

Emotional Intelligence and Level of Stress among Caregiver of Special Needs Children

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ABSTRACT

Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. There are five elements identified as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills that comprise the field of emotional intelligence. Gardner (1983) had a major hand in resurrecting emotional intelligence theory in psychology. His influential model of multiple intelligence includes two types of personal intelligence, the interpersonal and intrapersonal intelligence. Emotionally intelligent students are likely to show confidence and self-trust. They are also said to have higher capacity to handle problems more easily and to perform better in terms of academics, given that they are also endowed with an ideal level of intellect. All these, when combined will contribute to persons self-belief and confidence that will move him to perform better in academics and then in society. Emotional intelligence largely contributes to a person's ability to cope up with his present trends. Level of stress may refer to almost any kind of activity through

which a person seeks meaning, especially a "search for the sacred. It may also refer to personal growth, blissful experience, or an encounter with one's own "inner dimension. Among family caregivers of children with disabilities, chronic stress, defined as stress stemming from "relatively enduring problems, conflicts, and threats that many people face in their daily lives," can lead to negative outcomes related to physical health as well as mental and emotional health. As there are physical and psychological health risks associated with care giving stress, it is critical to support caregivers in reducing stress and improving overall well-being. The following strategies have been shown to reduce negative outcomes among family caregivers of children with DD. The study found that emotional intelligence is negatively correlated with level of stress among Caregiver of Special Needs Children. The study found that 6% female students have low emotional intelligence, 54% female students have average emotional intelligence, and 40% female students have high emotional intelligence. As a result, present study opens a new area of investigation regarding the role of level of stress in development of emotional intelligence skill in eastern Muslim culture of Kashmir University. These results can be very helpful for clinical and counselling purpose of students because emotional intelligence may have important clinical and therapeutic implications as on theoretical background emotional regulation should affect vulnerability to disorder and response to treatment. Moreover, emotional intelligence of students should be enhanced through different strategies so that they can have better mental health and achieve their future goals.

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INTRODUCTION

The relevance of Emotional Intelligence as a new way to assess an individual is increasing rapidly since its introduction in 1990s. Persons with high EI are said to have a clear idea about themselves, their needs, strengths, downfalls, and is able to form good and healthy relationships by managing all those emotions according to the situation and the environment, both in their personal and work life. Wherever there is a

human component involved, there is also EI in action. Man being a social animal with thinking capabilities, is driven by emotions such as happiness, hatred, affection etc. which differentiate us from others. Considerable contributions to the study of EI have been made by Goleman and Mayer & Salovi, The Goleman model of EQ consists of 25 capabilities in five different dimensions – self-awareness, self

regulation, motivation, empathy, and social skills. According to him, EI is a skill which helps a person to be control of his life by making right decisions through emotional awareness of the self as well as the others and managing them with clear perception of the repercussions of his actions. In the view of (Mayer and Salovi 2007) EI consists of mainly three parts which includes emotional perception, emotional facilitation and emotional understanding. Both the aforesaid models relate to the identification, recognition, expression, utilization, management of emotions with additional factors such as empathy, concern etc. On a similar study of EI in students by Urska Dobersek & Denise L. Arellano it was found that student non-athletes have better EI than the student-athletes. Although extensive study is being conducted in the EI and related topics, there hasn't been significant attempt to relate students' EI with their co-curricular activities such as sports, music, dance, art, photography etc. These activities have impacts on a person's behaviour, perception, abilities etc. Hence, attempts have been made in this study to establish and relate between EI of students with co-curricular activities and without it.

Education as such aspires for bringing about all round development of child's personality which includes the physical, intellectual & social attributes. Mahatma Gandhi rightly said, "Education is the all-round development of one's body, mind & spirit". But our education system is still very much focused on bookish knowledge and much concerned with cognitive aspect only. The affective and psychomotor domains are almost ignored. Often, the result of such incomplete or lopsided development produces dis-balance in a person, who cannot deal effectively with his or her individual or social life. To be increasing instances violence, immorality, and other evils in the society especially among adolescents highlight the necessity of making fundamental changes in education system to make it more balanced to be serving its real purpose. Thus, the biggest challenge before the education system today is to be equipped it to deal with individual and social conflicts & read them peacefully by developing respect for themselves as well as for others. Our formal education system tends to lay emphasis on "learning to know" and to a lesser extent on "Learning to do" i.e., "learning to live together" and "learning to be" should also be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today's educational structure.

Emotional intelligence is the ability to adjust oneself to a new situation. E.Q. has its roots in the concept of

social intelligence, which was first coined by E.I. Thorndike in 1920. E.Q. is a type of social intelligence that involves the ability to monitor one's own and others' emotions to discriminate among them and to use information to guide one's thinking and actions (Solvey and Mayer 1990). E.Q. persons are skilled in four areas– in identity using understanding and regulation of emotions (Golman 1995) E.Q. is one's capacity to connect with others. A degree of E.Q. is awareness of one's own and other people's feeling such as sympathy, comparison motivation and the ability to respond to pain and pleasure appropriately (Goleman, 1995). In other words, we can describe E.Q. in such of way that "intelligence with emotions" is called emotional intelligence. Recent research is strengthening the long hold premise that the art of managing emotion contributes a lot towards success. Research shows that IQ accounts for only 20% of person's success in life (Stornberg, Wong, Wagner, Williams and Hovarth, 1995) the balance can be attributed by Emotional Intelligence. The term Emotional Intelligence (EI) was made popular by Danial Goleman in his bestselling books 'Emotional Intelligence' (1996) and 'Working with Emotional Intelligence' (1998). The EI involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer and Salovey, 1993). The emotional intelligence (EI) at the most general level relates to the ability to recognize and regulate emotions in one self and in The EI involves abilities that may be categorized into five domains: self- awareness, managing emotions, motivating one-self, empathy and handling relationship. Thus, intrapersonal and interpersonal intelligence as proposed by (Gardner 1993), essentially constitute the aspects of social intelligence which have been included in EI in the form of self-awareness, empathy and handling relationship. EI involves the ability to reason using emotions and of emotion to enhance the reason. Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their struggles. Furthermore, to encourage a smooth transition from adolescence to adulthood, a good understanding of emotions of adolescents is important in determining their psychological wellbeing. Here, the concept of 'personal meaning' in life of adolescents can play a major role in relation to the emotional intelligence of adolescent. (Wong 1998) defines meaning in life as it refers "to making sense, order or coherence out of one's existence and having a purpose and striving towards a goal or goals.

Review of Literature

(Masoume Kimiyayi, Saeed Daryae 2008) the purpose of this study is to explain the relationship between spiritual intelligence, emotional intelligence with occupational performance the guidance school teachers' occupational performance in Shiraz educational system organization (first area). The descriptive research method was co-relational. The study population in 5657 was that they were all the teachers who were teaching at guidance schools in the educational year 2013-2014. Using cluster sampling, 120 teachers were selected. In this study, King's spiritual intelligence 24-item questionnaire, Shearing's emotional intelligence 33-item questionnaire and Paterson's occupational performance 15-item questionnaires were used. According to the research of statistical methods for data analysis, descriptive and inferential statistics were used. Pearson correlation results indicated a significant relationship between variables of spiritual intelligence, emotional intelligence and occupational performance. And on the other hand, there was a significant relationship between the dimensions of spiritual intelligence, emotional intelligence and occupational

(Shahin Ebrahimi Koohbanani a, Reza Dastjerdi b, Taghi Vahidi 2012) this research determines the relationship between Spiritual Intelligence (SI) and Emotional Intelligence (EI) with Life Satisfaction (LS) among gifted female high school students in Birjand. For this purpose, 123 students were selected considering the Simple Sampling Method. The results revealed that there is generally no meaningful relation between SI and LS, but a meaningful relation between EI and LS does exist. The results of regression analysis showed that "Moral Virtue" in SI and "Appraisal & Expression of Emotion" and "Regulation of Emotion" in EI are meaningful predictors for LS. Also SI together with EI has a meaningful relationship with LS.

(Dhani Shanker Chaubey, Dhani Shanker Chaubey 2012) in transforming students into business professionals, academicians need to play a pivotal role by enriching students' knowledge and enhancing their emotional intelligence levels. EI skills have been strongly associated with dynamic leadership, satisfying personal life experiences and success in the workplace. Emotional Intelligence (EI) has been developed, adapted and embraced by the business world and very recently by academicians too. This has resulted in demand for the incorporation of EI competencies in University curricula to acquaint students with EI skills. This paper has been taken up with the objective of identifying EI among the

students of engineering and management streams. A total 160 students of engineering and management streams were surveyed and it was found that there is a significant difference among these two streams. Some scope of future research has been also highlighted in this study. Key Words: Emotional Intelligence, academic performance.

(Grace A Fayombo 2012) this study investigated the relationships between e emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of (Barchard 2001) Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement while positive expressivity, negative expressivity and empathic concern were other significant predictors. Emotion-based decision-making, responsive joy and responsive distress did not make any significant relative contribution to academic achievement, indicating that academic achievement is only partially predicted by emotional intelligence. These results were discussed in the context of the influence of emotional intelligence on care given of special needs children'' academic achievement.

(Mohammad Hossein Moshref Javadi, Dr. Javad Mehrabi, 2012) the main objective of the present survey was to study the impact of emotional intelligence and spiritual intelligence on organizational entrepreneurship. Statistical population of the survey includes employees working in manufacturing companies of Sari County in 2011 that one-hundred eighty seven (187) persons have been studied as the research sample using simple random sampling method and Wang and La's emotional intelligence questionnaire and King's spiritual intelligence questionnaire. Validity of the model was measured by structural equations modeling method and the relationship among variables was confirmed based on results of path analysis. Results reveal that emotional intelligence and spiritual intelligence are effective on organizational entrepreneurship. Also research findings demonstrated that the research model has a suitable goodness.

(Indira Sharma, 2013) the increase interference of human beings with Environmental processes has created environmental crisis. To check and make aware to this problem and to develop environmentally

responsible behaviour, environmental education is made compulsory subject. The present scenario is quite unsatisfactory as environment is deteriorating further. An effort is made to know the role of emotional and spiritual intelligence on eco-friendly behaviour of undergraduate student. The co relational research design was used to conduct study. Random sampling technique was used to select 300 student of 1st year of graduation from 3 degree college of Agra city, 150 male and 150 female. The result indicated that educational and spiritual intelligence are powerful predictor of eco-friendly behaviour of undergraduates and both variables accounted for 55% variance in their eco friendly behaviour.

(Arbabisarjou Azizollah 2013) the purpose of this study is to study the relationship among emotional intelligence, spiritual intelligence, and academic achievement of students in the University of Isfahan. The statistical population of this study includes all of the students in this university. A sample of 250 students has been selected through random cluster sampling. The Spiritual Intelligence and Self-report Inventory and Trait Emotional Intelligence Questionnaire have been used for collecting data. The results of this study revealed that there is a significant positive relationship between students' achievement with their emotional and spiritual intelligence. As the results indicated, growth and promotion of the emotional and spiritual intelligence can be considered as methods for improving students' academic achievement. This can be promoted and revolved through a rich educational environment and leads to better educational performance in the academic environments.

(Farva Mansoor Butt 2014) Present research explored the relationship among emotional intelligence, religious orientation and mental health of care given of special needs children. It was assumed that emotional intelligence would be a better predictor of psychological well-being than religious orientation. To study the effect of religious orientation and emotional intelligence on psychological distress and to investigate the role of level of stress in development of emotional intelligence were also focal points of research. The purposive convenient sample included 209 students (89 men and 120 women) from GC University, Lahore, Pakistan. Beck Depression Inventory Positive and Negative Affectivity Scale Trait Anxiety Scale (Speilberger, Gorsuch, Emotional Intelligence Scale and Well-being Manifestation Measure Scale (Masse et al., 1998) were administered to the participants. Results indicated significant positive relationship among emotional intelligence, religious orientation, and psychological well-being

while emotional intelligence and religious orientation both have significant negative association with psychological distress. Results of multiple regression showed that emotional intelligence and religious orientation have significant effect on psychological distress. Moreover, emotional intelligence was a better predictor of psychological well-being than religious orientation, while religious orientation also has significant predictive association with emotional intelligence.

(Rozita Jamaly, Afsaneh Sobhi, 2014) We aimed to investigate relationship between spiritual intelligence and emotional intelligence with mental health of students of Islamic Azad University of Zanjan. The population of this research was Students of Islamic Azad University that 300 subjects were randomly selected as sample. The sample consisted of undergraduate academic degree, bachelor's and master's degree requirements. Measures were General Health Questionnaire (GHQ) and Emotional Intelligence Inventory-(EQ-I) and Spiritual Intelligence Scale (ISIS). To analyze data simultaneous multiple regression analysis method (MANOVA) was used. The results showed that spiritual and emotional intelligence are overlapping on intervening example of intelligence, spiritual intelligence can improve emotional intelligence. It is hoped that the findings for intervention in field of spiritual and emotional intelligence can be useful and also by using these results, we hope to increase level of mental health.

(Maryam Keshtegar, Hossein Jenaabadi 2015) the present study aimed to examine the relationship among emotional intelligence, spiritual intelligence and resilience of students at University of Zabol. This was a descriptive study using a survey method. The statistical population of the current study included all students at University of Zabol. Research instruments contained the Adult Resilience Scale developed by Hjermadal et al., the Trait Emotional Intelligence Questionnaire designed by Petrides and Farnham, and Spiritual Intelligence Inventory developed by King. The sample included 354 care given of special needs children (188 females and 166 males) studying at University of Zabol in the academic year 2014- 2015, selected through applying simple random sampling method. Data were analyzed in both descriptive (frequency distribution, frequency, and charts) and inferential levels (Pearson co-relation coefficient and independent t-test). Results indicated that there was a significant relationship between emotional intelligence and spiritual intelligence. Moreover, resilience was significantly and positively correlated with emotional intelligence and spiritual intelligence.

Additionally, no significant difference was found between the overall resilience of male and female students.

(N. Saibani, M. I. Sabtu, Z. Harun, 2015) Emotional intelligence quotient (EQ) plays an important role in influencing the development of students' learning and academic. EQ has been identified as a medium for improving academic learning and academic grades success throughout 4-year engineering degree programs. EQ such as the emotion management, feeling, communication skill, and leadership are essential for a student in nurturing excellent performance as holistic. Therefore, this study aims to establish and monitoring the EQ achievement among the undergraduate students of the Faculty of Engineering and Built Environment, University Kebangsaan Malaysia.

The EQ scores were measured using the Malaysian EQ Inventory (MEQI) Test. The study began by monitoring EQ achievements of a same cohort of students at four consecutive years: Year 1 (2010/2011), Year 2 (2011/2012) and Year 3 (2012/2013) and Year 4 (2013/2014). Results showed that, the overall EQ scores have recorded a slight increase from 2010 to 2014. Self-Awareness, Empathy, Social Skill and Maturity are the domains that experience increment, while the other domains such as; Self-Regulation, Self-Motivation and Level of stress show slight decrease.

(Shama Yahaya Bader Al Hadid 2015) This study aimed to know the viewpoint of faculty members at the World Islamic Sciences & Education University on the effect of emotional intelligence on students' achievement, and also aimed to investigate the effect of gender, experience, qualification, academic rank on the point of view of faculty members. The study sample consisted of 45 faculty members 21 males and 24 females from the World Islamic Sciences & Education University. Means and standard deviations and t-test were used to analyze the results. The results showed that there were statistically significant differences in the views of the faculty members on the effect of emotional intelligence on students' achievement, also showed a statistically significant differences at the level of significance in their views attributed to the experience, as there are statistically significant differences at the level of significance in their views attributed to gender, and results also showed the existence of clear statistically significant differences in the views of the faculty members on the effect of emotional intelligence on students' achievement due to the Qualification variable.

RESEARCH METHODOLOGY

OPERATIONAL DEFINITION

Stress - stress has been directed towards the identification of variable believed to mediate between stress and psychological and physical outcomes [Baun and Singer 1982, Jenkins, 1979]

Emotional Intelligence - emotional intelligence is the ability to sense and understand one own emotion to express and regulate then appropriately and to use them in the process of decision making Emotional intelligence refer to the ability to perceive ,control and evaluate emotions.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present research proposal:

1. To find out the relationship between emotional intelligence and level of stress among Care given of Special Needs Children.
2. To study the level of emotional Intelligence among Care given of Special Needs Children with respect to gender.
3. To study the level of emotional Intelligence among Care given of Special Needs Children with respect to domicile.
4. To study the level of level of stress among Care given of Special Needs Children with respect to gender.
5. To study the level of level of stress among Care given of Special Needs Children with respect to domicile.

Methodology

Methodology refers to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge. It is logic of scientific investigation. It means description, explanation and justification of methods and not the methods themselves. When we talk of methodology of any social science, say of psychology, we refer to method(s) used by psychologists, e.g., survey method, case study method, statistical method and so on.

SAMPLE

The sample for the present study was consisted of 100 caregiver of special needs children (50 male & 50 female and 50 rural & 50 urban) caregiver of special needs children. Further the sample is divisions of groups in terms of classes. The random sampling technique was used, and the sample was collected.

DESCRIPTION OF THE TOOLS:

1. Emotional Intelligence: The Emotional Intelligence Scale developed by Anokool Hyde,

Sanjyot Pethe and Upinder Dhar shall be used to measure Emotional Intelligence of adolescent students.

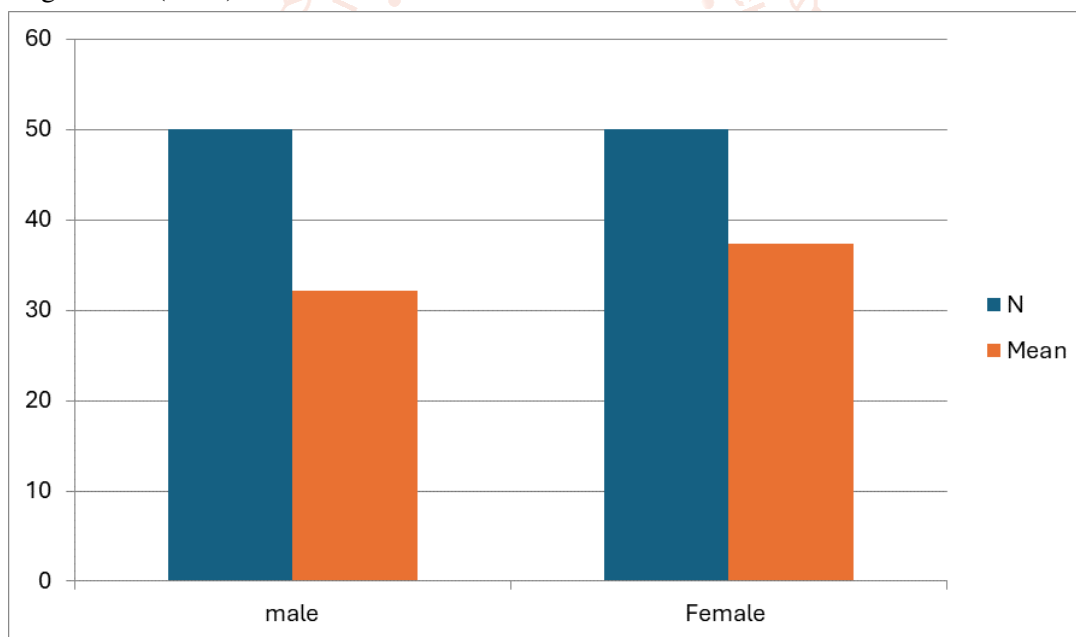
Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88,

Validity: Besides face validity, as Alf items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges / experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

STATISTICAL TECHNIQUES USED

The data collected was subjected to the following statistical treatment.

1. Co-efficient of Correlation
2. Percentage
3. Mean:
4. Standard Deviation
5. Test of Significant (t-test):



The above table shows the overall frequency distribution level of emotional intelligence among Care given of Special Needs Children. The above table shows that 7% have low emotional intelligence, 54% have average emotional intelligence and 39% have high emotional intelligence among Kashmir Care given of special needs children.

Conclusions

Despite of these limitations present study provides very important and useful theoretical and practical implications. On the bases of findings, it is recommended that religious involvement of students should be appreciated and enhanced by teachers and parents of Kashmir Care given of special needs

RESULT, INTERPRETATION AND DISCUSSIONS

Table 4.1: Correlation coefficient between Emotional Intelligence and Level of stress among Care given of Special Needs Children

	Level of stress	P
Emotional Intelligence	-.342*	.000

*p<0.01 level of significance

The above table shows Pearson correlation coefficients for Emotional Intelligence and Level of stress among Care given of Special Needs Children. Ranging from (r = -.342, p=0.00) and the correlation are significant at 0.01 level. It is evident from the table that emotional intelligence is negatively correlated with level of stress among Care given of Special Needs Children.

Table 4.2: Overall Frequency distribution level of Emotional Intelligence among Care given of Special Needs Children

Level	N	% age
Low	7	7.0
Average	54	54.0
High	39	39.0
Total	100	100.0

children. It can be useful not only for psychological wellbeing of Kashmir Care given of special needs children but also for development of emotional intelligence.

As a result, present study opens a new area of investigation regarding the role of level of stress in

development of emotional intelligence skill in eastern Muslim culture of Kashmir University. These results can be very helpful for clinical and counseling purpose of students because emotional intelligence may have important clinical and therapeutic implications as on theoretical background emotional regulation should affect vulnerability to disorder and response to treatment. Moreover, emotional intelligence of students should be enhanced through different strategies so that they can have better mental health and achieve their future goals.

LIMITATIONS AND SUGGESTION

SUGGESTION FOR FURTHER STUDIES

Considering the results of the present study and other researches in this field, the following can be suggested:

- Emotional intelligence, level of stress and forgiveness can be considered as one of the predictive criteria for a successful marital satisfaction of married non-academic staff.
- Devising an intervention program for parents to enhance their emotional intelligence, level of stress and forgiveness might increase couples marital satisfaction.
- Further studies should look at demographic variables such as educational back Ground, gender socio-economic status and age since it seem to influence marital satisfaction.

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