



VINAYAKA MISSIONS SIKKIM UNIVERSITY

(A state private University under Act 11 of 2008 of Govt of Sikkim)

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Half-Yearly Progress Report of Ph.D. Research Scholar

1. Name (in Capital Letters) : **AKANKSHA SURESHRAO NAWALE**
2. Degrees for which, he/she has registered : **PHD English**
3. Registration No. with date of registration : **PHD/2017-18/0001**
4. Name of the Supervisor : **Dr. Anurita**
5. Title of the research project : **A STUDY OF SELECTED INDIAN ENGLISH
YOUNG ADULT LITERATURE FROM A SOCIAL COGNITIVE
PERSPECTIVE**
6. Period of Progress Report : **apr-2018 TO oct-2018**
7. Books/journals consulted :
If more space required, please attach a separate sheet
8. Experimental work done :
9. Field work done, if any :
If more space required, please attach a separate sheet
10. Percentage of research work completed : **20%**
(As per your assessment)
11. Whether writing of thesis started? : **YES**
12. Whether presented any Seminar on your Research :
Work?
13. Courses, as required passed :

14. Any other matter you may like to report :

Date of submission:

Akaneha Suresh Rao
Signature of the Research Scholar

For Supervisor/s

Forwarded with comments

The scales of observational learning/modeling and vicarious affective learning are used in this chapter's analysis of the chosen texts. Another remarkable human characteristic that receives significant emphasis in the Social Cognitive Theory is the enormously significant capacity for vicarious learning. Traditionally, psychological theories have placed a lot of emphasis on learning through the results of one's behaviour and activities. If knowledge and abilities could only be learned through direct experience during this critical stage of adolescence, the process of cognitive and social development would be significantly slowed down and constrained, as well as exceedingly time-consuming and dangerous. The texts have been examined to determine how vicarious learning can stimulate the development of new skills, behavioural patterns, traits, values, and emotional dispositions in teenagers.

Arun
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Signature of the HoD

Signature of the Chairman, DC



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4. Name of the Supervisor : **Dr. Anurita**
5. Title of the research project : **A STUDY OF SELECTED INDIAN ENGLISH
YOUNG ADULT LITERATURE FROM A SOCIAL COGNITIVE
PERSPECTIVE**
6. Period of Progress Report : **nov-2018 TO may-2019**
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If more space required, please attach a separate sheet
8. Experimental work done :
9. Field work done, if any :
If more space required, please attach a separate sheet
10. Percentage of research work completed : **40%**
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11. Whether writing of thesis started? : **YES**
12. Whether presented any Seminar on your Research Work? :
13. Courses, as required passed :

14. Any other matter you may like to report :

Date of submission:

Akashu Suresh Rao

Signature of the Research Scholar

For Supervisor/s

Forwarded with comments

The chosen texts are examined in this chapter using a measure of symbolism abilities, including past ruminating, phobic thinking, fantasy, guided learning, and cognitive bias. Adolescence is a critical stage of life that can result in a number of difficult situations and a great deal of confusion. The majority of these issues are readily apparent in the way that adolescents interact with their environment and behave toward one another. While some teenagers are greatly affected by stress and anxiety, others aren't as affected. It has been noted that severely stressed teenagers tend to dwell on the past or engage in phobic thinking. Their behaviour clearly reflects the negative repercussions of such ruminating and phobic thinking, but it also significantly affects their environment. It is believed that adolescents who are predisposed to such anxiety and depressive disorders would eventually grow up to be nervous and agitated adults. These four factors make clear the solutions to the behavioural issues or shortfalls that teenagers experience. In order to understand how these abilities affect the potential of the teenagers and their psychosocial behaviour, the chosen texts have been studied using these social cognitive techniques.

Aamir

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4. Name of the Supervisor : **Dr. Anurita**
5. Title of the research project : **A STUDY OF SELECTED INDIAN ENGLISH YOUNG ADULT LITERATURE FROM A SOCIAL COGNITIVE PERSPECTIVE**
6. Period of Progress Report : **june-2019 TO dec-2019**
7. Books/journals consulted :
If more space required, please attach a separate sheet
8. Experimental work done :
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10. Percentage of research work completed : **60%**
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11. Whether writing of thesis started? : **YES**
12. Whether presented any Seminar on your Research Work? :
13. Courses, as required passed :
14. Any other matter you may like to report :

Date of submission:

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For Supervisor/s

Forwarded with comments

An empirical study of a small group of young adults is presented in this chapter. The replies evoked have been examined based on the survey method to determine the relevance and usefulness of the chosen texts as a motivational tool for changing adolescent behaviour. In Thane City, 293 students in classes eight, nine, and ten from three schools and four boards—ICSE, IGCSE, CBSE, and SSC—were surveyed and given a questionnaire to complete. To support the hypotheses, the responses have undergone statistical analysis using statistical methods. Aside from the empirical investigation, this chapter also derives conclusions and findings from the debates in the earlier chapters. It sheds insight on the social cognitive approach-based patterns of teenage behaviour and chronicles the use of this study in related domains.

Ananta

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6. Period of Progress Report : jan-2020 TO jul-2020
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8. Experimental work done :
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10. Percentage of research work completed : 100%
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11. Whether writing of thesis started? : YES
12. Whether presented any Seminar on your Research Work? :
13. Courses, as required passed :
14. Any other matter you may like to report :

Date of submission:

Akanksha Suresh Rao

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For Supervisor/s

Forwarded with comments

The texts of Paro Anand, Deepa Agarwal, and Ramendra Kumar are examined in this chapter using the Observational Learning/Modeling and Vicarious Affective Learning scalars. Another remarkable human characteristic that receives significant emphasis in the Social Cognitive Theory is the enormously significant capacity for vicarious learning. Traditional psychological theories from the past have placed a lot of focus on learning through the results of one's behaviour and actions. If knowledge and abilities could only be learned through direct experience during this critical stage of adolescence, the process of cognitive and social development would be significantly slowed down and constrained, as well as exceedingly time-consuming and dangerous. The texts have been examined to determine how vicarious learning can stimulate the development of new skills, behavioural patterns, traits, values, and emotional dispositions in teenagers.

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