when working with clients, clinicians could help their clients achieve closure with a transgression and decrease the frequency of transgression-related thoughts that precipitate avoidant and revenge motivations (Gold & Wegner, 1995; Martin & Tesser, 1996). Self-compassion yields several benefits, including lower levels of anxiety and depression. Self-compassionate people recognize when they are suffering and are kind to themselves at these times, which reduces their anxiety and related depression. Being kind to yourself and forgiving of your own shortcomings can give us much-needed perspective on the suffering and imperfections of others.

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