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QUALITY DOMAIN POLICIES AND MANAGEMENT MODELS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The Quality Management System is a set of policies and procedures for an organization to achieve Standardization. Quality Management System (QMS) in an educational institution considers the entire technological chain of activities by processes. The process approach inherent in the international QMS standard regulates research and analytical work, planning and quality control of educational services, internal audits, educational work, market analysis and customer satisfaction assessment, and complaints management. QMS is successfully built in the general control system of higher education institutions. This article focusses on Quality management system, Quality domain policies in higher education, the need for quality in higher education, Quality Management Models and the Benefits of QM Implementation.

Key words: QMS, higher education, assessment, QM models.

Introduction

Higher education has grown and diversified in all countries in recent decades. In modern conditions, the quality of education is one of the most important components of the competitiveness of higher educational institutions in any state (Mubinzhon, A., & Manuchehr, I. 2020). Quality management systems in Higher Education have been developed for several years to improve professional standards (Faganel, A., & Dolinšek, S. 2008). One of the most known QM models implemented in HE is Total Quality Management (TQM). TQM is a philosophy and system for continuously improving customer service (Al-Tarawneh & Mubaslat, 2011). Continuous improvement of quality in higher education depends on an approach of management in constructing the content of educational programmes, making favourable working conditions for faculty, and building a mutual and effective bridge between university administration and faculty members.

Evaluation of only students' satisfaction in defining the quality of education is not

enough. Further profound studies to determine other factors affecting quality improvement are vital. In this regard, evaluating institution quality management requires further deep actions to provide quality education successfully. Effective management guarantees quality education; thus, effective management requires innovation and innovative approaches to handle the issue of quality education successfully. In this regard, applying elements of institutional theory as a prerequisite to innovation management of quality education is vital.

Need for quality in higher education

- Institutions engage in fostering quality teaching essentially for the following reasons:
- Respond to the growing demand for meaningful and relevant teaching. Students and employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.

- To demonstrate that they are reliable providers of good quality higher education while operating in a complex setting, with multiple stakeholders, each with their expectations (ministries, funding agencies, local authorities, employers).
- To balance performance in teaching and learning achievements along with research performance.
- To compete more effectively for students against higher tuition fees and greater student mobility.
- To increase the efficiency of the teaching and learning process as funding constraints become more stringent.

New paradigms for Quality Teaching:

- New teaching and learning paradigms in higher education imply new relationships regarding access to teachers and a more comprehensive range of communication and collaborative working through learning platforms.
- Redesigning of curricula
- Bridging teaching and research more intensively
- Re-thinking of student workload and teaching load
- Continuous upgrading in pedagogy, use of technologies, assessment models aligned with student-centred learning
- Creating innovative learning platforms
- Providing guidance and tutoring to students with new means and methods
- Assessing impacts and documenting effectiveness of the teaching delivered

Quality domain policies in higher education

The world has realized that states' economic successes are directly determined by the quality of their education systems and the most efficient production factor is the human one, expressed in knowledge, competence,

creative capacities and moral qualities of society members that consist largely in education system (Oana Maria Rezeanu, O. M. 2011).

Entropic policies

In the case of entropical policies, the higher education system is seen as a very well-determined system and characterized by a set of parameters which define at the level of each university and respectively at the level of Ministry of Education. These parameters can be evaluated based on some criteria and correlations. By evaluating all the defined parameters, the system's status can be obtained at a time. Any modification of the parameters' value leads to changing the status in which the academic system is situated. Each status of the system is characterized by a certain entropic, which shows the system's degree of organization, meaning its restructuring or its structural optimizing leads to a systemic status different from the initial one. In other words, through an entropic policy, the academic system's status can be modified in a way that would correspond to new demands.

Stimulative policies

The stimulative policies are field policies in the sense that the Ministry of Education does not forcing the introduction of quality measurement in universities, taking as reference the quality standards ISO 9001, but creating a motivational field for developing and implementing management and quality systems.

Comprehension policies

In the last years, higher education reform emphasized decentralization and academic autonomy. Building a new, real and functional academic autonomy limits implementation some entropical policies of quality measurement. In the same time though, robustness and efficiency.

Quality Management Models

- Several Quality Management Models that have been developed for use in the industry have been implemented in HEIs all over the world (Becket & Brookes. 2008). The following are the few quality management models in Higher Education Institutions (Papanthymou, A., & Maria Darra, M.2017).
- **Total Quality Management (TQM)**-It is a comprehensive management approach which requires contribution from all participants in the organization to work towards long-term benefits for those involved and society as a whole.
- **EFQM (Excellence model- Non-prescriptive framework)** that establishes nine criteria (divided between enablers and results) suitable for any organization to use to assess progress towards excellence.
- **Balanced scorecard Performance /strategic management system**-which utilizes four measurement perspectives: financial; customer; internal process, and learning and growth.
- **Malcolm Baldrige award**- Based on a framework of performance excellence which can be used by organizations to improve performance. Seven categories of criteria: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management, and results.
- **ISO 9000 series**- International standard for generic quality assurance systems. Concerned with continuous improvement through preventative action. Elements are customer quality, regulatory requirements, and efforts to enhance customer satisfaction and achieve continuous improvement.
- **Business processes engineering**-System to enable redesign of business processes, systems and structures to achieve improved performance. It is concerned with the change in five components: strategy; processes;

technology; organization, and culture.

- **SERVQUAL**- Instrument designed to measure consumer perceptions and expectations regarding quality of service in five dimensions: reliability; tangibles; responsiveness; assurance and empathy; Moreover, to identify where gaps exist (Becket. & Brookes. 2008).

Importance of Quality in Higher Education

Quality in higher education means the educational process is such that it ensures students achieve their goals and thereby satisfies the needs of the society and helps in national development. Management of Quality in Higher Education System Quality of Management implies the responsibility of all levels of management, but the highest level of management must lead it. Quality management centred upon those strategies, structures, techniques and operations enabling the institution to demonstrate that it evaluates. Its performances of quality insurance and improvement and its systems of information demonstrate the results of the learning and research processes. The system of quality management in higher education institutions are based upon the existence of standards (models) acting as referential or a system of criteria in the case of external evaluation (quality insurance) or as a guide for the internal organization (quality management). According to the United Nations Educational, Scientific, Cultural Organizations (UNESCO) and the World Bank, social and private returns from higher education are less than those of primary and secondary education. It is estimated that the social return of primary education is 25%, while that of higher education is only 1%. This has led to the thinking that the returns of higher education are largely private and therefore, subsidy on this should be reduced (Zakuan et.al.,2012). Every educational curriculum

starts with study objectives achieved during the learning process. To meet expectations and stated studying goals, emphasizing various advanced management concepts and methods. Within primary divisions, detailed content of topics is provided as a contribution to the map of necessary knowledge expected from quality personnel – managers and experts (Zivoninoic, 2007). At present united focus should be on two aspects, Quality Assessment and Quality Assurance, which are like two sides of a coin. In response to quality aspects, the institutions have adopted various quality management system initiatives like ISO 9001 Certification, Six Sigma, National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) and, more importantly, have started applying the Total Quality Management (TQM) concept in education. The objective of TQM is to build an institution that produces products or services that fulfil customers' requirements, thereby delighting them (Misra, 2012). Management Leadership is a critical factor in the success of TQM in higher education institutions (Pandi et al., 2009). Recent reports suggest that Indian Institutions are far behind in delivering quality education on the world map. Only one IIT (place not mentioned) has been listed as 41 ranks among the top 100 educational institutions of the world (Krishnan, 2011).

Total Quality Management (TQM) in Education

Total Quality Management (TQM) can be applied in the corporate world and the education systems. Lawrence and Mc. Collough (2001) proposes a system of guarantees designed to accommodate multiple stakeholders and students' various and changing roles in the educational process. The benefits of student empowerment in the classroom must be weighed against the need for control to achieve minimum educational goals and adequate and fair evaluation. The processes include teaching, learning, and

administration. Output includes examination results, employment, earnings and satisfaction.

The systems approach to education comprises inputs, processes and outputs; all encompassed in an arbitrary boundary and the environment. Inputs from its environment cross the boundary into the system: these are acted on within the transformation/production process and finally released from the system back into the environment as outputs. The educational process is a series of actions or operations leading to an educational end of learning, training, and scholarly activity. The transformation process for an educational institution consists of activities performed to disseminate knowledge, conduct research and provide community service. The education system's processes include teaching, learning, research, administrative activities and knowledge transformation. Outputs are tangible outcomes, value addition (through examination results, employment, earnings and satisfaction), and intangible outcomes (educated people, research findings and service to the community).

Education Customer

Generally the students are considered end customers. A customer can be defined "as one to whom we provide information or service". Students who use the institute's service and employers who are consumers of students are regarded as customers. Students as customers take four roles:

- (i) the product in the process,
- (ii) the internal customers for many campus facilities,
- (iii) the labourers of the learning process, and
- (iv) the internal customers for delivery, of course, the material need is determined by education mix. i.e. teaching, research and extension activities.

Teaching

Teaching forms the backbone of any educational system. The teaching objective is transmitting knowledge from the teacher

to the taught ones. Apart from classroom lectures, more innovative teaching can be imparted through other modes, including discussions, case study analysis, presentations, field projects, role play, and simulation methods, amongst others. Teaching methods in synchronization with the learning objectives will facilitate a better teaching-learning process.

Research

Research focuses on the exploration of knowledge. In the educational system of any country, research has been stereotyped as part of the education system. It is generally associated with the university system, whereby research is pursued after obtaining a postgraduate level. However, there may be a need for research at lower levels of the educational system hierarchy. Research facilitates new insight into the subject matter. It is related to innovation. Extension activities are primarily aimed on the application of the developed knowledge to address the common problems of society. The educational system does not operate in isolation. There are many interfaces, including sociological, cultural, economic, technological, political, etc. A good education solves the problem of the society affecting these interfaces. It serves to promote local community development by involving the locals.

Total Quality Management in Higher Education

Ted Marchese (1993) states that customer focus, continuous improvement, management by fact, bench-marking, people, and organizational structures are the six critical principles of TQM that have applicability in higher education. Another study was done by Lozier & Teeter (1993) suggested that there are six foundations of TQM for colleges and universities, such as establishing a mission, creating a vision, improving the process continuously, using systematic analysis, promoting participation, and recognizing the university as a system. In order to satisfy the stakeholders, viz., students, parents,

industry and society, higher education institutions consider TQM as a common factor in shaping their strategies. Another study carried out by Harris (1994), suggested that there are three approaches to TQM in higher education. The first focuses on customers, where staff training and development are provided so that the students receive the necessary service. The second one focuses on staff by setting up policies and priorities, where there is a concern for value creation, enhancing its effectiveness in an institution's operation. The third approach focuses on service agreements to have a smooth educational process. Quality management principles and tools provide Rio Salado Community College with the framework for collaborative planning and decision-making.

Two areas of adaptation in management thinking were especially significant: the shift from competition to cooperation and the shift from traditional management to leadership (Thor, 1994). Lembcke (1994) studied the transformation from Taylorism to TQM in higher education. The critical steps in the transformation of hierarchical and bureaucratic administrative organizations into high-performing and customer-pleasing institutions has three parts: clarify customers and understand their needs; clarify organizational purpose, and view administrative tasks called work within the context of a network of interdependent work processes designed to meet or exceed customer needs. The implementation of TQM in colleges and universities is not a simple matter. Recognition and understanding of the barriers affecting the implementation of TQM are critical (Winter, 1991).

Benefits of QM Implementation

- QM models such as TQM can help an educational institution provide more qualitative services to its primary customers (Farooq, Akhtar, Ullah, & Memon, 2007).

- **Important benefits of TQM adoption are:** increased employee confidence, continuous development, and better quality from the customer's viewpoint, bridge faculty staff's functions and better teamwork (Ali & Shastri, 2010).
- **According to Todorut (2013), the benefits of TQM implementation also includes:** innovation, financial potential, opportunities of innovation, better control of processes in the design, planning, distribution field, more extensive flexibility, high-quality services and strength of the position on the market.
- TQM has been exceedingly acknowledged and successfully implemented in many organizations, providing them with the the advantage in international and in local markets through the creation of high quality services or products to satisfy the needs of the customers (Zakuan et al., 2012; In'airat & Al-Kassem, 2014).

Conclusion

The quality Management system is a set of policies and procedures for an organization to achieve Standardization. By implementing a Quality Management system, we can achieve a more effective competitive strategy and excellent response time, this will increase brand name, and this will helps in documentation and coordination within the system. The critical points for improving education are scientific and technological development and social and organizational changes. Education efficiency and success depend not just on quantity but also quality. The quality indicator system of education and the criteria related to the quality indicators helps to identify the crucial areas of their activities- their own advantages, disadvantages and development opportunities. The words quality, quality assurance and quality assessment have become a mantra in today's competitive business world. The concept of quality in education is more essential than the concept of quality in

industries. Many policymakers worldwide, more specifically in India has started discussing the quality issues in higher education. The TQM-based quality system is a process that will make the management improve every aspect of consumer satisfaction. TQM at University or College may fall into three main areas: accreditation, assessment and quality assurance. Accreditation provides an internal or external estimate of whether the unit or programme assessed has reached the maximum standard. The assessment provides an evaluation on some scale of the quality level being achieved. Quality assurance seeks to establish systems that ensure continuous improvement.

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ANALYSIS OF CREATIVE PROBLEM SOLVING SKILLS AMONG PROSPECTIVE TEACHERS

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ABSTRACT

In this competitive world problem solving has become more complicated and has got its own identity as creative problem solving (CPS). School teachers have to be trained to inculcate CPS skills among the school children. For that, the teacher educators must know about the student teachers' level of CPS skills in their pre-service course itself. The level of student teachers in CPS skills may vary in different aspects. Differences in the locality of the student teachers and their parents were emphasized by analysing the level of CPS. To analyse the level of CPS among student teachers based on their locality is set as the purpose of the research. The locality of the student teachers, locality of the father where he spent his childhood and locality of the mother where she spent her childhood was taken as demographic variables in this analysis. It was found that the problem solving is not significantly different based on the locality. The mean score level of CPS obtained by the student teachers is measured as 28.779 in this study. This is only 38.4% out of the total score expected (75). This is a very low level of achievement. This has to be improved. The CPS skill of student teachers can be improved by the teacher educators using any effective means irrespective of the locality of the student teachers.

Keywords: Creative problem solving skill, achievement, Problem solving

Introduction

Mankind has undergone many changes just because of problem-solving. Problem-solving ability is positively related to opportunity recognition. (Kim, J.Y., Choi, D.S., Sung, CS. & Park, J.Y. 2018). In Gagne's Hierarchy of learning, problem-solving is placed in the top position. "Gagne's theory of learning hierarchy has advocated for the hierarchical structure where learners are exposed to different concepts from simple to complex concepts" (Sabiru Dahiru Yusuf, 2013). In this competitive world problem solving has become more complicated and has got its own identity as creative problem solving (CPS). "CPS assists learners in augmenting their creativity by guiding them through processes that need to be considered when trying to solve a problem

creatively." (Cheolil Lim & Hyeongjong Han, 2020). In this regard, CPS has to be given more importance to developing school children to compete in the global scenario. Hence the school teachers have to be trained to inculcate CPS skills among the school children. For that, the teacher educators must know about the student teachers' level of CPS skills in their pre-service course itself. The level of student teachers in CPS skills may vary in different aspects. Differences in the locality of the student teachers and their parents were emphasized by analysing the level of CPS.

To analyse the level of CPS among student teachers based on their locality is set as the purpose of the research. The locality of the student teachers, locality of the father where he spent his childhood

and locality of the mother where she spent her childhood was taken as demographic variables in this analysis.

Research questions framed were,

1. Is the level of CPS skill among student teachers varying as per their locality?
2. Has the CPS level of student teachers got any change following the locality of their father?
3. Does the student teachers' skill in CPS show any significant difference in terms of their mother's locality?

Smith. R and Manoj Praveen. G (2018) in the research, Problem Solving Ability and Achievement Motivation among Secondary School Students found that the Problem-solving ability of secondary school students does not differ on the Gender, Locale and Type of institution base. Madhu Gupta, Kavita & Pooja Pasrija (2016) done research on Problem Solving Ability & Locality as The Influential Factors of Academic Achievement Among High School Students and found that, The rural school students with high problem solving ability was reported to have significant higher academic achievement than the students of an urban area with high problem-solving ability. The rural school students having low problem-solving ability reported having significant higher academic achievement

Methodology

A survey research design was adopted to analyse the creative problem-solving skills among the student teachers. Simple random sampling technique was used to collect data. A total of 115 student teachers were selected randomly from all over Tamil Nadu from 15 different districts. The tool used was the Inventory of Creative Problem-Solving Skills. The inventory was bearing with fifteen Items. Cornbach Alfa Reliability coefficient was found to be 0.712 which represents a high

correlation among the items. Five-point Likert Scale was used to measure the responses. The responses were, Strongly Agree, Agree, Partially Agree, Disagree and Strongly Disagree. They were allotted 5, 4, 3, 2 and 1 marks respectively. Data was collected through Google forms and analysed using SPSS. A student t-test was used for analysing the data.

Table-1: Showing the t value of rural and urban student teachers in their creative problem-solving skills.

Variable	Sub Variables	N	Mean	S.D	df	t value	Significance at 0.05 level
Locality of the student teacher	Rural	72	28.8889	6.68519	113	0.246	NS
	Urban	43	28.5814	6.10711			
Locality of their father	Rural	74	28.5135	6.45796	113	0.580	NS
	Urban	41	29.2439	6.48761			
Locality of their mother	Rural	77	28.5584	6.32766	113	0.508	NS
	Urban	38	29.2105	6.75501			

The table shows that the calculated t value of 0.246 is lesser than the table value of 1.98 at a 5% level of significance for degrees of freedom 113. Hence it is inferred that there is no significant difference between the rural and urban student teachers in their creative problem-solving skills.

Likewise, the calculated 't' value of 0.580 is lesser than the table value of 1.98 at a 5% level of significance for degrees of freedom 113. Hence it is interpreted that there is no significant difference in the

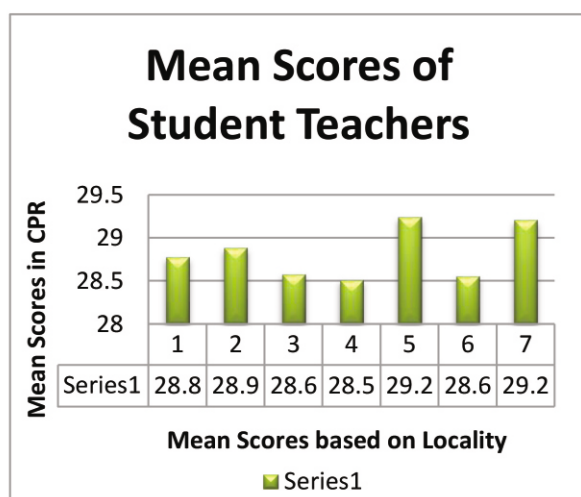
skill of creative problem solving between the student teachers whose mothers are from rural and urban backgrounds student teachers in their creative problem-solving skill.

Similarly, the calculated 't' value of 0.508 is lesser than the table value of 1.98 at a 5% level of significance for degrees of freedom 113. Hence it is confirmed that there is no significant difference among the student teachers in their creative problem-solving skills in terms of their fathers' locality.

Discussion and Recommendations

Smithra. R and Manoj Praveen. G (2018) found that the problem solving is not significantly different based on locality. The present study also confirms the same with CPR in terms of locality.

Madhu Gupta, Kavita & Pooja Pasrija (2016) rural students are performing better with their problem-solving skills than urban students. Even though the present study does not agree with that finding the mean scores of the CPR student teachers confirm that the rural student teachers are better in their CPR scores when compared to their counterparts.



On viewing Figure, it is understood that the mean scores of the rural parents are lower than that of the urban parents. It is interesting to note that student teachers

from the rural locality have scored better than the student teachers from the urban locality. Even though the scores seem to be different, that difference is not significant as per the analysis.

The mean score level of CPS obtained by the student teachers is measured as 28.779. This is only 38.4% out of the total score expected (75). This is a very low level of achievement. This has to be improved. The CPS skill of student teachers can be improved by the teacher educators using any effective means irrespective of the locality of the student teachers. Further studies can be conducted with the same population using different demographic variables and with a different population with different variables.

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A STUDY OF SUICIDAL BEHAVIOR AMONG ADOLESCENTS WITH RESPECT TO EMOTIONAL MATURITY

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ABSTRACT

Suicide is a major public health problem around the world. Global and local epidemiological research reveals that emotional maturity is a complex phenomenon influenced by several interrelated factors, such as mental disorders, substance abuse, as well as other biological, family and situational factors. Similarly, juvenile suicide results from the interaction of several factors at different levels, involving the health system, society, community, relationships and individual factors. Adolescence is a period of intense emotionality. If teens fail to perceive, understand, regulate and function with their emotions, it will leave indelible marks on their behavior and personality. During adolescence (12 to 18 years), the transition from childhood to adulthood is the most important. In this research, the focus is on suicidal behavior in adolescents with respect to emotional maturity.

Key words: Suicidal Behavior, Adolescents, Emotional Maturity

Introduction

Suicide rates for most subpopulations have remained stable over the past 45 years, but statistics suggest an increase in juvenile suicide to the point that suicide is now the second leading cause of death among ages 15-29 (Fleischmann & De Leo, 2014). As the frequencies of suicidal ideation and suicide attempts also increase during adolescence (Evans, Hawton, Rodham, Psychol & Deeks, 2005), these suicidal behaviors are the strongest predictors of subsequent suicide (Nock et al., 2008).). The dramatic increase in suicides and suicidal behavior among adolescents is also reflected in the statistics on Turkish adolescents (Coskun, Zoroglu & Ghaziuddin, 2012). After the 1980s, the second highest suicide rate is in the age group 15-24, and non-fatal suicidal behavior was found to be more common among the younger segments of the population in Turkey (Enginyurt, Özer, Gümüş, Demir and Çankaya, 2014).

The suicide rate among young teens and young adults has increased by more than 300% in the last three decades. Social changes that might be related to the rise in adolescent suicide include an increased incidence of childhood depression and decreased family stability. Some researchers argue that economic and political institutions have penetrated the family unit, reducing it to a consumer unit no longer able to function as a support system, and no longer able to supply family members with a sense of stability and rootedness. Awareness of the existing state of the world, now threatened by sophisticated methods of destruction, can cause depression which contributes to the adolescent's sense of frustration, helplessness, and hopelessness. Faced with these feelings and lacking coping mechanisms, adolescents can become overwhelmed and turn to escapist measures such as drugs, withdrawal, and ultimately suicide

Statement of the problem

The investigator selected for the problem entitled “A study of suicidal behavior among adolescents with respect to emotional maturity”.

Significance of the study

People who have suicidal thoughts are often so overwhelmed by feelings of sadness and hopelessness that they think they have no other option. While it can be hard to know how someone is feeling on the inside, there are various behaviors that can indicate suicidal tendencies. It's important to recognize these warning signs so one can help a family member or a friend who may be experiencing suicidal thoughts. Taking action and getting someone the help they need may help prevent a tragic suicide attempt or death.

Objectives of the study

- To find out the level of emotional maturity of adolescence students.
- To find out the level of suicidal behaviour of adolescence students.
- To find out the difference between male and female students in their suicidal behaviour and emotional maturity.

Limitations

Limitations are those conditions that are beyond the control of the investigator that may place restrictions

- This study is limited to school students only.
- The present study is limited to higher secondary students in Tirunelveli District.
- The investigator selected only 300 sample for the present study.

- Suicidal behaviour & emotional maturity tools were used for the present study.

Review of related literature

Abil, Yerkin A.; Kim, Natalia P.; Baymuhambetova, Botagoz Sh.; Mamiyev, Nurlan B.; Li, Yelena D.; Shumeyko, Tatyana S. 2016 Psychologic-Pedagogical Conditions for Prevention of Suicidal Tendencies among Teenagers

Aim of research: to develop complex of psychology-pedagogical conditions, directed on prevention of suicidal tendencies among teenagers. On analysis basis of scientific literature authors disclose main causes of suicidal behavior in adolescence. To confirm science veracity of advanced theoretic assumptions, describes experiment, conducted on basis of middle schools in Kostanay cities of the Republic of Kazakhstan. In it took part 300 pupils at age of 10-16 years. Results of approbation of methodic, oriented on development of value orientations system, communicational and organizational skills and abilities, showed an increase of maturity level of teenagers vitality in the experimental group. Thus, proposed program can be used in modern psychology-pedagogical practice with aim to prevent formation of suicidal tendencies among teenagers.

Marraccini, Marisa E.; Brier, Zoe M. F. Mar 2017 School Connectedness and Suicidal Thoughts and Behaviors: A Systematic Meta-Analysis

Among the protective factors associated with reduced risk for suicide, scientific inquiries into school connectedness are especially important considering that

schools are ideally situated to provide interventions reaching the vast majority of youth. Although there is a wealth of research that supports the association between school connectedness and reduced self-report of adolescents having a suicidal thought or making a suicide attempt, inconsistencies in the way studies have measured and operationalized school connectedness limit synthesis across findings. This meta-analytic study investigates the literature exploring associations between school connectedness and suicidal thoughts and behaviors across general and subpopulations (high risk and sexual minority youth) using a random effects model. Eligible studies examined a measure of school connectedness explicitly referred to as "school connectedness" or "connections at school" in relation to suicidal ideation or suicide attempts among youth enrolled in school (Grades 6-12). Multiple metaregression analyses were conducted to explore the influence of school connectedness measurement variation, as well as participant characteristics. Results, including 16 samples, support that higher school connectedness is associated with reduced reports of suicidal thoughts and behaviors across general (odds ratio [OR] = 0.536), high-risk (OR = 0.603), and sexual minority (OR = 0.608) adolescents. Findings are consistent when analyzed separately for suicidal ideation (OR = 0.529) and suicide attempts (OR = 0.589) and remain stable when accounting for measurement variability. Although limited by its cross-sectional nature, findings support recent calls to increase school connectedness and proffer important implications for screening and intervention efforts conducted in schools.

Miller, Adam B.; Esposito-Smythers, Christianne; Weismore, Julie T.; Renshaw, Keith D. Jun 2013 The Relation between Child Maltreatment and Adolescent Suicidal Behavior: A Systematic Review and Critical Examination of the Literature..

A large body of research suggests that child maltreatment (CM) is associated with adolescent suicidal ideation and attempts. These studies, however, have not been critically examined and summarized in a manner that allows us to draw firm conclusions and make recommendations for future research and clinical work in this area. In this review, we evaluated all of the research literature to date examining the relationship between CM and adolescent suicidal ideation and attempts. Results generally suggest that childhood sexual abuse, physical abuse, emotional abuse, and neglect are associated with adolescent suicidal ideation and attempts across community, clinical, and high-risk samples, using cross-sectional and longitudinal research designs. In most studies, these associations remain significant when controlling for covariates such as youth demographics, mental health, family, and peer-related variables. When different forms of CM are examined in the same multivariate analysis, most research suggests that each form of CM maintains an independent association with adolescent suicidal ideation and suicide attempts. However, a subset of studies yielded evidence to suggest that sexual abuse and emotional abuse may be relatively more important in explaining suicidal behavior than physical abuse or neglect. Research also suggests an additive effect--each form of CM contributes unique variance to adolescent suicide attempts. The investigators discuss the current limitations of this literature and offer recommendations for future research

and conclude with an overview of the clinical implications of this research, including careful, detailed screening of CM history, past suicidal behavior, and current suicidal ideation, as well as the need for integrated treatment approaches that effectively address both CM and adolescent suicidal ideation and suicide attempts.

Sources of data

The research relied on both primary and secondary data in order to come up with accurate and objective findings.

Primary data refers to data collected for the first time in the field. Jewel (2001), defines it as data that has been collected for the purpose for which it is originally used. Primary data for this particular research was collected using interviews and questionnaires

Secondary data is data that is collected for purposes other than the original use. It is an analysis of data that have already been collected for some other purpose. These may be contemporary or historical and the data may be qualitative or quantitative and usually needs adjustments and validation before being put to use. This data can include survey data and documentary data. Sources used to gather secondary data were document analysis collected from published and unpublished company documents and subject-relevant literature, internal company journals (monthly reports and newsletters) requested from the company.

Population for the study

The population for the present study consisted of 300 higher secondary students in Tirunelveli district.

Table 1: Level of Emotional Maturity of Adolescence Students

S. No	Dimension	Low		Moderate		High	
		N	%	N	%	N	%
1.	Emotional Instability	27	9	210	70	63	21
2.	Emotional Regression	32	11	180	60	88	29
3.	Social Maladjustment	35	12	185	62	80	27
4.	Personality disintegration	30	10	150	50	120	40
5.	Lack of Independence	25	8	165	55	110	37

Table 2: Level of Suicidal behaviour of adolescence students

S. No	Dimension	Low		Moderate		High	
		N	%	N	%	N	%
1.	Basic information	88	29	180	60	32	11
2.	Para suicidal Behaviour	80	27	185	62	35	12
3.	Suicidal ideation	120	40	150	50	30	10
4.	Suicidal attempts	110	37	165	55	25	8

Table 3: Difference between Male and Female students in their suicidal behaviour

S.No	Dimension	Male 143		Female 157		Calculated 't' value	Remarks at 5% level
		Mean	S.D.	Mean	S.D.		
1.	Basic information	47.68	10.07	50.65	9.91	1.73	NS
2.	Para suicidal behaviour	51.22	10.23	49.66	9.94	0.9	NS
3.	Suicidal ideation	49.92	8.48	50.02	10.41	7	NS
4.	Suicidal attempts	50.39	9.12	49.89	10.26	0.31	NS

(At 5% level of significance, the table value of t' is 1.96)

Table 4: Difference between Male and Female students in their Emotional Maturity

S. No	Dimension	Male 143		Female 157		Calculated 't' value	Remarks at 5% level
		Mean	S.D.	Mean	S.D.		
1.	Emotional Instability	47.68	10.07	50.65	9.91	1.73	NS
2.	Emotional Regression	47.2	9.54	50.79	10.01	2.18	S
3.	Social Maladjustment	51.93	10.45	49.45	9.83	1.41	NS
4.	Personality Disintegration	48.37	11.36	50.46	9.57	1.12	NS
5.	Lack of Independence	50.08	8.81	49.98	10.34	0.07	NS

(At 5% level of significance, the table value of t' is 1.96)

Findings

1.
 - A. 21% of students have high level of Emotional Instability
 - B. 29% of Students have high level of Emotional Regression.
 - C. 27% of students have high level of social maladjustment
 - D. 40% of students have high level of personality disintegration
 - E. 37% of Students have high level of lack of independence
2.
 - A. 11% of Students have high level of Basic information.
 - B. 12% of Students have high level of Para suicidal behaviour.
 - C. 10% of Students have high level of Suicidal ideation.
 - D. 8% of Students have high level of Suicidal attempts.
3. There is no significant difference between male and female students in Basic information, Para suicidal behaviour, Suicidal ideation and Suicidal attempts.
4. There is no significant difference between male and female students in Emotional Instability, Social Maladjustment, Personality Disintegration and Lack of Independence, but there is significant difference between male and female students in their Emotional Regression.

RECOMMENDATIONS

1. Mental health awareness campaigns can be arranged by the institution to the adolescents.
2. Regular counselling session can be given to the students.
3. Meditation and Yoga session can be conducted to avoid stress and tension.
4. Students classroom behaviour can be monitored regularly and reported by the teachers during Parents teachers meeting.
6. Collaborative care can be given to treat depression and reduce suicidal thoughts of the students.

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SOCIAL INTELLIGENCE AMONG COLLEGE STUDENTS IN THOOTHUKUDI DISTRICT

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ABSTRACT

Social Intelligence is of more importance in the present lifestyle due to growing tensions, stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all walks of life. Social intelligence is the ability to build relationships and navigate social environments successfully. It is about figuring out the best way to get along with others. It is the ability to adequately understand and evaluate one's own behaviour and the behaviour of others. So, this paper attempts to study the social intelligence of college students in the Thoothukudi District. The sample consists of 500 college students in the Thoothukudi district. Michael Jeya Priya developed Social Intelligence Scale (SIS), E (2019) to collect data. Mean, SD, and 't'-tests were the statistical technique used for analyzing the data.

Keywords: Social intelligence, interpersonal relationships, social environments

Introduction

Social Intelligence is of more importance in the present lifestyle due to growing tensions, stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all walks of life. It plays a significant role in a student's educational development. Social Intelligence attempted to measure social intelligence but ultimately received widespread criticism for its validity (Cronbach, 1960). Today, social intelligence is understood as a multidimensional construct that can be accurately measured, given the right instrument for the right population (Grieve & Mahar, 2013; Silvera et al., 2001). The growing field of neuroscience has prompted researchers to look at social intelligence from a new perspective and offer practical explanations not available to their predecessors. Goleman and Boyatzis (2008) explain social

intelligence's relationship to leadership by looking at specific structures in the brain found to be associated with empathy, which is a key part of social intelligence. Goleman (2006) asserted that social intelligence is not an innate quality. It is not something people are either born with or are not. There have been many people who were born socially awkward but then went on to become prolific speakers and actors. The concept of social intelligence is content-wise and very closely related to emotional intelligence (Bar-On, 2006). To characterize social intelligence from the viewpoint of this concept, it is essential to concentrate on both levels. However, stressing the cognitive approach in defining social intelligence is related to how individuals understand and interpret their behaviours as well as the behaviours of others and also how in connection to this interpretation, they can adjust their behaviours effectively. Social knowledge is a separate construct of social intelligence. Additionally, their model

supported the existence of an underlying general social intelligence and possibly a hierarchical model of social intelligence. So the present study focuses to find out the level of social intelligence among college students in the Tirunelveli District.

The rationale of the study

Social intelligence is a significant building block for developing and maintaining relationships (Belton, D.A., Ebbert, A.M., & Infurna, F.J.2016). It is the capacity to get along with others and navigate complex social relationships and environments (Albrecht,2005). Social intelligence is an integral part of the development and maintenance of social relationships, which are directly linked to an individual's mental and physical health(Belton, D.A., Ebbert, A.M., & Infurna, F.J.2016). We live in a society where special skills, particularly social abilities, are needed for our life Achievement and to maintain the community. Students have evolved special competencies to allow them to survive and reproduce. As society becomes more and more complex, its intellectual competence becomes more sophisticated. Social Intelligence is of more importance in the present lifestyle due to growing tensions, stresses and various complexities. It can be learned, developed and used as an effective life skill for Achievement, managing personal life, interpersonal relationships and achieving success in all walks of life(Kanimozhi, E.,& Vasimalairaja, M.2018).

Objectives of the study

- To find out the level of social intelligence among college students
- To find whether there is any significant difference between college students in

their social intelligence with reference to the following background variables as Gender, Locality and Internet Usage

Hypotheses

- Social Intelligence among college students is moderate.
- There is no significant difference between college students in their social intelligence with reference to the background variables such as Gender, Locality and Internet Usage

Population and sample

The population includes college students of Thoothukudi District; The investigator used a simple random sampling technique to collect data from 500 college students in Thoothukudi District.

Statistical Techniques Used in the Present Study

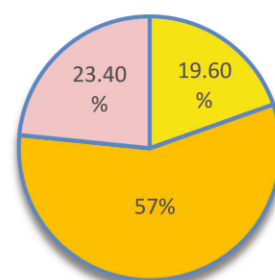
Social Intelligence (SI) was developed by Michael Jeya Priya, E (2019) Mean, SD and' t-test were the statistical techniques used for carrying out the analysis and interpretation of the data collected.

Data Analysis and Interpretation

Table.1. Showing the level of Social Intelligence among college students in Thoothukudi District

Total	Low		Average		High	
	N	%	N	%	N	%
	98	19.60	285	57.00	117	23.40

Figure.1. Showing the percentage level of Social Intelligence among college students in Thoothukudi District



Interpretation of table-1

It is revealed from the above table that among the Higher Secondary Students 19.60% have a low, 57.00% have an average and 23.40% have a high level of Social Intelligence among college students in Thoothukudi District

Table-2:

Distribution of Number, Mean, Standard Deviation, 't' Ratio and significance level of social intelligence of college students with reference to their background variables.

Variable	Gender		Locality		Internet Usage		Calculated 't' Value	Table Value	Remark
Categories	Male	Female	Rural	Urban	Yes	No			
N	293	207	258	242	297	203			
Mean	26.26	27.63	31.86	30.69	30.78	31.53			
S.D	4.21	4.31	4.56	4.63	4.46	4.86			
							3.56	1.96	S
							2.85		S
							1.75		NS

Findings of the present study

- There is a significant difference between male and female college students in their social intelligence.
- There is a significant difference between rural and urban college students in their social intelligence
- There is no significant difference between internet users and non-users

college students in their social intelligence

Conclusion

Social intelligence plays a vital role in the overall development of students. To develop social intelligence counselling cells should be established in different undergraduate institutions to orient the college students to develop social intelligence. In educational institutions, the individuality of the students should be respected and their opinions should be given due importance so that they can develop various qualities like confidence, cooperation, patience etc among themselves and can stand on their efforts. Teachers working in undergraduate institutions should be properly trained through various orientation and refresher courses to develop uniformity of thoughts and experience among themselves so that the dimensions like confidence, tactfulness, and recognition of the social environment will be enhanced and used for social and academic betterment of the students. Group project work should be introduced at the undergraduate level to bridge the gap between educational institutions and society. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and helps in tackling various social tasks. Thus social intelligence is an important developmental aspect of education.

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QUALITATIVE ANALYSIS – MOVING TOWARDS THE HEART OF A PHENOMENON

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ABSTRACT

Educational researchers are reluctant to go for qualitative research being unaware of the data analysis techniques involved. However rich and interesting the collected qualitative data is, they will make sense only if they are rigorously and soundly analyzed. Researchers should understand that in qualitative research, there are no pre-determined processes and strategies because the data collection is open and depend on the context. More often a collection of qualitative data entails a variety of methods and techniques rather than a single one. The result is that data types include in-depth or unstructured interviews, field notes, unstructured field diaries, personal documents, and photographs and so on. This paper was an attempt to present the readers with an overview of the key features of qualitative data analysis which will open up new possibilities for budding researchers to move toward the heart of the phenomena under study.

Keywords: Qualitative data analysis, phenomena, qualitative research

Introduction

Qualitative data is information about qualities or information that cannot be measured. It is the information about how people feel about something. For example, asking the participants to share how they feel about a programme and also asking them to suggest a few ways to improve a programme are qualitative. It has greatly been seen that most of the researchers in the field of education are immense themselves in quantitative research and hesitate to engage in qualitative research. If we analyze the reasons behind this it is seen that many of them answer that they are reluctant to do qualitative research as they are not aware of the various qualitative data analysis techniques. However rich and interesting the collected qualitative data is, they will make sense only if they are rigorously and soundly analyzed. Researchers should understand that in qualitative research, there are no pre-determined processes and strategies because the data collection is open and

depend on the context. The qualitative data analysis usually depends on the data sets, which are subject to multiple revisions until it satisfies the researcher with a meaningful answer to the research question. The goal of qualitative analysis is the discovery of new ideas and their associations. Hence it is conceived by researchers as a greater challenge. This paper highlights a few techniques involved in analyzing the qualitative data which will help the researchers to get acquainted with the qualitative data analysis techniques and engage in qualitative research to go into details of the chosen research question and develop a better understanding of the problem involved.

Nature of Qualitative Data

Qualitative research is the collection and analysis of primarily non-numerical activities hence data is in the form of words, pictures and actions. Common examples of such data are Interview guides, Field (observation) notes (notes taken in the field being studied), Video,

Audio recordings, Images, and Documents (reports, meeting minutes, e-mails). Qualitative data consists of 'detailed descriptions of situations, events, people, interactions, observed behaviours, still or moving images and artifacts. These data are also available in the form of 'direct quotations' from people about their attitudes, beliefs, and thoughts; 'excerpts' or 'entire passages' from documents, correspondence records and case histories. In addition to these, verbal data gathered through open-ended questionnaires, observations, and interviews are also mostly qualitative. It may be noted that all these data are not usually immediately accessible for analysis, but require some processing. Raw field notes need to be corrected, edited, and typed; tape recordings need to be transcribed and corrected; video filming needs to be technically edited, and so on.

Qualitative Data Analysis Process

More often a collection of qualitative data entails a variety of methods and techniques rather than a single one. The result is that data types include in-depth or unstructured interviews, field notes, unstructured field diaries, personal documents, and photographs and so on. One cannot make an omelette without breaking and then beat together eggs. The analysis also involves breaking down data into bits and then beating the bits together, so that the data is resolved its components, and its characteristic elements are revealed. In this sense we can say that we split data processing into two activities, namely:

- Checking and converting the data (breaking eggs) and
- Generating metadata (beating together)

Checking and converting the data involves checking out the completeness and quality of data, the relationship between data (for example interviews, field notes, audio-visual recordings etc.) and anonymization. The second

processing activity of generating metadata refers to the contextual information that a researcher obtains during processing. The researcher has to wade through the sea of raw data. To make the process of wading easier, it is better to prepare i) a data list and ii) a catalogue of records and iii) a user guide so that anyone can use the data. These three types of data are called metadata. It is always a good research practice to document one's research and the material produced during field research from its beginning and throughout the analysis. Ian Dey (1993) presented figure 1, which briefly represents the circular processes involved in qualitative analysis.

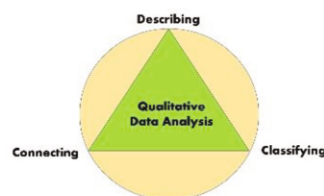


Figure 1 : Circular processes involved in qualitative analysis

1. Description: The first step in qualitative analysis is to develop a comprehensive description of the phenomenon under study. Descriptions involve:

Context: It means situating the action within the social, cultural and historical backdrop against which it takes place. Contexts are a key to meaning since meaning is conveyed "correctly" only if the context is also understood.

Intentions: In qualitative analysis, there is a strong emphasis on understanding the subjective meanings infused by the sample to how the action is organized.

Process: In focusing on process, we shift our attention from context and intentions to the consequences of the action.

2. Classification: This involves sorting out the large mass of data into "classes" based on certain characteristics, which will help the researcher to develop the conceptual framework through which

actions and events can be condensed and intelligible. Analyzing qualitative data is like solving a mega jigsaw puzzle. The raw data can be compared to the hundreds of little bits of the jigsaw, which must be carefully put together so that the resultant picture gives an accurate representation of the social reality under study. When assembling the picture we group the bits of puzzles into classes. Perhaps all the "blue bits" together will form the sky, the "green bits" the forest, and the brown ones the earth. Likewise organizing the data into groups based on certain characteristics is essentially the process of categorization. The categories evolved from the qualitative data may take the form of an index of a book. Classification and categorizations should always be guided by the research objectives.

3. Connections: Describing and classifying are not ends in themselves but serve a more important purpose, namely, to produce an account of analysis. The concepts develop are like building blocks, which must be connected with the mortar of ideas look for associations between different variables and see the patterns within the data so that one can discern regularities and also variations and exceptions.

Important Techniques in Qualitative Data Analysis

To analyze the data, the researcher has to read it interactively, and constantly ask the question "Who"? "What"? "When"? "Where"? and "Why"? This will open up the data for the researchers and help them to think about it creatively. The following are the key techniques involved in analyzing the qualitative data:

Transcribing the Data: Representation of audible and visual data into written form is an interpretive process which forms the first step in qualitative data analysis. Transcription involves transforming audible data into written words using a word processing package

like Microsoft Word. Transcription involves judgments about what level of detail to choose, data interpretation and data representation. Different levels of detail and different representations of data are required for studies with differing objectives and methodological approaches. Nowadays various software is used for transcribing data.

Coding the Data: Coding is the process of organizing and sorting data. Codes serve as a way to label, compile and organize the data. They also allow for summary and synthesising of what is happening in the data. For a qualitative study, coding involves looking for similar words or phrases in qualitative data, and sorting and categorizing the phrases into themes. This is done to reduce a large volume of raw data into homogeneous groups (themes) to get a meaningful relationship. Coding can be done in any number of ways, but it usually involves assigning a word, phrase, number or symbol to each coding category in a systematic way. Codes can be based on: Themes, Topics, Ideas, Concepts, Terms, Phrases and Keywords.

Themes: Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. The themes become the categories for analysis. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report. The thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data. A theme represents a level of patterned response or meaning from the data that is related to the research questions at hand. It is crucial

to avoid discarding themes even if they are initially insignificant as they may be important themes later in the analysis process.

Conclusion

Though very challenging, qualitative research plays a crucial role in educational research as it addresses the 'how' and 'why' of the involved research questions and helps the researcher to gain a deeper understanding of experiences, phenomena and context. Qualitative research allows the researcher to ask questions that cannot be easily put into numbers to understand human experience. Getting at the everyday realities of some social phenomenon and studying important questions as they are practiced helps answer big questions. Hence qualitative researchers should understand the philosophical stance of qualitative research and work from this to develop the research question, study design, data collection methods, and data analysis.

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VIOLENCE AGAINST CHILDREN WITH SPECIAL NEEDS (CWSN) ISSUES AND CONCERNS

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ABSTRACT

The designation “children with special needs” is for children who may have challenges which are more severe than the typical child, and could last a lifetime. These children will need extra support, and additional services. They will have distinct goals and will need added guidance and help to meet their academic, social and emotional milestones. According to World Health Organization violence is defined as "the intentional use of physical force or power threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" According to researchers, disability can act to increase vulnerability to violence. Children with special needs may not report violence because they don't understand what abuse is or what acts are abusive. Communication problems that are inherent in many disabilities also make it difficult for children to understand and or verbalize episodes of abuse. According to researchers, children with physical, sensory, intellectual or mental health impairments are at increased risk of becoming victims of violence. Research indicates that violence against children with special needs occurs at annual rates at least 1.7 times greater than their non-disabled peers. One group of researchers report that 90% of individuals with intellectual impairments will experience sexual abuse at some point in their life. The specific type and amount of violence against children with special needs will vary depending upon whether it occurs within the family, in the community, in institutional settings or the workplace. There are, however, several key issues that appear when such violence occurs. Hence this paper analyses the violence happening against children with special needs. It discusses the legislation regarding violence and also recommends some preventive measures to reduce the violence experienced by children with special needs.

Key words: violence, children with special needs (cwsn), issues, concerns

Introduction

Cultural, religious and popular social beliefs often assume that a child is born with a disability or becomes disabled after birth as the result of a curse, a sin committed in a previous incarnation or a sin committed by that child's parents or other family members. A child born in a community where such beliefs exist is at risk in several ways. These children may be directly subject to physical violence, or sexual, emotional or verbal abuse in the home, the community, institutional settings or in the workplace. A disabled child

is more likely to face violence and abuse at birth and this increased risk for violence reappears throughout the life span. This violence compounds already existing social, educational and economic marginalization that limits the lives and opportunities of these children. In India, 1.67% of the 0-19 population has a disability. 35.29% of all people living with disabilities are children. Other estimates say that India has 12 million children living with special needs. According to the Children's Rights Information Network ([CRIN](#)) over 150 million children worldwide

have a disability. 50% of children with a hearing impairment and 60% of those with an intellectual impairment are sexual violence. Women and girls with special needs are particularly at risk of violence. Child violence has taken place in many forms such as physical, emotional, sexual and exploitation. Any of these that are potentially harmful to a child's health, survival, dignity and development is called violence. One in 10 non-disabled children experiences any of the above types of violence. Children with special needs are 3.44 times more likely to be a victim of some type of violence compared to children without special needs.

Physical violence against CWSN

Physical violence is when a child has been physically harmed due to some interaction or lack of interaction by another person. Children with special needs face physical violence along with physical signs such as bruises, broken bones, head injuries, or other outward marks. Seventeen studies, all from high-income countries, report that the violence against children with special needs ranged from 26.7 per cent for combined measures of violence to 20.4 per cent for physical violence. Children with special needs experience physical violence in their homes itself. They are,

Infanticide & mercy killings: Disabled children may be killed either immediately at birth or some point after birth, and sometimes years after birth. The rationale for such killings is either the belief that the child is evil or will bring misfortune to the family or the community or the belief that the child is suffering or will suffer and is better off dead.

Violence by support staff within the home: Some of the working parents of children with special needs used to appoint the caretaker or support staff in their home to nurse or give medical support. In such instances, physical, sexual, verbal and emotional violence may take place by

caregivers without the parent's knowledge or while the parent is away.

Exorcism and related traditional practices: There is a common belief that a child is born with a disability or becomes disabled as the result of witchcraft or evil spirits. So the family members attempt to heal a child by driving evil forces out through severe beatings, starvation or other forms of violence, such as wrapping children for hours or days in blankets to the point of suffocation or subjecting them to fire, extreme heat or cold or other treatments that can cause injury or death.

Routine hysterectomies: Girls with intellectual impairments as young as 7 or 8 still undergo such operations. The operation is being done to ensure that these young girls will not begin to menstruate, thus avoiding the 'unnecessary' demands that would otherwise be placed on the caretaker's time and energy and the operation will ensure that the young woman will not become pregnant.

Beggars: Disabled children are used to generating income through begging. Some are placed on the streets to beg by their own families, some are sold by their families to others who keep stables of disabled children in organized rings of beggars. Either way, reports indicate that such children are routinely subjected to physical violence by members of the general population, who see such children as easy prey. Furthermore, it is reported that these children were subjected to torture to make them appear more pathetic and worthy of charity.

Also, the children with special needs are experiencing physical violence at their school in the following ways

By teachers: Children with special needs are often beaten, abused or bullied, particularly by untrained teachers who do not understand the limitations of some disabled children.

By fellow students: Children without special needs are doing physical violence such as

physically harming, bullying and socially isolating the targeted child with special needs.

Unnecessary or unproven surgical and medical treatments: In some institutions electroshock therapy continues to be applied to disabled children without anaesthesia or muscle relaxants.

By community members: Disabled children are often bullied, teased or subjected to physical violence such as being beaten, stoned and spit upon by members of the community on their way to and from school

Sexual violence against CWSN

Sexual violence is engaging a child in any sexual activity that he/she does not understand or cannot give informed consent to or is not physically, mentally or emotionally prepared for. For instance, children with mental or intellectual disabilities were 4.6 times more likely to be victims of sexual violence than their non-disabled peers. This includes using a child for pornography, sexual materials, prostitution and unlawful sexual practices. Research shows that female children with special needs were significantly more likely to report sexual abuse to a trusted adult than male children. Millions of disabled children around the world spend part or all of their lives in institutional settings, such as in schools, within their communities and residential schools. In all cases, they are at risk of becoming victims of sexual violence.

Travelling to and from school: A recent study in the United States reported that 5% of all disabled students reporting sexual abuse were abused by drivers on their way to or from their schools. Disabled children are often targeted by predators on their way to and from school. For example, perpetrators of violent crimes, including robbery and rape, often target students on their way to school because of their inability to report crime or abuse. Students with sensory impairments (deafness or blindness) and students with intellectual disabilities seem to be at particular risk.

School staff: Sexual abuse by teachers is also widely reported for both male and female children with special needs. Individuals who work as teacher's aides or attendants for children with special needs, or help transport, feed or care for such children produce sexual violence against these children. A study from the US found that 11% of all those working as teachers' aides, transportation staff or school janitorial staff in programs that served disabled children had previous criminal records, many related to child abuse and sexual violence.

Medicated to assure compliance: Children with special needs are heavily medicated by staff in institutions and hospitals because there is too little staff to tend to their needs, or when they are heavily medicated they will be unable to defend themselves from sexual assault.

Sexual abuse of these children causes long-term mental health difficulties. Of course, these children recover and become strong, but they are left with scars on their souls and in their minds. A child with a special need who suffer sustained sexual assaults, particularly from someone in a position of trust, often goes on to exhibit symptoms of post-traumatic stress disorder, borderline personality disorder and /or dissociative identity disorders. Short-term impacts of sexual abuse may include withdrawal from school, difficulties in communication and academic delay. Long-term effects of child abuse include fear, anxiety, depression, anger, hostility, inappropriate sexual behaviour, poor self-esteem, a tendency toward substance abuse and difficulty with close relationships.

Emotional Violence against CWSN

Emotional violence can be seen as a failure to provide a supportive environment and primary attachment figure for a child so that they may develop a full and healthy range of emotional abilities. Emotional violence is also the act of causing harm to a child's

development when it could have been within the reasonable control of a person responsible for the child. Examples of these acts are restricting movement, threatening, scaring, discriminating, ridiculing, belittling, etc. For example, disabled children are far less likely than their non-disabled peers to be included in the social, economic and cultural life of their communities; only a small percentage of these children will ever attend school; a third of all street children are disabled children. The emotional violence faced by the children with special needs is,

Neglect in providing basic/life-sustaining care: The disabled child in a household may receive less food, medical care or other services.

Neglect to provide disability-specific care: Disability-specific health concerns are exacerbated through neglect. For example, bed sores go unattended resulting in a potentially deadly systemic infection or a disabled child who needs assistance eating will become malnourished because no one takes enough time to adequately feed him or her.

Gender-specific neglect: In a study from Nepal, the survival rate for boy children several years after they have had polio is twice that for girl children, even though polio itself affects equal numbers of males and females. Neglect, in the form of lack of adequate medical care, less nutritious food or lack of access to related resources, is the apparent cause of these deaths. Research also shows that the parents of children with special needs are more favourable for providing schooling to male children with special needs compared to female children with special needs.

Verbal violence: Children with special needs experience verbal violence such as criticisms by family members and neighbours. They also face putdowns and insults by their peers without special needs.

Legislations regarding the violence against CWSN

Child sexual abuse laws in India have been enacted as part of the nation's child protection policies. The Parliament of India passed the 'Protection of Children against Sexual Offences Bill, 2011' regarding child sexual abuse on May 22, 2012. 53% of children in India face some form of child sexual abuse. Goa Children's Act, 2003 is the only specific piece of child abuse legislation. Child sexual abuse might be prosecuted as:

I.P.C. (1860) 354- Whoever assaults or uses criminal force to any woman or children, intending to outrage or knowing it to be likely that he will thereby outrage her modesty, shall be punished with imprisonment of either description for a term which may extend to two years, or with fine, or with both.

I.P.C. (1860) 377- Unnatural offences- "Whoever voluntarily has carnal intercourse against the order of nature with any man, woman, children or animal, shall be punished with imprisonment for life or with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine."

The Crime Victims with Disabilities Awareness Act of 1998 mandated the inclusion of disability status in the U.S. National Crime Victim Survey. It also mandated that research be conducted to address crimes against individuals with disabilities, including children.

The Child Abuse Prevention and Treatment Act (CAPTA) is a law that helps prevent children from being abused, including those with disabilities. Since 1974, this law has been part of the federal government's effort to help states and communities improve their practices in preventing and treating child abuse and neglect. CAPTA provides grants to states to support child protective services (CPS) and community-based preventive services, as well as research, training, data collection, and program evaluation.

Recommendations to prevent the violence against CWSN

Children placed away from home need increased care and protection. Whether they live in institutions or with their families or other caregivers, all children with special needs should be viewed as a high-risk group in which it is critical to identify violence. They may benefit from interventions such as home visiting and parenting programmes, which have been demonstrated to be effective in preventing violence. Parents of children with special needs and the organizations can form relationships with local victim assistance or child abuse agencies and share each other's expertise and partner in serving children with special needs in their local communities. Training and continuing education about the risks of abuse and how to avoid it in a way that they can understand can be given to those with disabilities themselves and their families. Mainstream schools, youth clubs and sports associations should also be mindful of the safety of children with special needs and their particular vulnerability to bullying, intimidation and sexual abuse. Abuse of disabled children should also be made visible in official statistics so that professionals across all agencies can begin to learn about their particular experiences of sexual abuse and their own agencies' responses to it. Specialist agencies also need to remember that they are a part of, and are accountable to, wider professional networks which confer on their responsibilities to report abuse, and to cooperate with investigations. Professionals and criminal justice officials should remember that violence against a disabled child matters more than violence against other more "normal" children and that perpetrators should be as rigorously pursued or brought to justice.

Conclusion

The growing complexities of life and the dramatic changes brought about by socio-economic transitions in India have played a

major role in increasing the vulnerability of children to various and newer forms of violence. Children with special needs are three to four times more likely to be victims of violence. Disabled children find themselves at significantly increased risk because of stigma, negative traditional beliefs and ignorance. Lack of social support and limited opportunities for education, employment or participation in the community further isolate disabled children and their families, leading to increased levels of stress and hardship. Disabled children are also often targeted by abusers, who see them as easy victims. Children with special needs often face a wide range of physical, social and environmental barriers to full participation in society, including reduced access to health care, education and other support services. They are also thought to be at a significantly greater risk of violence than their peers without disabilities. They do not want to be wrapped in cotton wool but they, and their parents, do demand that an equivalent level of consideration be given to their protection as is given to other children. Children with special needs should be placed at the centre of robust safeguarding procedures within a criminal justice and social welfare system.

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