A STUDY TO EVALUATE THE EFFECTIVENESS OF PLANNED NURSING INTERVENTION TO FACE THE DOMESTI VIOLENCE POSITIVELY, IN TERMS OF ROLE RECOGNITION AND EMOTIONAL COMPETENCE AMONG MARRIED WOMEN AT A SELECTED AREA IN SALEM.

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By
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PSYCHIATRIC NURSING

SHANMUGA COLLEGE OF NURSING,
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“A STUDY TO EVALUATE THE EFFECTIVENESS OF PLANNED NURSING INTERVENTION TO FACE THE DOMESTIC VIOLENCE POSITIVELY, IN TERMS OF ROLE RECOGNITION AND EMOTIONAL COMPETENCE AMONG MARRIED WOMEN AT A SELECTED AREA IN SALEM”.

APPROVED BY DISSERTATION COMMITTEE

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OCTOBER - 2014
DECLARATION OF THE CANDIDATE.

I Mrs.Jayalaksmi. M, hereby declare that this dissertation entitled “A Study to Evaluate the Effectiveness of Planned Nursing Intervention to Face the Domestic Violence Positively, in terms of Role Recognition and Emotional Competence among Married Women at a selected area in Salem”, has been prepared by me under the guidance and direct supervision of Mr.P.Selvaraj, M.Sc.(N), Associate Professor cum HOD, Department of Psychiatric Nursing, Shanmuga College of Nursing, Salem as the requirement for partial fulfilment of Master of Science in Nursing degree under The Tamilnadu Dr.M.G.R. Medical University, Chennai-32. This dissertation represents independent work of mine, had not been previously formed and this will not be used in further for award of any other degree/diploma.

Place: Salem
Month & Year: October 2014.

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JAYALAKSHMI, M.
ABSTRACT:  Background: Violence against women continues to be a global epidemic that kills, tortures and maims physically, psychologically, sexually and economically. Domestic violence (DV) is the single greatest cause of injury to women. Spousal abuse is the mistreatment or misuse of one spouse by the other. Approximately 95% of the victims of domestic violence are women. The aim of this study was to assess the level of domestic violence and to promote role recognition and emotional competence to face domestic violence positively among married women. Method: A quantitative evaluative research approach, quasi experimental pre-test post-test with control group design was used to determine the effectiveness of information booklet on ‘face domestic violence positively (for married women)’ among married women in a selected area. The study was conducted in Anna nagar, Kari patti,Salem. The sample size was 60, 30 married women of 19-45 years were selected by non-probability purposive sampling technique. Initially the researcher got permission from concerned authority. Informed written consent was obtained from the samples. The tools used were structured interview schedule to assess the demographic variables, level of domestic violence, role recognition and emotional competence to face domestic violence from each group. Pre-test was conducted to assess the level of domestic violence, role recognition and emotional competence to face domestic violence from each group. Followed by pre-test, on day 2, a group teaching on how to face domestic violence was carried out using PowerPoint for experimental group and information booklet on ‘face domestic violence positively (for married women)’ was issued to experimental group. On day 10, first follow up was carried out by motivating the samples to read and practice the booklet, and doubts in the booklet were clarified by the researcher. On day 18, second follow up was carried out same as that of first follow up. On day 28, post test was conducted. Results: The findings showed that there is significant difference in the mean post-test role recognition and emotional competence score to face domestic violence positively. The calculated values of role recognition and emotional competence to face domestic violence scores were 8.40 and 10.76, 7.30 and 9.83 respectively between experimental and control group which is significant at p<0.05 level of significance. There was no significant association between the pre test level of emotional competence to face domestic violence among samples of experimental group and their duration of marriage $\chi^2= 0.46$ is lesser than the table value (9.49) and no significant association between the pre-test level of emotional competence to face domestic violence and bad habits of spouse $\chi^2= 4.77$ is lesser than the table value (12.59). Conclusion: Information booklet was found to be effective in creating awareness on domestic violence among married woman and helped them to improve role recognition and emotional competence to face domestic violence positively. Keywords: Effectiveness, Role recognition, Emotional competence, Information Booklet on ‘face domestic violence positively (for married women)’. 

INTRODUCTION: Women hold a key position in the shaping of the next generation while women play an important role in the life of the family; some have become so oppressed by their husbands that they give up. The role of the woman is to be a teammate
with her husband in creating a home, and raising great children to function well in society (Michael Davis, 2011).

**STATEMENT:** A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, in terms of role recognition and emotional competence among married women at a selected area in Salem (2014).

**OBJECTIVES:**
1. To prepare and validate planned nursing intervention to face domestic violence positively for married women.
2. To assess and compare the pre-test and post-test score on role recognition to face domestic violence positively among samples, within and between experimental and control group.
3. To assess and compare the pre-test and post-test score on emotional competence to face domestic violence positively among samples, within and between experimental and control group.
4. To find association between pre-test level of emotional competence to face the domestic violence positively among experimental group with their selected demographic variables. [Duration of marriage, bad habits of spouse].

**HYPOTHESES:** (Level of significance at P<0.05)  
1. The mean post-test score is higher than the mean pre-test score on role experimental group and control group.
2. The mean post-test score is higher than the mean pre-test score on emotional competence to face domestic violence positively among samples of experimental group and control group.
3. There is significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the selected demographic variables. (H₃a - duration of marriage, H₃b - bad habits of spouse).

**METHOD:**
1. **Effectiveness:** It refers to the difference between the mean post-test and mean pre-test score of development of role recognition and emotional competence to face domestic violence positively among samples.  
2. **Planned nursing intervention:** Nursing intervention is through conducting group teaching using a PowerPoint presentation for 30-45 minutes, to married women in groups. Then a booklet on 'Face Domestic Violence Positively [for married woman]', which is prepared by the researcher and content validated by experts is issued to the samples freely. By learning this booklet and practicing the given points in daily life helps in the development of role recognition and emotional competence to face domestic violence positively among women. [Annexure-X].  
3. **Role recognition:** In this study role recognition refers to development of an assertive role to prevent and to face domestic violence positively with her spouse. It was measured by using 2 point scale and assessed by structured interview schedule. The total score were converted into percentage and were interpreted as 75-100% adequate, 50-74% moderate, 0-49% inadequate.  
4. **Emotional competence:** In this study, Emotional competence is described as the essential activity to recognise, interpret and respond constructively to emotions in her-self towards the components of spousal violence. It implies an ease around her spouse and others and determines her ability to effectively and successfully lead and express. It is measured by using structured interview schedule on emotional competence to face domestic violence positively among married women. Each statement has two options and each correct option carries 1 score. The total score were converted into percentage and were interpreted as 75-100% adequate, 50-74% moderate, 0-49% inadequate.

In this study a quantitative study with evaluative approach, quasi experimental pre-test post-test with control group design was used. This study was conducted by using Imogene
King’s goal attainment theory as conceptual framework. The study was conducted in community area, Kari patti, Salem. The total sample size was 60, 30 in each group. Non probability purposive sampling technique was used. Informed written consent was obtained from the samples. On Day 1 the demographic variables, level of domestic violence, role recognition and emotional competence to face domestic violence and responses of samples on role recognition and emotional competence to face domestic violence positively were assessed by using structured interview schedule from each group. on day 2, a group teaching on how to face domestic violence was carried out using powerpoint and information booklet on ‘face domestic violence positively( for married women)’ was issued to experimental group. On day 10, first follow up was carried out by motivating the samples to read and practice the booklet, and doubts in the booklet were clarified by the researcher. On day 18, second follow up was carried out same as that of first follow up. On day 28, post test was conducted.

FINDINGS: (1) Demographic variables: The analysis shows that in control group out of 30 samples, 15(50.0%) have been married between five to ten years of duration. In experimental group out of 30 samples, 16(53.0%) have been married between five to ten years of duration. In control group out of 30 samples, 9(30.0%) of their spouse have both the habits of smoking and alcoholism. In experimental group out of 30 samples, 12(40.0%) have both the habits of smoking and alcoholism.

2) Analysis of pre-test and post-test level of role recognition to face domestic violence positively.

![Figure-1: Bar diagram shows on percentage of samples based on the pre-test and post-test levels of role recognition to face domestic violence positively among experimental group and control group.](image)

From figure-1, depicts that in control group during pre-test, 18(60.00%) subjects had adequate level of role recognition to face domestic violence positively. During post-test 16(53.00%) subject had adequate level of role recognition to face domestic violence positively. In experimental group during pre-test 18(60.00%) subjects had moderate level of role recognition to face domestic violence positively. During post-test 24(80%) subjects had adequate level of role recognition to face domestic violence positively.
3) Analysis of pre-test and post-test level of emotional competence to face domestic violence positively.

![](image)

**Figure-2:** Bar diagram shows on percentage of samples based on the pre-test and post-test scores on emotional competence to face domestic violence positively among experimental and control group.

From figure 2, depicts that in control group during pre-test, 16(53.00%) subjects had adequate level of emotional competence to face domestic violence positively. During post-test, 12(40.00%) subjects had adequate level of emotional competence to face domestic violence positively. In experimental group during pre-test 4(13.00%) subjects had adequate level of emotional competence to face domestic violence positively. During post-test 21(70.00%) had adequate level of emotional competence to face domestic violence positively.

4) Compare the mean pre-test and post-test scores of role recognition and emotional competence to face domestic violence positively among married women.

The mean pre-test and post-test scores of role recognition and emotional competence to face domestic violence positively among married women are given as follows.

**Table -1:** Mean, SD, mean difference and paired t value of scores of role recognition and emotional competence to face domestic violence positively among married women. 

<table>
<thead>
<tr>
<th>S. N o</th>
<th>Group</th>
<th>Pre-test score</th>
<th>Post-test score</th>
<th>Mean difference</th>
<th>Paired t test</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Control group</td>
<td>7.43</td>
<td>1.94</td>
<td>7.30</td>
<td>2.03</td>
</tr>
<tr>
<td>2</td>
<td>Experimental group</td>
<td>6.43</td>
<td>2.16</td>
<td>8.40</td>
<td>1.40</td>
</tr>
<tr>
<td></td>
<td>Unpaired t test</td>
<td>2.56*</td>
<td></td>
<td>2.58*</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Control group</td>
<td>7.96</td>
<td>2.19</td>
<td>9.83</td>
<td>2.19</td>
</tr>
<tr>
<td>2</td>
<td>Experimental group</td>
<td>9.56</td>
<td>1.99</td>
<td>10.76</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td>Unpaired t test</td>
<td>2.00</td>
<td></td>
<td>2.26*</td>
<td></td>
</tr>
</tbody>
</table>

*Significance at p< 0.05 level; NS- Not Significant; Paired t_{xy}= 2.05, Unpaired t_{xy}= 2.00
The findings shows that the mean post-test role recognition and emotional competence score 8.40 and 10.76 were higher than pre-test role recognition and emotional competence score 7.30 and 9.83 between experimental and control group which is significant at $p<0.05$ level of significance. Unpaired ‘t’ value of role recognition score and emotional competence shows 2.58 and 2.26 which are significant at $p<0.05$ level. Hence research hypothesis $H_1$ and $H_2$ are accepted. This indicated that information booklet was effective to improve the role recognition and emotional competence to face domestic violence positively among married women.

5) Association of pre-test level of emotional competence to face domestic violence positively with demographic variables.

The association of mean pre-test level of emotional competence to face domestic violence positively with demographic variables are given as follows.

Table 2: Chi-square association of pre-test level of emotional competence to face domestic violence positively with selected demographic variables among the samples of experimental group.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Demographic variables</th>
<th>$\chi^2$ value</th>
<th>df</th>
<th>Table value</th>
<th>$P &lt;0.05$ level</th>
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<tr>
<td>1</td>
<td>Duration of marriage</td>
<td>0.46</td>
<td>4</td>
<td>9.49</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>Bad habits of spouse</td>
<td>4.77</td>
<td>6</td>
<td>12.59</td>
<td>NS</td>
</tr>
</tbody>
</table>

*Significant at $p <0.05$ level    NS-Non significant

There was no significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage $\chi^2 = 0.46$ is lesser than the table value (9.49) and no significant association between the pre-test level of emotional competence to face domestic violence positively and bad habits of spouse $\chi^2 = 4.77$ is lesser than the table value (12.59). Hence null hypothesis $H_0 (3)$ was accepted.

6) Analysis of the response of samples on role recognition and emotional competence to face domestic violence positively in experimental group.

In pre-test 66.7% samples responded that ego of their spouse and alcoholism were the major source of domestic violence. In post-test, more than 60% samples responded that both husband and wife can equally be a source.

In pre-test, 60% of samples shouted against their spouse when they faced verbal or physical abuse from their spouse, others tried to tolerate. In post-test, 80% samples tried to remain calm and speak in a positive soft tone during a quarrel.

In post-test, 75% of samples responded that they were satisfied with their role as a wife, which was 655 during pre-test. In pre-test, 60% of samples responded that their spouse behaviour will not change, whereas 70% of samples in post-test shared positive statements on change of abusing behaviour of their spouse.
7. Analysis and percentage distribution of level of domestic violence among Married woman:

Fig-3: Cylinder diagram shows the level of domestic violence in control group and experimental group (Before intervention).

Fig.3 represents, before intervention, in control group 4(13.3%) had severe level of domestic violence and 11(37%) samples had moderate level of domestic violence and 15(50%) samples had mild level of domestic violence. In experimental group, 7(23%) samples had severe level of domestic violence and 14(46%) sample had moderate level of domestic violence and 9(30%) samples had mild level of domestic violence.

Fig-4: Cone diagram shows the Level of domestic violence in experimental group. (Before intervention)
Figure 3- depicts the difference between the level of domestic violence, before and after intervention in experimental group. 14(46%) samples had moderate level of domestic violence, 16(53%) samples had mild level of domestic violence and no severe level of domestic violence, after intervention in experimental group.

**DISCUSSION:** Ramadurai (2013), conducted a study on domestic violence in which, among 15-19 year olds in India, 57 percent of boys and 53 percent of girls find wife beating acceptable. This is troubling since research suggests that women who justify wife beating are also more likely to report being subject to domestic violence. Madhabika B. Nayak, PhD(2010) conducted a study on Partner alcohol use, violence and women’s mental health: population-based survey in India. Data revealed that Partner violence and alcohol-related problems each partially mediated the association between partner excessive alcohol use and these mental disorders.

**LIMITATIONS:** (1) Generalizations of the study findings are limited in the samples only as the sample size is less. (2) Data were collected only through structured interview schedule.

**CONCLUSION:** The nursing intervention is found to be effective in promoting role recognition and emotional competence to face domestic violence positively among married women.

**Reference:**
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CHAPTER- I

INTRODUCTION

*If you find a wife, you have found something good.*

*Proverbs 18.22*

Marriage [also called as Wedlock] is a socially recognized union or legal contract between spouse that establishes rights and obligations between them and their children.

Traditionally in an Indian family, the wife is typically dependent, submissive, compliant, and non-assertive and need to please her husband first. Women are entrusted with the responsibility of looking after the home and caring for the children and the elderly parents and relatives. Now a day, there has been a substantial increase in the number of middle-and upper-class women working to supplement their husbands' incomes. Cultural and household stress factors contribute to the prevalence of domestic violence.[Wikipedia, the domestic violence in India, 2014].

Domestic violence is one of the most serious issues that affect the lives of millions of women in the world. Domestic violence is not a new problem; in fact, it is considered to be, probably as old as humankind and has been documented as far back as Biblical times. (Dickstein & Nadelson, 1989).

Domestic violence is about one person in a relationship using a pattern of behaviours to control the other person. Domestic violence also known as domestic abuse, spousal abuse, family violence and intimate partner violence (IPV) can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship. It
can happen to people who are married or not married; living together or separated. Domestic violence in India is endemic and widespread predominantly against married women (Martin Sandra, 1999).

**Domestic violence; the facts, 1996,** says 95% of victims of domestic violence are women and 5% of the victims are men. Domestic violence can happen to any woman, regardless of age, gender, sexuality, employment status, religion, race or culture, income, lifestyle or area of residence. Domestic violence often goes unnoticed, as it often occurs within the four walls of a home. Many do not realise that they are in an abusive relationship. More than 95% of Indian women believe that spousal abuse is tolerable. Men reported that hitting his wife is acceptable if she disrespected their parents.

Most women feel reluctant to speak about domestic violence in public or to even to a close person. Abuse or violence of any type wounds deeply and can destroy the women’s self-esteem. This is especially true when abuse is psychological rather than physical.[http://www.ndvh.org](http://www.ndvh.org).

Domestic violence is the single greatest cause of injury to women. Domestic violence may include physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and stalking. Although emotional, psychological and financial abuses are not criminal behaviours, they are forms of abuse and can lead to criminal violence. (Elsberg Mary, 2008)

Psychological abuse can erode a woman’s sense of self-worth and can cause harm to overall mental and physical wellbeing. Emotional/psychological abuse can include harassment, threats, verbal
abuse such as name-calling, degradation and blaming; stalking and isolation. Women who experience domestic violence overwhelmingly tend to have greater overall emotional distress, as well as disturbingly high occurrences of suicidal thoughts and attempts. (Mary C. Townsend)

The abusing spouse may have suffered violence in childhood and often come from backgrounds in which violence is frequent. Stress factors for domestic violence may include poverty, low educational attainment, and having multiple children, alcoholism and dowry. Violence by men towards their wives is much more frequent, physically more serious and more often reported. (Michael Gelder, Oxford University, 2008)

If more families receive more information on how to break the cycle of violence, before violence happens, it will allow families to overcome ‘problems’ that leads to domestic violence. By teaching children at a young age that it is not acceptable to use violence against a partner, we can help to break the cycle of abuse. Schools can also initiate on anti-domestic violence education. The level of civilization that any society has reached can be measured by the degree of freedom, respect and role given to women.

1.1. NEED FOR THE STUDY:

World Health Organisation study on Women’s Health and Domestic Violence against Women, (2005) collected data from over 24,000 women in 10 countries representing diverse cultural settings. 15% to 71% of women had ever experienced violence by an intimate partner in their lifetime.
According to UNICEF’S Global Report Card on Adolescents 2012, 57% of boys and 53% of girls in India think a husband is justified in hitting or beating his wife.

National Crime Records Bureau, [2012], reveals that a crime against a woman is committed every three minutes, a woman is raped every 29 minutes, a dowry death occurs every 77 minutes and one case of cruelty committed by either the husband or relative of the victim occurs every 9 minutes. This all occurs despite the fact that women in India are legally protected from domestic abuse under the protection of women from Domestic Violence Act.

According to a study by the National Centre for Biotechnology Information [2009], suicide attempts in India are correlated with physical and psychological intimate partner violence. Of the Indian women who participated in the study, 7.5% reported attempting suicide.

A study published by the American Journal of Epidemiology (1999) identified so-called “stress factors” that are critical to understanding varying rates of domestic violence. These stress-related factors within the household include low educational attainment, poverty, young initial age of marriage, having multiple children, and other limiting engendered development factors.

In a 2000 multi-site household survey conducted in India, it was found that approximately 50% of women surveyed had experienced some form of domestic violence throughout their married life, the rates varied significantly by specific location as well as overall region. In rural areas and urban slums, that rate was approximately 55%, whereas in urban non-
slum areas the rate was less than 40%. (*International Center for Research on Women, March 2013*)

Many battered women report that physical violence is much less damaging than the accompanying emotional abuse. Relentless emotional and psychological violence destroys and isolates women (*Boyd & Macker, 2000*). Threats of violence against the woman and her loved ones are among the tactics that the batterer uses to enforce the woman’s submission and secrecy. (*King & Ryan, 2004*)

Abuse of any type permanently changes the survivor’s construction of reality and the meaning of her life. It wounds deeply and can damage or destroy survivor’s self-esteem. Many women are afraid or reluctant to identify their abusers. In other cases, they continue to hold strong feelings for their partners, despite the abuse. (*Krista M. Heinersmann Ph.D., 2008*)

The typical abuser is usually emotionally immature and needy, has strong feelings of inadequacy and low self-esteem, has poor problem solving and social skills, and is irrationally jealous and possessive. Therefore the violent behavior is often rewarding to him and boosts his self-esteem. The trait most commonly found in abused wives who stay with their husbands is dependency (personal and financial dependency) (*Sheila L. Videbeck, 2001*)

Findings emphasize that ending a relationship does not end violence. (*Fishwick, et.al., 2004*). Educating in identification, intervention and quick action to refer the victim for medical evaluation and treatment can be a small public health step towards major epidemiological problem. (*H. Mythiri, 2013*)
Participation of women in the decision making process is a measure to test the gender balance we keep at all levels of human interactions. A woman is appreciated in a family if she contributes to the family income. But she hardly plays any role in decision making. Fostering a climate of understanding and mutual respect for the dignity and worth of each person would help in fulfilling the aspiration of ensuring gender justice. (Navia Sebastian, 2004)

According to the latest data of National Crime Records Bureau, Tamil Nadu registered 3,838 cases of domestic violence in 2012—84% of all complaints (4,567) of domestic violence recorded across the country. Last year too (2013), 3,983 cases were recorded in Tamil Nadu. (Sindhu Kannan, Times of India, Aug-19, 2013)

The duties of the wife were narrowed down to two things. The first thing a good wife must fulfill is to help her spouse and the second thing a woman must do is reverence her husband. (Dr. Tony Evans, 2002)

Emotional competence can be defined as the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter. She also defined emotion as a set of skills achieved which then lead to the development of emotional competence. (Dr. Saarni and Esther Cherland, 2002)

Increasing emotional competence improves psychological and physical wellbeing, social relationships. Both husband and wife need to have a healthy degree of emotional competence to have a healthy relationship. Before choosing a partner, one should find if he or she is emotionally competent or he or she is a blamer. (Mark Banschick, 2011)
Both mother and father have a necessary and important role in the lives of their children. A home that is safe where children can grow mentally, emotionally, physically and spiritually, requires faith and the best efforts of the parents working together. In such a home, children learn to love and serve other.[http://mormon.org/faq/role-of-husband-wife]

Researcher has personally witnessed domestic violence in families during her community visits. Also based on the reviews and researcher’s own interest motivated her to conduct a study on domestic violence and how to face it positively. Hence, the researcher planned to conduct a group teaching and prepare an information booklet. Moreover, the study findings can help the community mental health nurse to create awareness among married women in community area and can plan for preventive programs in future.

1.2. STATEMENT OF THE PROBLEM:
A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, in terms of role recognition and emotional competence among married women at a selected area in Salem.

1.3. OBJECTIVES:
1. To prepare and validate planned nursing intervention to face domestic violence positively for married women.
2. To assess and compare the pre-test and post-test score on role recognition to face domestic violence positively among samples, within and between experimental and control group.
3. To assess and compare the pre-test and post-test score on emotional competence to face domestic violence positively among samples, within and between experimental and control group.
4. To find association between pre-test level of emotional competence to face the domestic violence positively among experimental group with their selected demographic variables. [Duration of marriage, bad habits of spouse].

1.4. HYPOTHESES: (Level of significance $P<0.05$)

**H$_1$:** The mean post-test score is higher than the mean pre-test score on role recognition to face domestic violence positively among samples of experimental group and control group.

**H$_2$:** The mean post-test score is higher than the mean pre-test score on emotional competence to face domestic violence positively among samples of experimental group and control group.

**H$_3$:** There is significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the selected demographic variables (duration of marriage, bad habits of spouse).

**H$_{3(a)}$:** There is a significant association between the mean pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage.

**H$_{3(b)}$:** There is a significant association between the mean pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the bad habits of spouse.
1.5. OPERATIONAL DEFINITIONS:

1.5.1. Effectiveness:

It represents the outcome of nursing intervention among samples. It refers to the difference between the mean post-test and mean pre-test score of development of role recognition and emotional competence to face domestic violence positively among samples.

1.5.2. Planned nursing intervention:

It refers to systematically organised nursing intervention regarding how to face domestic violence positively. Nursing intervention is through conducting group teaching using a PowerPoint presentation for 30-45 minutes, to married women in groups. Then a booklet on ‘Face Domestic Violence Positively [for married woman]’, which is prepared by the researcher and content validated by experts is issued to the samples freely. By learning this booklet and practicing the given points in daily life helps in the development of role recognition and emotional competence to face domestic violence positively among women. [Annexure-VIII].

1.5.3. Domestic violence:

Domestic violence is about one person in a relationship using a pattern of behaviours to control the other person. In this study domestic violence refers to abuse experienced by the married woman from her spouse. The four types of domestic violence discussed in this study are,

a. Physical abuse:

Physical abuse is the use of physical force against married women by spouse in a way that injures or endangers that person. The scope of spouse includes slapping, pushing, kicking, biting, hitting, throwing objects, strangling, beating, threatening with any form of weapon or using a weapon.
b. Psychological abuse (includes verbal abuse, relationship abuse):

The spouse controls and dominates as if the wife’s feelings, needs, opinions, beliefs are devalued, isolation, crazy-making, humiliating and degrading behaviours. The verbal abuse includes threats, yelling or shouting, insulting the wife and her family, mocking, name-calling, leaving nasty messages. This result in lack of self-worth, self-esteem and self-confidence, the depression, anxiety and the feelings of guilt for the women.

c. Financial abuse:

Money becomes a tool by which the abuser can further control the victim. In this study, it refers to the abuser rigidly controlling the finances, making the victim to account for every penny she spends, stealing from the partner and preventing from working.

1.5.4. Role recognition:

Role recognition means the action or process of recognizing or being recognised in particular of her role, appreciation or acclaim for an achievement, service or ability. In this study role recognition refers to development of an assertive role to prevent and to face domestic violence positively with her spouse. It was assessed by using 2 point scale.

1.5.5. Emotional competence:

Emotional competence refers to one’s ability to express or release one’s inner feelings (emotions). In this study, Emotional competence is described as the essential activity to recognise, interpret and respond constructively to emotions in her-self towards the three components of spousal violence. It implies an ease around her spouse and others and determines her’s ability to effectively and successfully lead and express.
1.5.6. Married women:

Married-women refer to women who are married and under the age group of 19 to 45 years of age.

1.5.7. Selected area:

The selected area is the general physical location in which data collection takes place. For this study, the area selected for data collection is the community area in Karri Patti at Salem. It is 15 kms from Shanmuga College of Nursing.

1.5.8. Demographic variables:

(a) Duration of marriage:

It refers to the number of years or months or days the woman has been married. In this study it refers to less than five years, five to ten years or more than ten years.

(b) Bad habits of spouse;

It refers to the unwanted ill habits of spouse that are not socially accepted. In this study it refers to alcoholism and smoking habits of spouse.

1.6. ASSUMPTIONS:

1. Domestic violence may be high among married women especially in rural areas.

2. Many married women may lack in role recognition and emotional competence to face domestic violence positively.

3. Planned nursing intervention can be effective to develop role recognition and emotional competence to face domestic violence positively among married women in rural area.
1.7. ETHICAL CONSIDERATIONS:
1. The ethical clearance was obtained from the ethical committee of Shanmuga College of Nursing, Salem.
2. Informed written consent was obtained from the individual samples enrolled in the study.
3. All information obtained from the samples was kept confidential and used only for the present study.
4. Privacy was maintained among the samples throughout the study.

1.8. DELIMITATIONS:
1. Data collection period was delimited to six weeks.
2. The study was delimited to 60 samples.
3. This study was delimited to married women.

SUMMARY
This chapter dealt with the contents of introduction about domestic violence, need for the study, and statement of problem, objectives, hypotheses, operational definitions, assumptions, ethical considerations and delimitations.
CHAPTER - II

REVIEW OF LITERATURE

Review of literature is an extensive, systemic selection of potential sources of previous work acquainted with facts findings after securitization and location of reference to the problem under study. It is helpful in understanding and developing insight into the selected problem understanding and also asked to develop a conceptual framework for the study.

The literature review is sectioned under the following headings:

Section-1: Studies related to domestic violence towards married women.
Section-2: Studies related to role recognition of married women to face domestic violence.
Section-3: Studies related to emotional competence of married women to face domestic violence, women welfare and empowerment.
Section-4: Conceptual frame work based on Imogene King’s Goal Attainment Theory.

2.1. SECTION -1: Studies related to domestic violence towards married women.

International Centre for Research on Women, Washington, DC. (2002) conducted a study on domestic violence in India: The study covered the following states, namely Punjab (n=250 males), Tamil Nadu (n=235 married men), Rajasthan (n=486 married men), and Delhi (n=40 married men). Around 85% men reported of being engaged in at least one violent behaviour (control behaviour, emotional, sexual and physical
violence) in the past 12 months. The most common violent behaviours were slapping and hitting, forced sex, shouting, etc., and overall 24.7% men reported all forms of violence. Violence was more prevalent among lower classes, those who had less education, those with irregular employment.

**Rocca CH, et al., (2002)** from Women's Global Health Imperative (WGHI), RTI International (Research Triangle Institute] conducted a study to examine the relationships between factors that are often considered to be social and economic resources for women and recent occurrence of domestic violence. Data were collected from 744 young married women in slum areas of Bangalore, India, to determine factors associated with having been hit, kicked or beaten by one's husband in the past 6 months. Over half (56%) of the study participants reported having ever experienced physical domestic violence; about a quarter (27%) reported violence in the past 6 months.

**Panda, Pradeep Kumar. (2003)** conducted a study on Right-based strategies in the prevention of domestic violence, Thiruvananthapuram : The study covered 500 households : 300 rural and 200 urban; comprising 502 women : 302 rural and 200 urban women, between 15-49 years of age. Of the 443 women in the survey, 29% women (127 women) experienced slapping, kicking, hitting or forced sex during the last 12 months. Half of the women (218 women) had been subjected to any one of the psychological abuses in the last 12 months. 36% (46 women) experienced four of these five behaviours, and 58% (74) experienced at least two of these behaviours. The study suggests that ‘right to housing’ and ‘right to property and inheritance’ are most fundamental for prevention of domestic violence. Social support
networks, especially of the natal family, neighbours, NGOs, and Self Help Groups (SHGs), etc. can help in changing attitudes, and also help women acquire immovable assets.

**V.R.S.Kavitha, (2012)** Violence against women and girls continues to be a global epidemic that kills tortures and maims physically, psychologically, sexually and economically. A wide range of aggressive behaviors are examples of abuse including hitting, forced sexual intercourse, harassment, extreme possessiveness, isolating the woman from her family and friends, withholding financial resources, physical damage to her body and murder. Domestic violence affects both men and women; however, women are more commonly the victims of domestic violence.

**Shubakumar, et. al., (2005)** concluded in their study on domestic violence that among 9938 subjects, 40% of Indian women have experienced some sort of spousal violence during their marital life and that has led to poor mental health.

**Mahalick, (2005)** states that, some husbands in slum areas desert their wives in a helpless condition. While their wives lead a miserable condition with their children, they lead a happy life by getting re-married to some other women. Most of the couples of slums are low paid labourers and daily workers, in conditions of poverty and deprivation. The situation gets complicated when they give birth to two or three children. There is no peace in family due to acute poverty. Consequently the men choose the safest way of deserting their families and develop illicit relationship with other women living in the same slum or some other slums and get remarried.
Koenig, et.al., (2006), after examining 4520 subjects concluded that the women from high socioeconomic status were found to be quite protected against physical but not sexual violence which is due to the household economic pressure, childlessness and husband’s extra-marital relations.

Devi and Prema, (2006) explain that the main cause of domestic violence against women are unequal power relations, gender discrimination, patriarchy, economic dependence of women, dowry, low moral values, negative portrayal of women’s images in media, no participation in decision-making, gender stereotypes and a negative mind set. There are various manifestations of violence, which includes beating, mental torture, forced pregnancy, female infanticide, rape, denial of basic necessities and battering. The increased economic insecurity, unemployment, poverty, alcoholism, lack of mutually satisfying relationship and lack of a sense of belonging are the reasons for the increased domestic violence.

Kapadia, (2007) studied the occurrence of physical violence experienced by young married women at the hands of their husbands. This study also examines linkages between gender role expectations and physical violence in two low-income settings in Maharashtra. Their analysis of two low-income settings indicate two patterns of initiations of physical violence in young married women i.e. within six months of marriage and after the birth of the first child.

AudiNarayana, (2011) in his analysis of NFHS-III2005– 2006 data (among 3836 women) in Tamil Nadu, reported that spousal physical violence is 42% among the age group of 30-49 years residing in rural areas that lack education. The study reported that partner’s frequency of
alcohol consumption and the father ever beat mother are the most significant factors influencing physical and emotional violence at a greater level.

**Flanzer, (1993)** states that many researchers believe that alcohol operates as a situational factor, increasing the likelihood of violence by reducing inhibitions, clouding judgement and impairing an individual's ability to interpret cues

2.2.SECTION-2: Studies related to role recognition of married women to face domestic violence.

**Sundar, Sumithra, (1991)** conducted a study on Wife abuse, a study of the influencing factors and its consequences. The study recommended that appropriate prevention and awareness efforts should be initiated and continued such as wide publicity campaigns should be undertaken in which mass media can play a vital role. It was suggested preventive education programmes should be organized for young men and women of marriageable age. The content of these education programmes for girls should include training in family life education, behaviour and social skills.

**Robert C.Carson, [2000],** in his book on Abnormal Psychology & Modern Life, he explained that in Couples counselling, most therapists emphasize on mutual need gratification, social role expectations, communication patterns & similar interpersonal factors. Behaviour therapy has also been used to bring about desired changes in marital relationships. Here the spouses are taught to reinforce instances of desired behaviour while withdrawing reinforcement for undesired behaviour. He also included that according to humanistic perspective, it is not a means of moving an individual from maladjustment to
adjustment, but of fostering growth toward a socially constructive & personally fulfilling way of life. It is to encounter groups, providing awareness training and other experimental techniques for promoting individual growth, building satisfying relationships and finding effective methods of coping.

**Barbara Rainey, [2002]** in her writing on ‘role of a wife’, based on Bible quoting’s, she illustrates wives have unique God-given responsibilities and women today need a clear understanding of how they should relate to their husbands. In fact, the significant social changes brought about by the women's movement over the last few decades have led to such confusion that the very idea of "roles" is repugnant to some. The author also insists on wives to be a helper to their husband, Respect their husband by listening to him, being a good companion, to Love their husband and to Submit to the leadership of their husband.

**Sunny, Celine, et al. (2005)** states that in her study, as the age of husband increased, wife abuse decreased; education of the wife was not related to wife abuse. As the number of years the wife lived with her husband increased, abuse decreased. The study also found that as the number of children in the family increased, wife abuse decreased.

**Black, et.al, (1999),** explains that Regular alcohol consumption by the husband, harassment by the in-laws, exposure to harsh physical discipline during childhood and witnessing father beating the mother during childhood were other factors that were strongly associated with increased risk of poor mental health, all of which have been well documented.
Amos W, (1999), Culture does influence the relationship between the various groups in society and some cultural practices, beliefs and traditions have had the tendency to relegate women to second class status in society thereby not only violating their rights as human beings [but also] leading to discrimination against women. Some customs and cultural practices have found their way not only into law but [are used] as justification for violence against women.

Silveryn, et.al, (1995), proves from various published articles that there is strong evidence of long-term psychological effects on women who remember violence between their parents. Such women were diagnosed as having low self-esteem, depression and poor social competence.

2.3 SECTION-3: Studies related to emotional competence of married women to face domestic violence, women welfare and empowerment.

Aparna Mathur [2014], conducted a study on Women through Employment, Earnings and Wealth in India, using data from the National Family Health Survey and the India Human Development survey. She identified wife beating is less commonly reported by women with higher levels of earnings than women with lower levels of earnings, while working is not associated with a reduction in the probability of experiencing violence.

Jordi Quoidbach, (2011) conducted a study on ‘Increasing Emotional Competence Improves Psychological and Physical Well-Being, Social Relationships, and Employability’. Results of Study 1 showed that 18 hrs. of training with e-mail follow-up was sufficient to significantly improve emotion regulation, emotion understanding, and overall Emotional competence. These changes led in turn to long-term
significant increases in extraversion and agreeableness as well as a decrease in neuroticism. Results of Study 2 showed that the development of Emotional competence brought about positive changes in psychological well-being, subjective health, quality of social relationships, and employability.

**Linda M, [2006]** conducted a study on emotional competence and marital satisfaction on Thirty-seven couples. This study examined the relationship between elements of emotional competence and marital satisfaction. Findings suggest that emotional awareness is particularly relevant to relational outcomes. Emotions are a critical element in close interpersonal relationships.

**Devi (2005)**, in her study on Domestic violence in India, stated Capacity building, awareness generation and developing leadership skills among women can help them gain confidence to raise a voice against violence and assert their rights.

**Heise & Garcia-Moreno, (2002)**, states that domestic violence is an all-pervasive, serious social malady with major public health implications. It is physically and psychologically damaging, often with long-term consequences. In this study, the risk of poor mental health was higher among women who had experienced domestic spousal violence compared with those who had not. This supports findings from other studies, which have shown that a history of being the target of violence puts women at increased risk of depression, suicide attempts, psychosomatic disorders and physical injury).

**Townsend Mary C [2000]**, stated as, studies show that the more a family uses the democratic means of conflict resolution, the less likely
they are to engage in physical violence. Families need to learn to deal with problems in ways that can produce mutual benefits for all concerned, rather than engaging in power struggles among members.

Rocca CH, et al. [Research Triangle Institute] conducted a study to examine the relationships between factors that are often considered to be social and economic resources for women. They concluded that efforts to help women empower themselves through vocational training, employment opportunities and social groups need to consider the potential unintended consequences for women, who are at an increased risk of domestic violence.

2.4. SECTION-4: Conceptual Framework Based on Imogene King’s Goal Attainment Theory

Conceptual frame work is group of concepts and set of proposition that spells out the relationship between them. Conceptual frame work place several interrelated roles in the progress of science. Their overall purpose is to make findings meaningful and generalisable. Conceptual framework facilitates communication and provides for a systemic approach to nursing research, education, administration, and practice. The conceptual frame work selected for this study is based on “Imogene king’s goal attainment model”. The theory focuses on interpersonal systems and reflects Kings Belief related to the practice of nursing and is differentiated from that of other health professional by what nurses do with and for individual. The major elements in the theory of goal attainment theory are seen in the interpersonal systems in which two people who are usually strangers, come together in a health care organization for help and be helped to maintain a state of health that permits functioning in roles.
The study is based on Imogene King’s goal attainment theory which was most relevant to the present study to assess the effectiveness of Information Booklet on ‘face domestic violence positively [for married women] in terms of role recognition and emotional competence among married women in selected area at Salem. In this study the researcher and samples mutually set the goal. The researcher was prepared modified conceptual framework based on King’s goal attainment theory.

**The main concepts of Imogene king’s open system are:**

**Perception:**

Perception is a process by which people translate sensory impressions into coherent and unified manner view of the world around them.

In this study the researcher was perceived the need to provide information booklet on ‘face domestic violence positively [for married women]’ in order to improve the role recognition and emotional competence to face domestic violence among married women.

**Judgement:**

The ability to judge, makes a decision, or forms an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

In this study the researcher judged the need to provide information booklet on ‘face domestic violence positively[for married women]. It can improve the role recognition and emotional competence to face domestic violence among married women.
**Action:**

Each member of the dyad makes judgment and thereby action follows to attain the goal.

In this study the researcher need to prepare structured interview schedule and questionnaire to assess responses of sample on domestic violence, role recognition and emotional competence to face domestic violence.

**Mutual Goal Setting:**

Mutual goal setting is a process that leads to goal attainment. It is a dynamic process by which goal directed choice of perceived alternatives is made and acted upon by individuals or groups to answer a question and attain a goal.

In this study both the researcher and participants understood their goal and action mutually. The main goal in this study was to improve role recognition and emotional competence to face domestic violence positively.

**Reaction:**

Reaction is the individual plan together and moves towards goal attainment.

In reaction stage the researcher conducted pretest and assess the level of domestic violence, role recognition and emotional competence to face domestic violence.
**Interaction:**

The act of two or more persons in mutually presence, a sequence of verbal & nonverbal behaviors that are goal directed.

In this study the researcher & the participants or samples interacted each other. The researcher conducted group teaching using power point on domestic violence and how to face it, and issued an information booklet on ‘face domestic violence positively [for married women]’ in order to improve the role recognition and emotional competence among married woman.

**Transaction:**

The process of interaction in which human beings communicate with the environment to achieve goal that are valued goal directed human behaviors.

In this stage the researcher planned to assess the effectiveness of nursing intervention{information booklet on ‘face domestic violence positively [for married women]’} in terms of role recognition and emotional competence among married women. The effectiveness can be identified by conducting posttest through which the improvement of role recognition and emotional competence among married women was compared with pretest scores.
Fig 2.1: Conceptual Framework Based on Imogene King’s Goal Attainment Model (1997) applied on Effectiveness of Information Booklet on ‘Face domestic violence positively (for married woman)’ in Terms of role recognition and emotional competence among Married women.
SUMMARY

This chapter dealt with review of literature related to the domestic violence, role recognition and emotional competence to face domestic violence positively among married women and King’s Goal Attainment Theory as conceptual framework.
CHAPTER- III

RESEARCH METHODOLOGY

Methodology of research organizes all the components of study in a way that is most likely to lead to valid answers to the problem that have been posed- Burns and Groove, (2002)

In this chapter the researcher intended to discuss the research design, research setting, population, sample and sampling technique, selection and development of the tool, description of the tool, validity of the tool, reliability of the tool followed by development of information booklet, pilot study, and data collection procedure plan for data analysis

3.1. RESEARCH APPROACH:

The selection of research approach is a basic procedure for conducting a research study. In view of nature of the problem selected for the study and objectives to accomplish a quantitative study with evaluative approach was considered as appropriate research approach for the present study.

3.2. RESEARCH DESIGN:

The term research design refers to the plan of the scientific investigation; research design helps the researchers in the selection of subjects, Identification of variables, their manipulation and control, observations to be made types of statistical analysis to interpret the data. The overall plan for addressing a research question includes specification for overall the integrity of the study. Polit and Beck, (2008)

The research design selected for the present study is quasi experimental pretest posttest with control group design.
Fig-3.1: Schematic representation of research design

<table>
<thead>
<tr>
<th>Group</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 10th</th>
<th>Day 18th</th>
<th>Day 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>O₁</td>
<td>X</td>
<td>X’</td>
<td>X’’</td>
<td>O₂</td>
</tr>
<tr>
<td>Control group</td>
<td>O₁</td>
<td>X</td>
<td>X’</td>
<td>X’’</td>
<td>O₂</td>
</tr>
</tbody>
</table>

Key:
O₁: Pre-test assessment of the role recognition and emotional competence to face domestic violence for samples by interview schedule.
X: Conducting group teaching and Issuing information booklet on ‘Face Domestic violence Positively’ to samples [Nursing Intervention].
X’: First follow up of nursing intervention.
X’’: Second follow up of nursing intervention.
O₂: Post-test assessment of the role recognition and emotional competence to face domestic violence for samples by interview schedule.

3.3. SETTING OF THE STUDY:

The study setting is the general physical location in which data collection takes place. Polit and Beck, (2004)

The selection of these areas was done at the basis of feasibility of conducting study and availability of samples. The setting of the study was a community rural area in Karripatti at Salem. It is a community adopted centre and Shanmuga Health Centre was located in this area. It is 15 kms from Shanmuga College of Nursing. The total population of Karripatti is 4983. Males 2486, Females-1819. Total houses are 686.
3.4. DESCRIPTION OF VARIABLES UNDER STUDY

A concept which can take on different quantitative values is called as variables Kothari C.R., (2002)

The variable under the study are the following,

a) **Independent variable:**

According to Polit & Hungler, (2004) the variables that are believed to care or influence the behavior and ideas.

In this study the independent variable refers to the nursing intervention(distribution of information booklet on ‘Face Domestic Violence Positively [for married woman]’).

b) **Dependent variables:**

Dependent variables are those variables the researcher selected is interested in understanding, explaining and preceding. Polit and Hungler, (2004)

In this study it refers to role recognition and emotional competence to face domestic violence positively among married women.

c) **Extraneous variables:**

Demographic variables are those variables that are present in research environment which may interfere with research findings by acting as unwanted independent variables Woods and Kahn, (2004)

In this study it refers to age of married woman, educational status of the married woman, age at marriage, duration of marriage, number of the children, occupation of sample and spouse, type of family and bad habits of spouse.
3.5. POPULATION:

The entire set of individuals or objects has the same common characteristics. Polit and Hungler, (1999)

3.5.1. Target Population:

Refers to the population that the researcher wishes to study. About which the researcher makes a generalization. In this study target population is married women residing in selected area.

3.5.2. Accessible population:

The aggregate of cases that conform to the designed criteria and are accessible to the researcher as a pool of subjects for the study.

Populations consist of married women of 19-45 years of age, present in community area, Karipatti at Salem.

3.6. SAMPLE:

Sample refers to the process of selecting the portion of the populations to represent the entire population. Sharma K Suresh, (2011).

Sampling is the process of selecting a portion of population to represent the entire population. Polit and Beck, (2004).

In this study, samples are married women under the age group of 19-45 years who fulfills the inclusion criteria.

3.6.1. Criteria for sample selection:

a) Inclusion criteria:

1. Married women under the age group of 19-45 years.
2. Married women who play a role as a wife, facing domestic violence with their spouse.
3. Married women who can speak and understand Tamil
4. Married women who are willing to participate in the study.

b) Exclusion criteria:

1. Married women who have undergone any awareness programme about domestic violence.
2. Married women who are suffering with mental illness and taking treatment for the same.

3.6.2. Sampling Technique:

It refers to the process of selecting a portion of the population to represent the entire population. Polit and Beck (2004).

In this study, the method of sample selection is by non-probability convenient sampling technique.

3.6.3. Sample Size:

Sample size was 60 married women, 30 in control group and 30 in experimental group.

3.7. DEVELOPMENT, DESCRIPTION, INTERPRETATION, CONTENT VALIDITY AND RELIABILITY OF THE TOOL

The instrument selected in a research must be a vehicle that obtains best data drawing conclusion to the study. Treece and Treece, (2000).

For the purpose of the present study, the following instruments were developed by the researcher. The tools are prepared with help of review of literature, published and unpublished articles, suggestions and recommendations from experts. The content validity was established by obtaining opinion from 5 experts.
The tool is organized accordingly:

**Tool consist of**

**Tool-1:** Demographic variables of the sample.

**Tool-2:** Structured interview schedule to assess domestic violence among married women.

**Tool-3:** Structured interview schedule to assess role recognition to face domestic violence among married women.

**Tool-4:** Structured interview schedule to assess emotional competence to face domestic violence among married women.

**Tool-5:** Questionnaire to assess responses on role recognition and emotional competence to face domestic violence positively among married women.

**Tool-1: Demographic variables:**

It dealt with the demographic data which was used to collect the characteristics of the samples. Details of married woman includes age of married woman, educational status of the married woman, age at marriage, duration of marriage, number of the children, occupation of sample and spouse, type of family and bad habits of spouse. The prepared tool along with the statement of the problem, objectives and hypotheses and evaluation criteria was submitted to 5 experts (3 Nursing Experts, 1 Psychiatric Consultant & 1 Psychologist). Modification was made for age at marriage and occupation as per suggestion of one nursing expert. (Annexure VIII).

**Tool-2: Structured interview schedule to assess domestic violence among married women.**

The Structured interview schedule was used to assess domestic violence among married women. It contains of 25 items, and it was divided into four sections, related to types of abuse, namely, physical
abuse, verbal abuse, financial abuse and emotional abuse. Each statement in structured interview schedule has two options: Yes/No. Scores: 1-Yes; 0-No. Sample’s response to each statement was marked by putting tick mark for the option chosen by them in the box given aside to each question to place answers.

The total score were converted into percentage and levels of domestic violence were interpreted as 76-100% severe, 51-75% moderate and below 50%, low level of domestic violence. The prepared tool along with the statement of the problem, objectives and hypotheses and evaluation criteria submitted to 5 experts (3 nursing experts, 1 Psychiatric Consultant & 1 Psychologist) 100% acceptance was given to all items in all tools and there was no modification done at any level.

The reliability of the tool was done by using split half method, r’ value was 1 and it was found reliable.

**Tool-3: Structured interview schedule to assess the role recognition to face domestic violence among married women.**

The Structured interview schedule was used to assess role recognition to face domestic violence among married women. It consists of ten items related to role recognition to face domestic violence by married women. Each statement in checklist has two options: Yes/No. Scores: 1-Yes; 0-No. Sample’s response to each statement was marked by putting tick mark for the option chosen by them in the box given aside to each question to place answers. The total score were converted into percentage and role recognition was interpreted as 76-100% adequate, 51-75% moderate and 0-50% inadequate role recognition. The prepared tool along with the statement of the problem, objectives and hypotheses and evaluation criteria submitted to 5 experts
(3 nursing experts, 1 Psychiatric Consultant & 1 Psychologist) 100% acceptance was given to all items in all tools and there was no modification done at any level.

The reliability of the tool was done by using Test-retest method, ‘r’ value was 0.9 and it was found reliable.

**Tool-4: Structured interview schedule to assess emotional competence to face domestic violence among married women.**

The Structured interview schedule was used to assess emotional competence to face domestic violence among married women. It consists of ten items related to emotional competence to face domestic violence by married women.

Each statement in Structured interview schedule has two options: Yes/No. Scores: 1-Yes; 0-No. Sample’s response to each statement was marked by putting tick mark for the option chosen by them in the box given aside to each question to place answers. The total score were converted into percentage and emotional competence was interpreted as 76-100% adequate, 51-75% moderate and 0-50% inadequate emotional competence. The prepared tool along with the statement of the problem, objectives and hypotheses and evaluation criteria submitted to 5 experts (3 nursing experts, 1 Psychiatric Consultant & 1 Psychologist) 100% acceptance was given to all items in all tools and there was no modification done at any level.

The reliability of the tool was done by using split-half method, ‘r’ value was 0.9 and it was found reliable.
Tool-5: Questionnaire to assess responses on role recognition and emotional competence to face domestic violence positively among married women.

The questionnaire was comprised of seven open-ended interview questions related to domestic violence, role recognition and emotional competence to face domestic violence positively. The response of the samples were recorded and used for comparative assessment before and after intervention.

The reliability of the tool was done by using Test-retest method, ‘r’ value was 0.9 and it was found reliable.

DEVELOPMENT OF INFORMATION BOOKLET

Information booklet on ‘Face Domestic Violence Positively [For Married Women]’ was prepared by the researcher and was discussed under the following headings namely;

i. Concept of domestic violence,
ii. Types of domestic violence [physical abuse, verbal abuse, psychological abuse, financial abuse].
iii. Cycle of domestic violence,
iv. Measures to prevent and overcome domestic violence,
v. Role recognition and
vi. Emotional competence to face domestic violence positively.

The booklet was prepared to create awareness among married women about domestic violence and to face domestic violence positively. It also helps in preventing and overcoming domestic violence. Booklet was self-explanatory, with simple and easy language. It was translated in Tamil. Booklet’s content was validated by 5 experts (3 Nursing experts, 1 Psychiatric Consultant & 1 Psychologist) 100% acceptance was given to
all items in the booklet. The information booklet was used as an aid in teaching the group. After teaching it was distributed to all samples in experimental group.

3.8. PILOT STUDY:

Pilot study is a preliminary research conducted to test the elements of design before the commencement of an actual full scale study. It is a small version or trial run of the major study. (Polit and Hungler, 2006)

Pilot study is a preliminary research that was conducted to test the elements of design before the commencement of an actual full scale study. It is a small scale version or trial run of the major study.

Pilot study was conducted in community area called Shanmuga Seva Centre, located in Gandhinagar, Periakollapatti, Salem. After getting formal permission from the concerned authority, pilot study was started on 30/12/13 and finished on 03/02/14.

On day 1, the researcher selected two groups of samples [3 married women for control group and 3 married women for experimental group]. The selection was done by adopting non-probability convenient sampling technique, based on the inclusion criteria. The purpose and nature of the study was explained and written consent was obtained from each sample. Pertest was conducted. The demographic data was collected through interview schedule. Presence of domestic violence, role recognition of married woman, and emotional competence to face domestic violence were assessed by using structured interview schedule. Response of samples on role recognition and emotional competence to face domestic violence positively in experimental group was assessed through interview schedule. A group teaching was conducted for the experimental group on
the next day, followed by, the issuing of Information Booklet on ‘Face domestic violence positively [for married woman]’. On the 8th day post test was conducted.

The results of the study showed that there was significant difference in experimental group after post-test. No modification was done after pilot study.

3.9. DATA COLLECTION PROCEDURE

Data collection is the gathering of information needed to address a research problem. Polit and Hungler, (2006)

After obtaining formal permission from the concerned authorities, the study was conducted in the community area in Annanagar, Karri Patti, Salem. The total population of Karri Patti is 4983, male 2486, female 2498. The total population in Annanagar was 520. There were 82 females in the age group between 19-30 years, 108 women in the age group between 31-40 years and 69 women in the age group between 41-50 years. The data was collected from 05.01.2014 to 15.01.2014. The timing of the data collection was between 10am to 3pm. The sample size was 60, 30 in experimental group and 30 in control group. Based on the inclusion and exclusion criteria and by using non probability convenient sampling technique the samples were selected.

On day 1, after establishing a good rapport and explaining the purpose of the study, consent was taken from the samples. Through structured interview schedule; Pretest assessment was conducted for control group and experimental group on the demographic data, the role recognition and emotional competence to face domestic violence. On day 2, samples in experimental group were divided into 5-6 members and group teaching on how to face domestic violence positively was carried out for 45 minutes, by using powerpoint presentation and Issued an
information booklet on ‘Face Domestic violence Positively’ to samples of experimental group.[Nursing Intervention]. Booklet was self-explanatory and clarification of doubts was done, after the samples went through the booklet.

On day 10, First follow up of nursing intervention was carried out. Samples were motivated and encouraged to read the booklet and follow it in daily life. Doubts in the booklet were clarified by the researcher during follow-up. 

On day 18, Second follow up of nursing intervention was performed.

On day 28, Post-test assessment was done. Samples co-operated well during the entire data collection procedure.
Figure-3.2: Schematic Representation of Data Collection Procedure

Identification of samples
(Sample size = 60)

Experimental group
(n = 30)

Day-1
Pre-test

Day-2
Group Teaching
(Nursing Intervention)

Day – 10
First follow up on nursing intervention

Day – 18
Second follow up on Nursing intervention

Day – 28
Post-test

Control group
(n = 30)

Day-1
Pre-test

Day – 10
Routine Activities

Day - 28
Post-test
3.10. PLAN FOR DATA ANALYSIS

Talbot, (2001) designed data analysis as evaluation of information and it’s to the study variable, data analysis help the researcher to organize, summarize, evaluate, interpret and communicate the numerical facts.

The data obtained were analyzed in terms of objectives of study by using descriptive and inferential statistics such as frequency, percentage, mean, SD, paired t test, unpaired ‘t’ test, chi square test, and presented using tables and diagrams.

SUMMARY

This chapter dealt with the research approach, research design, development of description of the tool, data collection procedure and the statistical data analysis which includes both descriptive and inferential statistics.
CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

Data analysis is the systematic organization and synthesis of research data and the testing of research hypotheses using those data (Polit and Beck, 2004). Statistical procedure enables the researcher to organize, analyze, interpret, evaluate and communicate numerical information meaningfully.

4.1 PRESENTATION OF DATA

The data were entered in master sheet for tabulation and statistical processing. The obtained data were analyzed, organized and presented under the following headings.

Section-I: Distribution of samples based on demographic variables

Section-II: Analysis and comparison of pre-test and post-test of role recognition to face domestic violence positively among samples.

a) Analysis of pre-test and post-test level of role recognition to face domestic violence positively among samples.

b) Compare the mean pre-test and mean post-test scores of role recognition to face domestic violence positively among samples within and between experimental and control group to face domestic violence.

Section-III: Analysis and comparison of pre-test and post-test of emotional competence to face domestic violence positively among samples to face domestic violence positively.

a) Analysis of pre-test and post-test level of emotional competence to face domestic violence positively among samples to face domestic violence positively.
b) Compare the mean pre-test and mean post-test scores of emotional competence to face domestic violence positively among samples to face domestic violence positively within and between experimental and control group.

Section-IV: Association of pre-test level of emotional competence to face domestic violence positively with selected demographic variables among the samples of experimental group.

a) Association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage.

b) Association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the habits of spouse.

Section-V: Analysis of the responses of samples on role recognition and emotional competence to face domestic violence positively, in experimental group.

SECTION-I: DISTRIBUTION OF SAMPLES BASED ON DEMOGRAPHIC VARIABLES.

This section shows the analysis of demographic variables of the samples according to the frequency and percentage distribution, which includes, age of samples, educational status, age at marriage, duration of marriage, type of family, number of children, occupation of sample, occupation of spouse, family income and bad habits of spouse.
Table- 4.1: Frequency and percentage wise distribution of samples according to their demographic variables.

$n_1=30$, $n_2=30$

<table>
<thead>
<tr>
<th>S. No</th>
<th>Demographic Variables</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Age in years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>19-25</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>b)</td>
<td>26-32</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>c)</td>
<td>33-38</td>
<td>08</td>
<td>26</td>
</tr>
<tr>
<td>d)</td>
<td>39-45</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>2.</td>
<td>Educational status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>No formal education</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>b)</td>
<td>Primary education</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>c)</td>
<td>Secondary</td>
<td>05</td>
<td>16.7</td>
</tr>
<tr>
<td>d)</td>
<td>Higher secondary</td>
<td>05</td>
<td>16.7</td>
</tr>
<tr>
<td>e)</td>
<td>Graduate</td>
<td>04</td>
<td>13.3</td>
</tr>
<tr>
<td>3.</td>
<td>Age at marriage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>19-21 years</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>b)</td>
<td>22-24 years</td>
<td>08</td>
<td>26.7</td>
</tr>
<tr>
<td>c)</td>
<td>Above 25 years</td>
<td>01</td>
<td>3.33</td>
</tr>
<tr>
<td>4.</td>
<td>Duration of marriage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Less than five years</td>
<td>09</td>
<td>30</td>
</tr>
<tr>
<td>b)</td>
<td>Five to ten</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>c)</td>
<td>More than ten years</td>
<td>05</td>
<td>16.7</td>
</tr>
<tr>
<td>5.</td>
<td>Type of family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Nuclear</td>
<td>17</td>
<td>56.6</td>
</tr>
<tr>
<td>b)</td>
<td>Joint</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>6.</td>
<td>Number of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>None</td>
<td>08</td>
<td>26.6</td>
</tr>
<tr>
<td>b)</td>
<td>One</td>
<td>08</td>
<td>26.6</td>
</tr>
<tr>
<td>c)</td>
<td>Two</td>
<td>08</td>
<td>26.6</td>
</tr>
<tr>
<td>d)</td>
<td>Three and above three</td>
<td>06</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>Occupation of married woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Home-maker</td>
</tr>
<tr>
<td>b)</td>
<td>Daily wages</td>
</tr>
<tr>
<td>c)</td>
<td>Government employee/ private employee</td>
</tr>
<tr>
<td>d)</td>
<td>Any others-specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.</th>
<th>Occupation of spouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Nil</td>
</tr>
<tr>
<td>b)</td>
<td>Daily wages</td>
</tr>
<tr>
<td>c)</td>
<td>Government employee/ private employee</td>
</tr>
<tr>
<td>d)</td>
<td>Any others-specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>Bad habits of the spouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>an alcoholic</td>
</tr>
<tr>
<td>b)</td>
<td>a smoker</td>
</tr>
<tr>
<td>c)</td>
<td>both</td>
</tr>
<tr>
<td>d)</td>
<td>nil</td>
</tr>
</tbody>
</table>

Table 4.1. shows the distribution of samples according to their demographic variables, regarding the age of married women in experimental group out of 30 samples, 11 (36%) come under 19-25 years of age, 10 (33%) come under 26-32 years of age, 8(26%) come under 33-38 years of age, and 1 (3%) come under 39-45 years of age. In control group out of 30 samples, 10(33%) comes under 19-25 years of age, 6
(20%) come under 26-32 years of age, 10(33%) comes under 33-38 years of age and 4(13.3%) comes under 39-45 years of age.

With regards to educational status of married women in experimental group out of 30 samples, 3(10%) had no formal education, 13(43.3%) studied up to primary education and 5 (16.73%) had secondary education and higher secondary education and 4(13.3%) were graduates. In control group out of 30 samples, educational status of married women were 5(16.7%) had no formal education, 14(46.7%) studied up to primary education and 6 (20%) had secondary education and 2(6.7%) had higher secondary education and 3(30%) were graduates.

With regards to age at marriage of married women, in experimental group, out of 30 samples, 21(70%) was between 19 - 21 years and 8 (26.7%) was between 22-24 years and 1(3.3%) was above 25 years. In control group, out of 30 samples, age at marriage of married women was 12(40%) was between 19 - 21 years and 15 (50%) was between 22-24 years and 3(10%) was above 25 years.

Regarding the duration of marriage, in experimental group, 9(30%) samples have been married for less than 5 years and 16(53.3%) samples have been married for five to ten years and 5(16.7%) samples have been married for more than 10 years. In control group, 8(26.7%) samples have been married for less than 5 years and 7 (23.3%) samples have been married for five to ten years and 15(50%) samples have been married for more than 10 years.

Regarding the type of family, out of 30 samples in experimental group 17(56.6%) were from nuclear family and 13(43.3%) were from joint family. In control group, 18(60%) were from nuclear family and 12(40%) were from joint family.
Regarding the number of children, in experimental group out of 30 samples, 8(26.6%) of married women had none, one and two children respectively and 6(20%) of them had three and above three children. In control group, out of 30 samples, 3(10%) of married women had no child and 9(30%) of them had one child. 13(43.3%) of them had two children and 5(16.7%) of married women had three and more than three children.

With regards to occupation of married woman, in experimental group, 6 (20%) were home-maker, 17(56.6%) were daily wages, and 7(23.3%) were private employee. In control group, 7 (23.3%) were home-makers, 17(56.6%) were daily wages, and 6(20%) were private employees.

Regarding the occupation of spouse, in experimental group, out of 30 samples, 6(20%) were without any occupation, 14(46.6%) were daily wages, and 10(33.3%) were working in a private sector. In control group, out of 30 samples, 2(6.6%) were without any occupation, 19(63.3%) were daily wages, and 9(30%) were working in a private sector.

With regards to bad habits of spouse, in experimental group 4(13.3%) samples had the habit of drinking alcohol and smoking, 12(40%) had the habit of smoking and the remaining 10(33.3%) had both the habits. In control group, 6(20%) had the habit of drinking alcohol, 7(23.3%) had the habit of smoking, 9(30%) had both the habits of drinking alcohol and smoking, whereas, 8(26.6%) had no bad habits.

SECTION-II: ANALYSIS AND COMPARISON OF PRE-TEST AND POST-TEST OF ROLE RECOGNITION TO FACE DOMESTIC VIOLENCE POSITIVELY AMONG SAMPLES.

This section deals with the details of analysis and comparison of pre-test and post-test of role recognition to face domestic violence
positively among samples within and between experimental and control group. Also the research hypothesis $H_1$ is analyzed to know the significance at $p<0.05$ level. To compare the difference of pre-test and post-test scores, the section was divided into the following heading.

**SECTION-II (a): Analysis of pre-test and post-test level of role recognition to face domestic violence positively among samples.**

This section deals with the details of analysis in regard to pre-test and post-test level of role recognition to face domestic violence positively among samples in experimental group and control group.
Figure-4.1: Bar diagram shows on percentage of samples based on the pre-test and post-test levels of role recognition to face domestic violence positively among experimental group and control group.
Figure-4.1. depicts that in control group during pre-test, 18(60%) samples had adequate level of role recognition to face domestic violence positively, 10(33%) samples had moderate level of role recognition to face domestic violence positively and 2(7%) samples had inadequate level of role recognition to face domestic violence. During post-test, 16(53%) samples had adequate level of role recognition to face domestic violence positively, 10(33%) samples had moderate level of role recognition to face domestic violence positively and 4(14%) samples had inadequate level of role recognition to face domestic violence.

In experimental group during pre-test 10(33%) samples had adequate level of role recognition to face domestic violence, 18(60%) samples had moderate level of role recognition to face domestic violence and 2(7%) samples had inadequate level of role recognition to face domestic violence. During post-test 24(80%) samples had adequate level of role recognition to face domestic violence, 5(17%) samples had moderate level of role recognition to face domestic violence and 1(3%) samples had inadequate level of role recognition to face domestic violence positively.

SECTION-II (b): Compare the mean pre-test and mean post-test scores of role recognition to face domestic violence positively among samples within and between experimental and control group.

This section deals with mean, SD, mean difference, paired t value and unpaired t’ value on role recognition to face domestic violence positively among the samples within and between experimental and control group was analyzed. Hypothesis H1 will be tested to find out the significance at p< 0.05 level.

Hypothesis H1:
The mean post-test score is higher than the mean pre-test score on role recognition to face domestic violence positively among samples of experimental group and control group.
Hypothesis $H_1$ was formulated to find the effectiveness of Information Booklet on ‘Face domestic violence positively [For Married Woman]’. To test the hypothesis $H_1$, null hypothesis $H_0 (1)$ was formulated.

**Null hypothesis $H_0 (1)$:**

There is no significant difference in the mean pre-test and mean post test score on role recognition to face domestic violence positively among samples.

Details of pre-test and post-test role recognition scores of samples are presented in the following table.

Table -4.2: Mean, SD, mean difference and paired t value and unpaired t value of scores on role recognition to face domestic violence positively among samples within and between experimental group and control group.

$n_1=30$, $n_2=30$

<table>
<thead>
<tr>
<th>S. No</th>
<th>Group</th>
<th>Pre-test score on role recognition</th>
<th>Post-test score on role recognition</th>
<th>Mean difference</th>
<th>Paired ‘t’ test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Control Group</td>
<td>7.43</td>
<td>1.94</td>
<td>7.30</td>
<td>2.03</td>
</tr>
<tr>
<td>2.</td>
<td>Experimental Group</td>
<td>6.43</td>
<td>2.16</td>
<td>8.40</td>
<td>1.40</td>
</tr>
<tr>
<td></td>
<td><strong>Unpaired t test</strong></td>
<td>2.56*</td>
<td></td>
<td>2.58*</td>
<td></td>
</tr>
</tbody>
</table>

*Significance at $p<0.05$ level; NS- Not Significant, $t_{29}=2.045$
Table-4.2. shows that in the control group the mean difference between pre-test and post-test score on role recognition to face domestic violence positively was 0.13. The mean post-test role recognition score 7.30 which was lesser than the mean pre-test role recognition score that was 7.43. The paired ‘t’ value 0.891 is lesser than the table value 2.045 at p lesser than 0.05 level of significance.

In the experimental group mean post test score on role recognition 8.40 was greater than the mean pre-test role recognition score 6.43. The mean difference between pre-test and post-test role recognition score was 1.97. The paired ‘t’ value 5.609 which is greater than the table value 2.045 at 0.05 level of significance, which indicates significance within the group.

In the pre-test, the mean score of control group was 7.43 and standard deviation was 1.94 and experimental group mean score was 6.43 and standard deviation was 2.16. Unpaired ‘t’ value shows 2.56, which is significant at p< 0.05 level. In the post test, the mean score of control group was 7.30 & standard deviation was 2.03 and experimental group mean score was 6.43 & standard deviation was 2.16 and Unpaired ‘t’ value shows 2.58, which is significant at p< 0.05 level. Hence research hypothesis H₁ is accepted and null hypothesis H₀(₁) is not accepted.

SECTION-III: ANALYSIS AND COMPARISON OF PRE-TEST AND POST-TEST OF EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY AMONG SAMPLES.

This section deals with the details of analysis and comparison of pre-test and post-test scores of emotional competence to face domestic violence among samples positively.
Also the research hypothesis $H_2$ will be analyzed to know the significance at $p<0.05$ level. To compare the difference of pre-test and post-test emotional competence score, the section was divided in to the following heading.

**SECTION-III (a): Analysis of pre-test and post-test level of emotional competence to face domestic violence positively among samples.**

This section deals with the details of analysis in regard to pre-test and post-test level of emotional competence scores among samples to face domestic violence positively.
Figure-4.2: Bar diagram shows the percentage of samples based on the pre-test and post-test scores on emotional competence to face domestic violence positively among experimental and control group.
Figure-4.2. depicts that in control group during pre-test, 16(53%) subject had adequate level emotional competence to face domestic violence positively, 12(40%) subjects had moderate level of emotional competence to face domestic violence positively and 2(7%) subjects had inadequate level emotional competence to face domestic violence positively. During post-test, 12(40%) subject had adequate level emotional competence to face domestic violence positively, 16(53%) subjects had moderate level of emotional competence to face domestic violence positively.

In experimental group during pre-test 4(13%) subjects had adequate level of emotional competence to face domestic violence positively, 13(43%) subjects had moderate emotional competence to face domestic violence positively and 13(43%) subjects had inadequate level emotional competence to face domestic violence positively. During post-test 21(70%) subjects had adequate level of emotional competence to face domestic violence positively, 9(30%) subjects had moderate emotional competence to face domestic violence positively and no one had inadequate level emotional competence to face domestic violence.

SECTION-III (b): Compare the mean pre-test and mean post-test scores of emotional competence among samples to face domestic violence positively within and between experimental group and control group.

This section deals with mean, SD, mean difference, paired t value and unpaired t value of scores on emotional competence among the samples within and between experimental and control group was analyzed. Hypothesis $H_2$ will be tested to find out the significance at $p<0.05$ level.
Hypothesis $H_2$:

The mean post-test score is higher than the mean pre-test score on emotional competence to face domestic violence positively within experimental group and control group.

Hypothesis $H_2$ was formulated to find the effectiveness of Information Booklet on ‘Face domestic violence positively [For Married Woman]’. To test the hypothesis $H_2$, null hypothesis $H_0$ (2) was formulated.

Null hypothesis $H_0$ (2):

There is no significant difference in the mean pre-test and mean post-test score on emotional competence among samples between experimental and control group to face domestic violence positively.

Details are presented in the following table.

Table-4.3: Mean, SD, mean difference paired t value and unpaired t value of emotional competence scores among samples within and between experimental group and control group to face domestic violence positively. $n_1=30$, $n_2=30$

<table>
<thead>
<tr>
<th>S. No</th>
<th>Group</th>
<th>Pre-test score on emotional competence</th>
<th>Post-test score on emotional competence</th>
<th>Mean difference</th>
<th>Paired ‘t’ test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Control group</td>
<td>7.96</td>
<td>2.19</td>
<td>9.83</td>
<td>2.19</td>
</tr>
<tr>
<td>2.</td>
<td>Experimental Group</td>
<td>9.56</td>
<td>1.99</td>
<td>10.76</td>
<td>2.34</td>
</tr>
<tr>
<td></td>
<td>Unpaired t test</td>
<td>2.00</td>
<td>NS</td>
<td>2.26*</td>
<td></td>
</tr>
</tbody>
</table>

*Significance at p< 0.05 level; NS- Not Significant; $t_{29}.2.045$
Table-4.3. shows that in the control group, the mean difference between pre-test and post-test emotional competence score were 1.87. The mean pre-test emotional competence score 7.96 was lesser than the mean post-test emotional competence score 9.83. The paired ‘t’ value 1.97 is lesser than the table value 2.045 at 0.05 level of significance which indicates non-significance within control group.

In the experimental group, mean pre-test emotional competence score 9.56 which is less than the mean post-test emotional competence score 10.76. The data was subjected to statistical test. The mean difference of pre-test and post-test emotional competence score was 1.2. The paired ‘t’ value 6.45 is greater than the table value 2.045 at 0.05 level of significance which indicates significance within the experimental group.

In the pre-test, the mean score of control group 7.96 and standard deviation was 2.19 and experimental group mean score was 9.56 and standard deviation was 1.99. Unpaired ‘t’ value shows 2.00 which is not significant at p<0.05 level. In post-test, the mean score of experimental group was 10.76 & standard deviation was 2.34 and control group mean score was 9.83 & standard deviation was 2.19. Unpaired ‘t’ value shows 2.26, which is significant at p< 0.05 level. Hence research hypothesis H₂ is accepted and null hypothesis H₀ (2 is not accepted in experimental group.
SECTION-IV: ASSOCIATION OF PRE-TEST LEVEL OF EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY WITH SELECTED DEMOGRAPHIC VARIABLES AMONG THE SAMPLES OF EXPERIMENTAL GROUP.

This section deals with the association of the mean pre-test level of emotional competence among the samples of experimental group to face domestic violence positively and their selected demographic variables.

**Hypothesis H₃:**

There is significant association between the pre-test level of emotional competence to face domestic violence positively among samples and the selected demographic variables (duration of marriage, habits of spouse).

Hypothesis H₃ was formulated to find the effectiveness of Information Booklet on ‘Face domestic violence positively [For Married Woman]’, so as to test the hypothesis H₃ null hypothesis $H_{0 (3)}$ was formulated.

**Null hypothesis $H_{0 (3)}$:**

There is no significant association between the mean pre-test levels of emotional competence to face domestic violence among samples of experimental group with their selected demographic variables.

Following details show the associations between the experimental groups’ mean pre-test emotional competence to face domestic violence among the samples and their selected demographic variables.
SECTION-IV (a): Association between pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage.

This section deals with association between the level of pre-test emotional competence to face domestic violence among the samples of experimental group and their duration of marriage.

**Hypothesis H₃(a):**

There is significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage.

Hypothesis H₃ (a) was formulated to find the effectiveness of Information Booklet on ‘Face domestic violence positively [for married woman]’, so as to test the hypothesis H₃ (a) null hypothesis H₀₃(a) was formulated.

**Null hypothesis H₀₃(a):**

There is no significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage.

Details are presented in the following table.
Table-4.4: Chi-square association between the pre-test level of emotional competence among samples of experimental group to face domestic violence positively and their duration of marriage.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Duration of marriage</th>
<th>Level of emotional competence</th>
<th>df</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>1.</td>
<td>Less than 5 years.</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>5-10 years.</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>More than 10 years.</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Level of significance = p< 0.05; Table value $x^2 = 2.776$

Data presented in the table 4.4, reveals that calculated chi-square value 0.46 was lesser than the table value 2.776, which indicates that there was significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and their duration of marriage. Hence null hypothesis $H_0 (3(a))$ was accepted and research hypothesis $H_3 (a)$ was rejected.

SECTION-IV (b): Association between pre-test emotional competence to face domestic violence among samples of experimental group and the bad habits of spouse.

This section deals with association between the pre-test level of emotional competence to face domestic violence among samples of experimental group and the bad habits of spouse.
Hypothesis $H_3^{(b)}$:

There is significant association between the pre-test level of emotional competence to face domestic violence among samples of experimental group and the bad habits of spouse.

Hypothesis $H_3^{(b)}$ was formulated to find the effectiveness of Information Booklet on ‘Face domestic violence positively [for married woman]’, so as to test the hypothesis $H_3^{(b)}$, null hypothesis $H_0^{3(b)}$ was formulated.

Null hypothesis $H_0^{3(b)}$:

There is no significant association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the bad habits of spouse.

Table-4.5: Chi-square association between the pre-test level of emotional competence to face domestic violence positively among samples of experimental group and the bad habits of spouse.

\[
\begin{array}{|c|c|c|c|c|c|}
\hline
\text{S No} & \text{Bad habits of spouse.} & \text{Level of emotional competence} & \text{df} & \text{Chi-square Value} \\
\hline
\text{1} & \text{Alcoholic} & 2 & 1 & 1 & \text{6} & 4.77 \\
\text{2} & \text{Smoker} & 1 & 2 & 1 & \text{6} & \text{4.77} \\
\text{3} & \text{Both} & 2 & 6 & 4 & \text{6} & \text{4.77} \\
\text{4} & \text{Nil} & 6 & 3 & 1 & \text{6} & \text{4.77} \\
\hline
\end{array}
\]

Level of significance = $p < 0.05$; NS- not significant Table value = 12.59
Data presented in the table-4.5 reveals that calculated chi-square value 4.77 was lesser than the table value 12.59, which indicates that there was significant association between the pretest level of emotional competence to face domestic violence positively among samples of experimental group and bad habits of spouse. Hence null hypothesis $H_{03}^{(b)}$ was accepted and research hypothesis $H_{3}^{(b)}$ was rejected.

SECTION-V: ANALYSIS OF THE RESPONSE OF SAMPLES ON ROLE RECOGNITION AND EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY IN EXPERIMENTAL GROUP.

In pre-test of experimental group, 66.7% samples felt that ego of their spouse were the source of domestic violence. 33.3% of sample felt that whoever dominates more either husband or wife, will be the source of domestic violence. In post-test, only 33.3% sample felt that source of domestic violence was ego of their husband and remaining 66.7% samples felt that both husband and wife are equally the source for domestic violence.

Regarding the response of married women to domestic violence, in pre-test, 66.7% samples replied that they will shout against the spouse, in case of verbal or physical abuse. 33.3% of sample replied that she will either run or hide behind someone to escape from physical abuse. In post-test, 100% of samples replied that they will try to remain calm, identify the cause of violence and solve the issues.

With regards to the satisfaction of their role as a wife, 66.7% samples felt that they were satisfied with their role as a wife, by meeting the needs of their spouse and children. 33.3% sample was not
satisfied with her role as a wife, because of his alcoholism and physical abuse. In post-test, results were same as that of pre-test.

Regarding the decision making of child rearing, in pre-test and post-test, 100% samples were involved together with their spouse.

In pre-test and post-test, 66.7% samples revealed that their husband felt happy or appreciated when they achieved something, whereas, 33.3% sample said there will not be any response from her spouse for her achievement.

In pre-test and post-test, 100% samples want their husband not to drink or smoke and to live with them without quarrelling till the end.

Regarding the change in spouse’s abusing behavior, in pre-test, 33.3% sample believed that her husband’s behavior will change, whereas, 66.7% samples believed it is difficult for their spouse to change their abusing behavior. In post-test, 100% samples shared positive statements that their abusing behavior will change with improved role recognition and emotional competence of wife towards abusing behavior of spouse.

SECTION-VI: ANALYSIS AND PERCENTAGE DISTRIBUTION OF LEVEL OF DOMESTIC VIOLENCE AMONG SAMPLES.

This section deals with the details of analysis in regard to level of domestic violence among married women in experimental and control group.
Figure 4.3 depicts that before intervention, in control group 4(13.3%) had severe level of domestic violence and 11(37%) samples had moderate level of domestic violence and 15(50%) samples had mild level of domestic violence. In experimental group, 7(23%) samples had severe level of domestic violence and 14(46%) sample had moderate level of domestic violence and 9(30%) samples had mild level of domestic violence.
Fig-4.4: Cone diagram shows the Level of domestic violence in experimental group. (Before intervention)

Level of Domestic violence in Experimental group (Before Intervention)

Fig-4.5: Cone diagram shows the Level of domestic violence in experimental group. (After intervention)

Level of Domestic violence in Experimental group (After Intervention)
Figure 4.4 & 4.5 depicts the difference between the level of domestic violence, before and after intervention in experimental group. 14(46%) samples had moderate level of domestic violence, 16(53%) samples had mild level of domestic violence and no severe level of domestic violence, after intervention in experimental group.

CONCLUSION;

The pre-test and post-test scores of role recognition and emotional competence to face domestic violence among experimental and control group were assessed. Each objective and research hypotheses were tested by inferential statistics. It was referred that there was significant difference in the scores of emotional competence to face domestic violence in experimental group and significant association between pre-test level of emotional competence to face domestic violence positively among samples and their associated demographic variables.

Domestic violence has changed from severe level 24 % to 0%, moderate level 46% to 47 %, and 30% to 53% mild level in experimental group after intervention. Level of domestic violence has decreased after intervention, in experimental group.

SUMMARY

This chapter dealt with the analysis and interpretation of data regarding the level of domestic violence, scores of role recognition and emotional competence to face domestic violence among samples.
CHAPTER – V

DISCUSSION

“Action is the proper fruit of knowledge.”

This chapter deals with the discussion of major findings and recommendations in accordance with the study and hypothesis. The problem stated is to assess the effectiveness of Information Booklet on ‘face domestic violence positively [for married women]’ in terms of role recognition and emotional competence for married women in selected area at Salem.

The study was quasi experimental pre-test post-test with control group design. The study sample consists of 60 samples, (30 in each group) who are married women within 19-45 years of age in selected area at Salem.

5.1. Objective-1: To prepare and validate Information Booklet to face domestic violence positively for married women.

In this study as Nursing intervention, a group teaching on how to face domestic violence was conducted using PowerPoint presentation and the information booklet on ‘face domestic violence positively [for married women]’ was issued to married women with 19-45 years of age in Kari Patti area at Salem. It was developed by the researcher based on internet search, textbook published, journals, editorials, published and unpublished thesis. It was validated by 5 experts (3 nursing and 1 medical and 1 psychologist).

Jabaseeli Gladies Mary, (2012) conducted a study to evaluate the effectiveness of structured teaching program on knowledge and attitude
regarding impact of domestic violence on emotional and social development of children among mothers in selected areas, Bangalore. The research design adopted for this study is quasi experimental one group pre-test, post-test design, to measure the effectiveness of structured teaching programme on a sample of 30 respondents. Structured interview schedule was used to collect data.

5.2. Objective-2: To assess and compare the pre-test and post-test score on role recognition to face domestic violence positively among samples, within and between experimental and control group.

In this study pre and post-test was assessed by using structured interview schedule to assess role recognition to face domestic violence positively among 60 samples. In this study, pre-test assessment of role recognition to face domestic violence was carried out on the day 1. Group teaching using PowerPoint presentation was conducted and information booklet on ‘face domestic violence positively[for married woman]’ was issued to experimental group samples on the next day. First follow up and second follow up was done on day 10 and day 18. Samples of experimental group were encouraged to read and practice the information booklet. Doubts in the booklet were clarified by the researcher during follow up. Post test on day 28 was conducted among samples.

Ramadurai (2013), conducted a study on domestic violence in which among 15-19 year olds in India, 57 percent of boys and 53 percent of girls find wife beating acceptable. This is troubling since research suggests that women who justify wife beating are also more likely to report being subject to domestic violence.

Gunnlaugsson G, Kristjansson AL, Einarsdottir J, Sigfusdottir ID (2007) conducted a population based study and found that 22% of the participants states that they had witnessed a severe verbal argument.
between parents and 34% stated that they had been involved in a severe verbal argument with parents. Altogether 7% of adolescents had witnessed physical violence at home where an adult was involved and 6% of participants stated that they had experience of being involved in physical violence at home where an adult was involved. Witnessing or being involved in severe verbal arguments at home and/or witnessing or being involved in physical violence with an adult was significantly associated with greater levels of depression, anger, and anxiety, negatively related with self-esteem.

5.3. Objective-3: To assess and compare the pre-test and post-test score on emotional competence to face domestic violence positively among samples, within and between experimental and control group.

In this study pre and post-test emotional competence score was assessed by using structured interview schedule among 60 samples. In this study pre-test assessment of emotional competence was carried out on day 1 and group teaching using PowerPoint presentation was conducted and information booklet on ‘face domestic violence positively(for married women)’ was also issued to experimental group samples on day 2. First follow up and second follow up were done on day 10 and day 18 to experimental samples in which the samples were motivated to read and practice the booklet and doubts in it were clarified by the researcher. On day 28, Post test was conducted.

Nelis D, et.al., (2011) conducted a study to show that adult emotional competencies (EC) could be improved through a relatively brief training. In a set of 2 controlled experimental studies, the authors investigated whether developing EC could lead to improved emotional functioning; long-term personality changes; and important positive
implications for physical, psychological, social, and work adjustment. Results of Study 1 showed that 18 hr of training with e-mail follow-up was sufficient to significantly improve emotion regulation, emotion understanding, and overall EC. These changes led in turn to long-term significant increases in extraversion and agreeableness. Results of Study 2 showed that the development of EC brought about positive changes in psychological well-being, subjective health, quality of social relationships, and employability.

5.4. Objective-4: To find association between pre-test level of emotional competence to face the domestic violence positively among experimental group with their selected demographic variables. [Duration of marriage, bad habits of spouse].

Present study revealed that the chi-square value between the pre-test score on emotional competence among samples of experimental group and their duration of marriage was 0.46 was lesser than the table value 2.776. This shows that there is no significant association between the pre-test level of emotional competence to face domestic violence among samples of experimental group and their duration of marriage.

The chi-square value between the pre-test score on emotional competence among samples of experimental group and the bad habits of the spouse 4.77 was lesser than the table value 12.59. This shows that there is no significant association between the pre-test level of emotional competence to face domestic violence among samples of experimental group and the bad habits of the spouse.
V.R.S. Kavitha, (2012) performed a systematic review of the published literature by making use of the data from all India reports of the national family health survey in its 3rd round during 2005 – 06 on different forms of spousal violence experienced by ever married women between the ages of 15 – 49 years (66,658) belonging to all states and union territories of India. The prevalence rate, forms and the factors correlated with the forms of the violence were identified and help seeking behaviour of men and women were examined. At all India level, 35 percent of ever married women had experienced physical spousal violence, whereas 16 percent and 10 percent had encountered emotional and sexual violence, respectively. Further, these magnitudes vary considerably across the states and union territories of India. The correlation analysis revealed that, with a few exceptions, the magnitude of all the three forms of spousal violence has a negative correlation with percentage of women and men who have 10 + years of education, who are exposed to mass media, and also with the percentage of households wealth index that falls under 4-5 quintiles (richer and richest) at different levels of significance.

Madhabika B. Nayak, (2010) conducted a study on Partner alcohol use, violence and women’s mental health: population-based survey in India. Data are reported on 821 women, aged 18–49 years from a larger population study in north Goa, India. Results showed that Excessive partner alcohol use increased the risk for common mental disorders two- to threefold. Partner violence and alcohol-related problems each partially mediated the association between partner excessive alcohol use and these mental disorders.
Bontha and Shantanu, (2009) have observed from a study in Eastern India that among 1753 samples (married women) 21.1% in Jharkhand, 14.6% in West Bengal and 13.2% in Orissa face physical violence, while, 32.4% in Orissa, 19.7% in West Bengal and 27.4% in Jharkhand have experienced sexual violence, whereas, more than half of the women in all the above mentioned states were subjected to psychological violence. A significant relationship of domestic violence was observed with deviant behaviour of the husband like drug addiction, habitual gambling and practice of visiting Commercial Sex Workers besides addiction to alcohol

**SUMMARY**

This chapter dealt with the objectives, hypotheses, findings of the study, supportive study and discussion about the study.
CHAPTER- VI
SUMMARY, MAJOR FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

“Only a life lived for others is a life worthwhile”

Albert Einstein.

This chapter is divided into two sections. In the first section the summary of the study, findings are presented. In the second section implications in various areas of nursing practice, nursing education, nursing administration, nursing research suggestions, limitations, recommendations and conclusions for further study are presented.

6.1. SUMMARY OF THE STUDY

The main objective of the study was to assess the effectiveness of information booklet on face domestic violence positively [for married women], in terms of role recognition and emotional competence to face domestic violence positively among samples in selected area at Salem.

A quantitative evaluative research approach, quasi experimental pre-test post-test with control group design was used to determine the effectiveness of information booklet on face domestic violence positively [for married women], in terms of role recognition and emotional competence among samples in a selected community area. The study was conducted in Anna Nagar, Karipatti, Salem. Imogene King’s Goal Attainment Theory (1997) was chosen as a conceptual framework for this study.

Tools were prepared under guidance of experts and previous experiences of the researcher. The tool-I was demographic variables and
tool-II and tool-III and tool IV were structured interview schedule for assessing level of domestic violence, role recognition and emotional competence to face domestic violence respectively among the samples. Tool –V was a questionnaire to assess the responses of samples regarding role recognition and emotional competence to face domestic violence.

Content validity of the tool was obtained from 5 experts (3 Nursing personnel, 1 Medical personnel and1 psychologist). Reliability of tools II, III, IV were estimated by split half method, for level of domestic violence \( r' = 1 \), for role recognition to face domestic violence \( r' = 0.99 \), and emotional competence to face domestic violence \( r' = 0.99 \). Reliability of tools IV was estimated by test –retest method, \( r' = 0.9 \). Information booklet on face domestic violence positively [for married women], was developed by the researcher under the guidance of subject experts. The content of the information booklet was validated by 5 experts and 100% agreement obtained. The pilot study was conducted with 6 samples in Shanmuga Seva Centre, Gandhi Nagar, Karipatti, Salem. No modification was done after pilot study.

The main study was conducted from 01-08-2014 to 28-08-2014 at Annanagar, Karipatti, Salem after obtaining formal permission. The samples were selected by adopting Non-probability purposive sampling technique and the total samples were 60. Written consent was obtained from the samples. On day 1, Pre-test was conducted to assess the level of domestic violence, role recognition to face domestic violence and emotional competence to face domestic violence and the responses of samples on role recognition and emotional competence to face domestic violence by using structured interview schedule.
On day 2, Group teaching on how to face domestic violence positively was carried out for experimental group and Issued an information booklet on ‘Face Domestic violence Positively’ to samples.[Nursing Intervention]. Booklet was self-explanatory and clarification of doubts was done, after the samples went through the booklet. On day 10, First follow up of nursing intervention was carried out. Samples were motivated and encouraged to read the booklet and follow it in daily life. Doubts in the booklet were clarified by the researcher for the samples. On day 18, Second follow up of nursing intervention was performed. Samples were motivated and encouraged to read the booklet and follow it in daily life. Doubts in the booklet were clarified by the researcher for the samples. On day 28, Post-test was conducted.

Finally, the collected data were analyzed by using descriptive and inferential statistics to assess the effectiveness of Information Booklet and also the data was interpreted based on objectives and hypotheses of the study.

6.2. MAJOR FINDINGS OF THE STUDY

I. Demographic Variables:

- Among the 60 samples 21(35%) belongs to age group of 19-25 and 18(30%) belongs to age group of 33-38 and 16(26%) belongs to age group 26-32 years.
- Regarding the educational status, majority of them 27(45%) had primary education and 7(12%) had no formal education and 4(6%) were graduates.
- Among the 60 samples, 23(38%) have been married between five to ten years, 20(33%) have been married for more than ten years, 17(28%) have been married within five years.
• Regarding the bad habits of spouse, among 60 samples, majority 21(35%) of them had both the habits of alcoholism and smoking and 18(30%) of them did not have any bad habits.

II. Findings related to role recognition to face domestic violence positively among married women:

In experimental group during pre-test, 10(33%) samples had adequate level of role recognition to face domestic violence, 18(60%) samples had moderate level of role recognition to face domestic violence. During post-test, 24(80%) samples had adequate level of role recognition to face domestic violence, 5(17%) samples had moderate level of role recognition to face domestic violence positively.

In control group during pre-test, 18(60%) samples had adequate level of role recognition to face domestic violence positively, 10(33%) samples had moderate level of role recognition to face domestic violence positively and 2(7%) samples had inadequate level of role recognition to face domestic violence. During post-test, 16(53%) samples had adequate level of role recognition to face domestic violence positively, 10(33%) samples had moderate level of role recognition to face domestic violence positively and 4(14%) samples had inadequate level of role recognition to face domestic violence.

In the pretest, the mean score of control group was 7.43 and standard deviation was 1.94 and experimental group mean score was 6.43 and standard deviation was 2.16. In the post-test, the mean score of control group was 7.30 & standard deviation was 2.03 and experimental group mean score was 8.40 & standard deviation was 1.40.
III. Findings related to Emotional competence to face domestic violence positively among married women:

In experimental group during pre-test 13(43%) subjects had inadequate emotional competence score to face domestic violence positively, 13(43%) subjects had moderate emotional competence score to face domestic violence positively and 4 (13%) had adequate emotional competence score to face domestic violence positively. During post-test 9(30%) had moderate emotional competence score to face domestic violence positively and 21(70%) had adequate emotional competence score to face domestic violence positively and none had inadequate emotional competence score to face domestic violence positively.

In control group during pre-test, 2 (6.6%) subjects had inadequate emotional competence score to face domestic violence positively, 12(40%) had moderate emotional competence score to face domestic violence positively. During post-test, inadequate emotional competence score to face domestic violence positively was same as that of pre-test, 16(53%) had moderate emotional competence score to face domestic violence positively and 12(40%) had adequate emotional competence score to face domestic violence positively.

In the pretest, the mean score of control group was 7.96 and standard deviation was 2.19 and experimental group mean score was 9.56 and standard deviation was 1.99. In posttest, the mean score of experimental group was 10.76 & standard deviation was 2.34 and control group mean score was 9.83 & standard deviation was 2.19.
IV. Findings related to association between the level of emotional competence to face domestic violence of experimental group samples with demographic variables, duration of marriage and bad habits of spouse:

- The chi square value of pre-test emotional competence score to face domestic violence and their duration of marriage education on is 0.46 was lesser than the table value 2.77, which found no significant association at p<0.05 level of significance.
- The chi square value of pre-test emotional competence score to face domestic violence and the bad habits of spouse is 4.77 was lesser than the table value 12.59, which found no significant association at p<0.05 level of significance.

IV. Findings related to the level of domestic violence after intervention in experimental group.

Domestic violence has changed from severe level 24 % to 0%, moderate level 46% to 47 %, and 30% to 53% mild level in experimental group after intervention.

6.3. IMPLICATIONS

The findings of the study have various implications in various areas of nursing practice, nursing education, nursing administration, and nursing research.

6.3.1. Nursing Practice:

The function of a nurse is to promote health, prevent illness, to restore health and to alleviate sufferings. He/she is not only to give care to the patient but also to update the knowledge.
Domestic violence against women is more prevalent in all societies. A community mental health nurse plays an important role in educating married women regarding domestic violence. The key aim of this Information Booklet is to help the married women to be aware of domestic violence and to face it positively, thus protecting oneself and children from consequences of domestic violence. The findings of the study clearly point out that Information Booklet is effective in improving the role recognition and emotional competence to face domestic violence positively. The community mental health nurse can encourage the married women regarding the early identification of domestic violence and preventive tips to safeguard herself and her children.

Nurse can also provide awareness to those married women at risk regarding recognizing the warning signs, and support groups to help her including law.

6.3.2. Nursing Education:

Nursing students can be educated on domestic violence and its ill effects on women and children. The nursing students should be emphasized to apply their knowledge in clinical and community areas. The nurse educators can use this study as a base while planning curriculum. Students should be encouraged to participate in the health education programs related to prevention and overcoming of domestic violence.

6.3.3. Nursing administration:

Nursing administrators are the high persons to identify the nature of problems and organize programs related to health promotion to the target population. They have to encourage the nurses and nursing students to organize and participate in programs which improve the knowledge
and attitude regarding domestic violence and its prevention among the target population. They also should take efforts to teach and train the health personnel regarding the innovative activities to face domestic violence positively with improved role recognition and emotional competence among married women.

6.3.4. Nursing Research:

Nurse researchers have significant role to play and conduct further research in this area to develop affordable, feasible and practicable models for nursing interventions to improve the knowledge regarding domestic violence.

Research is the strong foundation of evidence based on nursing practice, hence nursing staffs and students should be encouraged to conduct research regarding various techniques to prevent and to face domestic violence positively.

6.4. LIMITATIONS

1. The study was limited to a small sample group of 60, so generalizations were not possible.

6.5. RECOMMENDATIONS

Based on the findings and limitations of the present study, the researcher offered some suggestions for further research.

1. Large sample size could be included to generalize the findings.
2. Similar studies can be conducted in various settings.

6.6. CONCLUSION

Information booklet was effective in improving the role recognition and emotional competence to face domestic violence positively among the samples. It was found there was no significant
association between the pretest level of emotional competence and selected demographic variables of experimental group.

**SUMMARY**

This chapter dealt with summary, major findings, implications and conclusion of the study. It also included recommendations for future research in this area.
REFERENCES

Net Reference:
ANNEXURE –I

LETTER SEEKING PERMISSION FOR CONDUCTING RESEARCH STUDY

From,

Mrs. M. Jayalakshmi,
II-Year M.Sc. (N) Student,
Shanmuga College of Nursing,
24, Sarada college road,
Salem- 636007.

To,

The Principal,
Shanmuga College of Nursing,
24, Sarada college road,
Salem- 636007.

Respected Madam,

Sub: Requesting permission for conducting research study in Kariapatty.

I, II year M.Sc. (N) student of Shanmuga College of Nursing, Salem, as a partial fulfillment of Master of Science in Nursing Degree, I have undertaken the following research study.

Statement of the problem:

“A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, in terms of role recognition and emotional competence among married women at a selected area in Salem”.

With regard to this, I request you to allow me to conduct research study in Kariapatty.

Thanking you in anticipation.

Place: Salem
Date: 02-08-2014

Yours faithfully,

(M. Jayalakshmi)
ANNEXURE -II

LETTER SEEKING EXPERTS OPINION FOR CONTENT VALIDITY OF TOOLS AND INDEPENDENT VARIABLE

From
Mrs. Jayalakshmi, M.,
II year M.Sc. (N) student,
Shanmuga College of Nursing
24, Sarada college road,
Salem- 636 007.

To

Through
The Principal,
Shanmuga College of Nursing,
24, Sarada College Road,
Salem- 636 007.

Respected Sir/Madam,


I, Mrs. Jayalakshmi, M., II year M.Sc (N) student studying in Shanmuga College of Nursing, Salem, as a partial fulfilment of M.Sc (N) programme, is conducting, “A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, in terms of role recognition and emotional competence among married women at a selected area in Salem”.

So, I humbly request you to give me your valuable suggestions regarding the appropriateness of the tool. Kindly give your expert comments in the tool by using evaluation criteria.

Also, I request you to kindly sign the certificate stating that you have validated the tool. Your kind co-operation and your judgment will be very much appreciated.

Thanking you,

Place: Salem                         Yours faithfully,
Date:

(Jayalakshmi)

Enclosures:
1. Statement of the problem & objective.
2. Tools and Independent variables
3. Evaluation criteria for content validity of tools and independent variable.
4. Content validity certificate
ANNEXURE -III

LIST OF EXPERTS VALIDATED THE TOOLS AND INDEPENDENT VARIABLE

1) Dr. Vijayanath, MD,
   Consultant Psychiatrist,
   Shanmuga Hospital,
   Salem.

2) Prof. S. Michael Jayaraj, M.Sc., M.Phil.,
   Prof. in Psychology,
   Shanmuga College of Nursing,
   Salem.

3) Mr. Antony Samy, MSc., (N),
   Vice Principal, Sc(N),
   KMC College Of Nursing,
   Trichy.

4) Mr. Francis, M.Sc. (N),
   Reader, Dept. of Psychiatric Nursing,
   St. Xavier College Of Nursing,
   Kumbakonam.

5) Mr. Newton Paul Singh,
   Head of the Department,
   Dept. of Psychiatric Nursing,
   Swamy Vivekananda College Of Nursing,
   Dharmapuri.
 ANNEXURE -IV

EVALUATION CRITERIA FOR STRUCTURED INDIVIDUAL INTERVIEW SCHEDULE TO ASSESS THE ROLE RECOGNITION AND EMOTIONAL COMPETENCE AMONG MARRIED WOMEN.

TOOL –I DEMOGRAPHIC VARIABLES

Respected Sir / Madam,

I kindly request you to give me your valuable suggestions regarding content of the tool. Kindly go through the tool and give your response in the column given in the criteria table against each question. Please give your expert comment on the times you agree / disagree which will help in modification of the tool.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Demographic variables</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>Age in years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>19 – 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>26 – 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>33 – 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>39 – 45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Educational status
   a. No formal education
   b. Primary
   c. Secondary
   d. Higher secondary
   e. Graduate

3. Age at marriage
   a. Below 18 years
   b. Above 18 years

4. Duration of marriage
   a. Less than five years
   b. Five to ten years
   c. More than ten years

5. Type of family
   a. Nuclear
   b. Joint
6. Number of children
   a. None
   b. One
   c. Two
   d. Three and above three

7. Occupation of self
   a. Home-maker
   b. Coolie
   c. Government employee/private employee
   d. Others-specify

8. Occupation of spouse
   a. Nil
   b. Coolie
   c. Government employee/private employee
   d. Others-specify
### 9. Family Income (Rs. per month)

- a. ₹3000
- b. ₹3000- ₹6000
- c. ₹7000 – ₹9000
- d. ₹ >10,000

### 10. Is the spouse

- a. an alcoholic
- b. a smoker
- c. has any other bad habit(specify)
TOOL – II: CHECKLIST TO ASSESS DOMESTIC VIOLENCE AMONG MARRIED WOMAN

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>I.</td>
<td><strong>Physical abuse:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Does your spouse ,have either slapped/ pushed/ kicked/ hit/ throwed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>objects/ bitten/ beaten you with or without a weapon?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Does the physical abuse take place with reason?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Does the physical abuse take place without any reason?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Have you sought medical advice for physical abuse anytime?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Have you been injured by your spouse because of physical abuse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Are you able to identify the triggering factors of your spouse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Has your spouse beaten you demanding for dowry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td><strong>Verbal abuse:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Does your spouse insult you/humiliate you either in private or in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>company?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Does your spouse make fun of you or your family inappropriately?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Does your spouse accuse you of being unfaithful, not trying hard enough or purposely doing something to annoy you?

4. Does your spouse mock you or criticise your physical appearance, your interests, opinions or beliefs?

5. Does your spouse make your friends or family feel uncomfortable when visiting you so that they stop coming again?

**III. Financial abuse:**

1. Does your spouse control your finances by withholding basic necessities?

2. Does your spouse steal money or valuable items from you?

3. Does your spouse prevent you from working?

4. Does your spouse force you to give all your salary to him?

5. Do you have the habit of saving money?

**IV. Emotional abuse:**

1. Do you feel afraid of your spouse often related to any domestic abuse?

2. Do you avoid certain topics out of fear of agreeing your partner?
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Does your spouse threaten you to hurt or kill you or threaten to commit suicide for any cause?</td>
</tr>
<tr>
<td>4.</td>
<td>Does your spouse constantly check on you out of any suspiciousness?</td>
</tr>
<tr>
<td>5.</td>
<td>Does your spouse refuse to discuss issues which are important to you?</td>
</tr>
<tr>
<td>6.</td>
<td>Does your spouse isolate you for any cause?</td>
</tr>
<tr>
<td>7.</td>
<td>Do you believe you deserve to be hurt or mistreated as being a wife?</td>
</tr>
<tr>
<td>8.</td>
<td>Do you feel that your self-esteem is lost because of your spouse’s abuse?</td>
</tr>
</tbody>
</table>

x
### TOOL-III: CHECKLIST TO ASSESS ROLE RECOGNITION AMONG MARRIED WOMAN

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is you and your spouse’s physical needs in day to day life are met mutually?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>2.</td>
<td>Is you and your spouse’s psychological needs in day to day life are met mutually?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>3.</td>
<td>Are you being involved in decision making?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>4.</td>
<td>Are you able to maintain social relationships with your neighbours?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>5.</td>
<td>Do you have the freedom to share all your emotions with your spouse?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>6.</td>
<td>Do you feel that your spouse loves/likes you?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>Are you being involved in child rearing and their education?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>8.</td>
<td>Are you getting emotional support from other family members</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>9.</td>
<td>Are you involved in any purchase for the home</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>10.</td>
<td>Are you attending social functions with your husband?</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
## TOOL – IV: CHECKLIST TO ASSESS EMOTIONAL COMPETENCE IN FACING DOMESTIC VIOLENCE

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can you talk about important things to your husband without an argument? (FEELINGS).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Can you be kind and tuned into each other? (RELATING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Can you switch the strong and weak roles mutually when necessary? (FLEXIBILITY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Can you stay out of controlling power struggles? (DISAGREEMENTS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Can you both agree on what to expect from each other? (EXPECTATIONS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Can you come back to centre relatively soon, if you had a fight? (FORGIVENESS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do you often blame your spouse for being unfair?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Do you have the ability to adapt with aversive emotions and distressing circumstances of domestic violence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Do you have the ability to use the right words when you are emotional (angry, sad, fear) and able to express in the right way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do you have the ability to recognise the reason for other’s emotions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Do you find difficult to disclose your innermost feelings even to close friends related to spousal abuse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Do you prefer to just let thing’s happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Do you prefer to analyse problems regarding domestic abuse rather than just describe them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Do you feel that you have no control over the situation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Do you find examination of your feelings useful in solving personal problems related to domestic violence?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOOL- V: INDIVIDUAL INTERVIEW QUESTIONNAIRE TO ASSESS THE RESPONSE OF SAMPLES ON ROLE RECOGNITION AND EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Whom do you feel as a source for domestic violence? Is your spouse related to domestic violence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>How will you respond/react when you face domestic violence (any of the four types) with your spouse?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Do you feel that you are satisfied with your role as a wife, if not how? If yes how?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>How have you been involved in decision making related to child bearing and rearing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>How will you be recognised by your spouse when you achieve something?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>How do you want your spouse to be, towards you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Do you believe that you can change your spouse’s abusing behaviour? If yes, how, if no why?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EVALUATION CRITERIA FOR VALIDITY OF INDEPENDENT VARIABLE

Respected sir/madam,

Kindly go through the independent variable and give your response in the columns given in the criterion table. I kindly request you to give your suggestions on the content of booklet on ‘FACE DOMESTIC VIOLENCE POSITIVELY[For married women]’.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content</strong></td>
<td><strong>Level of acceptance</strong></td>
<td><strong>Remarks</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Agree</strong></td>
<td><strong>Disagree</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Booklet on ‘FACE DOMESTIC VIOLENCE POSITIVELY[For married women]’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has covered the entire content on Domestic violence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Has item been arranged in sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Has item been organized in logical order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Whether the content is appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Whether the language is simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Whether the Booklet is relevant to the topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEXURE -V

TABULAR COLUMN INDICATING MODIFICATION OF THE TOOL ACCORDING TO THE EXPERT’S SUGGESTIONS.

RESEARCH TOOL;

TOOL –I Demographic variables

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Agree</td>
<td>% Of Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Age in years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. 19 – 25</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>b. 26 – 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. 33 – 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. 39 – 45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Educational status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. No formal education</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b. Primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Higher secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>3. Age at marriage</td>
<td>a. Below 18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Above 18 years</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>4. Duration of marriage</td>
<td>a. Less than five years</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. five to ten years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. More than ten years</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5. Type of family</td>
<td>a. Nuclear</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. Joint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Number of children</td>
<td>a. None</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>b. One</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Three and above three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Occupation of self</td>
<td>a. Home-maker</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>b. Daily wage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Government employee/private employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Others-specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occupation of spouse</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>8.</td>
<td>a. Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Daily wage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Government employee/private employee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Others-specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>9.</td>
<td>Family Income (Rs. per month)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. ₹3000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. ₹3000- ₹6000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. ₹7000 – ₹9000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. ₹ &gt;9,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>10.</td>
<td>Is the spouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. an alcoholic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. a smoker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. has any other bad habit(specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. both a and b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>
## TOOL – II: CHECKLIST TO ASSESS DOMESTIC VIOLENCE AMONG MARRIED WOMAN

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Agree</td>
<td>% of Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>Does your spouse have either slapped/ pushed/ kicked/ hit/ threwed objects/ bitten/ beaten you with or without a weapon?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Does the physical abuse take place with reason?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Does the physical abuse take place without any reason?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Have you sought medical advice for physical abuse anytime?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Have you been injured by your spouse because of physical abuse?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Are you able to identify the triggering factors of your spouse?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Has your spouse beaten you demanding for dowry?</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
### II. Verbal abuse:

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>%</th>
<th></th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does your spouse insult you/humiliate you either in private or in company?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>2.</td>
<td>Does your spouse make fun of you or your family inappropriately?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>3.</td>
<td>Does your spouse accuse you of being unfaithful, not trying hard enough or purposely doing something to annoy you?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>4.</td>
<td>Does your spouse mock you or criticise your physical appearance, your interests, opinions or beliefs?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>5.</td>
<td>Does your spouse make your friends or family feel uncomfortable when visiting you so that they stop coming again?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
</tbody>
</table>

### III. Financial abuse:

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>%</th>
<th></th>
<th>Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Does your spouse control your finances by withholding basic necessities?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>2.</td>
<td>Does your spouse steal money or valuable items from you?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>3.</td>
<td>Does your spouse prevent you from working?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>4.</td>
<td>Does your spouse force you to give all your salary to him?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Retained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you have the habit of saving money</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td><strong>Emotional abuse:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Do you feel afraid of your spouse often related to any domestic abuse?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you avoid certain topics out of fear of agreeing your partner?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Does your spouse threaten you to hurt or kill you or threaten to commit suicide for any cause?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Does your spouse constantly check on you out of any suspiciousness?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Does your spouse refuse to discuss issues which are important to you?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Does your spouse isolate you for any cause?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you believe you deserve to be hurt or mistreated as being a wife?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you feel that your self-esteem is lost because of your spouse’s abuse?</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. No.</td>
<td>Content</td>
<td>Level of acceptance</td>
<td>Action taken</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of Agree</td>
<td>% of Disagree</td>
<td>Retained/modifed/deleted/Introduced</td>
</tr>
<tr>
<td>1.</td>
<td>Is you and your spouse’s physical needs in day to day life are met mutually?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>2.</td>
<td>Is you and your spouse’s psychological needs in day to day life are met mutually?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>3.</td>
<td>Are you being involved in decision making?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>4.</td>
<td>Are you able to maintain social relationships with your neighbours?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>5.</td>
<td>Do you have the freedom to share all your emotions with your spouse?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>6.</td>
<td>Do you feel that your spouse loves/likes you?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>7.</td>
<td>Are you being involved in child rearing and their education?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>8.</td>
<td>Are you getting emotional support from other family members</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>9.</td>
<td>Are you involved in any purchase for the home</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>10.</td>
<td>Are you attending social functions with your husband?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
</tbody>
</table>
## TOOL – IV: CHECKLIST TO ASSESS EMOTIONAL COMPETENCE IN FACING DOMESTIC VIOLENCE

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Action taken</th>
<th>Retained/modified/deleted/Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can you talk about important things to your husband without an argument? (FEELINGS).</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>2.</td>
<td>Can you be kind and tuned into each other? (RELATING)</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>3.</td>
<td>Can you switch the strong and weak roles mutually when necessary? (FLEXIBILITY)</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>4.</td>
<td>Can you stay out of controlling power struggles? (DISAGREEMENTS)</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>5.</td>
<td>Can you both agree on what to expect from each other? (EXPECTATIONS)</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>6.</td>
<td>Can you come back to centre relatively soon, if you had a fight? (FORGIVENESS)</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>7.</td>
<td>Do you often blame your spouse for being unfair?</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td>8.</td>
<td>Do you have the ability to adapt with aversive emotions and distressing circumstances of domestic violence?</td>
<td>100%</td>
<td>Agree</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Percentage</td>
<td>Result</td>
<td>Status</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>9.</td>
<td>Do you have the ability to use the right words when you are emotional (angry, sad, fear) and able to express in the right way?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>10.</td>
<td>Do you have the ability to recognise the reason for other’s emotions?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>11.</td>
<td>Do you find difficult to disclose your innermost feelings even to close friends related to spousal abuse?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>12.</td>
<td>Do you prefer to just let thing’s happen?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>13.</td>
<td>Do you prefer to analyse problems regarding domestic abuse rather than just describe them?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>14.</td>
<td>Do you feel that you have no control over the situation?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
<tr>
<td>15.</td>
<td>Do you find examination of your feelings useful in solving personal problems related to domestic violence?</td>
<td>100%</td>
<td>-</td>
<td>Retained</td>
</tr>
</tbody>
</table>
**TOOL- V: INDIVIDUAL INTERVIEW QUESTIONNAIRE TO ASSESS ROLE RECOGNITION AND EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY.**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Content</strong></td>
<td>% of Agree</td>
<td>% of Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>Whom do you feel as a source for domestic violence? Is your spouse related to domestic violence?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>How will you respond/ react when you face domestic violence (any of the four types) with your spouse?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Do you feel that you are satisfied with your role as a wife, if not how? If yes how?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>How have you been involved in decision making related to child bearing and rearing?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>How will you be recognised by your spouse when you achieve something?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>How do you want your spouse to be, towards you?</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Do you believe that you can change your spouse’s abusing behaviour? If yes, how, if no why?</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
EVALUATION CRITERIA FOR VALIDITY OF INDEPENDENT VARIABLE

Respected sir/madam,

Kindly go through the independent variable and give your response in the columns given in the criterion table. I kindly request you to give your suggestions on the content of booklet on ‘FACE DOMESTIC VIOLENCE POSITIVELY[For married women]’.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Content</th>
<th>Level of acceptance</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Agree</td>
<td>% of Disagree</td>
</tr>
<tr>
<td></td>
<td>Booklet on ‘FACE DOMESTIC VIOLENCE POSITIVELY[For married women]’.</td>
<td>Retained</td>
<td>Retained</td>
</tr>
<tr>
<td>1.</td>
<td>Has covered the entire content on Domestic violence.</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Has item been arranged in sequence</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Has item been organized in logical order</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Whether the content is appropriate</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Whether the language is simple</td>
<td>100%</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Whether the Booklet is relevant to the topic</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
ANNEXURE –VI

CONTENT VALIDITY CERTIFICATE

I hereby certify that I have validated the tools and independent variable (Booklet on “Face domestic violence positively (for married women)”) of Mrs. JAYALAKSHMI.M., M.Sc (N) II-Year student of Shanmuga College of Nursing, Salem, who is undertaking, “A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, in terms of role recognition and emotional competence among married women at a selected area in Salem”.

Place:       Signature of the expert:
Date:                Name and Designation
ANNEXURE -VII

STRUCTURED INDIVIDUAL INTERVIEW SCHEDULE TO
ASSESS THE ROLE RECOGNITION AND EMOTIONAL
COMPETENCE AMONG MARRIED WOMEN

TOOL-I

DEMOGRAPHIC DATA

Instructions:

The researcher will ask certain information about the sample [married woman], and tick the options according to the response of the sample.

The answer given by the sample will be used only for this research purpose and will be kept confidential.

Date: Sample no. : ________

Demographic data of married women

1. Age in years
   a. 19 – 25 ( )
   b. 26 – 32 ( )
   c. 33 – 38 ( )
   d. 39 – 45 ( )

2. Educational status
   a. No formal education ( )
   b. Primary ( )
   c. Secondary ( )
   d. Higher secondary ( )
   e. Graduate ( )

3. Age at marriage
   a. 19-21 years ( )
   b. 22-24 years ( )
   c. above 25 years ( )
4. Duration of marriage
   a. Less than five years
   b. Five to ten years
   c. More than ten years
5. Type of family
   a. Nuclear
   b. Joint
6. Number of children
   a. None
   b. One
   c. Two
   d. Three and above three
7. Occupation of self
   a. Home-maker
   b. Daily wage
   c. Government employee/private employee
   d. Others-specify
8. Occupation of spouse
   a. Nil
   b. Daily wage
   c. Government employee/private employee
   d. Others-specify
9. Bad habits of the spouse
   a. an alcoholic
   b. a smoker
   c. both
   d. nil
TOOL - II
CHECKLIST TO ASSESS DOMESTIC VIOLENCE AMONG MARRIED WOMAN

Instructions:

Dear participant, this tool consists of questions related to domestic violence. The researcher will ask questions. Before answering, clarify the doubts in the question if any, and say ‘YES’ or ‘NO’. The researcher will tick the options according to your response.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>CONTENT</th>
<th>NO (0)</th>
<th>YES (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td><strong>Physical abuse:</strong></td>
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<tr>
<td>1.</td>
<td>Does your spouse, have either slapped/ pushed/ kicked/ hit/ threwed objects/ bitten/ beaten you with or without a weapon?</td>
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<td>2.</td>
<td>Does the physical abuse take place with reason?</td>
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<td>3.</td>
<td>Does the physical abuse take place without any reason?</td>
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<td>4.</td>
<td>Have you sought medical advice for physical abuse anytime?</td>
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<td>5.</td>
<td>Have you been injured by your spouse because of physical abuse?</td>
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<td>6.</td>
<td>Are you able to identify the triggering factors of your spouse?</td>
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<td>7.</td>
<td>Has your spouse beaten you demanding for dowry?</td>
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<td>II.</td>
<td><strong>Verbal abuse:</strong></td>
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<td>1.</td>
<td>Does your spouse insult you/humiliate you either in private or in company?</td>
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<td>2.</td>
<td>Does your spouse make fun of you or your family inappropriately?</td>
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</table>
3. Does your spouse accuse you of being unfaithful, not trying hard enough or purposely doing something to annoy you?

4. Does your spouse mock you or criticise your physical appearance, your interests, opinions or beliefs?

5. Does your spouse make your friends or family feel uncomfortable when visiting you so that they stop coming again?

### III. Financial abuse:

1. Does your spouse control your finances by withholding basic necessities?

2. Does your spouse steal money or valuable items from you?

3. Does your spouse prevent you from working?

4. Does your spouse force you to give all your salary to him?

5. Do you have the habit of saving money

### IV. Emotional abuse:

1. Do you feel afraid of your spouse often related to any domestic abuse?

2. Do you avoid certain topics out of fear of agreeing your partner?

3. Does your spouse threaten you to hurt or kill you or threaten to commit suicide for any cause?

4. Does your spouse constantly check on you out of any suspiciousness?

5. Does your spouse refuse to discuss issues which are important to you?
<p>| | |</p>
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<tr>
<td>6.</td>
<td>Does your spouse isolate you for any cause?</td>
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<td>7.</td>
<td>Do you believe you deserve to be hurt or mistreated as being a wife?</td>
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<td>8.</td>
<td>Do you feel that your self-esteem is lost because of your spouse’s abuse?</td>
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<td>S.No.</td>
<td>CONTENT</td>
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<td>-------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Is you and your spouse’s physical needs in day to day life are met mutually?</td>
</tr>
<tr>
<td>2.</td>
<td>Is you and your spouse’s psychological needs in day to day life are met mutually?</td>
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<td>3.</td>
<td>Are you being involved in decision making?</td>
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<tr>
<td>4.</td>
<td>Are you able to maintain social relationships with your neighbours?</td>
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<td>5.</td>
<td>Do you have the freedom to share all your emotions with your spouse?</td>
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<tr>
<td>6.</td>
<td>Do you feel that your spouse loves/likes you?</td>
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<td>7.</td>
<td>Are you being involved in child rearing and their education?</td>
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<td>8.</td>
<td>Are you getting emotional support from other family members</td>
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<td>9.</td>
<td>Are you involved in any purchase for the home</td>
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<td>10.</td>
<td>Are you attending social functions with your husband?</td>
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</table>
### TOOL – IV

**CHECKLIST TO ASSESS EMOTIONAL COMPETENCE IN FACING DOMESTIC VIOLENCE**

**Instructions:**

Dear participant, this part consists of questions related to your emotional competence when you face domestic violence between you and your husband. Listen to each question the researcher asks and answer accordingly. The researcher will put a (✓) mark to the option you choose.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>CONTENT</th>
<th>NO (0)</th>
<th>YES (1)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can you talk about important things to your husband without an argument? (FEELINGS).</td>
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<td>2.</td>
<td>Can you be kind and tuned into each other? (RELATING)</td>
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<td>3.</td>
<td>Can you switch the strong and weak roles mutually when necessary? (FLEXIBILITY)</td>
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<td>4.</td>
<td>Can you stay out of controlling power struggles? (DISAGreements)</td>
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<td>5.</td>
<td>Can you both agree on what to expect from each other? (EXPECTATIONS)</td>
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<td>6.</td>
<td>Can you come back to centre relatively soon, if you had a fight? (FORGIVENESS)</td>
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<td>7.</td>
<td>Do you often blame your spouse for being unfair?</td>
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<td>8.</td>
<td>Do you have the ability to adapt with aversive emotions and distressing circumstances of domestic violence?</td>
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<td>9.</td>
<td>Do you have the ability to use the right words when you are emotional (angry, sad, fear) and able to express in the right way?</td>
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<td></td>
<td>10. Do you have the ability to recognise the reason for other’s emotions?</td>
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<td></td>
<td>11. Do you find difficult to disclose your innermost feelings even to close friends related to spousal abuse?</td>
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<td></td>
<td>12. Do you prefer to just let thing’s happen?</td>
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<td></td>
<td>13. Do you prefer to analyse problems regarding domestic abuse rather than just describe them?</td>
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<td></td>
<td>14. Do you feel that you have no control over the situation?</td>
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<td></td>
<td>15. Do you find examination of your feelings useful in solving personal problems related to domestic violence?</td>
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</tbody>
</table>

**LEVEL OF DOMESTIC VIOLENCE;**

**SCORING TECHNIQUE;**

- Severe level of domestic violence: 76 percent to 100 percent.
- Moderate level of domestic violence: 51 percent to 75 percent.
- Low level of domestic violence: below 50 percent.
TOOL-V
INDIVIDUAL INTERVIEW QUESTIONNAIRE TO ASSESS THE RESPONSE OF SAMPLES ON DOMESTIC VIOLENCE

Instructions:

Dear participant, this part consists of interview questions related to your role recognition, emotional competence when you face domestic violence. You are requested to listen to each question the researcher asks and answer accordingly. Your reply will be recorded. All information will be kept confidential and is used only for research purpose.

1. Whom do you feel as a source for domestic violence? Is your spouse related to domestic violence?

2. How will you respond/react when you face domestic violence (any of the four types) with your spouse?

3. Do you feel that you are satisfied with your role as a wife, if not how? If yes how?

4. How have you been involved in decision making related to child bearing and rearing?
5. How will you be recognised by your spouse when you achieve something?

6. How do you want your spouse to be, towards you?

7. Do you believe that you can change your spouse’s abusing behaviour? If yes, how, if no why?
குறிப்பிட்டு: கூறும் விதமாக என்றுள்ளது கூறும் விதமாக என்று எந்த விளக்கமானது

1. மத்திய அளவினுள்ளிடம்
   அ) 19 - 25
   ஆ) 26 - 32
   இ) 33 - 38
   ஈ) 39 - 45

2. கால்முறைகள்
   அ) குறுக்களுக்கு கால்முறைக்குறை
   ஆ) குறுக்களுக்கு கால்முறைக்குறை
   இ) குறுக்களுக்கு கால்முறைக்குறை
   ஈ) குறுக்களுக்கு கால்முறைக்குறை
   உ) பல்கலைக்கழகம்

3. கிளமைச்சுற்றில் போக்கு மத்திய
   அ) 18 மதில் குறி
   ஆ) 18 மதில் குறி

4. கிளமைச்சுற்றில் போக்கு மத்திய
   அ) 5 அ தொகுதிகள் குறி
   ஆ) 5-10 அதொகுதிகள்
   இ) 10 அதொகுதிகள் குறி
5. கூறுப் ஆணைப்பு  
   அ) கைகிரியிலவிலிருங்க ( )  
   ஆ) கட்டுகிரியிலவிலிருங்க ( )  

6. கருவறிகாரிகள் சாச்சிரியக்காலம்  
   அ) திருமணம் ( )  
   ஆ) வந்து ( )  
   இ) பீடன் ( )  
   எ) சுருக்கம் ( )  
   க) பொருள் அளவு புரோட்டிக் கொண்டே ( )  

7. கதிரையுறு பாதுகாப்பு சுற்றுலா  
   அ) கிளர்ச்சித் திரிரம்பு ( )  
   ஆ) இளைஞர் காலை ( )  
   இ) அரசு அளிக்கு செல்லும் தில்லியானா அலுவலக அலுவலன் ( )  
   எ) பொண்டியவை - கைப்பெற்றிக.  

8. பார்வைகள் குழுவாக்கங்கள் பாதுகாப்பு ப்ரிக்கர்  
   அ) தம்பழம் ( )  
   ஆ) சுற்றுலா ( )  
   இ) அரசு அளிக்கு செல்லும் தில்லியானா அலுவலக அலுவலன் ( )  
   எ) பொண்டியவை - கைப்பெற்றிக.  

9. நீர்ப்பாதிகள் மார் பாதுகாப்பு  
   அ) ர.3000 ( )  
   ஆ) ர.3000 முதல் ர.6000 வரை ( )  
   இ) ர.7000 முதல் ர.9000 ( )  
   எ) ர.9000க்கும் மேல் ( )  

10. பார்வைகள் குழுவாக்கங்கள் பாதுகாப்பு விளைவு (யுங் கண்காண்)  
    அ) பாதுகாப்பு நிறுவனங்கள் ( )  
    ஆ) புல்கட்டுப்பிடிப்பு நிறுவனங்கள் ( )  
    இ) பொடி எங்கும் நிறுவுப்புக்காத இடங்கள்? கைப்பெற்றிக. ( )  
    எ) (அ) பொண்டியவை (ஆ) கைப்பெற்றிக. ( )
குறிப்பிட்டுள்ளது

உரைக்க்குறிப்பிட்டு, இந்த குறிப்பிட்டுள்ள பட்டியலில் க௃த்தொடர் குறியீடுகள் உள்ளன. ஆப்பிரையான வலைத்திருத்தலத்துக்கு வேண்டும். பிரிவிலிருந்து போக்கு, வழிகாட்டு போக்கு திட்டப்பிட்டு, அல்லது நீங்க வருகையில். ஆப்பிரையான கம்போனையில் புதுக்குறியான (>) போக்கு உதவியான திட்டப்பிட்டு.

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<thead>
<tr>
<th>எண்</th>
<th>வகைப்பாடு</th>
<th>பட்டியல் (0)</th>
<th>பட்டியல் (1)</th>
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</thead>
<tbody>
<tr>
<td>1. குறிப்பிட்டுள்ளது (2-ம் கம்போனை)</td>
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<td>2. குறிப்பிட்டுள்ளது கருத்தொடர் 1 க௃த்தொடர் பின்னர் பின்னர் எதுப்படுகின்றது?</td>
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<td>3. குறிப்பிட்டுள்ளது கருத்தொடர் பின்னர் பின்னர் எதுப்படுகின்றது?</td>
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<td>4. குறிப்பிட்டுள்ளது கருத்தொடர் பின்னர் பின்னர் எதுப்படுகின்றது?</td>
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<td>5. குறிப்பிட்டுள்ளது கருத்தொடர் பின்னர் பின்னர் எதுப்படுகின்றது?</td>
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<td>6. குறிப்பிட்டுள்ளது கருத்தொடர் பின்னர் பின்னர் எதுப்படுகின்றது?</td>
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<td>7.</td>
<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் இருக்கும்</td>
<td>மகுந்தவர் கல்வியுறுவை அறிக்கைகளை எவ்வாறு செய்வது உண்டு?</td>
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<td><strong>பாடல்கல்வைக் குறிப்பிட்டு</strong> (பிற கல்வைக் குறிப்பிட்டு)</td>
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<td>1.</td>
<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறிக்கைகளை எவ்வாறு அறியவும் கூறுவது?</td>
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<td>2.</td>
<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>3.</td>
<td>கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>4.</td>
<td>கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>5.</td>
<td>கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td><strong>III. பாடல்கல்வைக் குறிப்பிட்டு</strong></td>
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<td>1.</td>
<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>2.</td>
<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>ஒருகாலத்தில் கல்லூரியாளர் ஒருவர் பிறந்து விளையாட உண்டு ஆனால் கல்வியுறுவை அறியவும் கூறுவது?</td>
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<td>No.</td>
<td>Question</td>
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<tr>
<td>1.</td>
<td>கல்விக் கணையாட்டை அடிப்படையில் தமிழ் பாடங்கள் பற்றிய தேவை எது ஆகும்? காரணங்கள் என்ன?</td>
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<td>2.</td>
<td>கல்விக் கணையாட்டை நூற்றாண்டுகளாக பார்வை செய்யும் கருத்து போக்கைச் செய்ய முடியாதா? காரணங்கள் என்ன?</td>
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<td>3.</td>
<td>கல்விக் கணையாட்டை விளக்கம் வான் பாராட்டுகள் ஆலோசக விளக்கமும் இல்லாமல் சடங்கியது, அல்லது அம்மன் தினமும் பின்வருமானது ஆண்டெந்து என்று கருத்துக்குரிய கருத்து என்ன?</td>
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<td>4.</td>
<td>கல்விக் கணையாட்டை உள்ளூர் சுருக்கு செய்யும் விளக்கம் காரணங்கள் என்ன?</td>
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<td>5.</td>
<td>கல்விக் கணையாட்டை முன்னேற்ற விளக்கத்திற்கு காரணம் என்பது என்று கருத்துத்தீர்வு என்ன?</td>
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<td>6.</td>
<td>காரணத்துக்குரிய சமவெளியாக சீரானால் கல்விக் கணையாட்டை குறிப்பிட்டுவாதோ?</td>
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<td>7.</td>
<td>கல்விக் கணையாட்டை அளவிபரவல் மற்றும் குறுக்காக பார்வை பயங்கர் என்ன?</td>
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<td>8.</td>
<td>கல்விக் கணையாட்டை சொற்பொய்வு செய்து என்ன, கல்விக் கணைப்பட்டைச் செய்து என்ன?</td>
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<td>கோட்டியம்</td>
<td>பதிவு</td>
<td>தீர்மானம் (0)</td>
<td>தீர்மானம் (1)</td>
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<td>1.</td>
<td>அமராவதி நிகாதித்து இரண்டுக்கு கல்லறைகளில், திருப்புளரிய காரணி ஒன்று முதல்காலம் கருத்தறிக்கை காரணிகளா?</td>
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<td>2.</td>
<td>இரண்டு திருப்புளரிய இரண்டு காரணி ஒன்று முதல்காலம் கருத்தறிக்கை காரணிகளா?</td>
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<td>3.</td>
<td>பொன்றெசையியல் காரணிகள் நிகாதித்து பொன்றெசையியல் காரணிகளா?</td>
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<td>4.</td>
<td>இரண்டு அமராவதி இரண்டு காரணி ஒன்று முதல்காலம் தீர்மானம் பொய்யதா?</td>
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<td>5.</td>
<td>இரண்டு நூற்று ஒன்று கால்காலியலயமும் இரண்டு கால்காலியலயமும் கருத்தறிக்கை காரணிகளா பொய்யதா?</td>
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<td>6.</td>
<td>இரண்டு நூற்று நூற்று காரணிகள் நிகாதித்து இரண்டு தீர்மானம் காரணிகளா?</td>
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<td>7.</td>
<td>குற்றச்சொல் கார்புளரிய அமராவதி புப்பு காரணிகளிக்கு நிகாதித்து பொன்றெசையியல் காரணிகளா?</td>
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<td>8.</td>
<td>பொன்றெசையியல் காரணிகளா பொன்றெசையியல் காரணிகளா பொன்றெசையியல் காரணிகளா?</td>
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<td>9.</td>
<td>பொன்றெசையியல் அமராவதி புப்பு காரணிகளா பொன்றெசையியல் காரணிகளா?</td>
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<td>10.</td>
<td>சுற்று நூற்றளவுக்கு இரண்டு கால்காலியலயம் கருத்தறிக்கை காரணிகளா?</td>
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<td>மாட்டையை</td>
<td>போர்ப்பை</td>
<td>உருவம் (0)</td>
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<tr>
<td>1. பொருட்கள் கலாசாரச் செயல்கள் விளைவைப் பாதுகாக்குவதற்கும் பணிக்கான பாதுகாக்கும் சபைகள் என்பது என்பது? (எழுதும் முயற்சி)</td>
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<td>2. ஐயங்கியம் ஐயங்கியம், ஐயங்கியம் ஐயங்கியம் என்பது என்பது? (தெரிசெய்யும் முயற்சி)</td>
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<td>3. விளைவினால் மாகமமார், மாகமமார் கலாசாரமும் கலாசாரமும் கலாசாரமும், கலாசாரமும் பாதுகாக்கும் செயல்கைகள் என்பது? (தவற்செய்யும் முயற்சி)</td>
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<td>5. கலாசாரம் கலாசாரம் கலாசாரம் கலாசாரம் கலாசாரம் என்பது என்பது? (தவற்செய்யும் முயற்சி)</td>
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<td>6. ஐயங்கியம் ஐயங்கியம் ஐயங்கியம் ஐயங்கியம் ஐயங்கியம் என்பது என்பது? (தவற்செய்யும் முயற்சி)</td>
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<td>7. கலாசாரம் கலாசாரம் கலாசாரம் கலாசாரம் என்பது என்பது? (தவற்செய்யும் முயற்சி)</td>
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<td>எண்</td>
<td>பதிப்பு</td>
<td>மையமாக வந்துள்ள குறிப்பிட்டியல்</td>
<td>வரையறுக்கப்பட்ட குறிப்பிட்டியல்</td>
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<td>8.</td>
<td>குறிப்பிட்டியல்: கருப்புக் குறிப்பிட்டியல், பவளை இராச்சியக் குறிப்பிட்டியல் தின்றுதலைக் குறிப்பிட்டியல்?</td>
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<td>9.</td>
<td>குறிப்பிட்டியல்: கைவல்லை விளக்கப்பட்டியல், வைக்குறி விளக்கப்பட்டியல், மன்னர் வரையறுக்கப்பட்டியல் வரையறுக்கப்பட்டியல் விளக்கப்பட்டியல் படையில் குறிப்பிட்டியல்?</td>
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<td>10.</td>
<td>பதிப்புக் குறிப்பிட்டியல்: இரண்டு வரையறுக்கப்பட்டியல் காரணமாகப் புற்றுக்கொள்ளப்பட்டியல் தொகுதியான இரண்டு?</td>
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<td>11.</td>
<td>குறிப்பிட்டியல்: அருங்காட்சியக் குறிப்பிட்டியல் குறிப்பிட்டியல் விளக்கப்பட்டியல் காரணமாக வரையறுக்கப்பட்டியல்?</td>
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<td>12.</td>
<td>குறிப்பிட்டியல்: குறிப்பிட்டியல் அல்லது விளக்கப்பட்டியல் நிறுவப்பட்டியல்?</td>
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<td>13.</td>
<td>குறிப்பிட்டியல்: வரையறுக்கப்பட்டியல் விளக்கப்பட்டியல் தொகுதியான இரண்டு?</td>
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<td>14.</td>
<td>குறிப்பிட்டியல்: குறிப்பிட்டியல் விலக்கப்பட்டியல் தொகுதியான இரண்டு?</td>
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<td>15.</td>
<td>குறிப்பிட்டியல்: வரையறுக்கப்பட்டியல் குறிப்பிட்டியல் விளக்கப்பட்டியல் தொகுதியான இரண்டு வரையறுக்கப்பட்டியல் தொகுதியான இரண்டு?</td>
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தேவீசல் வரையறுக்கப்பட்டியல் அடை

மையமாக வந்துள்ள குறிப்பிட்டியல்:
- அதிகம் அடைவு வரையறுக்கப்படுதல் - 75% வரை 100%
- விளக்கப்பட்டியல் அடைவு வரையறுக்கப்படுதல் - 51% வரை 75%
- குறிப்பிட்டியல் அடைவு வரையறுக்கப்படுதல் - 50% வரை 75%
கலை சிறை - 5

தற்காட்டு தொடர்க்குறிக்கான விளக்கப்படுத்தல்

தமிழ்:

أتعماد ملك البارون، حيث يبدأ صمود الهدوء المتقطع
ذلك الذاعذب السريع تمزجه بعجينة الشوق حيث يواشي
الحروف الدقيقة، حيث يتم فيها نحت التفاصيل. معدل
البدع التفاصيل في كل مادة تشكيلية من الصور. فن
البدع المتطور يمكن أن يكون أساساً في ذلك.

1. தற்கால வலை மேற்குக்கென்று காற்றி பாபிநா என்றுக்கிழக்கான;

2. காற்றிக்கு செய்யும் திண்ம வலை மேற்குச் சரக்கூடா என்றுக்கிழக்கான;

3. தற்கால வலை மேற்கு பாபிநா சிறுகேற்று மேற்குச் சரக்கூடா என்றுக்கிழக்கான;

4. காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று

காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறுகேற்று பாபிநா சிறுகேற்று காற்றிக்கு செய்யும் வலை மேற்கு சிறு�
5. விளக்கத்து வாதங்கள் மற்றும் சரியறிவுத் தொடர்வுகள் அடையாது கல்விப்பயணம் நடவடியும் அமையாதித்து செய்யல்லாதான்?

6. விளக்கத்து கல்விக்குரிய உயர்ந்த ஓடுகள் மற்றும் தொன்றுப்பெறுதல் வேண்டும் விளக்கத்துகள்?

7. விளக்கத்து கல்விக்குரிய உயர்தர ஓடுகள் மற்றும் தொன்று பெறுகைகள் வேண்டும் மற்றும் கல்விக்குரிய வேண்டும் அல்லது இவற்றைப் பெறுகைகள், என்பது?
ANNEXURE -VIII

LESSON PLAN ON “FACE DOMESTIC VIOLENCE POSITIVELY”

Research Guide:
Dr. Prof. S.Maragatham, M.Sc(N), Ph.D (N).
Professor cum Principal,
Shanmuga College of Nursing,
Salem.

Clinical Speciality Guide:
Mr. P.Selvaraj, M.Sc(N),
Associate Professor,
Department of Mental Health Nursing,
Shanmuga College of Nursing, Salem.

Prepared By
Mrs.M.Jayalakshmi,
II-Year M.Sc(N),
Shanmuga College of Nursing,
Salem.
LESSON PLAN ON FACE DOMESTIC VIOLENCE POSITIVELY

Topic : Face Domestic Violence Positively [for married women]
Group : Married women.
Venue : Kaariapatty.
Date : 
Duration : One hour
Method of teaching : Lecture cum group discussion
Guided by : Mr.P.Selvaraj,MSc., [N].,
            HOD, Department of Psychiatric Nursing.
Prepared by : M.Jayalakshmi.
              II Year Msc., Nursing Student.

CENTRAL OBJECTIVE:

The married woman will learn to face domestic violence positively in terms of role recognition and emotional competence.
SPECIFIC OBJECTIVES:

At the end of the teaching, married woman will be able to,

- Gain the knowledge on concept of domestic violence.
- Recognize the types of domestic violence.
- Associate the cycle of violence.
- Apply the measures to prevent and overcome domestic violence positively.
- Adopt role-recognition to face domestic violence positively.
- Develop emotional competence to face domestic violence positively.

A.V Aids : Power point presentation
<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>CONTENT</th>
<th>TEACHING LEARNING ACTIVITY WITH USAGE OF AUDIO VISUAL – AIDS AND EVALUATION.</th>
</tr>
</thead>
</table>
| The learner [married woman] will be able to orient to the topic domestic violence. | INTRODUCTION  
 **If you find a wife, you have found something good.**  
 *(Proverb)*  
 Have you ever sewn a dress? When you lay out the pattern and cut the cloth, you have only some scraps of cloth and a garment. When it is properly assembled, used with buttons, zipper, these pieces make a complete dress. Same way, when there is mutual understanding between you and your spouse, domestic violence is less and life is happy. But sometimes you feel as you are being abused, treated unfairly.  
 Domestic violence is one of the most serious issues that affect the lives of millions of women in the world. | The researcher greets the group. She introduces herself to the group. And introduces the topic of domestic violence. The group actively listens to the researcher. |
Domestic violence is not a new problem; in fact, it is probably as old as human kind.

The level of civilization that any society has reached can be measured by the degree of freedom, respect and role given to women.

TamilNadu tops in domestic violence cases (Indian express, 30th November 2012, Times of India, 19th August 2013).

Domestic violence often goes unnoticed, as it often occurs within the four walls of a home. Most women feel reluctant to speak about domestic violence in public or to even a close person. Abuse or violence of any type wounds deeply and can destroy the women’s self-esteem.

CONCEPT OF DOMESTIC VIOLENCE

Domestic violence is about one person (especially the male partner) in a married relationship using a pattern of

<table>
<thead>
<tr>
<th>The learner [married woman] will be able</th>
<th>With the help of power point prepared, the researcher teaches the</th>
</tr>
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</table>
to gain the knowledge on concept of domestic violence.

The learner [married woman] will be able abusive behaviours to control the other person (usually the unmarried woman).

Domestic violence also known as domestic abuse, spousal abuse, family violence and intimate partner violence (IPV) can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship.

Domestic violence can happen to any woman, yet the problem is often excused or denied. This is especially true when abuse is emotional rather than physical.

The abusing spouse may have suffered violence in childhood and often come from backgrounds in which violence is frequent. Stress factors for domestic violence may include poverty, low educational attainment, and having multiple children, alcoholism and dowry.

5. TYPES OF DOMESTIC VIOLENCE.

People think of domestic violence as physical abuse concept of domestic violence. The group actively participates by listening and involving in discussion with the researcher. Researcher explains the types of domestic violence. The group
to recognize the types of domestic violence.

such as hitting. Other forms of domestic violence are, verbal abuse, financial abuse and psychological abuse.

**Physical abuse:**

Physical abuse is the use of physical force against married woman by spouse. It includes slapping, pushing, kicking, hitting, throwing objects, beating, threatening with any form of weapon or using a weapon.

**Verbal abuse:**

The abuser may use, insulting the woman and her family in private or public, humiliating the woman, accusing the woman being unfaithful, criticizing the physical appearance of woman, her interests, opinions. It also includes making woman’s friends or family uncomfortable when they come to visit her, so they stop coming again.

**c) Financial abuse:**

The spouse uses money as a tool to control the woman.

The Researcher asks the group about the meaning of physical abuse. The group answers actively. Same way she explains about various types of abuses.
Example,

- Spouse rigidly controlling the finances of woman.
- Withholding basic necessities.
- Stealing from woman.
- Preventing from working.

**d) Emotional abuse:**

Emotional abuse is not recognized outside. It includes being suspicious and checking the woman constantly by the spouse, threatening to hurt or kill the woman or to commit suicide if she tries to leave the spouse. Again, woman’s feelings, opinions and needs are not given importance by spouse, refusing to discuss issues that are important to wife is also considered as Emotional abuse. This ultimately results in lack of self worth, self-esteem and self-confidence, depression, anxiety and guilt.
<table>
<thead>
<tr>
<th>The learner [married woman] will be able to Associate the cycle of violence.</th>
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<tbody>
<tr>
<td><strong>6. CYCLE OF VIOLENCE</strong></td>
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<tr>
<td>Cycle of violence happens hundreds of times in an abusive relationship. Each stage lasts a different amount of time from few hours to a year or more to complete. Not all domestic violence fits the cycle.</td>
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<tr>
<td>Cycle of violence consists of four phases,</td>
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<tr>
<td>1. Incident phase</td>
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<tr>
<td>2. Tension building phase</td>
</tr>
<tr>
<td>3. Making up phase</td>
</tr>
<tr>
<td>4. Calm phase</td>
</tr>
<tr>
<td>Researcher teaches the cycle of violence and helps to associate in their lives, with the help of powerpoint.</td>
</tr>
</tbody>
</table>
Fig. 1. Cycle of Violence [Walker, Lenore, 1979]

**INCIDENT**
Abuse occurs

**TENSION BUILDING**
- Abuser starts to get angry.
- Breakdown of communication.
- Victim feels the need to keep the abuser calm.

**CALM**
- Abuser acts like abuse never happened.
- Physical abuse may be absent.
- Promises made during ‘making up’ may be met.

**MAKING UP**
- Abuser may apologize.
- May promise it will never happen again.
- May blame the victim for causing the
| The learner [married woman] will be able to apply the measures to prevent and overcome domestic violence positively | **7. MEASURES TO PREVENT AND OVERCOME DOMESTIC VIOLENCE.**  
**I. Physical abuse**  
These are the safety tips for the married woman to protect herself during physical abuse;  
1. **Know your spouse’s red flags:**  
   Be alert for signs and clues that your spouse is getting upset and may explore in anger or violence. Don’t be panic.  
2. **Identify safe areas of the house:**  
   Know where to go if your spouse attacks or an argument starts. Avoid small, enclosed spaces without exits (such as closets or bathrooms) or rooms with weapons (such as kitchen). If possible, use a room with a phone and an outside window or a door. Try to safeguard yourself and your children from being injured.  
| Researcher explains about the various measures to prevent and overcome domestic violence.  
The group actively participates by listening and involving in discussion with the researcher. |
3. **Come up with a code word:**

   Establish a word, phrase, or signal you can use to let your children, friends, neighbor’s, co-workers know that you are in danger and need help. Memorize few important contact numbers.

**Other recommendations are,**

- Never let anger to dominate which in turn aggravates the situation.
- In case of injury, seek medical advice appropriately.
- Analyze the cause of physical abuse.
- If it is the woman’s mistake, admit and apologize immediately.
- Find right time and place to discuss issues related to husband’s fault.
- Never start an argument in front of children.
- Don’t hold a grudge too long.
- Move forward instead of harbouring resentment about the
If situation worsens, seek a trustworthy, senior person or a counsellor’s help.

II. Verbal abuse

When your husband accuses you and your family, friends verbally, try not to outburst your anger in an aggressive tone. Avoid speaking negative aspects of him and his family members. Try to remain calm and quiet until his anger reduces. Find a right time, place to notify his fault in a positive attitude.

Other recommendations are,

- Avoid bringing up problems as soon as he enters the house, at bed time.
- Avoid speaking husband’s fault to others.
- Avoid passing judgement.
- Avoid critiquing your husband.
<table>
<thead>
<tr>
<th>• Be understanding, when you discuss an issue with your husband.</th>
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<tr>
<td><strong>III. Financial abuse</strong></td>
</tr>
<tr>
<td>When your spouse rigidly controls your finances, try to have mutual financial understanding by discussion with your husband in monetary matters. Discuss with your husband regarding the basic necessities, how to meet children’s educational expenses when he is in a relaxed mood.</td>
</tr>
<tr>
<td>Have realistic financial expectations. Spend money wisely. e.g. Plan together in preparing a budget, in meeting the expected and unexpected expenses. Try to be constructive such as by saving money. Discuss and have mutual understanding to work in meeting financial deficiencies. (e.g. Explain in a way that financial burden will be reduced).</td>
</tr>
</tbody>
</table>
IV. Emotional abuse

If your husband devalues your feelings, opinions and beliefs, accept him as an imperfect person, as no relationship is perfect. Try to spend time with your children constructively, [e.g. participate in your child’s life, in their own activities, school, sports, etc.,] which in turn decreases depression, your isolation, increases self-worth and self-confidence. If no children, plan to have children.

Be kind to yourself: Develop a positive way of looking at you and talking to yourself. Use affirmations to counter the negative comments you get from the abuser. Take time to do things you enjoy, that helps to relieve stress.

Other recommendations are

- Prove your importance to your husband by meeting his physical and psychological needs promptly.
- Praise your husband more when he is right.
- Argue less about things when he is wrong.
**The learner [married woman] will be able to Adopt role-recognition to face domestic violence positively**

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<td>The learner [married woman] will be able to Adopt role-recognition to face domestic violence positively.</td>
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<tr>
<td></td>
<td>The group actively participates by listening and involving in discussion with the researcher.</td>
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</table>

- Treat your husband with respect.
- Appreciate his commitment to you.
- Be a good companion to your husband by cheering him.

**8. ROLE RECOGNITION;**

**Help Your Spouse: [Wife role]**

Assist your spouse in fulfilling his physical needs. eg. in preparing food items he likes. Have mutual understanding in meeting each other’s psychological needs. Find right time and place in making your spouse to understand how his abuse hurts her and children, in a positive attitude. eg. Explain him how pleasant it will be, if he is little more patient.

**Seek Professional Treatment: [Helper role]**

If condition worsens, like spouse never stops blaming you, your family, his unhappy childhood, stress, his temper,
The learner [married woman] will be able to Develop emotional competence to face domestic violence positively.

and then seek professional treatment. e.g. Counselling, behavior therapy.

**Mother Should Teach Their Children: [Teacher]**

Mother should explain to the children that violence is never the fault of them. Provide support to them and help them to be safe and not attempt to intervene. Keep insisting on instructing the children that violence should never be used as a weapon against women at any cost.

**9. EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY.**

**Feelings:**

You or your partner may be easily triggered and react to a fight. Identify the triggering aspect of your spouse. e.g. before removing his sandals, starting to argue about his mother. Try to avoid such triggers. Start by waiting a bit before reacting; the relationship will feel safer.

With the help of PowerPoint, researcher explains about how to develop emotional competence to face domestic violence positively.

The group actively participates by listening and involving in discussion.
**Relating:**
When a woman cares about what her spouse is going through, she may be able to establish trust on him, and then even if difficulty comes, a woman can handle mutually with her spouse.

**Flexibility:**
Sometimes your husband is strong in his emotions, sometimes you are strong. As a wife, know when to be flexible, count on each other. Patience always has a reward.

**Disagreements:**
At times a wife may disagree and even hurt her spouse emotionally or can occur vice versa. Try to put yourself into your partner’s shoes. You are in trouble if you ALWAYS have to win.

**Expectations:**
If you and your partner want to agree on what to expect from each other, this comes from listening to each other overtime.

Then and there the researcher clears the doubts of the group. By involving the group in discussion, the researcher makes sure they understood the concept.
Stop asking him to read your mind. This is a losing strategy.

**Forgiveness:**
If you had a fight, do not resent for a long time. Work on letting go. [means for you and your partner].

**Do not externalize:**
Sometimes problems that come up may be your fault. Sometimes it is someone else’s fault. eg. in-laws, friends and other relations. Do not keep on blaming always on others.

### 10. SUMMARY

Domestic violence is widely prevalent. The four types of domestic violence included in this booklet are physical, verbal, financial and emotional. Cycle of domestic violence consists of four phases namely incident, tension building, making up and calm phase. There are various measures to prevent and overcome domestic violence positively according to its types. Role recognition and emotional

The researcher finally summarizes the teaching.
competence helps to face domestic violence positively.

11. CONCLUSION

If you are being abused remember, you alone are not to blame for being mistreated. You alone are not the cause of your partner’s abusive behavior at all times. You and your children deserve to be treated with respect. You and your family deserve a safe and happy life. Practice and develop role recognition and emotional competence, face domestic violence positively. Lead a mutually understanding life.

At times, it may be inappropriate, if you are under life–threatening conditions [physical abuse], be wise. Take steps to protect yourself and your children. Remember, you are not alone. There are people waiting to help you.

“VALUE YOURSELF AS A PRICELESS DIAMOND”

Researcher concludes the topic. Asks the group for any doubts and clarifies them.
Then the researcher distributes the booklet to the group individually and asks them to read. Researcher also provides incentives to the group for their active participation.
Finally the researcher greets the group and leaves them.
12. REFERENCE
அறிமுகப்படுத்தியது: க்கீடவியல் (நடைமுறை), MSc (N), M. Phil (N), (Ph.D.),
முதுகோள் பட்டியல் பரார்கியிடம்
சென்னை புனிதமய கல்லூரி, சென்னை.

தொகுப்பாகத்:
க்கிட்டையில் வட்டாரசாஸ்கர்,
சிங்கல்லாநாம் அலுவல் பகுதிகள் நீதியிடம் புனியாராயின்,
சென்னை புனிதமய கல்லூரி, சென்னை.
அறிவியல் ஒழுங்கக்காரை: பணியாளரின் புரிமை பாதுகாப்பாக்கல்,

- பொருள் எண்ணகையான புரிமை அறிவியல் புரிமை ஒரு கருத்து கொண்டது
- பொருள் எண்ணகையான பாதுகாப்பான அறிவியல் ஒரு கருத்து கொண்டது
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- பொருள் எண்ணகையான குறுக்கம் ஆண்டார் புரிமை அறிவியல் ஒரு கருத்து கொண்டது
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- பொருள் எண்ணகையான குறுக்கம் ஆண்டார் புரிமை அறிவியல் ஒரு கருத்து கொண்டது

இல்லைதும் இயல்பானது: குறுக்கம் என்னும் பாதுகாப்பாக்கல்.
<table>
<thead>
<tr>
<th>குறிப்பிட்டு வழக்கங்கள்</th>
<th>மாதானூடம்</th>
<th>முற்பிட்டுமதி பரிபல்பார்க்கவுள்ளளவு கூறும் மொழிபாடு வண்ணப்படிவை குறிப்பிடும் சகாகுடா குறிப்பிட்டு மாதானூடம் (கட்பகுடா மாதானூடம் போன்ற மாதானூடம்)</th>
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</thead>
<tbody>
<tr>
<td>1. குறிப்பிட்டு முறை:</td>
<td>“முற்பிட்டுமதி பரிபல்பார்க்கவுள்ளளவு கூறும் மொழிபாடு வண்ணப்படிவை குறிப்பிடும் சகாகுடா குறிப்பிட்டு மாதானூடம் (கட்பகுடா மாதானூடம்) (zip) குறிப்பிட்டு சகாகுடா குறிப்பிட்டு மாதானூடம் அடிப்படையில் முற்பிட்டுமதி பரிபல்பார்க்கவுள்ளளவு கூறும் மொழிபாடு வண்ணப்படிவை குறிப்பிடும் சகாகுடா குறிப்பிட்டு மாதானூடம் (கட்பகுடா மாதானூடம்) போன்ற மாதானூடம் (அடுத்து வரும் பாம்பு போன்ற மாதானூடம்)</td>
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</table>
| 1 | 2. தேவலிங்க முற்பாடு அறிவு விளக்கம்  | தேவலிங்க முற்பாடு, தீர்த்தம் ஏற்றும் ஏற்றும் வீட்டு (அறிவு விளக்கம்), ஫சு வாய்மன சுருக்குத்துவ விளக்கம், வருந்துகை பிள்ளை போன்றவை (அறிவு விளக்கம் முற்பாடு விளக்கம்) காணப்பட்டுள்ளது. | வேண்டும் என்றுப் பாடல்பாடு உண்டு (அறிவு விளக்கம்). முற்பாடு என்றும் மூலக்கூறுத்துவ விளக்கம் முற்பாடு என்றும் வாய்மன சுருக்குத்துவ விளக்கம் என்றும் குறிப்பிட்டுள்ளது. |}

| 2 |  | முற்பாடு என்றும் சுருக்குத்துவ விளக்கம் என்றும் வாய்மன சுருக்குத்துவ விளக்கம் என்றும் குறிப்பிட்டுள்ளது. |}
3.சுருக்கம் மூலமுறைவு பிரிவுகள்

சுருக்கம் மூலமுறைவாயிலில் அறிக்கை, 3.1வது பிரிவில் பிரித்து காணப்பட்டு அடைய வலம் குறிப்பிட்டு உள்ளது. குறிப்பிட்டு உள்ளது; குறிப்பிட்டு உள்ளது. குறிப்பிட்டு உள்ளது. குறிப்பிட்டு உள்ளது.

3.1.சுருக்கம் மூலமுறை - 2.1வது பிரிவுகள்

சுருக்கம் மூலமுறை மூலமுறைவு குறிப்பிட்டு உள்ளது. மூலமுறை, பிரிவுகள் உள்ளது. ஆனால்,
3.2.பயக்கைப் பாறைகளுக்கு விளைந்த சில நோட்டங்கள்

டாட்டுப்பிள்ளையான இயற்கை குழுக்கள், கூறு விளக்குமுறையான மத்தியாக அலுவல் விளக்குமுறைகள் குறிப்பிட்டுள்ளது, பாரம்பரிய விளக்குமுறைகள், கருவையுடைய விளக்குமுறைகள், பண்டைய விளக்குமுறைகள் வகை குறிப்பிட்டிருக்கிறது, மற்றும் அனுபயோகமான விளக்குமுறை, அனைத்து விளக்குமுறைகள், பராமரிகளுக்கு விளக்குமுறை வகை விளக்குமுறை பார்வையுடைய விளக்குமுறைகள். இவற்றில் விளக்குமுறைகள் வகையான எணங்களை அனுமானிக்க செய்யப்படுகிறது ஏனைய விளக்குமுறை வகை குறிப்பிட்டுள்ளது, பார்வையுடைய விளக்குமுறை வகை குறிப்பிட்டுள்ளது.
3.3.பாராட்டான கல்பியற்றை
பாராட்டான அழுல்கல்கு, பாராட்டான இழு குறிப்பிட்டேன் காட்டும் பாராட்டாக்கக்கான்.

2. முன்னேறும்,
1. மூலைகனிகள் பாராட்டான குறிப்பிட்டேன் காட்டும்
2. அழுல்கல் குறிப்பிட்டேன் நிறுவப்பட்டு வருகை
3. மூலைகனிகள் தருண் சுற்றுக்
4. செய்யப்பட்டு பாராட்டாக்கக்கான் காட்டும்

3.4.1.வெளிப்புகோட்ட குறிப்பிட்டேன்
வெளிப்புகோட்ட குறிப்பிட்டேன் வெளிப்புகோட்ட குறிப்பிட்டேன் காட்டும் வெளிப்புகோட்ட குறிப்பிட்டேன். குறிப்பிட்டேன், தொடர்வுக்கு காட்டும் வெளிப்புகோட்ட குறிப்பிட்டேன், தொடர்வுக்கு காட்டும் வெளிப்புகோட்ட குறிப்பிட்டேன் அவுல்கு வெளிப்புகோட்ட குறிப்பிட்டேன் வெளிக்கோட்டை காட்டும் வெளிப்புகோட்ட குறிப்பிட்டேன் பாராட்டான வெளிப்புகோட்ட குறிப்பிட்டேன்.
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<th>கிருட்பநிலைகள் பிரிவுகள்</th>
<th>மண்டலம் பொருளை குறிப்பிட்டு பதிவு செய்யும் பக்கம் அறிக்கை விளக்கங்கள்</th>
</tr>
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<td></td>
<td>பொதுமக்கல் மண்டலம், மண்டலம் திறனுக்கு சுற்றுக்குழு விளக்கங்கள், மண்டலம் குழுவின் கருத்துப் பார்வையிஷ்டத்துடன் அமைந்து உரைந்து செய்யும் பொதுமக்கல் திறனுக்கு சுற்றுக்குழு விளக்கங்கள் குற்றுக்குற்றுக்கு அகற்றுக்கு சின்னமான மண்டலம் குழு கைப்பற்றும் திறனுக்கு குற்றுக்குற்றுக்கு அகற்றுக்கு சின்னமான மண்டலம் குழு கைப்பற்றும் விளக்கங்கள்.</td>
</tr>
</tbody>
</table>

4. மண்டலம் பொருள் எண்ணிக்கை

| தீமய் பொதுமக்கல் பொருள் எண்ணிக்கை குறிப்பிட்டு தீமய் பொதுமக்கல் பொருள் எண்ணிக்கை குறிப்பிட்டு செய்யப்பட்டுள்ளது, இந்த தீமயுடன் உள்ள இடையில் காணப்பட்டுள்ளது. இதில் இயற்கைத் தீமய் பொருளின் விளக்கங்கள் குறிப்பிட்டு செய்யப்பட்டுள்ளது மற்றும் அந்த விளக்க தலைப்பு இதில் குறிப்பிட்டுள்ளது. |

| மண்டலம் பொருள் எண்ணிக்கை | தீமய் பொதுமக்கல் பொருள் எண்ணிக்கை விளக்கங்கள் பொருள்பாடு மண்டலம் பொருள் எண்ணிக்கை பாதுகாப்பாக குறிப்பிட்டுள்ளது. |
சலவை சுவையை விளக்கம் செய்ய அருங்கள் அருகில் ஒரு தனிச்சிறப்பு அளக்கும் வகையில் குறித்து வருவது. 

மகங்களால் குறுகியவள் குன்றிருக்க கட்டுமானாகவும் 

1. குழுப்பு கல்வி
2. அருங்கள் குறிப்பிட்டிருக்கும்
3. குருகைக்கு கல்வி
4. அருங்கள் கல்வி
5. இந்தப் பாண்டியம் வகையில் முதல்படைகலன் வழங்கும் பொருட்கள்

5.1. ஒவ்வொருத்தி

இந்தப் பாண்டியம் விளையாட்டில், ஒவ்வொருத்தி வகைகள் க் கலன் பாண்டியமைப்பில் வகைப்படுத்தப்பட்டுள்ளனென்பதை பார்க்கத்தக்குள். எனவே ஒவ்வொருத்தி வகையில் அல்லது பார்க்கும் வகையில் குற்றுக்காண்டு வகையில் முதல்படைகலன் அவிலிங்க குற்றகான்றாள் பார்க்கப்படுகின்றன. பம்பாண்டிக்கள்.

2. முதல்படை பாண்டியமைப்பில் விளையாட்டில் அதிக முதல்படைகலன்.

2.1. இந்த அகற்றும் விளையாட்டில், முதல்படை பாண்டியமைப்பில் விளையாட்டில் அதிக முதல்படைகலன்.
3. குறு சுற்றுக் கொரிகளைப் பயன்படுத்துவது

அருந்து, பழகு, அருந்து, பழகு, பழகு

பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது

குறுக்கொரிகள் பயன்படுத்துவது குறுக்கொரிகள் பயன்படுத்துவது

சுற்றுக் கொரிகளை பயன்படுத்துவது

பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது

பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது, பயன்படுத்துவது

முறைப்படுத்தப்பட்டதாகவோ

- முருகன் சீதா முருகன் சீதா சீதா சீதா
మిసలింగాలను. అంటే విప్రితపాలను విద్యాభ్యాసానికి మరియు పాలకత్వానికి వాడాలి.

- కమాణ్డమనిచారిలు, మనిషివి ఆతమారోగ్య కోసం ప్రతినిధిత్వం అభివృద్ధి చేయండి.

- కృష్ణారాధని (భాషేకరు పాలకత్వానిక / కుమారిప్రధానికి) కార్యక్రమంలో అప్రతిపత్తి ఉంటుంది.

- మూడినిచారిలు కమాణ్డమనిచారిలు, గుర్తించిన నిమిత్తములు రెండు సంప్రదాయ విశేషాలు ఉంటాయి.

- కరొండ నగరం, కరొండ నగరం మాధ్యమానిక కమాణ్డమనిచారిలు కొనసాగిన బొత్తియాంకాలు.

- కృష్ణారాధని ప్రతి భాగం విప్రితపాలను విద్యాభ్యాసానికి అభివృద్ధి చేయండి.

- కాళ్ళ చిరితము ఆతమారోగ్య కోసం లభించిన దానం చేయండి.

- కృష్ణారాధని ప్రతి భాగం కమాణ్డమనిచారిలు, కృష్ణారాధని ప్రతి భాగం కమాణ్డమనిచారిలు, కృష్ణారాధని ప్రతి భాగం కమాణ్డమనిచారిలు.
5.2. கிளைப்போக்சலங்கள்

இருக்கின்றது அனைத்து வகைகள் அநேக்கள் குறிப்பிட்டுள்ளது, இருக்கின்ற வகைகள் வளர்ந்து செலுத்தும் குறிப்பிடும் அப்படியாக இருக்கும் வகைகளுக்கு தீர்மான்கள் வளர்ந்து செலுத்தும் வகைகளுக்கு தீர்மான்கள் அநேகப் பொருள்களை பரந்து தீர்மான்களை நிறுவக்கும் வகைகளுக்கு தீர்மான்கள் கணிதம் பிள்ளையானது குறிப்பிட்டுள்ளது. இருக்கின்ற கிளைப்போக்சலங்கள் வளர்ந்து செலுத்தும், அவர்களின் முடிவுகளும், பரந்து செலுத்தும் வகைகள் வழிபட்டுள்ளன. சிறந்த விளக்கம், இது அதிகம், கணைப்புகள் குறிப்பிட்டுள்ளது, குறிப்பிட்டு வளர்ந்து குறிப்பிட்டுள்ளன.

மூன்று பரிணாமக்கான பிள்ளை

- இருக்கின்ற குணம் விழாக்கள் நூற்றுத்தொன்று, பரிணாமக் குறிப்பிட்டு பிள்ளையானவர்
5.3. பொதுசார்கார் சுற்றிலேயே பயன்படுத்துவதற்கு

இரு வகைகள் கொடுக்கப்படும் பொதுசார்கார் சுற்றிலேயே பயன்படுத்தப்படுகின்றது. அவையை பொதுசார்காரின் வேளாண்மை காண்பதால், சுற்றிலேயே பயன்படுத்தும் பொதுசார்காரின் வழிகாட்டுதலுக்குப் பயன்படுத்துவதற்கு நோக்கம் உள்ளது. அதன் வழியில் சுற்றிலேயே பயன்படுத்தப்படும் பொதுசார்காரின் வழிகாட்டுதலுக்கு பயன்படுத்தப்படும்.
பழுப்புத்துறை விளக்கத்தின் பாட்டிடம், இருதலம் தன்மையுடன் தரும் பாட்டிடம் கைவெளிவந்தார்கள்.

சருங்கிக தொகுதியான பார்க்குறியாக நிறுவப்பட்டது விளக்கத்தின் பக்தர்கள். புத்தகக்குறியாகப் பாதுகாக்க விளக்கத்தை வழங்கிய விளக்கக் குழும்பின் தலைவர் நேட்டு அம்சாகச் செய்யப்பட்டார். பார்க்குறியான நிறுவனத்தின் தரையுள்ள ஆட்சியின் வழிகாட்டிகள் பாதுகாக்க விளக்கக் குழும்பின் பாதுகாக்கப்பக்தியுடன் தொடர்ந்து செய்யப்பட்டார்.

பார்க்குறியான பாதுகாக்குக்கட்டையில் தரும் பாட்டிடத்தால் அதேபோலவே, நேட்டு அம்சாகச் செய்யப்பட்ட செய்யப்பட்டது. (நேட்டு அம்சாகச் செய்யப்பட்ட பார்க்குறியான பாதுகாக்கம் தொடர்ந்து செய்யப்பட்ட விளக்கக் குழும்பின் செயலாகாரம்)

5.4. இவர்கள் துறுப்புத்துறை

இவர்கள் வருவது இவர்கள் இவர்களாக, பார்க்குறியான வழிகாட்டின் உருவாக்கத்தை விளங்குப்படுத்திக் கூற்று வைத்தாலும், அவர்கள்
இதுவும் வல்லங்காரர் காண்கர்கள் பெயரோம், கிருத்திகளின் மையும் புத்தவை புலத்தாம்பாக்கும். பெயர்வாடன் மகள்கள் அல்லது குறுக்குரீடுப்பால் இவ்வர்கள் பெயர்த்துக்காணும்.
(ஆனாலும், யார் குறுக்குரீடுகளின் பாதுகாப்பு அன்று மிகவும் நீண்டக்குறியே, பாலை மலர் விளைவனவர் காரினாகிறார் எடுக்கின்றன) இவ்வாறு இந்தப்படி விளையாட்டினார், மேலும் அறிஞர் தோண்டினார், ஆண்கள் கூடியும் மகள் கூடியும் இடப்புறிகளானது எகிப்பிக்கின்றன. எகிப்பிக்கின்றிருளிலே அதிகாரக்கார் நிலை கையேற்றப்படுகின்றன.

2. ஆண்களும் பெண்களும். ஆண்களும் எளியாக குறுக்குரீடுகளும், பெண்களும் தொண்டு வாழ்கிறதும், ஜுரு குழந்தையால்/தானாக வாழ்வது விளைப்பிட்டுள்ளன.

2. ஆண்களா குழந்தையினரால் பெற்று பாலாளிகளின்றி விளையாட்டு நேரமானால், ஆண்கள் கூட் செய்யும் பாலாளிகள் போட்டிகப்பட்டும். எகிப்பிக்கின்றே பி.
கால்பனிக்கான விளம்பு வழியம் சொல்லும் பிள்ளையாரால் நீங்கள். இது உங்கள் பாது அதிகம் குற்றியது.

பதிவு பரிபாடுகளால்

• ஒருவர் கல்வி மற்றும் அறிவு கல்வியின் விளம்பாக மறுப்பினளின் முகம் அர்ப்பணிக்க உங்கள் தன்னுடைய முற்பாட்டினுள் பிள்ளையாராக.

• அருங்கள் தமிழ்முற்றில் கல்வியின்

• அருங்கள் முற்பாடுகளின் பாதுகாப்பின் விளம்பாக.

• ஒருவர் கல்வி மற்றும் அறிவு கல்வியின் விளம்பாக அமைந்து பாதுகாப்பின்

• ஒருவர் கல்வி மற்றும் அறிவு கல்வியின் விளம்பாக அமைந்து பாதுகாப்பின்.
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6.3.வருந்து முழுக்குக்காக பயிற்சிகள் (பைஸ்டா/ உள்ளிட்ட பலன்)

வருந்து விளைவுகள், வருந்து விளைவாக துறைமுகம் அமைக்கல் வகுப்பு அவர் காலம் முழுக்குக்காக பயிற்சிகள். அமைக்கல் பாராட்டுகள், பாராட்டுச்செயல்கள், வருந்து விளைவாக துறைமுகம் தேவையான பயிற்சியான முழுக்குக்காக பயிற்சிகள்.

7. தொடர்பு வளப்பெருமையை முன்னதாக நீண்டுக்கொண்டுகாட்டல்
7.1. எண்ணிக்கை
- நாசிக்கிற அணுகத்துக்கு எண்ணிகள் குழுவின் குறிப்பிட்டத்துக்கு எண்ணிக்கையுள்ள எண்ணிக்கையுள்ள எண்ணிக்கை
- (என்ப.) தொடர்பு வளப்பெருமையை எண்ணிக்கை வளப்பெருமை
- காணப்பட்ட எண்ணிக்கை வளப்பெருமை
- எண்ணிக்கை வளப்பெருமை
- எண்ணிக்கை வளப்பெருமை
7.2. சமாதிக்கல்
சமாதிக்கல் வழியாக காலமாக காணப்பட்ட எண்ணிக்கையுள்ள எண்ணிக்கையை வளப்பெருமை எண்ணிக்கை வளப்பெருமை
7.3. தன்னுடைய குடியார்களை

சிங்கிற்கநன்களின் வாழ்க்கைகள் செய்த வளர்ச்சியின் வடிவைக்கும் குடியார்களைப் பரிதாபித்தன. சிங் நாயகநலனின் நிகாயட்டுகள் தன்னுடைய குடியார்களைப் பரிதாபித்தன. உள் மேலானியளவு, பெண்களுக்கு நிறைந்து குடியார்களைப் பரிதாபித்தன. அழகு புதுப்புகளுக்கு குடியார்களைப் பரிதாபித்தன. மண்டலத்தில் குடியார்களைப் பரிதாபித்தன. புராவுமத்து

7.4. வர்ணாமணல்

சிங்கிற்கநன்களின், நிகாயட்டுகள், பாக்கள் கலந்து கொண்டால் செய்த பரிதாபம் பெற்றாலும் விளக்கிலே அரசு அவனித்து செய்துக் கொண்டு நிறைந்தன. சிங்கிற்கநல, வாழ்க்கைகள் மற்றைத் வைத்து நிலையில் விளக்கிலே விளக்கிலே பெறுமத்து நிகாயட்டுகள் கலந்து செய்து குடியார்களைப் பரிதாபித்தன.
7.5. சூட்டாண்டுக்குட்கு

இந்தப்படி, இவ்வோகங்களுக்கு சுமார்க்கும் என்னவென்று கொந்தோரால் குறிப்பிட்டோர் சூட்டாண்டுக்குட்கு என்ன தான் வரும் சூட்டாண்டுக்குட்கு என்ன தான் வரும் என்ன தான் வரும் என்ன தான் வரும்.

7.6. மருநோப்ரிக்கா

இங்குள்ள கூட்டுக்குட்கு பைப்லாம்பிக்காடுவே, பைப்லாம்பிக் பைப்லாம்பிக்காடு தொழிற்சாரத்தட்டு. பைப்லாம்பிக் பைப்லாம்பிக் தொழிற்சாரத்தட்டு பைப்லாம்பிக்காடு சூட்டுக்குட்கு என்ன தான் வரும் (ூர் கூட்டுக்குட்கு என்ன தான் வரும்).

7.7. புது கூட்டுக்குட்கு

சூட்டாண்டு கூட்டுக்குட்கு பணுவைக்கொள்ளாரே, பைப்லாம்பிக்காடு
வேளவுடன். இறைவன் அடியா பல்காம்பிகள் தேவாரம் பிரதேசக்கல். (ந.க.) நிற்கப்பட்ட மாடக்க பிறு அன்னுத்தரம்) பனியாத்தில் மகாமலை எதிராக கல்வி கொண்டுள்ளிட்டிருந்து வருவனின்.

குறுக்கம்

முறுமத்தில் வருவது சைவ காலப்பிள்ளை. இது வாழிசையான காலா விதம் வாரான்னிகள் பார்த்த பில்லியரையின், ஸ்மார்க்காண்டர், நீர்த்தாவிகள், பலகைத்தான் பரவல் வேட்டாளிய இறப்பில்பகல், விதம் வாரான்னிகளுக்கு வேட்டாளிய காலா வாரான்னிய வாரான்னின் பாதிகளில் நடப்பு, அன்னுத்தரம் வாரான்னின், பார்த்தாளியப்பிள்ளையின் மறுமலை அணைய அரஞ்சத்து. விதம் வாரான்னிகள் பில்லியரையின் பாதிகளில் அணைய காலா வாரான்னின், பார்த்தாளியப்பிள்ளையின் மறுமலை அணைய அரஞ்சத்து. காலா வாரான்னிகள் பில்லியரையின் பாதிகளில் அணைய காலா வாரான்னின், பார்த்தாளியப்பிள்ளையின் மறுமலை அணைய அரஞ்சத்து. விதம் வாரான்னிகள் பில்லியரையின் பாதிகளில் அணைய காலா வாரான்னின், பார்த்தாளியப்பிள்ளையின் மறுமலை அணைய அரஞ்சத்து.
| "சுருக்கக் விளக்கப்பட்டு திருத்திக்கட்ட தமிழின் கொன்று" |
ANNEXURE - IX

BOOKLET ON

“FACE DOMESTIC VIOLENCE POSITIVELY
(FOR MARRIED WOMEN)”

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II - year. M.Sc. (N),
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2. INTRODUCTION

If you find a wife, you have found something good.

(Proverb)

Have you ever sewn a dress? When you lay out the pattern and cut the cloth, you have only some scraps of cloth and a garment. When it is properly assembled, used with buttons, zipper, these pieces make a complete dress. Same way, when there is mutual understanding between you and your spouse, domestic violence is less and life is happy. But sometimes you feel as you are being abused, treated unfairly.

Domestic violence is one of the most serious issues that affect the lives of millions of women in the world. Domestic violence is not a new problem; in fact, it is probably as old as human kind.

The level of civilization that any society has reached can be measured by the degree of freedom, respect and role given to women.

TamilNadu tops in domestic violence cases (Indian express, 30\textsuperscript{th} November 2012, Times of India, 19\textsuperscript{th} August 2013).
Domestic violence often goes unnoticed, as it often occurs within the four walls of a home. Most women feel reluctant to speak about domestic violence in public or to even a close person. Abuse or violence of any type wounds deeply and can destroy the women’s self-esteem.

2. AIM;

This booklet aims in helping married women to face domestic violence positively, in terms of their role recognition and emotional competence.

3. OBJECTIVES

By reading and following this booklet, a married woman will be able to,

- Gain the knowledge on concept of domestic violence.
- Recognise the types of domestic violence.
- Associate the cycle of violence.
- Apply the measures to prevent and overcome domestic violence positively.
- Adopt role-recognition to face domestic violence positively.
- Develop emotional competence to face domestic violence positively.
4. CONCEPT OF DOMESTIC VIOLENCE

Domestic violence is about one person (especially the male partner) in a married relationship using a pattern of abusive behaviours to control the other person (usually the unmarried woman).

Domestic violence also known as domestic abuse, spousal abuse, family violence and intimate partner violence (IPV) can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship.

Domestic violence can happen to any woman, yet the problem is often excused or denied. This is especially true when abuse is emotional rather than physical.

The abusing spouse may have suffered violence in childhood and often come from backgrounds in which violence is frequent. Stress factors for domestic violence may include poverty, low educational attainment, and having multiple children, alcoholism and dowry.
5. TYPES OF DOMESTIC VIOLENCE.

People think of domestic violence as physical abuse such as hitting. Other forms of domestic violence are, verbal abuse, financial abuse and psychological abuse.

a) Physical abuse:

Physical abuse is the use of physical force against married woman by spouse. It includes slapping, pushing, kicking, hitting, throwing objects, beating, threatening with any form of weapon or using a weapon.

b) Verbal abuse:

The abuser may use, insulting the woman and her family in private or public, humiliating the woman, accusing the woman being unfaithful, criticizing the physical appearance of woman, her interests, opinions. It also includes making woman’s friends or family uncomfortable when they come to visit her, so they stop coming again.

c) Financial abuse:

The spouse uses money as a tool to control the woman. Example,

1) Spouse rigidly controlling the finances of woman.
2) Withholding basic necessities.
3) Stealing from woman.
4) Preventing from working.

d) Emotional abuse:

Emotional abuse is not recognized outside. It includes being suspicious and checking the woman constantly by the spouse, threatening to hurt or kill the woman or to commit suicide if she tries to leave the spouse. Again, woman’s feelings, opinions and needs are not given importance by spouse, refusing to discuss issues that are important to wife is also considered as Emotional abuse. This ultimately results in lack of self worth, self-esteem and self-confidence, depression, anxiety and guilt.

6. CYCLE OF VIOLENCE

Cycle of violence happens hundreds of times in an abusive relationship. Each stage lasts a different amount of time from few hours to a year or more to complete. Not all domestic violence fits the cycle.
Cycle of violence consists of four phases,
   a. Incident phase
   b. Tension building phase
   c. Making up phase
   d. Calm phase
Fig. 1. Cycle of Violence [Walker, Lenore, 1979]

INCIDENT
Abuse occurs
(Physical, emotional, financial)

CALM
- Abuser acts like abuse never happened.
- Physical abuse may be absent.
- Promises made during ‘making up’ may be met.
- Victim may hope that the abuse is over.
- Abuser gives gifts to victim.

TENSION BUILDING
- Abuser starts to get angry.
- Breakdown of communication.
- Victim feels the need to keep the abuser calm.
- Too much of tension.
- Victim is in fear.

MAKING UP
- Abuser may apologize.
- May promise it will never happen again.
- May blame the victim for causing the abuse.
- Abuser may deny that abuse took place.
7. MEASURES TO PREVENT AND OVERCOME DOMESTIC VIOLENCE.

I. Physical abuse

These are the safety tips for the married woman to protect herself during physical abuse;

1. Know your spouse’s red flags:

Be alert for signs and clues that your spouse is getting upset and may explore in anger or violence. Don’t be panic.

2. Identify safe areas of the house:

Know where to go if your spouse attacks or an argument starts. Avoid small, enclosed spaces without exits (such as closets or bathrooms) or rooms with weapons (such as kitchen). If possible, use a room with a phone and an outside window or a door. Try to safeguard yourself and your children from being injured.

3. Come up with a code word:

Establish a word, phrase, or signal you can use to let your children, friends, neighbor’s, co-workers know that you are in danger and need help. Memorize few important contact numbers.
Other recommendations are,

- Never let anger to dominate which in turn aggravates the situation.
- In case of injury, seek medical advice appropriately.
- Analyse the cause of physical abuse.
- If it is the woman’s mistake, admit and apologise immediately.
- Find right time and place to discuss issues related to husband’s fault.
- Never start an argument in front of children.
- Don’t hold a grudge too long.
- Move forward instead of harbouring resentment about the past.
- If situation worsens, seek a trustworthy, senior person or a counsellor’s help.

II. Verbal abuse

When your husband accuses you and your family, friends verbally, try not to outburst your anger in an aggressive tone. Avoid speaking negative aspects of him and his family members. Try to remain calm and quiet until his
anger reduces. Find a right time, place to notify his fault in a positive attitude.

**Other recommendations are,**

- Avoid bringing up problems as soon as he enters the house, at bedtime.
- Avoid speaking husband’s fault to others.
- Avoid passing judgement.
- Avoid critiquing your husband.
- Be understanding, when you discuss an issue with your husband.

**III. Financial abuse**

When your spouse rigidly controls your finances, try to have mutual financial understanding by discussion with your husband in monetary matters. Discuss with your husband regarding the basic necessities, how to meet children’s educational expenses when he is in a relaxed mood.

Have realistic financial expectations. Spend money wisely. e.g. Plan together in preparing a budget, in meeting the expected and unexpected expenses. Try to be constructive such as by saving money. Discuss and have mutual
understanding to work in meeting financial deficiencies. (e.g. Explain in a way that financial burden will be reduced).

IV. Emotional abuse

- If your husband devalues your feelings, opinions and beliefs, accept him as an imperfect person, as no relationship is perfect. Try to spend time with your children constructively,[ eg. participate in your child’s life, in their own activities, school, sports, etc.,] which in turn decreases depression, your isolation, increases self-worth and self-confidence. If no children, plan to have children.
- Be kind to yourself: Develop a positive way of looking at you and talking to yourself. Use affirmations to counter the negative comments you get from the abuser. Take time to do things you enjoy, that helps to relieve stress.

Other recommendations are

- Prove your importance to your husband by meeting his physical and psychological needs promptly.
- Praise your husband more when he is right.
- Argue less about things when he is wrong.
- Treat your husband with respect.
- Appreciate his commitment to you.
- Be a good companion to your husband by cheering him.

8. ROLE RECOGNITION:
- **Help Your Spouse: [Wife role]**
  
  Assist your spouse in fulfilling his physical needs. eg. in preparing food items he likes. Have mutual understanding in meeting each other’s psychological needs. Find right time and place in making your spouse to understand how his abuse hurts her and children, in a positive attitude. eg. Explain him how pleasant it will be, if he is little more patient.

- **Seek Professional Treatment: [Helper role]**
  
  If condition worsens, like spouse never stops blaming you, your family, his unhappy childhood, stress, his temper, and then seek professional treatment. eg. Counselling, behavior therapy.

**Mother Should Teach Their Children: [Teacher]**

Mother should explain to the children that violence is never the fault of them. Provide support to them and help them to be safe and not attempt to intervene. Keep insisting...
on instructing the children that violence should never be used as a weapon against women at any cost.

9. EMOTIONAL COMPETENCE TO FACE DOMESTIC VIOLENCE POSITIVELY.

Feelings:

- You or your partner may be easily triggered and react to a fight. Identify the triggering aspect of your spouse. e.g. before removing his sandals, starting to argue about his mother. Try to avoid such triggers. Start by waiting a bit before reacting; the relationship will feel safer.

Relating:

- When a woman cares about what her spouse is going through, she may be able to establish trust on him, and then even if difficulty comes, a woman can handle mutually with her spouse.

Flexibility:

- Sometimes your husband is strong in his emotions, sometimes you are strong. As a wife, know when to be flexible, count on each other. Patience always has a reward.
Disagreements:
- At times a wife may disagree and even hurt her spouse emotionally or can occur vice versa. Try to put yourself into your partner’s shoes. You are in trouble if you ALWAYS have to win.

Expectations:
- If you and your partner want to agree on what to expect from each other, this comes from listening to each other overtime. Stop asking him to read your mind. This is a losing strategy.

Forgiveness:
- If you had a fight, do not resent for a long time. Work on letting go. [means for you and your partner].

Do not externalize:
- Sometimes problems that come up may be your fault. Sometimes it is someone else’s fault. eg. in-laws, friends and other relations. Do not keep on blaming always on others.
10. SUMMARY

Domestic violence is widely prevalent. The four types of domestic violence included in this booklet are physical, verbal, financial and emotional. Cycle of domestic violence consists of four phases namely incident, tension building, making up and calm phase. There are various measures to prevent and overcome domestic violence positively according to its types. Role recognition and emotional competence helps to face domestic violence positively.

11. CONCLUSION

If you are being abused remember, you alone are not to blame for being mistreated. You alone are not the cause of your partner’s abusive behavior at all times. You and your children deserve to be treated with respect. You and your family deserve a safe and happy life. Practice and develop role recognition and emotional competence, face domestic violence positively. Lead a mutually understanding life.

At times, it may be inappropriate, if you are under life – threatening conditions [physical abuse], be wise. Take steps to protect yourself and your children. Remember, you are not alone. There are people waiting to help you.

“VALUE YOURSELF AS A PRICELESS DIAMOND”
12. REFERENCE


இலங்கையை முன்போன்று தொடர்புச் செயல்கள்
கையும்படுத்தம், கையும் கையும் குவித்திகும் பல்வேதனம்
சான்றகம் கையும்

முறைமை:

சிறந்த செயல்கள். மார்க்சான், கால்பாண்டா, (கோவிலிலால்), (பு.துலசா.),

மன்னரால்,
சான்றகம் வேலைப்பாடுகள் காண்பட்டு,
தொடர் -7.

சுற்றுச்சூழல் முறைமை:

சிறந்த செயல்கள், பால், பாண், (கோவிலிலால்),

மன்னரால் சிறந்த செயல்கள்,
சான்றகம் வேலையுடைய காண்பட்டு,
தொடர் -7.

சுயம்பிள்ளை:

சிறந்த செயல்களை காண்பட்டு,

அவ்வாறு சுயம்பிள்ளை வேலைப்பாடு மாற்றமிட்டு,
சான்றகம் போக்கில் வேலைப்பாடுகள்,

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1. விளக்கம்:

"மத்தியப்பெண்ணெண் கல்வி கல்விக்கலை நூற்றாண்டுகளாக கருதப்படுகின்றது"

- தேக்கோப்பை

முந்தைய ஒவ்வொரு கல்விக்கலையாகத் தோன்றியவை அது விளக்கத்தில் பல கையலைகளாக காணப்படும். அது விளக்கமானது விளக்கத்தின் நிலையில் கூறப்பட்ட குறிப்பிட்டுள்ளது, பொருளின் பொழுது பின் (zip) கட்டுரை விளக்கம் குறுக்கும் பாதுகாப்பு ஆக பொருள்பாட்டை விளக்கம் செய்யவும். அதன் விளக்கம் கல் வளையான மொழிமைத் தொகுப்புரையானது புரிந்து கூறப்பட்ட குறிப்பு படுத்தும், குறிப்பிட்டு வளையான மொழிமைத் தொகுப்புரையானது பொருள்பாட்டை விளக்கம் செய்யவும். முன்னாட்டு பின் மொழிமைத் தொகுப்புரையானது பொருள்பாட்டை விளக்கம் செய்யவும்.

2. குறிப்பாட்டான விளக்கத்தின் விளக்கப்பட்டையின் மத்தியப்பெண்ணெண் கல்விக்கலை, குறிப்பிட்டு விளக்கப்பட்டையின் குறிப்பிட்டு விளக்கப்பட்டை காணப்படுகின்றது. குறிப்பிட்டு விளக்கப்பட்டையின் குறிப்பிட்டு விளக்கப்பட்டை காணப்படுகின்றது. குறிப்பிட்டு விளக்கப்பட்டையின் குறிப்பிட்டு விளக்கப்பட்டை காணப்படுகின்றது, பொருள்பாட்டை விளக்கம்

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வகைக்கற்றுங்கள், அத்துடன் அத்துடன் கற்றும் குழுக்களின் கலந்துபெற்றுதல்.

ரூபாய் முன்னிலை திதிகால் தென்பெரும் அனுப்பது.
(இயற்கைக் காலத்தின், 30 தீர்வு, 2012)

ரூபாய் முன்னிலை விலக்கு குழுக்கள் குழுப்புகள் நடப்பர், குழுக்களாக போக்கு. என்று முன்னிலை ரூபாய் முன்னிலை திதிக்க நட நட முன்னிலை ஆனால் உள்ளது முன்னிலை குழுக்கள் குழுக்களின் குழுக்களின் கலந்துபெற்றுதல் குழுக்களின் கலந்துபெற்றுதல்

2. திதிக்கக் குழுக்கள்:

இரு திதிக் குழுக்கள், நிறுத்தமண்டல போர்க்கள் தென்பெரும் குழுக்களை குழுக்களாக போர்க்கள் குழுக்களை குழுக்களில் குழுக்களை போராட்டுக்கள் குழுக்களை குழுக்களை

3. நிற்காலத்தில்

இரு திதிக் குழுக்களுக்கு பெருக்கத்து போராடு, நிறுத்தமண்டல போர்க்களுக்கு நிறுத்தமண்டல போராட்டு வேறுப்பட்டு போராட்டு வேறுப்பட்டு

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› தின்நாள் வல்லுணரும் பதிதை அவத்தம் புரிந்து வைக்கவும் கருத்துக்கற்றும்.
› தின்நாள் வல்லுணரும் வல்லுணர்வு அவத்தம் புரிந்து வைக்கவும் கருத்துக்கற்றும்.
› வல்லுணரும் அவத்தம் வீரியம் திண்ணகாது வைக்கவும் கருத்துக்கற்றும்.
› தின்நாள் வல்லுணரும் குறுக்கு விளக்கக்கணர்வு புரிந்து காண்கும் சமுகத்தின் முன்னோடிகள் கருத்துக்கற்றும்.
› தின்நாள் பம்பிக்கும் குறுக்கு விளக்கக்கணர்வு புரிந்து காண்கும் சமுகத்தின் முன்னோடிகள் கருத்துக்கற்றும்.
› பார்வூர்களுடன் விளக்கக்கணர்வு குறுக்கு தின்நாள் வல்லுணரும் கருத்துக்கற்றும்.

4. தின்நாள் வல்லுணரும் குறுக்கு விளக்கக்கணர்வு

தின்நாள் வல்லுணரும் வரும் குறுக்கு விளங்கும் குறுக்கு விளங்கும் (அதையும் அறியல்), தின்நாள் வல்லுணரும் வல்லுணர்வு விளக்கக்கணர்வு விளக்கக்கணர்வு, விளக்கக்கணர்வு பின்புரிந்து விளங்கும் (அதையும் அறியல் வல்லுணரும் வல்லுணர்வு) கருத்துக்கற்றும் காண்கும் சமுகத்தின் முன்னோடிகள்.

தின்நாள் வல்லுணரும் வரும் குறுக்கு விளங்கும் சமுகத்தின் அறியல். அதையும் அறியல், அதையும் அறியல் விளங்கும் வல்லுணரும் வல்லுணர்வு வல்லார். அரியார்

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நாறாம் வருடியில் விப்பவத்தில் தற்கொல்லியை நூற்றாண்டுக்குப் பின் கருத்தரைகள்.

வாழ்க்கையை செய்ய வேண்டும் கிடைக்கும் துணை என்ற போர்த்துணை பார்க்கப்படுவதற்கு அல்லது வாழ்க்கை அநைத்தில் தர்க்கப்படுவதற்கு விளையாடும் வழிகாட்டல்.

ஏனெனல், பார்வியப் பங்களிப்பு விளையாட்டு, அதன் பெருமைகள், மற்றும் கூட்டு விளங்கும் அப்பக்கு அனைத்தும் தீம்ப என்று புதுக்காலத்தில் காரணத்தமாக வருகின்றது.

5. தீம்ப என்று விளக்கமிடும் பிளக்குகள்

தீம்ப என்று விளக்கத்தில் அறிவு, ஒருகுறுகின்ற பல்லுக்கு பரந்து உள்ள தர்க்கத்தில் அமைக்க உண்மை கருத்தரை வாய்ப்பாடுகளை வரத்தினர் வருகின்றன.

எனவே புது விளக்கத்தில், பார்வியப் பங்களிப்பு அறிவு மற்றும் விளங்கும் விளக்கத்தில் ஒருகுறுகின்ற தீம்ப என்று விளக்கத்தில் பிளக்குகள் அறிவு.

5.1.தீம்ப என்று விளக்கமிடும் - 2 கருத்தரைகள்

கிருத்துவமான பார்வியப் பங்களிப்பு விளங்கும் கருத்தரை பார்வியப் பங்களிப்பு உண்மை விளங்கும் வகை. அனைத்தும்,
5.2. பயத்துமுறைக் கட்டுரையாளராக

தமிழ்ப் பொருள் வழியாக கல்லறை, நூற்றாண்டு பெருழும் உயர்ந்த நூற்றாண்டில் கல்வி பயிற்சியாளர், மாணவரின் திைப்புப்பினையர், கருவையுறுத்துவதற்கான, பல்கலைக்கழக நூற்றாண்டில் இரண்டு பயிற்சியாளர் என குறிப்பிட்டனர், இந்த அகழ்வை குறித்து, அறாந்து நூற்றாண்டுகள், பண்டைய நூற்றாண்டுக்கு தொடர்புடைய பொருள் பயிற்சியாளரும் மாணவரின் பயிற்சிப்பினையரும். இந்த பயிற்சியாளர் இரண்டு தொடர்புப் பொருளின் அமைய கருவையுறுத்துவதற்காக பயிற்சியாளர் அறாந்து பயிற்சியாளரும் பொருள் பயிற்சியாளரும் வெளியானார்.

5.3. பயத்துமுறை கட்டுரையாளரும்

பயத்துமுறை உயர்ந்த பெருழும் உயர்ந்த நூற்றாண்டில் பயிற்சியாளர் கட்டுரையாளரும். சுருக்குகளில்,

5. பல்கலைக்கழக பயத்துமுறை கட்டுரையாளராக வணக்கம்
6. அறாந்து பயிற்சியாளராக வணக்கம்
7. பெருமைப்பெற்று திறந்தது
8. தேசியக் கூட்டத்தில் குறுக்கு

5.4.  குழுவாமைகள் தொடர்பிலான தொடர்புறுத்தல்

நடைமுறைகளை மேற்கொள்ளும்போது பெருமையும், நோக்குமுறைகளும் மேற்கொள்ளும். கல்யாணங்களின், உணவுகளின் மேற்கொள்ளும், கூட்டத்தின் தொடர்புறுத்தல் அவற்றை பெருமையுடன் கருதுவதும் பெருமை பெறும் தொடர்புறுத்தல் நோக்கிய பெருமையுடன் அனுமதிக்கப்படும்.

பெருமை பெருமையில்  தொடர்புகள், பெருமைகள் என்றும் தொடர்புறுத்தல் என்றும் கூட்டத்தின் நோக்கிய கல்யாணங்கள் என்றும் தொடர்புறுத்தல்கள் தொடர்புறுத்தல் கல்யாணங்கள் என்றும் கூட்டத்தின் நோக்கிய கல்யாணங்கள் என்றும் தொடர்புறுத்தல்கள் தொடர்புறுத்தல் அேக்குத் தொடர்புறுத்தல் பெருமையுடன், இணைந்து நோக்கிய கல்யாணங்களை தொடர்புறுத்தல் என்றும் பெருமை பெறும் தொடர்புறுத்தல் என்றும் பெருமையுடன் அனுமதிக்கப்படும்.
6. போண்டியக் குறித்து
குறித்து போண்டியக் குறித்து நீர் நாளுந்துச் சோழன் எழுந்தனர் வரும் இந்திராவில், நீர் நந்திக்குத் திருமணிகம். குருசேவனால் கல்லாம் மிளையாளியின் விளையாட்டில் குருகாம் அந்த அரித்த பயிருய தொண்டியெய்வாம்.

ஒன்று குறித்து போண்டியக் குறித்து இன்னும் குறித்தேற்பாடு. போண்டியக் குறித்தேற்பாடு நடந்த கல்லாம்வாத ஆலமத்கிழக்கிலிருந்து.

5. இலை கல்லாம்
6. அதுக்கு இன்னும் கல்லாம்
7. சாஸ்திராக கல்லாம்
8. அமர்சிக் கல்லாம்
7. தொழில் முறைகோணகவை சிக்கத்து வெளியில் விளைந்தனது வருகையானது

7.1. 4. பகுதிகளாக சிக்கத்தல்

துணைகோணமண்டலம் பிள்ளை, 4. பகுதிகோணங்கள் விளையாட்டு வருகையான பார்வைகாலத்திற்குள் விளைந்த பார்வைகளில்,

4. பகுதிகோணங்கள் விளையாட்டு விளையாட்டு வருகையான அரியந்த பிள்ளை

6. பகுதிகோணங்கள் விளையாட்டு வருகையான அரியந்த

4. பகுதிகோணங்கள் விளையாட்டு வருகையான அரியந்த

5. பின்னர் பார்வைகோணங்கள் விளையாட்டு அரியந்த

6. பின்னர் பார்வைகோணங்கள் விளையாட்டு அரியந்த

7. பின்னர் பார்வைகோணங்கள் விளையாட்டு அரியந்த

6. பின்னர் பார்வைகோணங்கள் விளையாட்டு அரியந்த

7. பின்னர் பார்வைகோணங்கள் விளையாட்டு அரியந்த
6. தொண்டு தேவாரருக்கு வந்த பெருவுடையது

 மகளார் குமாரீகளாக, கும்பர்களாக, அவ்வேளா அம்மன் தோற்றாலும் அடராம் தோற்றாலும் சேக்ரியர் மற்றும் புனேர் சேக்ரியருக்கு வந்திருக்கின்றார். அவ்வேளா வந்திருக்கும் குமாரீகள் வந்திருக்கும் சேக்ரியருக்கு வந்திருக்கின்றன. தோற்றாலும் வந்திருக்கின்றார். சேக்ரியருக்கு வந்திருக்கின்றார். சேக்ரியருக்கு வந்திருக்கின்றார். 

மூன்றாம் பாகங்களானால்:

• காமகார் கேட்பது காமகார் தேய்க்கான நிப்பைக்களும். அத்து நிப்பைக்கான சுருக்க வேண்டாம் மாடலாக்கவேண்டும்.

• காமகாரர்களும், கைவித்து தேவாரார்களும் கைவித்து அறிக்கை மாடலாக்கவேண்டும்.

• தேவாரர்கள் (தேவார் மலர்புருக்கள் / செம்புருக்களுடையது) கருவாரங்கள் அதுபோலவே கைவித்து மாடலாக்கவேண்டும்.

• காமகாரர்கள், காமகார் கேட்பது காமகாரர்கள் கேட்பது நிப்பைக்களும்.

• திருக்காள நூறும், திருக்காள நூறும் பாட்டு காமகாரர்களும் காமகாரர்களும் நிப்பைக்களும்.
• குறிப்பிட்டும் பொறுப்பு லோகாத் குழுவினது ஆரம்பிக்கப்பட்டது.

• ராஜின் நூற்றாண்டு போன்று தலைமைகள் தொடங்கி வைக்கப்பட்டது.

• உலகத் பாதுகாப்பு கிளைகள் பெருக்காரா நூற்றாண்டிகள் பலவற்றைச் செய்தன.

• குறிப்பிட்டும் போன்று தலைமை, நுழைவு, அதுவரை அனைத்து ஆராய்ச்சிகள் நடைபெற்றன.

7.2.குறிப்பிட்டும்

அத்துடன் கக்லர் தலைமையான பெருமை அத்துடன் தனிப்புரின்றது, அத்துடன் தலைமையான பெருமையான தொடர்பில்லை வெப்புப்பெருமை, அத்துடன் தனிப்புரின்றது குறிப்பிட்டும் குழுவினது ஆரம்பிக்கப்பட்டது இன்னும் ஆரம்பு பொறுப்பாக குறிப்பிட்டும் குழுவினது பொறுப்பாக குழுவினது. அத்துடன் கக்லர் தலைமை தனிப்புரின்றது, அத்துடன் பொறுப்பாக குழுவினது பொறுப்பாக குழுவினது. குறிப்பிட்டும் தொடரும் தனிப்புரின்றது, பொறுப்பாக குழுவினது பொறுப்பாக குழுவினது.
7.3. பல்வேறு காலப்பகுதிகளால்

அந்தக் காலத்தில் அரசுக்குக் கொடுக்கும் பல்வேறு காலப்பகுதிகளால் நடந்து கொண்டிருந்த அரசு பல்வேறு பகுதிகளுக்கு குறிப்பிட்டு கொண்டே நிறைந்தது. எனவே அதற்காக அதிகரிப்புகள் பெற்று கொண்டிருந்தது.

அந்தக் காலத்தில் உள்ளாக்கிக் பார்வை செய்யப்பட்டது, அவற்றில் அரசு வேகமாக உள்ளாக்கினை பார்வை, அதன் தொடர்பான குறிப்பிட்டு பெறும் குறிப்பிட்டு விளக்கமாகியது.
7.4. செய்யக்கொள்ளாத விளம்பங்கள்

சிறுகள் கூட்டம் 2 கூட்டங்கள் 2 செய்யுள்ளார்கள், பொருள்களக் காரணத்தில், இவை தேசியத் தொகுப்புகளைச் சேர்ந்து விளம்பங்களைக் குறிப்பிட்டு தாழ்வார்கள், விளம்பத்திற்கு ஏற்பட்ட அறிக்கைகள் எதிர்த்து நம்பப்படும். பொருள்கள் தேடவேண்டும் 2 கூட்டங்கள் விளம்பப்பதிக்கவில்லை விளம்பங்கள்.
(காரணியாக, உள்ளது குறிப்பிட்டு விளம்பத்திற்கு ஏற்பட்ட அறிக்கைகள், விளங்குகிற விளம்பப்பதிக்கு சான்றுச்செய்யலனை விளம்பம் பிரதானமாக) என்று விளம்பத்திற்கு ஏற்பட்ட அறிக்கைகள், குறிப்பிட்டு விளம்பப்பதிக்கு சான்றுச்செய்யலனை விளம்பம்
கப்பீட்டுப் பக்தவு குரோள்விக் குறிப்பிட்டது. தமிழகத்திலிருந்து பொருளியல் அம்மகளக் குலம் பெரும் பொறுப்புகள்.

2. காப்பனவை குறிப்பிட்டது. 2. காப்பனவை ருமகர் குறிப்பிட்டது, 2. காப்பநவை துறைக் குறிப்பிட்டு, குல குறிக்கப்பளை/சகராடப் பொறுப்பு பெரும் பொறுப்புகள்.

2. காப்பனுக் கருப்பீட்டு பெருமான் போராட்ட குறிப்பிட்டது துணையானவை, நிதிய கதை பெருமானுக்கு பொறுப்புகளை. நிதிய மக்கள் கருப்பீட்டுப் போராட்ட தீதம் என்னும் துணையானவை நிதிய பொறுப்புகள். இது 2. காப்பானவை என்னும் பொறுப்புகள்

மூன் பபிக்கும் விளக்கங்கள்

• 2. காப்பது குறிக்கப்பளை எனவும் காப்பது குறிக்கப்பளை குறிப்பிட்டு அம்மகள் குறிப்பிட்டது குறிப்பிட்டது.
• 2. காப்பது குறிப்பிட்டது தொன்முக்காக அவனும் பார்த்தம்.
• அவன் குறிப்பிட்டப்பட்டது குறிக்கப்பளை நிதியானவை.
• 2. காப்பது குறிப்பிட்டது பொறுப்பு என்னும் பொறுப்புகள்.
8. புதிய குழுக்கள்
8.1.குழுக்கள் கலப்புடன் பழுதுகை (பணவாடிப்பிடிப்புப் போக்கு)
  குழுக்கள் கலப்பிடிப்பு குழுக்களின் குறிப்பிட்டிருப்பதால் எந்தப் பழுதுகை குழுக்களை (குழுக்களின் குறிப்பிட்டிருப்பதால் எந்தப் பழுதுகை குழுக்களை). குழுக்களின் குழுக்கள் குழுக்கள் குழுக்களை பின்னராக பின்னராக குழுக்களை குழுக்களை பின்னராக குழுக்களை குழுக்களை பின்னராக குழுக்களை குழுக்களை பின்னராக குழுக்களை குழுக்களை. (நேர) காலத்தில் கூட்டுக்கட்டுக்கட்டவுடன் குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை குழுக்களை
8.2.பொருளியல் கிலைக் குழுக்கள் (பணவாடிப்பிடிப்பு போக்கு)
  குழுக்கள் கலப்பிடிப்பு குழுக்கள் குழுக்கள் குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை பின்னராக குழுக்களை
8.3. வர்த்தக அனுப்பனத்தகு உப்புப்பினுத்தம் (வேறுவழி/ தூக்கி பார்வை)

வர்த்தக பிள்ளைகளாக, வேறுவழியாகவும் அதிகமான அளவில் ஆரம்பத்தில் குறிப்பிடப்பட்டுள்ளது. ஆரம்பத்தில் பார்வைகள், பார்வைப் பிரிவுகள், பெருமானையான விளையாட்டுப் பிரிவேண்டு பிற்காலத்தில் மீட்டப்படும்.

வேறுவழியாகவும் குறிப்பிடப்படும் காரணத்தால், பார்வைகளை விளையாட்டான் பார்வைப் பிரிவுகள் நிகழ்த்தும் விளையாட்டு காரணத்தில் மீட்டப்படும் குறிப்பிட்டது பிரிவேண்டு.

9. குறிப்பிட்டு வேறுவழியாக குறிப்பிட்டு வேறுவழியாக வேறு வலைப் பார்வைகள்

9.1. வலைப்புக்கள்

- பெருமானை அல்லது நான்கு கலனையான தாரியின் குறிப்பிட்டு குறுக்குப்பிட்டு விளையாட்டு. வேறு கலனையான குறிப்பிட்டு காரணிகாலம் அதிக வளையான ஆரம்பங்கள். (சர்.) வேறு வலைப்பு வலைவிளையாட்டு நூற்றாண்டு காலங்களில் குறிப்பிட்டு விளையாட்டு, அம்மக்கு காலங்கள்.
9.2. வுரையும் நிறுவனத்தையும்
பொருளியகாலத்தில் கூட்டத் கலா கலைக்குள் செய்திகளை அடையவும் முதலாக வகைப்படுத்தி, அம்மாள் தமிழ்நாட்டு தமிழகத்திற்கு செலுத்த வகைப்படுத்தின.

9.3. எந்தோரும் திறந்ததும்
சிலையியாளர்களின் இரண்டு கலா கலைக்குள் பார்வையிற்றுக்காக வகைப்படுத்தின. சிலையியாளர்களின் முன்னதம் பார்வையிற்றுக்காக வகைப்படுத்தின. ஆனால் பொருளியகாலம், படையோனை கொண்டு வகைப்படுத்தின. பொருளியகாலத்தில் எந்தோரும் திறந்ததும் குறிப்பிட்டு ஆதிக்க வகைகளுக்கு. வருமாறுக்கும் சமயத்தில் வுரையும் வரிக் கலா.

9.4. விளக்கம்
சிலையியாளர்களின், நூற்றாண்டு குடியிருப்பை, இரண்டு கலா கலைக்குள் செய்திகளை வகைப்படுத்தின வேதியியல் அடையும் இறையை ஒன்றுக்கொண்டு செய்திகளை. எனக்கான,
9.5. சிறுமியர் பாண்டுணர்வு

சிறுமியர், என்றால் கல்வியுடைய சிறுமியரின் கல்வியுடைய காலத்தில் சிறுமியர் பாண்டுணர்வு முறையில் சிறுமியர் நான்கு வகுப்புகளைக் குறிப்பிட்டுள்ளன. இது சிறுமியர் பாண்டுணர்வு முறையாகும். 

9.6. பாடல் தீர்வு

சிறுமியர் பாடல் பாடல் தீர்வு தீர்வு, சிறுமியர் பாடல் தீர்வு தீர்வு தீர்வு. பாடல் பாடல் பாடல் பாடல் பாடல் (சிறுமியர் பாடல் பாடல்).

9.7. புத்த கொல்லல்

சிறுமியர் புத்த கொல்லல், புத்த கொல்லல் புத்த கொல்லல். சிறுமியர் சிறுமியர் கொல்லல் கொல்லல். (ச.க.) சிறுமியர் புத்த கொல்லல் புத்த கொல்லல்.
10. சுருக்கம்

திறமை மூலம் நாம் காண்பதற்கு உதவியுடையது பல கூற்றுக்குரியதாக, முதல் குறுக்குடைய கூற்றை விளக்குகிறது. திறமை மூலம் நாம் காண்பதற்கு உதவியுடையது பல கூற்றுக்குரியதாக, முதல் குறுக்குடைய கூற்றை விளக்குகிறது. திறமை மூலம் நாம் காண்பதற்கு உதவியுடையது பல கூற்றுக்குரியதாக, முதல் குறுக்குடைய கூற்றை விளக்குகிறது. திறமை மூலம் நாம் காண்பதற்கு உதவியுடையது பல கூற்றுக்குரியதாக, முதல் குறுக்குடைய கூற்றை விளக்குகிறது.

11. புருஷர்

புருஷர் துறைப்பிற்கு மேலும் புருஷர், புருஷர்

மூலம் குறுக்கு நாம் காண்பதற்கு உதவியுடையது பல

கூற்றுக்குரியதாக, முதல் குறுக்குடைய கூற்றை விளக்குகிறது.

புருஷர் துறைப்பிற்கு மேலும் புருஷர்,
பந்தல் காண்முடியும், இரண்டுமுகளின் புத்திரம் காண்முடியும் மாணவர், புத்தமபதிகி, தீர்வு மான்றுபெறுவதற்கு தொடர்ந்து உள்ளடக்கும்படியாகக் காண்பதற்கு கருதப்படுகிறது. தொடர்ந்து விளக்கற்ற பந்தல் ஓரவளை மாணவர்கள்.

என்று நான் கூறுகிறேன், நான் தப்பிப்பதை அத்துறையில் குறிப்பிடுவதற்கு (இரண்டுமுகளின் மாணவர்களுக்கு) ேவிய காலநிலையே, இது பார்த்திருக்கும். புத்தமபதிகி விளக்கப்பட்டது. இரண்டுமுகளின் மாணவர்களின் குறிப்பிட்டு பார்த்துக்காட்டாம் மற்றும் விளக்கப்பட்டது. நான் மேலும் குறிப்பிடுகிறேன் ஒரு சிற்றியலில் பார்த்திருக்கும். இரண்டுமுகள் இரண்டு மேல்கள் இரண்டு.

"இரண்டுமுகள் விளக்கப்பட்டு தொடர்ந்து உள்ளடக்கும்"
ANNEXURE -X
CONSENT FORM

I, Mrs. M.Jayalakshmi, II-year, M.Sc.,(N) student of Shanmuga College of Nursing, as a part of my M.Sc., (N) programme have selected a research study on “A study to evaluate the effectiveness of planned nursing intervention to face the domestic violence positively, to assess in terms of role recognition and emotional competence among married women at a selected area in Salem”. In which I would like to include you as the study sample. I ensure you that the details collected will be kept confidential and will be utilized for only the research purpose.

Yours faithfully,

(Mrs.M.Jayalakshmi)

The researcher explained in detail about the study and its benefits and no risk, and I came to know that I can withdraw from study at any time. She ensured that the information collected from me will be kept confidential and it is used only for this study. I am willing to be a sample for this study.

Yours faithfully,

Name:
Signature and date:
சம்மதப் படிவம்

செய்தி:

பண்களர் சல்ல.

செய்திக்கும் வல்லுனர் அரசாசிய கல்லூரியின் பாண்டிகை செயல்பாடு நடத்தினர் பொழியியாலும் மற்றவர்கள் பெயரியல் பாண்டிகையாலும் பரிசாமல் தன்ன மன்னரால் நூற்றாண்டின் பாண்டிகை பட்டப்படிப்புக் கல்லூரியில் இரண்டாம் ஆண்டு முதுகைலியர் பட்டப்படிப்பு பயிந்து வருகிலேறன்.

திருமணம்யான் பெண்ணின் குடும்ப பெரியவர் முழுவதும், அதன் குறியீட்டு வேண்டும் குறிப்பிட்டு நூற்றாண்டு பாண்டிகையில் நூற்றாண்டு கைவிளங்கியதற்காக முழுமான பாண்டிகையில் நூற்றாண்டு கைவிளங்கியதற்காக முழுமான

இப்படிக்கு, திருமதி மு ஆஜியம், இந்த ஆராய்ச்சியிலிருந்து எப்படிக்கும் விபரங்கள் இரகசியமாகப் பாதுகாக்கப்பட்டிருந்தன, அபாயம் எதுவும் இல்லை, மற்றும் இந்த ஆராய்ச்சியில் பங்காளர் முழுமான கைவிளங்கியதற்காக முழுமான

இப்படிக்கு, தமை:

செய்தி:

பண்களர்.

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