CHAPTER FOUR
CHAPTER – IV

DEVELOPMENT OF

SELF-CONCEPT BOOSTING PLAN

As there was no suitable tool for the population under study, therefore, need was felt by the investigator to develop her own plan. In the present chapter detailed steps of development of Self-concept, Boosting Plan have been presented.

4.1 REVIEW OF PROGRAMMES ALREADY DEVELOPED

Gupta (1998) developed self-concept enhancement programme for the undergraduate students of B.A. II and III Home Science and arts students of Indore City (M.P.). She took a sample of 154 students and employed a pre-test and post-test control group design. She prepared seventeen exercises leading to goal setting, creating a resume, self-assessment, self-analysis, self-evaluation and my house etc. She concluded that self-concept enhancement programme benefited to home science as well as arts students with respect to aesthetic and emotional characteristics.

4.2 DECIDING ABOUT THE CONTENTS AND FORMAT OF THE PLAN

Before deciding the content of the plan, it was essential to go through the different literature relevant to the programme. For this, studies of Scott (1955), Jersild (1952, 1954), Harold (1958), Ausubel (1958), Reckless (1958), Snygg and Combs (1959), Davidson and Lang (1962), Dinkmeyer and Dreikurs (1963), Dinkmeyer (1965), Harick (1983) and Singer & Ashley (1999) were read thoroughly. In addition to the
above, studies of Lindquist (1970) and Freeman (1962) were consulted for shaping and sharpening the content of programme and for providing guidelines for making the programme. Investigator also read few Ph.D. theses, M.Ed. dissertations and journals related to the field of self-concept. Thorough discussion with some subject experts in the Departments of Education, lecturers of Colleges of Education, Lecturers teaching the subject of Educational Psychology and research scholars regarding the various aspects and content of the programme helped the investigator in identifying some main and important dimensions, aspects and format of the programme. Those points which were found suitable for present investigation were noted down and the preliminary draft of the Self-concept Boosting Plan (SCP) was prepared with its 23 exercises.

4.3 APPRAISAL OF THE PLAN

The preliminary draft of the Plan with its 23 exercises was got photostat and given to eleven experts in the field of Educational Psychology, test construction or having practical experience of child psychology. The list of these experts is given below:

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<tr>
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<th>List of Experts</th>
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<tbody>
<tr>
<td>1</td>
<td>Prof. R.P. Goyal</td>
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<tr>
<td>2</td>
<td>Dr. (Mrs.) Aruna</td>
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<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>3</td>
<td>Dr. (Miss) Seema Chopra</td>
<td>Senior Lecturer</td>
<td>University of Jammu, Jammu</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G.H.G.H College of Education for Women, Sidhwan.</td>
</tr>
<tr>
<td>4</td>
<td>Dr. (Miss) Naginder Kaur</td>
<td>Senior Lecturer</td>
<td>Malwa Central College of Education, Ludhiana</td>
</tr>
<tr>
<td>5</td>
<td>Miss. Manmeent Kaur</td>
<td>Lecturer</td>
<td>Malwa Central College of Education, Ludhiana</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Himadri</td>
<td>Lecturer</td>
<td>Shivalik College of Education, Udhampur (J&amp;K)</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Vikram Gulati</td>
<td>Vice-Principal</td>
<td>Shivalik College of Education, Udhampur (J&amp;K)</td>
</tr>
<tr>
<td>8</td>
<td>Miss Kuldeep Kaur</td>
<td>Lecturer</td>
<td>S.D. College of Education, Lopon</td>
</tr>
<tr>
<td>9</td>
<td>Prof. S.P. Suri</td>
<td>Prof. &amp; Dean</td>
<td>Faculty of Education</td>
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<td>University of Jammu, Jammu</td>
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<td>10</td>
<td>Sh. Devgun</td>
<td>Principal</td>
<td>DAV Public School, Patiala</td>
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These experts were requested to see whether the programme was fairly representative of most of the aspects of self-concept, suited to the mental and age level of the Sr. Sec. school children, and to find out if there was any defect in the language, vagueness in the format or any ambiguity in the development of the programme.

On the basis of the judgement of above experts, three exercises were deleted from the programme, few modifications were made here and there in the statements of the exercises. In this way final Self-concept Boosting Plan consisted of 20 exercises which are given below:

4.4 EXERCISES

EX. 1  “Who am I”
EX. 2  “Self-confidence”
EX. 3  “Imagine the most Beautiful Person”
EX. 4  “Positive Comments”
EX. 5  “Memory games”
EX. 6  “Sharing Achievement”
EX. 7  “Nice Things”
EX. 8  “Imagine an Ideal Person”
EX. 9  “Happiest Events that leads to Happy Life”
EX. 10 “Relieving Tension and Controlling Nerves”.
EX. 11 “Making Relationship”
EX. 12 “Feeling of Pride-Realization

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EX. 13 “Self Assessment & Improvement”
EX. 14 “Adjustment”
EX. 15 “The Moment of Truth”
EX. 16 “Initiative”
EX. 17 “How much I am an optimist”
EX. 18 “Tactfulness”
EX. 19 “Resourcefulness”
EX. 20 “Emotional Maturity”.

As suggested by experts time to complete each and every exercise was fixed 40 minutes. In all the exercises children were supposed to attempt 4-5 activities and provide answer to 8-10 objective type questions given at the end of each exercise.

Self-concept Boosting Plan has been appended with the research report – Appendix I.