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Dear esteemed readers,

The realm of knowledge is vast and limitless, multi-coloured, multifaceted and multi-dimensional, too deep to be fathomed by any sounding line. Still the scholars and researchers with their earnest endeavors have ever delved deep and come out with precious jems. In the times when we are the denizens of the Global World, Research Journals edited in the different spheres of knowledge, provide precious reading and familiarize us with the latest views of the scholars on relevant issues and topics and thus help us continually in updating our knowledge.

The journal “Recent Educational & Psychological Researches”, edited with a view to publish the best empirical work in the field of Education and Psychology, is doing a commendable job. The editors and contributors are getting accolades and valuable suggestions from far and near. Both, those who encourage us and criticize us, are our scholarly readers and advisors. Both, we hold, in good esteem.

It’s a matter of rejoicing for all, directly or indirectly contributing to our dream come true that the journal has taken a further brisk and energetic stride. It’s now reaching you as a “National Refereed Journal”. I extend my heartfelt thanks to all the contributors, scholars and readers, whose earnest entreaties and constant efforts paved and illuminated the path for the sought after success.

- Dr. Purnima Srivastava
Chief Editor

Judicious Comments / Suggestions / Opinions from our esteemed readers, are solicited.
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E-mail : ritesh.rke@gmail.com  website: www.recentjournals.in
A STUDY OF MICRO-TEACHING IN THE B.ED. COLLEGES OF UTTRAKHAND AND ATTITUDE OF TEACHER TRAINEES TOWARDS IT

ABSTRACT
The present study aims to evaluate the micro teaching conditions in the B.Ed Colleges of Uttarakhand and attitude of pupil teachers towards micro teaching. For this purpose the B.Ed. colleges of Uttarakhand, i.e., Govt, Semi Govt and self financed were evaluated. The pupil teachers were selected by following random stratified sampling technique from all three types of B.Ed colleges. Three tools have been developed by researcher (Micro teaching inventory, attitude inventory & Interview schedule) and used for data collection. The collected data were analyzed by applying mean, chi-square and Anova. The findings of the study revealed that Govt. Colleges have acquired highly satisfactory conditions of micro teaching, Semi Govt were in satisfactory conditions and self financed colleges were in less satisfactory conditions. The attitude of pupil teachers towards micro teaching also affected by prevailing conditions of micro teaching in a particular B.Ed College, which is also a part of present study.

INTRODUCTION
The teacher's influence on the child’s personality is very remarkable. She/he shapes the child’s behavior, personality or even the destiny our future citizens. A teacher bears a duty towards the society as well as towards the nation; hence a teacher should be able to constantly adjust her/his teaching methods and techniques according to the changing time and needs of the students. The UNESCO report on International Education for 21th century (2001) has recommended following measures to bring the qualitative change in education:-

a. Improvement in teacher's recruitments.
b. Improvement in training of teachers.
c. Improvement in training process and evaluation process.
d. Improvement in social status of teachers (Indian journal of psychometry and education, Vol-33, July 2002)

These measures are kept in mind while conducting present research work. Micro teaching provides excellent opportunity to investigate the variables which affect human learning. Micro teaching is considered as a mechanism of feedback which is a device for modification of teachers' trainees. It was originated in Stanford University (U.S.A.) in 1961. In 1963 Keith Achison, Dwight Allen and Dr. Robert have also done research works in the field of innovative teacher Education. Dr. M.B.Buch, B.K.Pass Dr. L.N.Singh (1973), Dr. Allen and Ryans (1969), Bhattacharya (1979) have also played very important role in the field of microteaching.

In India Shri Tiwari of “Central Pedagogical Institute of Allahabad” have prepared a project on improving the teaching skills of pupil teachers. In this prospect it was recommended that the teacher education programmes should be sound enough to inculcate certain missing teaching/ professional skills among the pupil teachers. Hence before the further improvement in this field it is very important to study the existing conditions of micro teaching in the B.Ed. colleges. The present study deals with the study of micro teaching conditions in the B.Ed. colleges of Uttarakhand. The colleges were categorized into three types; Govt, Semi-Govt and private B.Ed. colleges.

According to Kothari Commission, “The introduction of a sound programme for professional education of teachers is essential for the qualitative improvement of education”.

The attitude of pupil teachers towards micro teaching is also affected by prevailing micro teaching conditions in a particular B.Ed. college. A certain type of attitude towards micro teaching is developed among pupil teachers.
due to certain conditions of micro teaching present in that B.Ed. College. This attitude is very important to study as it is being carried lifelong with the pupil teacher. A tendency to give importance and to learn micro teaching skills is affected by attitude of pupil teachers, which is developed among pupil teachers during B.Ed. course.

OBJECTIVES
(1) To study the micro teaching conditions in the Govt, Semi-Govt and private B.Ed. colleges of Uttarakhand.

(2) To study the pupil teacher’s attitude towards micro teaching.

PURPOSE OF THE STUDY
The purpose of the study is to examine the existing condition of micro teaching in the Govt, Semi-Govt and self finance B.Ed. colleges of Uttarakhand and the attitude of teacher trainees towards micro teaching.

HYPOTHESES
The following hypotheses were drawn for the study:-

HO\(_1\): The existing conditions of micro teaching in the Govt, semi-Govt and self finance B.Ed. colleges of Uttarakhand are satisfactory.

HO\(_2\): There is no significance difference among the attitude of pupil teachers towards micro teaching of Govt, Semi-Govt and self finance B.Ed. colleges of Uttarakhand.

METHOD
Based upon objectives, hypotheses and nature of data, normative survey method had been used for the study.

POPULATION
All the pupil teachers which were studying in the B.Ed. colleges of Uttarakhand for the session of 2007-08.

SAMPLE AND SAMPLING TECHNIQUE
For the present study a representative sample of 150 pupil teacher was selected through following proportionate stratified sampling technique. Out of which 50 pupil teachers were randomly selected from each type of B.Ed. colleges (Govt, Semi-Govt. and Self finance).

VARIABLE STRUCTURE
In the present study the variable structure is as follows:

* Independent variable: Conditions of micro teaching.
* Dependent variable: Attitude of pupil teachers towards micro teaching.

TOOLS DESCRIPTION
For the present study three self made tools were used to collect data.

(i) Micro teaching inventory: Tool used for pupil teachers to study the micro teaching conditions.

(ii) Attitude inventory: Tool used for pupil teacher’s attitude towards micro teaching.

(iii) Interview schedule: Tool used for teacher educators.

SCORING PROCEDURE
The tools were comprised of five point scale and the pupil teachers had to give their opinion on either of the following dimensions. The scoring procedure of micro-teaching inventories was as follows:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully agree</td>
<td>5</td>
</tr>
<tr>
<td>Partial agree</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td>Partial disagree</td>
<td>2</td>
</tr>
<tr>
<td>Fully disagree</td>
<td>1</td>
</tr>
</tbody>
</table>
Scoring key

<table>
<thead>
<tr>
<th>Mean Scores Microteaching conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;121</td>
</tr>
<tr>
<td>111-120</td>
</tr>
<tr>
<td>101-110</td>
</tr>
<tr>
<td>up to 100</td>
</tr>
</tbody>
</table>

Attitude Inventory

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully agree</td>
<td>5</td>
</tr>
<tr>
<td>Partial agree</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td>Partial disagree</td>
<td>2</td>
</tr>
<tr>
<td>Fully disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Scoring key

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;121</td>
<td>Positive attitude</td>
</tr>
<tr>
<td>111-120</td>
<td>Average Attitude</td>
</tr>
<tr>
<td>101-110</td>
<td>Neutral Attitude</td>
</tr>
<tr>
<td>up to 100</td>
<td>Negative Attitude</td>
</tr>
</tbody>
</table>

The interview schedules which were used to collect data from teacher educators, was comprised of 40 statements regarding the micro teaching conditions in their colleges. The researchers visited personally to teacher educators of different B.Ed. colleges and obtained their opinion. Their opinions were included as the suggestions in the research work for further research.

RESULT AND DISCUSSION

The collected data through microteaching inventory and attitude inventory were put to statistical analysis so that the formulated hypotheses could be tested.

Table : 01

This table shows the mean value of scores obtained on micro teaching inventory from the pupil teachers of Govt., Semi-Govt. and Self financed B.Ed. colleges of Uttarakhand.

<table>
<thead>
<tr>
<th>B.Ed. colleges</th>
<th>Mean scores</th>
<th>N</th>
<th>Conditions of Micro teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>125.13</td>
<td>150</td>
<td>Highly Satisfactory</td>
</tr>
<tr>
<td>Semi-Govt.</td>
<td>116.86</td>
<td>150</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Self financed</td>
<td>107.80</td>
<td>150</td>
<td>Less Satisfactory</td>
</tr>
</tbody>
</table>

Graph-01: following graph is made to show the mean scores of micro teaching inventory.

Table : 02

The table shows the mean value of the scores obtained on attitude inventory given to pupil teachers of Govt., Semi-Govt. and Self financed B.Ed. colleges of Uttarakhand

<table>
<thead>
<tr>
<th>B.Ed. Colleges</th>
<th>Mean Scores</th>
<th>N</th>
<th>Attitude towards Micro-teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>131.40</td>
<td>150</td>
<td>Positive</td>
</tr>
<tr>
<td>Semi-Govt.</td>
<td>115.50</td>
<td>150</td>
<td>Moderate</td>
</tr>
<tr>
<td>Self financed</td>
<td>105.60</td>
<td>150</td>
<td>Neutral</td>
</tr>
</tbody>
</table>
**FINDINGS**

After analyzing the result statistically and graphically, it is clear that Govt. B.Ed. colleges were in highly satisfactory conditions of Micro-Teaching (table-01), and positive type of attitude towards Micro-Teaching is developed among pupil teachers of Govt. B.Ed. colleges (table-02, graph-02).

The conditions of Micro-Teaching in Semi-Govt. colleges were satisfactory (table-01, graph-01), and moderate type of attitude is developed among pupil teachers of Semi-Govt. B.Ed. colleges (table-02, graph-02).

The conditions of Micro-teaching in Self-financed B.Ed. colleges were less satisfactory (table-01, graph-01), and Neutral type of attitude is developed among pupil teachers of self finance B.Ed. colleges (table-02, graph-02).

**RESULT AND DISCUSSION**

Findings of the study showed that highly satisfactory Micro-teaching conditions were found in Govt. B.Ed. colleges while Semi-Govt. colleges were in satisfactory conditions and self finance B.Ed. colleges were in less satisfactory conditions. It is due to the mushrooming of private B.Ed. colleges, the quality of teaching is decline. The private B.Ed. colleges do not pay much attention on quality control of teaching. At times they do not pay attention on proper arrangements for microteaching session nor do they provide much time for practical and theoretical aspect of teaching skills, whereas Govt. and Semi-Govt. B.Ed. colleges provide sufficient time for microteaching session during B.Ed. course.

The attitude of pupil teachers towards micro-teaching is affected by prevailing conditions of microteaching in particular B.Ed. college. Positive attitude is developed among pupil teachers of Govt. B.Ed. colleges by highly satisfactory conditions of micro-teaching. A moderate attitude is developed due to satisfactory conditions of microteaching in Semi-Govt. B.Ed. colleges, whereas neutral attitude is developed due to less satisfactory conditions of micro-teaching in self financed B.Ed. colleges.

**SUGGESTIONS AND RECOMMENDATIONS**

1. The researcher suggested that there should be a sound programme of micro-teaching skills under B.Ed. course.
2. There should be a supervisory body, which approved and appointed by state Govt. to see whether the B.Ed. colleges are following the micro-teaching session in the B.Ed. colleges.
3. The mushrooming of B.Ed. colleges should be restricted.
4. It is essential to pay attention on micro-teaching conditions in training colleges for the qualitative improvement in teaching and for enhancing professional skills among pupil teachers.
5. Some new teaching skills should be introduced for teaching of different subjects, so that the interest and knowledge of the students can be enhanced.

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EDUCATIONAL LEVEL & QUALITY OF LIFE

Rajni Kashyap
Reader & HOD
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ABSTRACT
Mental health & physical health are fundamentally liked. Both mind & body are affected by quality of life & quality of life is affected by change in physiological & emotional process as well as by social factors. In the present study an attempt has been made to explore the impact of educational level on the quality of life among elders. For this purpose WHO quality of life scale (WHO QOL brief ) was administrated on 148 (74 males & 74 females ) elders people of BAGHPAT district belonging to different socio-economic status. Results indicate that educational level had a highly significant impact on the quality of life of the individuals. Educational level promotes over all quality of life as well as physical & environmental quality of life among elders i.e. highly educated elders has better quality of life. It appears that education is one of the most effective aspects that enrich one's mental & physical health.

Key Words : Quality of life, Educational level.

INTRODUCTION
Old age is a period of 'Integrity v/s despair.' According to Eric Erikson's (1959), "Eight stage of life theory" the human personality is developed in a series of eight stages that take place from the time of birth and continue throughout the individual's life. He characterizes old age as a period of integrity v/s despair, during which a person focuses on reflecting back on their life. Those who are unsuccessful during this phase will feel that their life has been wasted & experience many regrets and they will be left with feelings of bitterness & despair, those who feel proud of their accomplishments will feel a sense of integrity, successfully completing their phase means a general fallings of satisfaction.

Old age is the important period of life cycle. In old age due to physical and mental decelinment, quality of life deteriorates. Quality of life is the product of the interplay among social, health, economic and environmental conditions which affect human and social development. (Ontario social development council 1997).

The world health organization defines quality of life as individual's perception of their position in life in the context of the culture and value system in which they live and in relation to their goals expectations standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health psychological state personal beliefs social relationship and their relationship to salient features of their environment (Ooart 2005).

Quality of life is a holistic approach that not only emphasise on individual's physical psychological & spiritual functioning but also their connections with their environment & opportunity for maintaining & enhancing skills. Quality of life depends on a person's physical mental and spiritual health & well-being.

There are many factors which play an important role in determining the quality of life of elders. In old age several problems arise, such as supportive or non-supportive family relation, rich or poor economic resources, health etc. Educational level plays an important role in solving these problems. Several studies have been conducted on the problems of elders. The negative association between education & psychological distress is well documented (Glenn & WEAVER 1981; KESSLER & LENNON & RSENFIELD 1992; LINK LENNON & DOHREN WEND 1993; MNOWSKY & ROSS 1989,1995; PEARLIN etal 1981; ROSS & HUBER 1985; ROSS & MIROWSKY 1989) Quality of life is essential. Improving the quality of life is now a common aim of international development.

OBJECTIVE
The present study was intended to investigate the impact of educational level on the quality of life among elders.
HYPOTHESIS
It was hypothesized that elders who are educated have better quality of life than very low/uneducated elders.

METHODOLOGY
Sample- Incidental purposive sampling technique has been used in present study. The respondent elements in this context are elderly person age range of 65 to 75 years. Educated and very low/uneducated elders of Baraut are including in the study. They belong to the middle socio-economic status.

Design- To fulfil the objective of the study two group design was used. Two groups were compared on measures of quality of life. WHO quality of life brief was used to asses the quality of life of elders. It is a five point scale ranging from 1 (not at all) to 5 (completely). WHO QOL brief comprises 26 items which measures overall quality of life as well as physical psychological social & environmental quality of life. All the 148 old age persons were contacted to respond on above mentioned measures. The t-test was applied to study the significance of mean difference in overall & four domains of quality of life between educated & very low/uneducated elders.

RESULTS & DISCUSSION
The results of the t-test are shown in table no. 1. It is evident from the results that a significant difference has been found in overall quality of life of educated & very low/uneducated elders. (t=3.97 p<.01) Mean value shows that elders with high education (94.04) were having significantly better quality of life than very low/uneducated elders (84.459). As shown in the graph.

 Studies show that education correlates positively with the sense of control and the sense of personal control mediates a larger part of the negative association between education & distress (Mirowsky & Ross 1989). The well educated have higher personal control than the poorly educated.

Quality of life when assessed at its four domains, the result (table-1) reveals that out of four domains only
two domains, physical and environmental quality of life are found statistically significant. The t-value of physical quality of life is 2.89 (p>.05) in physical quality of life mean of highly educated elders (24.12) is higher than very low/uneducated (22.067) elders. Highly educated elders are aware of their physical conditions and are more concern to the health problems. They are aware of health facilities & diet which improve their physical quality of life. They take it seriously & immediately take the precautions and contact the doctors for treatment while the very low/uneducated elders ignore it that is why complications increase and make them physically unhealthy. Studies of Ross & Willigen (1997) shows that well educated have lower level of emotional & physical distress. Thus educational level reduces distress & enhances physical quality of life.

Educated elderly have significant high level of quality of life in the domain of environmental quality of life, as table 1 reveals that t-value for environmental quality of life is 2.63 (p<.05). On this domain mean of highly educated elders (29.81) is higher than very low/uneducated (26.33) elders. Educated elders are actively involved in day to day environmental changes that give them opportunity to socialize themselves in changed environment. Physical safety resources, health availability are very high in educated people. Bhatia et al (2007) suggested that quality of life was found to be significantly associated with education. Educated people have better understanding of their aging process & better accommodate to life style changes. Naing et al (2010) also found that educational level is significantly related to the quality of life of elders. On the basis of results it can be concluded that educational level promotes the quality of life among elders.

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A COMPARATIVE STUDY OF ANXIETY IN WORKING AND NON-WORKING WOMEN

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Raipur (Chhatisgarh)

ABSTRACT
Anxiety is a common symptom found in all persons of modern age. Anxiety is of two types
i) Trait Anxiety ii) State Anxiety. 40 women, ranging 25 years to 40 years of age were taken as
sample, were chosen randomly. Then they were divided into two groups, i.e., servicing vs non-
servicing. Among servicing women. It was taken as precautionary measure to vary the kind of jobs of
women servicing as subjects. Manifest anxiety was measured with the help of SINHA & SINHA's (1973) Comprehensive Anxiety Scale. Test for t-ratio was computed, and was found to be 2.4,
which came to be significant at .05 level, which signifies the difference in anxiety level of
working and non-working women. The possible reasons for this may lie in the fact, that working
women tend to be more confident due to their earning capacity, moreover this is the reason
behind their positive self-concept as well. Here, some tips are given to facing anxiety.

Key Words: Anxiety, Women (Working and Non-Working) Psychology

INTRODUCTION
The present era is an age of anxiety. It is not only a favourite theme for many poets and novelists, but has
become a nodal concept in psychology. It has been utilized for explaining many of the psychopathological problems
and has become a useful construct in the field of social inter-relationships and behaviour. Lately, it has also
become an important independent variable in explaining many features of human behaviour observed in the
experimental situation of the laboratory.

Anxiety is a common symptom found in all persons of modern age. Defining anxiety Coleman (1981) says "
Anxiety is a generalized feeling of fear and apprehension." In the field of anxiety C. D Shielberger (1960, 1966) has
made many important studies. According to him anxiety is of two types.
(1) Trait Anxiety - such type of anxiety is a permanent characteristic of a man. This is found in
various degrees in different people. In what ever situation the person is, he has some or the other
amount of this anxiety.
(2) State Anxiety - such type of anxiety is related to some specific situations. Its intensity changes with
time to time and with situation to situation.

An important study in this direction was done by A. Martinez Urrutia (1975) which makes clear the nature
and effect of above mentioned two types of anxiety. In this study anxiety of persons who underwent surgery was
studied. It was observed in this study that the amount of state anxiety was high in the subjects before surgery
and the amount of state anxiety dropped after surgery. The amount of trait anxiety in these patients remained
same before and after surgery. This study also showed that the amount of state anxiety increased with the increase
in stress.

As a mental distress anxiety is brought about by an anticipation of frustration. Anxiety is caused by frequent
and intense worries. Among other factors causing anxiety, socio-economic status is one; though psychologists like
Freud (1936) emphasize upon the threat to ego as the main cause of anxiety. Also sex (Philips, 1960; Taylor;
1953) and age have been found to determine the degree of anxiety.

Anxiety has been observed to manifest itself in different spheres. A person displays anxiety when he has to
meet the boss or a group (Social relationship) or he is about to start on a journey or take a test, or anxiety
shows itself in the form of certain bodily symptoms like sweating, and tremor, or it comes out in the form of
certain attitudes with which he faces a situation, i.e. restlessness, worry, lack of sleep and so on. It may also
take the form of shame and guilt, or it may be seen as purely psychological symptoms like lack of confidence, indecision and worry.

The above brief review reveals that anxiety makes the behavior imbalanced. According to Anxiety Disorders Association of America, women are twice as likely to suffer from Anxiety as compared to men. Dr. Cynthia Chapman, Psy D., a clinical psychologist specializing in Anxiety disorders, sees a common interpersonal factor in working women who visit her. Being a really nice person and a high achiever may predispose someone to Anxiety. They put other people’s needs first, put their own needs to be secondary, and have a perfectionist list of shoulds and have-to-dos.

Keeping the cause of anxiety to herself only can get a woman in trouble, as a reluctance to share her feelings can cause anxious behaviours. Other factors include childhood trauma, cumulative stress over time. etc.

Today’s woman is most likely to be a servicing one. She thinks to utilize her studies and pursue a career. A good graph of academic career compels to follow some career. But then, being servicing doesn’t refrain one from the duties of motherhood, of a wife or a homemaker. The woman then faces conflicts in life, what she should do and what she should leave.

Anxiety becomes problem when people’s worry flip switch gets stuck to their own position. They feel like it’s affecting their relationships, work and ability to enjoy one’s life, says Dr. Chapman. Chronically worried condition can lead to panic attacks - feelings of intense fear by adrenalin changed symptoms like Chest pain, dizziness and shortness accompanied breath. It can also cause introspective irritating behaviour resulting in loneliness, withdrawal and depression. If one thinks she may be suffering from worries of life, it’s good to know that it is fully curable condition and there are steps to deal with it.

METHODOLOGY

SUBJECTS

40 women, ranging 25 years to 40 years of age were taken as sample, were chosen randomly. Then they were divided into two groups, i.e. servicing vs non-servicing. Among servicing women. It was taken as precautionary measure to vary the kind of jobs of women servicing as subjects.

Manifest anxiety was measured with the help of SINHA & SINHA’s (1973) Comprehensive Anxiety Scale. The test was administered in small groups of 10 at a time.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>MEAN SCORE</th>
<th>t-value</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
<td>23.70</td>
<td>2.4</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Non-working</td>
<td>29.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RESULTS & DISCUSSIONS

The mean scores of servicing vs. non-servicing women were taken for computation of t-ratio. It was 23.70 for working women, while it was found to be 29.90 for non-servicing women.

Test for t-ratio was computed, and was found to be 2.4, which came to be significant at .05 level, which signifies the difference in anxiety level of working and non-working women. The possible reasons for this may lie in the fact, that working women tend to be more confident due to their earning capacity, moreover this is the reason behind the positive self-concept as well.

If somebody is facing anxiety, she should try some tips given below-

- Start with a visit to your primary care doctor to find out if your symptoms are related to a medical condition. Some medical conditions cause symptoms that look like anxiety- for example, an over-active thyroid can cause a fast heart rate, hand tremor and nervousness.
- If anxiety is diagnosed, one will most likely be referred to a mental health professional. Then, one should be sure that her therapist is well-versed in treatment of anxiety; Cognitive Behavioural Therapy or CBT, which involves the active restructuring of anxious thoughts and behaviours.
- Exercise- routine exercise may be a successful way to ward off the development of panic-related disorders.
- Try Yoga- the deep breathing techniques are taught in Yoga.
- A person should remind oneself, that it is okay to be anxious – in fact the more demand you put on yourself not to be anxious, the more stressed you become.
By recognizing, identifying and coping with anxiety, one stays in control—rather than letting one’s worries have control over the person.

REFERENCES
A CORRELATIONAL STUDY OF JOB INVOLVEMENT AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS

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R.S.P. Inter College
Seohara (Bijnor)

ABSTRACT

Teachers are the architect of the future. It is, therefore, essential that teachers should possess high job involvement and emotional intelligence. The present study aims to investigate the relationship between job involvement and emotional intelligence of secondary school teachers of district Haridwar. The teachers working in the secondary schools situated in the urban and rural locality constituted the population for the present study. 700 teachers were selected by adopting random sampling technique. Mean, S.D. and pearsonian coefficient of correlation were used for the statistical analysis. Findings revealed that emotional intelligence affects the job involvement of secondary school male and female teachers, co-education teachers, English medium teachers and non-government school teachers. But job involvement of secondary school rural and urban teachers, single-sex school teachers, Hindi medium teachers and government school teachers has not been found to be correlated to their emotional intelligence.

Keywords: Job Involvement, Emotional Intelligence, Secondary School Teachers.

INTRODUCTION

Education plays a very important role in the development of a child's personality. Education is prerequisite for national, regional and global development. This development can take place when we have quality teachers who are emotionally competent, involved in their jobs, committed to teaching, having positive attitude towards teaching profession and equipped with necessary knowledge, skills and competencies for effective teaching. The work, in which teacher is engaged, would be meaningful and useful to the society. And the teaching will be fruitful only when it is done with responsibility, not just in terms of its execution. When teacher is involved in his job, he can be productive to himself and students. The degree to which an employee is engaged in and enthusiastic about performing their work is considered as job involvement.

Job involvement refers to the psychological and emotional extent to which a person participates in his work, profession and company beyond simply punching in, performing his tasks and punching out. Lodahl and Kejner (1965) first presented the concept of job involvement. In their view job involvement refers to the psychological identification of an individual with their work or the importance of work in that individual's self-image. Rabinowitz and Hall (1977) defined job involvement from three points of view: (1) it is a personal trait, (2) it is a personal response to the influence from an organization or situation, and (3) it is the result of interactions between personal traits and the environment. Job involvement is treated as a dynamic concept. It is correlated to job satisfaction, work performance, discharge and rate of unexcused absences and sense of achievement. Reitz and Jewell (1979) defined job involvement as the importance of work in an individual's daily life. This also affects his work performance and behavior.

Today we are in the world where there are many emotional disturbances due to stress, fatigue and technological advancements. All these things put an adverse effect on the job involvement of the teachers which in turn affect the holistic development of the students. To overcome these problems, we need such teachers who are capable to balance and control their emotions. This control and balance of emotions has given rise to the concept of emotional intelligence. Goleman, D. (1998) coined the term emotional intelligence and said that "it is the capacity of recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships". Bar-On (2006) defined emotional intelligence as the sum of social and emotional competencies of individuals communicating with him-self and others in order to cope with environmental pressure and demands. He also explained that emotional intelligence is a series of collection of unknown capabilities, competencies and skills which can have a strong effect on individual's capabilities in order to succeed in life.
Researches revealed that emotional intelligence affects job related aspects of the teachers differently. The teachers who had superior emotional intelligence skills tended to achieve higher teaching effectiveness. (Hwang, 2006). Job competence was positively influenced by the emotional intelligence of the teachers (Penrose et al., 2007). In addition, the improvement in emotional intelligence increased the motivation and effectiveness of the employees working in educational institutions (Krishnamurthy and Varalakshmi, 2011). Some dimensions of emotional intelligence such as self-awareness, interpersonal relations and problem solving were the significant predictors of teachers’ self-efficacy (Mousavi, H.S.; Yarmohammadi, S.; Nosrat, B.A. and Tarasi, Z. 2012; Darling-Hammond, L., 2001).

It is true that schools are the nurseries of the nation and teachers are the architect of the future. Thus, in the deteriorating situations where the teachers face tough competitions and rapid changes in life and feel stress, anxiety, frustration and many more psychological disorders, it is quite essential in the contemporary education system to maintain an emotional balance in one’s life. This emotional balance can only be achieved by the emotional intelligence. The understanding of the emotional intelligence of the teachers will enhance their professional development which in turns increases the job involvement. It is now supposed that teachers, especially secondary school teachers should acquire a balanced emotional intelligence to diminish the anxieties, frustrations and aggression. It will eliminate their problems and will enhance their job involvement.

AIM OF THE STUDY
The main purpose of this study was to find out the relationship between job involvement and emotional intelligence of secondary school teachers with regard to various demographic variables.

OBJECTIVES OF THE STUDY
Following objectives were framed to achieve the purpose of the study:
1. To find out the relationship between job involvement and emotional intelligence of secondary school male teachers.
2. To find out the relationship between job involvement and emotional intelligence of secondary school female teachers.
3. To find out the relationship between job involvement and emotional intelligence of secondary school urban teachers.
4. To find out the relationship between job involvement and emotional intelligence of secondary school rural teachers.
5. To find out the relationship between job involvement and emotional intelligence of single-sex secondary school teachers.
6. To find out the relationship between job involvement and emotional intelligence of co-education secondary school teachers.
7. To find out the relationship between job involvement and emotional intelligence of Hindi medium secondary school teachers.
8. To find out the relationship between job involvement and emotional intelligence of English medium secondary school teachers.
9. To find out the relationship between job involvement and emotional intelligence of government secondary school teachers.
10. To find out the relationship between job involvement and emotional intelligence of non-government secondary school teachers.

HYPOTHESES OF THE STUDY
Following hypotheses have been formulated in order to achieve the objectives of the study:
1. There is no significant relationship between job involvement and emotional intelligence of secondary school male teachers.
2. There is no significant relationship between job involvement and emotional intelligence of secondary school female teachers.
3. There is no significant relationship between job involvement and emotional intelligence of secondary school urban teachers.
4. There is no significant relationship between job involvement and emotional intelligence of secondary school rural teachers.
5. There is no significant relationship between job involvement and emotional intelligence of single-sex secondary school teachers.
6. There is no significant relationship between job involvement and emotional intelligence of co-education secondary school teachers.
7. There is no significant relationship between job involvement and emotional intelligence of Hindi medium secondary school teachers.
8. There is no significant relationship between job involvement and emotional intelligence of English medium secondary school teachers.
9. There is no significant relationship between job involvement and emotional intelligence of government secondary school teachers.
10. There is no significant relationship between job involvement and emotional intelligence of non-government secondary school teachers.

DELIMITATIONS OF THE STUDY

The proposed study was delimited to the male and female teachers working in the government and non-government secondary schools situated in the urban and rural locality of Haridwar district (Uttarakhand State). The study involved both Hindi medium and English medium teachers. Teachers from single-sex schools and co-education schools were also included in the study.

METHODOLOGY

The present study was attempted to seek the facts with regards to the existing relationship between job involvement and emotional intelligence of secondary school teachers. So the normative survey research method was adopted in the present research work as this method is directed towards ascertaining the prevailing conditions.

POPULATION OF THE STUDY

The teachers working in the secondary schools situated in the urban and rural locality constituted the population for the present study. The investigator found there are following types of secondary schools in Haridwar districts, viz., Government High Schools, Public High Schools (BHEL’s Schools, SaraswatiVidyaMandir Schools, Sri Ram VidyaMandir), Central Schools, Christian Missionary Schools, D.A.V. Public Schools, etc. More than 1000 teachers were working in these schools. All these teachers constituted the population of the present research work.

SAMPLE AND SAMPLING PROCEDURE

The investigator visited District Education Office (DEO) Haridwar and from the office record prepared the separate lists of the government run High schools/Inter colleges, aided and recognized secondary schools, non-aided secondary schools and the KendriyaVidyalayas situated in the urban and rural areas in the district of Haridwar. These lists were prepared in alphabetical order. Every third of these schools were included in the sample. In this way the schools were selected in the sample. Further in these schools only those teachers were selected in the sample for the study who were available on that very day when the investigator visited in those schools for administering the data collection tools. As such teachers were selected by adopting random sampling. The final sample structure remained as under:

<table>
<thead>
<tr>
<th>Locality</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>200</td>
<td>250</td>
<td>450</td>
</tr>
<tr>
<td>Rural</td>
<td>150</td>
<td>100</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>350</td>
<td>700</td>
</tr>
</tbody>
</table>

TOOL USED

For the present study, following tools were used:
1. “Kanungo's Job-involvement Questionnaire” developed by Prof. R. N. Kanungo was used to find the job
involvement of the secondary school teachers.

2. "Emotional Intelligence Scale" constructed and validated by Tewary, Mala and Joshi, J. K. was employed to investigate the emotional intelligence of the teachers.

STATISTICAL ANALYSIS
Mean, S.D. and Pearsonian coefficient of correlation test were used for the statistical analysis.

RESULT AND DISCUSSION
Hypothesis No. 1
There exists no significant relationship between job-involvement and emotional intelligence of male teachers.

Table-1
Relationship between Job-involvement and Emotional Intelligence of Male Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>350</td>
<td>85.448</td>
<td>64.460</td>
<td>0.099*</td>
<td>0.05 level</td>
</tr>
</tbody>
</table>

At df = 348
It is evident from the above table that the male teachers possess above average degree on their job-involvement and emotional intelligence. The relationship between their job-involvement and emotional intelligence reported in terms of r-value to be significant at 0.05 level. It leads to deduce that the job-involvement and emotional intelligence are highly and positively correlated in case of male teachers. Thus, the null hypothesis no. 1 “there exists no significant relationship between job-involvement and emotional intelligence of male teachers” stands to be rejected.

These findings ascertain that in 95% cases among male teachers, the degree of emotional intelligence and job-involvement simultaneously move in positive direction.

Hypothesis No. 2
There exists no significant relationship between job-involvement and emotional intelligence of female teachers.

Table-2
Relationship between Job-Involvement and Emotional Intelligence of Female Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>350</td>
<td>85.782</td>
<td>67.268</td>
<td>0.137**</td>
<td>0.01 level</td>
</tr>
</tbody>
</table>

At df = 348
It is clear from the above table that the female teachers possess above average degree on their job-involvement and emotional intelligence. The relationship between their job-involvement and emotional intelligence reported in terms of r-value to be significant at 0.01 level. It leads to confirm that the job-involvement and emotional intelligence are highly and positively correlated in case of female teachers. Thus, the null hypothesis no. 2 “there exists no significant relationship between job-involvement and emotional intelligence of female teachers” stands to be rejected in 99% cases.

As such, the emotional intelligence and job-involvement have been observed to proceed highly correlated.

Hypothesis No. 3
There exists no significant relationship between job-involvement and emotional intelligence of urban teachers.

Table-3
Relationship between Job-Involvement and Emotional Intelligence of Urban Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>450</td>
<td>87.817</td>
<td>67.233</td>
<td>0.046</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

At df = 448
It depicts from the above table that the urban school teachers possess above average degree on their job-involvement and emotional intelligence. Further, the relationship between their job-involvement and emotional intelligence could not be significantly correlated in terms of r-value.

It indicates that urban teachers do not possess a significant correlation between their degree of job-involvement and emotional intelligence. Thus, the null hypothesis no. 3 “there exists no significant relationship between job-involvement and emotional intelligence of urban teachers” stands to be accepted.

This may be due to the reason that their school environment happens to be more conducive to their job-involvement and emotional intelligence in general but not in particularly.

**Hypothesis No. 4**

There exists no significant relationship between job-involvement and emotional intelligence of rural teachers.

**Table-4**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>250</td>
<td>81.652</td>
<td>63.400</td>
<td>-0.002</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

At df = 248

It is demonstrated from the above table that the rural school teachers possess above average degree on their job-involvement and emotional intelligence. But, the relationship between their job-involvement and emotional intelligence could not be significantly correlated in terms of r-value which has been observed of a very poor negative degree.

To sum up, it can be inferred that rural teachers do not possess a significant correlation between their degree of job-involvement and emotional intelligence. Hence, the null hypothesis no. 4 “there exists no significant relationship between job-involvement and emotional intelligence of rural teachers” stands to be accepted.

This may be due to the reason that in rural schools, either teachers are not emotionally attached with their job or who are emotionally intelligent they do not actively involve on their work. That is why emotional intelligence and job-involvement could not be on similar lines.

**Hypothesis No. 5**

There exists no significant relationship between job-involvement and emotional intelligence of single-sex school teachers.

**Table-5**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-sex school</td>
<td>231</td>
<td>86.735</td>
<td>63.861</td>
<td>-0.047</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

At df = 229

It appears from the above table that the single-sex school teachers possess above average degree on their job-involvement and emotional intelligence. But, the relationship between their job-involvement and emotional intelligence could not be significantly correlated in terms of r-value which has been observed of a very poor negative degree.

It indicates that the single-sex school teachers do not possess a significant correlation between their degree of job-involvement and emotional intelligence. It leads to deduce that the null hypothesis no. 5 “there exists no significant relationship between the job-involvement and emotional intelligence of single-sex school teachers” stands to be accepted.

This may be due to the reason that teachers with high degree of emotional intelligence do not get proper job-activities or they perform the job-task abruptly in routine manner with low emotional attachment. That is why emotional intelligence and job-involvement have been inversely related among the teachers working in single-sex schools. Probably they get monotonous feelings with their job-activities.
Hypothesis No. 6
There exists no significant relationship between job-involvement and emotional intelligence of co-education school teachers.

### Table 6
**Relationship between Job-Involvement and Emotional Intelligence of Co-education School Teachers**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-education school</td>
<td>469</td>
<td>85.064</td>
<td>66.850</td>
<td>0.184**</td>
<td>0.01 level</td>
</tr>
</tbody>
</table>

At df = 467

It is evident from the above table that the co-education school teachers possess above average degree on their job-involvement and emotional intelligence. Further, the relationship between job-involvement and emotional intelligence was reported in terms of r-value 0.184 to be significant beyond 0.01 level. It leads to confirm that job-involvement and emotional intelligence are highly and positively correlated in case of co-education school teachers. Thus, the null hypothesis no. 6 “There exists no significant relationship between the job-involvement and emotional intelligence of co-education school teachers” stands to be rejected among 99% cases.

On the basis of the above finding, it could be ascertained that job-involvement and emotional intelligence are positively correlated in case of teachers working in co-education schools.

Hypothesis No. 7
There exists no significant relationship between job-involvement and emotional intelligence of Hindi medium school teachers.

### Table 7
**Relationship between Job-Involvement and Emotional Intelligence of Hindi Medium School Teachers**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi medium school</td>
<td>356</td>
<td>85.000</td>
<td>63.553</td>
<td>0.056</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

At df = 354

It is clear from the above table that the Hindi medium school teachers possess above average degree on their job-involvement and emotional intelligence. But, the relationship between their job-involvement and emotional intelligence could not be significantly correlated in terms of r-value.

It indicates that Hindi medium school teachers do not possess a significant correlation between their degree of job-involvement and emotional intelligence. Hence, the null hypothesis no. 7 “there exists no significant relationship between the job-involvement and emotional intelligence of Hindi medium school teachers” stands to be accepted.

This may be due to the reason that in Hindi medium schools, the teachers could not get more job-tasks wherein they can employ their level of emotional intelligence and they do not get emotionally attached with their job-activities.

Hypothesis No. 8
There exists no significant relationship between job-involvement and emotional intelligence of English medium school teachers.

### Table 8
**Relationship between Job-Involvement and Emotional Intelligence of English Medium School Teachers**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>English medium school</td>
<td>344</td>
<td>86.252</td>
<td>68.255</td>
<td>0.112*</td>
<td>0.05 level</td>
</tr>
</tbody>
</table>

At df = 342
It is demonstrated from the above table that the English medium school teachers possess above average degree on their job-involvement and emotional intelligence. Further, the relationship between their job-involvement and emotional intelligence was reported in terms of r-value 0.112 to be significant beyond 0.05 level. It leads to approve that the job-involvement and emotional intelligence are positively correlated in case of English medium school teachers. It leads to deduce that the null hypothesis no. 8 “there exists no significant relationship between job-involvement and emotional intelligence of English medium school teachers” stands to be rejected in 95% cases. It discloses that in English medium schools, the teachers feel more emotionally attached with their job-activities.

Hypothesis No. 9
There exists no significant relationship between job-involvement and emotional intelligence of govt. school teachers.

Table-9
Relationship between Job-Involvement and Emotional Intelligence of Govt. School Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. school</td>
<td>262</td>
<td>86.183</td>
<td>64.973</td>
<td>0.026</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

At df = 260
The data presented in the above table exhibits that the govt. school teachers possess above average degree on their job-involvement and emotional intelligence. But, the relationship between their job-involvement and emotional intelligence could not be significantly correlated in terms of r-value. It indicates that govt. school teachers do not possess a significant relationship between their degree of job-involvement and emotional intelligence. Thus, the null hypothesis no. 9 “there exists no significant relationship between job-involvement and emotional intelligence of govt. school teachers” stands to be accepted. This may be due to the reason that in govt. schools, though degree of emotional intelligence and job-involvement of teachers proceed in similar directions but not up to a significant level.

Hypothesis No. 10
There exists no significant relationship between job-involvement and emotional intelligence of non-govt. school teachers.

Table-10
Relationship between Job-Involvement and Emotional Intelligence of Non-Govt. School Teachers

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N</th>
<th>Job-Involvement</th>
<th>Emotional Intelligence</th>
<th>r-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-govt. school</td>
<td>438</td>
<td>85.276</td>
<td>66.397</td>
<td>0.143**</td>
<td>0.01 level</td>
</tr>
</tbody>
</table>

At df = 436
It is evident from the above table exhibits that the non-govt. school teachers possess above average degree on their job-involvement and emotional intelligence. Further, the relationship between their job-involvement and emotional intelligence was reported in terms of r-value 0.143 to be significant beyond 0.01 level. It leads to confirm that the job-involvement and emotional intelligence are highly and positively correlated in case of non-govt. school teachers. Thus, the null hypothesis no. 10 “there exists no significant relationship between the job-involvement and emotional intelligence of non-govt. school teachers” stands to be rejected in 99% cases. It exhibits that teachers in non-govt. schools with high degree of emotional intelligence are better involved in their job.

CONCLUSIONS AND DISCUSSION
Following conclusions were drawn from the present study:

1. **Examining the relationship between job-involvement and emotional intelligence of male teachers**
The male teachers were found to possess their job-involvement and emotional intelligence positively correlated.
up to high level of significance. However, these teachers showed above average level of job involvement and emotional intelligence.

2. Examining the relationship between job-involvement and emotional intelligence of female teachers
   The urban female teachers were found to possess their job-involvement and emotional intelligence positively correlated up to high level of significance. However, these teachers exhibited above average level of job involvement and emotional intelligence too.

3. Examining the relationship between job-involvement and emotional intelligence of urban teachers
   Though above average level of job-involvement and emotional intelligence was found in the urban teachers, but the job involvement and emotional intelligence could not be reported to be significantly correlated among those teachers.

4. Examining the relationship between job-involvement and emotional intelligence of rural teachers
   Though above average level of job-involvement and emotional intelligence was found in the urban teachers, but the job involvement and emotional intelligence could not be reported to be significantly correlated among those teachers.

5. Examining the relationship between job-involvement and emotional intelligence of single-sex school teachers
   Though above average level of job-involvement and emotional intelligence was found in the urban teachers, but the job involvement and emotional intelligence could not be reported to be significantly correlated among those teachers.

6. Examining the relationship between job-involvement and emotional intelligence of co-educational school teachers
   The co-education school teachers were found to possess their job-involvement and emotional intelligence positively correlated up to high level of significance, these teachers possessed above average level of job involvement and emotional intelligence too.

7. Examining the relationship between job-involvement and emotional intelligence of Hindi medium school teachers
   Though above average level of job-involvement and emotional intelligence was found in the Hindi medium school teachers, but the job involvement and emotional intelligence could not be reported to be significantly correlated among those teachers.

8. Examining the relationship between job-involvement and emotional intelligence of English medium school teachers
   The English medium school teachers were found to possess their job-involvement and emotional intelligence positively correlated up to high level of significance. These teachers possessed above average level of job involvement and emotional intelligence too.

9. Examining the relationship between job-involvement and emotional intelligence of govt. school teachers
   Though above average level of job-involvement and emotional intelligence was found in the govt. school teachers, but the job involvement and emotional intelligence could not be reported to be significantly correlated among those teachers.

10. Examining the relationship between job-involvement and emotional intelligence of non-govt. school teachers
    The non-govt. school teachers were found to possess their job-involvement and emotional intelligence positively correlated up to high level of significance, these teachers possessed above average level of job involvement and emotional intelligence too.

EDUCATIONAL IMPLICATIONS

Findings of the present research may be helpful to teachers as well as all the persons who are related to the education system. The degree of teachers' job-involvement reward them an honor and respect in the school. By working on the present research work, the researcher hopes that the present research work has the following implication:
1. The secondary school teachers may be attracted or be advised to know about their job-involvement status as well as their degree of emotional intelligence.
2. The school administrators may also be motivated to survey the job-involvement and emotional intelligence of school teachers.
3. The teachers of different schools may be motivated to improve their level of job-involvement in comparison to other schools so that their own school may enjoy a better place in teaching and learning.
4. The findings of the present research work may be disseminated in the society, so that many other schools may work on their teachers' better job-involvement.
5. The school administrators may also get a line of action for improving the better work culture in educational institutions.
6. The institutions like DIET and SCERT may also be encouraged for taking the educational projects related to these variables.
7. The job-situations should be also improved and teachers should be taken in confidence while planning their job-activities. They may also be intrinsically and extrinsically motivated for having emotional attachment with their job and the schools.
8. Teachers should timely introspect themselves to increase their degree of job-involvement with their more interest and not in roughly manner. The teachers should be more aware in achieving better outcomes of the schools wherever they are doing their job.

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ABSTRACT

With India's proliferating population, we will exceed China's population and thus add another 28 billion youth to our family. Out of the total population of our country, 21% is the youth aged 15 to 24. These consist of the adolescents, teenagers and the young adults all going through many physical, social, emotional and mental changes and whilst all of this very commonly facing the feeling of frustration. The factors leading to such emotions depend on the cultural background of the society they reside within. The basic concept of this period of life needs to be understood with utmost care because this period serves as the building blocks of one's thinking, logics and understanding towards other things and people. Thus this paper is an attempt to study the vital issues and problems concerning the youth. It discusses of the most common guidance needs that can be adopted along with understanding the problem at its original level. This should help in providing valuable information and guidance to teachers and facilitators.

Key Words: Guidance, Culture, Cultural Impact & Adults.

INTRODUCTION

“...This world demands the qualities of youth: not a time of life but a state of mind, a temper of the will, a quality of imagination, a predominance of courage over timidity, of the appetite for adventure over the life of ease.”

– Robert Kennedy

Youth, in English can also be termed as adolescent, young, teenager kid, young person but all having the same meaning. Thus, youth is the time of life when one is young. Such a period of life does not have age-based definitions but has been represented so because of the focus mainly on the social processes in the transition of a young person into a defined young adult. Although, there are biological processes that lead to the development of an individual but a young person often reflects the meanings of different cultures and societies. India, being very diverse in its culture nurtures young adults from different realms of society and constructs self-concept influenced by several variables such as peers, lifestyle, gender and culture.

The society of India has developed two extreme images about these young adults. They address one group as the 'MTV generation' and the other as a 'restless' one. The former group consists of both the urban and the rural youth in their own respective ways. Where the urban youth is more interested in a fast life along with fast food and fast cars, the rural youth is more conscious about their appearance, of the opposite gender and what they wish to be in life. Similarly, the latter consists of young adults that have been observed to be more conscious about their responsibilities and duties in the family and for the society and possess the desire to bring about a noticeable change in the society but are not able to perform any of these roles. Thus, both the extreme kinds of young adults take their different manifest forms during the developmental process.

CULTURE AND YOUTH DEVELOPMENT

Within the next several years, India's population will exceed that of China with the number of youth population rising to 28 billion more. Out of the entire population of India, 253 million are youth aged 15 to 24, accounting for 21% of the total population. This is good news for India as even the most aged state of India (Kerala, having median age as 31) has younger youth than that of China or the United States of America.

Along with different topography each state of India has a different median age and a different cultural background supporting it. Culture has always played an essential role in imparting knowledge about economic development, social upbringing and religious values. It acts as a vector in educating the young generation. Since culture has the power to strengthen community, it helps the youth to forge a sense of identity. Also it helps to let the
young adults learn the importance of a sense of belonging to their own community. Although the modern society and its culture have a great impact on the youth of today, parental guidance is majorly important to help them succeed in life. The awareness about holding fast the society values should come into the minds of the youth population themselves and not by forcing. While growing up the youth consider themselves in a situation of 'storm and stress' which they feel due to the rapidly changing world.

Cultural background has different theories adhering to it depending on whether the urban background is taken into consideration or the rural. In the rural environment young girls are betrothed and married before puberty and boys are indulged into the family profession. Thus both do not receive the conventional education and are forced to live a different lifestyle. Therefore, in rural areas the cultural demands are majorly conflicting and lead to doubt in self-concept. Here the youth having no right have to indulge into culture rituals and cannot follow their dreams. At an age where biological development demands literacy and sports activities the young children are lead into a life full of responsibilities. Now considering the urban scenario, the young adults are given full liberty to choose their routes to success. They are allowed to study and increase their knowledge which in turn would be beneficial in helping them discover themselves. This leads to young adults choosing rudderless paths and often late marriages. Thus, where in the rural culture the youth is rather dominated by religious values, in the urban front liberty and self-reliance lead to their vulnerability to stress and role confusion.

Problems and Issues Relating to Youth
The adolescents and youth period is fraught with challenges and variations in patterns. It includes patterns of different thoughts and emotions that make the youth do and say things in a particular way. Some of the characteristics of youth noticeable include physique, temperament, adaptability traits and sense of self identity, needs, desires, ambitions and aspirations. But sweeping generalizations about young adults would not help solve the competing problems and issues that they go through. This misgiving that any young adult faces needs complete watchfulness. Whether these vexations develop due to cultural backgrounds or are their own creations needs to be focused upon.

The conceptualization of the period of the young adulthood is not an easy task. It holds a very strong link between childhood and adulthood. This link is culturally constructed. It's the cultural background that, in the contemporary society, exposes the young adults to a variety of complex developmental tasks like:

- Achieving independence from parents
- Establishing new kind of social relationships
- Deciding personal, educational and vocational goals
- Preparing for responsibilities towards the society where they reside
- Crystallizing their values
- Preparing for family life

Thus all of the above leads to changes in economic, social and political aspects. Where rural and urban categories played a vital role in dividing these young adults into subdivisions based on ambitions and fantasies now the industrialization has done the same. Economic liberalization has brought with itself changing lifestyle patterns represented by a 'consumerist society'. This has led to more and more people getting displaced from their original places and getting settled on urban lands. This has further created problems of overcrowding, unemployment and high population density. All of these factors victimize the youth and create different psychological pressures on individuals.

Cultural background also includes familial concerns, self and college related concerns. Let us study about some major influences on the lives of young adults that emerge from culture related concerns. To begin with, we shall first see how self related problems evolve followed by family and college related concerns.

1. Self Related Concerns
The major challenge that any young adult has to face is that of the 'identity formation'. At such an age when thinking abstractly and reasoning logically develops at a faster rate, young adults often question themselves about their own being. During this period they have the ability to form general concepts about values, beliefs, morals and attitudes. This ability of the young generation is developed successfully through identification and acknowledgment over a period of time by parents, peers, teachers and other groups of which they are a part. Identity formation is an evolutionary process that involves the most vital issues such
as one’s body image, gender commitment, goals and aspirations etc. This is followed by evaluation, interpretation and acceptance of these experiences. Theoretically, this path seems smooth but it is not necessarily so. A number of conflicts are faced by the youth while attaining a path coherent to the path to identity achievement.

2. **Family Related Concerns**

Although many factors play a role in the developmental process of young adults while considering family related concerns, research points out only one single influence that could help them to cope with this fast transition. Young adults face many challenges at home. For instance, becoming emotionally independent of parents and at the same time understanding feelings of affection and respect for other people is a big challenge. Various experiences in autonomy are seen to develop like:

- Vocational autonomy where parents impose their dreams of a career goal onto them
- Moral autonomy, includes expecting young adults to have a stable sense of moral values
- Emotional autonomy reflects the development of the emotional front within the young adults and is able to express them in socially integrative ways

Also as the young adults grow older, marriage and family responsibilities become another major area of concern. But once again one’s experiences in one’s own family can help significantly towards this. Thus while understanding the dynamics of contribution of family concerns to the mental health of a young adult it is more important to understand that family is the most important support system that a young person has.

3. **College Related Concerns**

College life represents the dawn of a new age where the youth comes out from the protected environment into a world full of new responsibilities, opportunities and challenges. Obviously, the youth feels that they have more freedom than their parents allowed and thus this also gives them a chance to control their lives themselves. Some of the challenges that typically arise are:

- Developing gender appropriate relationships with age mates
- Achieving socially responsible behavior
- Being goal directed
- Developing cognitive skills necessary for social competence

**Youth Culture**

The youth has always proved to be different in every aspect of life from adults. Their group standards, behavior and fashions have indeed been very unique and distinctive in every type. Their efforts to dress up differently, talk in a particular fashion. These trends that are apparently changing along with fashion or music keep changing at a very fast rate and the youth looks up to it as the latest.

**Common Guidance Needs**

As already learnt that youth is by and large the most important period of one’s life, it is equally important to understand that it is the young adults who keep themselves update with the changing modernity. Thus, if we want any change in our society, we need to introduce it through the youth of our community and also support them with all the means we have. For this we also need to give a thought in solving their matters and personal grievances. No matter how different cultural backgrounds these youths represent, the way they adapt to their surroundings is almost the same. Therefore their problems should not be looked at as different but should be acknowledged as requirements originating from the same period of time. Thus, some common guidance needs if met adequately will ensure smooth and facilitative adjustment and well being.

- Need to make suitable career choices;
- Need to have a firm sense of identity;
- Need to formulate life goals;
- Need to make commitments and crystallize values;
- Need to experience affection and intimacy;
- Need to have a sense of autonomy, independence and control over one’s life;
• Need for deep and meaningful friendship and interpersonal relationships;
• Need to have self esteem;
• Need to achieve, gain recognition, enjoy, prestige and have high self esteem;

Thus, rather than seeing the above points as unreasonable demands, they must be interpreted as psychological needs that need to be adopted and suitably dealt with so as to work towards positive mental health of the young adult.

CONCLUSION

This paper seeks to provide an alternative conceptualization of young people. It locates them in different cultural backgrounds such as college, family, society and attempts to help them confront the challenges faced at all phases. Common guidance needs will help explore the opportunities that come their way and help them cope with issues related to them. The youth serves as an important ‘human resource’ for the community as well as for the country. Thus acknowledging their potential, enterprise and creativity can lead to serving the nation with a valuable resource and help maintain a healthy adjustment for one and all.

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HIGHLY EDUCATED TERRORISTS

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ABSTRACT

Education as a process is concerned with helping learners to develop an awareness of the skills and competencies required for achieving understanding, tolerance, in the world today. Contrary to this looking at the present condition of our world today where war, conflict, violence and terrorism are spreading rapidly, the fundamental aim of education, its operation and its role in building up a 'Sane-Society' needs clarification.

The present paper takes into account the exemplars of 'Educated Terrorists' and emphasizes on the declining role of education that prepares individuals to make up a better society. Thus Quality of Education has to be re-investigated and needs adherence to the Peace Education Program that will help in catering to the spread of this phenomenon of 'Educated Terrorism' in our world.

Keywords: Terrorism & Education

INTRODUCTION

The intent of this paper is to outline a Peace Education Program (PFP) working with formal educational institutions and non-formal centers in order to educate students, teachers and citizenry with the knowledge, values, Skills and capacities conducive to social transformation of repressive cultures.

The basis of preparing an outline is the scrutiny of the phenomenon of 'Terrorism' and more often the involvement of educated professionals in this phenomenon.

On one side we say that education as a process is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance and good will in the world today. We say that Quality Education recognizes the whole person and promotes education that involves the affective and cognitive domain and emphasizes on values like peace, love, tolerance, co-operation etc.

Contrary to this looking at the present condition of our world today where War, conflict, violence, terrorism, confrontation etc are spreading rapidly the fundamental aim of education, its operation and its role in building up a 'Sane-Society' needs clarification and re-construction.

Taking the phenomenon of 'Terrorism' into consideration and involvement of educated professionals in this phenomenon first of all there is a need of understanding what is terrorism?

DEFINING TERRORISM AND TERRORISTS

Unable to achieve their unrealistic goals by conventional means, terrorists attempt to send an ideological or religious message by terrorizing the general public. Through the choice of their targets, which are often symbolic or representative of the targeted nation terrorists attempt to create a high profile impact on the public of their targeted enemy or enemies with their act of violence.

Definitions of Terrorism vary widely and are usually inadequate.

Basic U.S. Department of State (1998) definition of terrorism is "premeditated, politically motivated violence perpetrated against noncombatant targets by sub national groups or clandestine agents, usually intended to influence an audience".

The State Department also specifies that the term noncombatant is interpreted to include civilians, military personnel who at the time of the incident are unarmed and/or not on duty.

On the other hand, definition used by scholars tend to place more emphasis on the intention of terrorist to
cause fear and terror among a target audience with the aim of persuasion that transcends the harm caused to the immediate victim.

NEW FORMS OF TERRORIST THREAT SCENARIOS

The number of international terrorist incidents has declined in the 1990s, but the potential threat posed by terrorists has increased. The increased threat level in the form of terrorist action aimed at achieving a larger scale of destruction than the conventional attacks of the previous three decades of terrorism was dramatically demonstrated with the bombing of the World Trade Centre. The World Trade Centre bombing illustrated how terrorists with technological sophistication are increasingly being recruited to carry out lethal terrorist bombing attacks.

Increasingly, terrorist groups are recruiting members with expertise in fields such as communication, computer programming, engineering finance and the sciences. Ramzi Yusuf who graduated from Britain's Swansea University with a degree in engineering. Alum Shinrikyo's Shoko Ashara recruited a scientific team with all the expertise needed to develop weapons of Mass Destruction. Osama bin laden also recruited highly skilled professionals in the fields of engineering medicine, chemistry, physics, computer programming communication and so forth.

EXEMPLARS OF EDUCATED TERRORISTS

Terrorism, it must be said, has always been an individual avocation. The reasons why someone picks up a gun or throws a bomb represent an ineluctably personal choice born variously of grievance and frustration, religious piety or the systemic socio-economic change irredentist conviction or commitment to revolution.

Joining an organization in pursuit of these aims is meant to give collective meaning and equally important cumulative power to this commitment. The forces that impel individuals to become terrorists and insurgents are thus time less, and have less to do with ones chosen profession than perhaps with other factors.

Because engineering is often the most prestigious vocation in developing countries, it makes sense that this new generation of well-educated terrorists would disproportionately come from that profession.

Peter Bergen and Swati Pandey in their 2006 study observed that two-thirds of the 25 terrorists involved in the planning and hijacking of the four aircraft on September 11th 2001 had attended university and that two of the 79 had earned PhD degrees while two other were enrolled in doctoral programs.

The popularity of Medicine as a terrorist vocation most recently surfaced in connection with the botched attempt to bomb a nightclub in central London and the dramatic, but largely ineffectual attack on Glasgow's international Airport in June 2007. Six of the eight persons arrested were either doctors or medical students the seventh person was employed as a technician in a hospital laboratory and the eighth member of the conspiracy was neither a medical doctor nor in health care but instead had earned a doctorate in design and technology.

Medical doctors becoming terrorists is hardly new George Habash, the founder and leader of a prominent 1960s-era.

Palestinian terrorist group the popular front for the liberation of Palestine (PFLP) was a medical doctor. As was the PFLP's. head of special operations, Wadi Haddad Ayman al-Zawahiri, al-Qaeda's chief strategist and bin laden's deputy, was a trained surgeon.

Orlando Bosch, who was active in the militant Miami, Florida-based anti-Castro movement and was charged with the in flight bombing of a Cubana Airlines flight in 1976 that killed 73 persons, practiced as a pediatrician.

The more salient point may be that contrary to the common place belief that poverty and lack of education breeds terrorism to a large extent those historically attracted to terrorism have in fact tended to be reasonably well, if not, highly educated, financially comfortable and in some cases quite well off and often gain fully employed.

This was also true in the Jewish terrorism campaigns that occurred in pre-independence Israel Menachem Begin, the leader of one underground movement, received his law degree from Warsaw University in 1935.

Engineering it must also be said is not exclusive to the current terrorist generation Yasir Arafat the founder and leader of the Palestinian terrorist group, al-Fatah, and later chairman of the Palestine liberation organization (PLO) and president of the Palestinian authority was employed by the Kuwaiti public works department as an engineer when he founded al-Fatah, having graduated from Cairo's Fouad found the first university.

Little needs to be said about the socio-economic strata of the American University and graduate students who in the 1960s joined the radical political movement. Many of its prominent leaders including Bill Ayers Bernadine...
Dohrn, Kathy Boundin, Diana Oughton David Gilber and Susan Stern were all the progeny of wealthy, well-connected families. But Omar Khyam, the mastermind behind a 2004 bombing plot of London that Scotland Yard code named "operation crevice", was also the son of a wealthy businessman and grew up in a comfortable upper-middle-class environment.

Similarly, Ahmed Omar, Saied Sheikh, who orchestrated the 2002 kidnapping and beheading of Wall Street Journal reporter, Daniel Pearl, attended an exclusive and expensive private school. He later was admitted to the world-renowned London school of Economics (LSE) where he studied mathematics, economics and social psychology.

Abdullah Ahmed Ali, the then 27 year old who was one of the ring leaders of the August 2006 plot to bomb simultaneously U.S. and Canadian passenger airlines departing from London's Heathrow air port held a bachelor of science degree in computer systems engineering from a respectable British University.

Similarly, according to Ronni Shaked, the Israeli journalist and former Shabak (Israel Security Agence or Shin-Bet) intelligence officer and expert on the Palestinian Islamic resistance movement, best known by its acronym Hamas, “All leaders of Hamas are university graduates, some with MA degrees. It is not a movement of poor, miserable people, but the highly educated who are using poverty to make the periphery of movement more powerful.

The five Aum Shinrikyo terrorists who carried out the Sarin gas attack on the Tokyo subway on March 20, 1995, included Ikuo Hayashi, 48 head of Aum’s Ministry of Healing. The other four were all vice ministers of Aum’s Ministry of Science and technology and included; Masato Yokoyama an applied physics graduate Kenichi Hirose, physics graduated from Waseda University Yasuo Hayashi an electronic engineer and Toru Toyoda, a physicist.

Osama bin Laden, head of Al-Qa’ida studied management and economics in king Abdul Aziz University, in Jeddah.

The Terrorist's Ideology

Terrorists do not perceive the world as members of governments or civil society do. Their belief systems help to determine their strategies and how they react to government policies. The actions of terrorist organizations are based on subjective interpretation of the world rather than objective reality.

The Variables from while their belief systems are formed include their political and social environments, cultural traditions and the internal dynamics of the clandestine groups.

Terrorist view the world within the narrow whether it be anarchism, nationalism, Islamic fundamentalism or some other ideology. Most researchers agree that terrorists generally do not regard themselves as terrorists but rather as soldiers, liberators martyrs and legitimate fighters for noble social causes.

Developing Peace: Education Program: Beyond Violence

The vitality of discriminatory attitudes and behaviors in educational institution must be intentionally challenged when these symptoms exist in the community, they probably exist in schools and vice-versa. The Schools are not separate from the "real world" but are face of a person's whole socialization and experience.

In order to combat the current culture of discrimination and intolerance in schools and colleges, the Peace Education Program has to be conceived with the aim of cultivating a culture of respect and peaceful co-existence.

Peace-Education in UNICEF refers to the process of promoting the knowledge skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence both overt and structural to resolve conflict peacefully and to create the conditions conducive to peace whether at an intrapersonal, inter personal intergroup, nation or international level.

The curriculum of the Peace-Education Program, includes visions of peace, violence as a core inhibiting a culture of peace, media and justice, human-rights, gender and conflict resolution. The plan includes peace-education theories knowledge, skills and values conveyed through story – telling, dialogue, reflection and participatory classes.

The training in the program should be holistic, relevant and democratic aimed at addressing ethnocentrism, racism, sexism and the inter-linkages of the myriad social problems or assets in the locale. It will help to cultivate a sense of urgency toward eradicating violence intolerance with a commitment towards, constructive, co-operative relationships and an increased knowledge of fundamental issues related to peace studies.

The educational parties involved throughout the process may include.
CONCLUSION

Thus with the above mentioned examples of educated terrorists and emphasizing on the concept, need and importance of peace education, it becomes essential that the peace education programmers have to be followed and attached with different General and Professional courses.

The implementation and practicing of the conflict resolution strategies, gives dialogues will help the people/students to bring out their inner self to understand the concept of peace and will help in breaking the narrow walls of religion, caste, creed, color, nationality.

The need is to educated students in a way that they recall morals and values and treat individuals with love and respect apart from hatred.

Peace within the individuals will help in promoting peace outside the world which will connect one person to person and thereby will help in attaining "World-Peace".

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ABSTRACT

Planets are constantly in motion with respect to earth in the skies. The positions of Sun, Moon and some planets close to earth can give important clues about the fortunes of individual human beings and groups of human beings. That is the basic premise of astrology. Astrologers predicate with calculation of situation or exect position of planets (Degrees), Rashis, Nakshatras, Bhavas, Chakras. This is totally depend on mathematics. Astrology is a tool meant to gain knowledge of the dynamics of our nature. Planets are constantly in motion with respect to earth in the skies. The positions of Sun, Moon and some planets close to earth can give important clues about the fortunes of individual human beings and groups of human beings. That is the basic premise of astrology. Psychological astrology can be traced to the writings of ancient Greek philosophers such as Thales, Plato, and Aristotle (especially his De Anima treatise). Astrology represents the sum of all the psychological knowledge of antiquity.

Key Words: Astrology, Astro-psychology.
A NEW PERSPECTIVE
ASTROPSYCHOLOGY:

Some mathematical points known as $R(\ )$; there are 11 moving known as (sub-planets or satellites). We also have head and tail of dragon).

Indian astrology (or light”). Jyotishi is a practitioner of Jyotish, a Vedic astrologer. Astrology appeared in Sanskrit. Later day authors came up with the name $G(\ )$ (which means a limb of Vedas). In particular, it is said to be the eye of the Vedas. So the name $G(\ )$ means “supposed to contain knowledge of subjects. Moreover, astrology in particular is supposed to be a religion. This author also suggests using “Vedic astrology” or “Jyotish” (meaning “science of light”). Jyotishi is a practitioner of Jyotish, i.e. a Vedic astrologer.

Grahas (planets)
The words “planet” and “star” are used in a slightly different sense in astrology than in astronomy. For example, Sun (a star) and Moon (a satellite of earth) are called planets in astrology, along with Mars etc. Basically, a graha or a planet is a body that has considerable influence on the living beings on earth. Distant stars have negligible influence on us, but Sun, Moon and planets in the solar system have a great influence on our activities. So the word graha (or planet) is used to describe them. Seven planets are considered in Indian astrology. They are — Sun, Moon, Mars, Mercury, Jupiter, Venus and Saturn. In addition, two “chaayaa grahas” (shadow planets) are considered in Indian astrology — Rahu and Ketu. These are also called the north node” and “the south node” respectively (or the head and tail of dragon).

Rahu and Ketu are not real planets; they are just some mathematical points. Apart from these 9 planets, there are 11 moving mathematical points known as Upagrahas (sub-planets or satellites). We also have lagna (ascendant), which is the point that rises on the eastern horizon as the earth rotates around itself. In addition, we have some mathematical points known as “special ascendants”.

Rashis (signs)
The positions of all these planets, upagrahas, lagna and special lagnas in the zodiac are measured in degrees, minutes and seconds from the start of the zodiac (which is a fixed point in the sky). These positions are measured as seen from earth and they are called “geocentric positions”. For the positions (calculated in degrees, minutes and seconds) of planets, lagna, special lagnas and upagrahas, we also use the words longitude and sphuta. When watched from earth, the longitude of any planet in the skies can be from 0°0'0'' (0 degrees 0 minutes 0 seconds) to 359°59'59''. It should be noted that 0°0'0'' corresponds to the beginning of the zodiac. Many western astrologers consider Sayanaar tropical (moving) zodiac, whereas Nirayana or sidereal (fixed) zodiac is considered in Vedic astrology. The zodiac (sky) lasts 360° as mentioned above and it is divided into 12 equal parts. They are called “rasis” (signs). English names, Sanskrit names, two-letter symbols and values of the start longitude and the end longitude (in degrees, minutes and seconds) of all twelve rasis are given in Table 1.

Bhavas (houses)
Another important concept is “house” (Sanskrit name: bhava). In each chart, houses can be found with respect to several reference points and the reference points most commonly employed are lagna and special lagnas. Starting from the rasi occupied by the selected reference point and proceeding in the regular order across the zodiac, we associate each rasi with a house (first, second etc). Always the rasi containing the reference point chosen is the 1st house. Next rasi is the 2nd house. The rasi after that is the 3rd house. We proceed until the 12th house like that. Just

person truly is, what a person wants to be, what he thinks he is and what the world thinks he is. It has enough parameters, tools, techniques and degrees of freedom to model the extremely complicated human life. This astrological approach is known in the world by many names. Early pioneers of modern Indian astrology, like Dr. B.V. Raman, called it “Hindu astrology”, because this system was first taught by ancient Hindu sages. However, some people do not like this expression because “Hindu” is not a Sanskrit word. This word was later coined by the western invaders from the name of a river flowing on the northwestern border of India (river “Sindhu” or “Indus”). They used the word “Hindu” to describe the land and the people on the eastern side of this river. The religion practiced by a majority of Indians is known as “Hindu” religion today, but the fact is that there is no name for this religion in India’s Sanskrit language, the language in which most of the literature of this religion – and astrology – appeared! Most other religions are known by the name of their main propagator, but India’s ancient religion had no single propagator or prophet. This religion consisted of knowledge that revealed itself to spiritual masters of many generations. So there was no name for this religion and the word “Hindu” coined by western invaders was accepted by the world. However, as already stressed, this word finds no place in Sanskrit literature. Some people do not like using a non-Sanskrit word to describe India’s astrology, considering that most of India’s classical literature in astrology appeared in Sanskrit. Later day authors came up with the name – “Vedic astrology”. The word “Vedic” means ”pertaining to Vedas”. Vedas are the sacred scriptures of, what is known today as, Hinduism and they are supposed to contain knowledge of all subjects. Moreover, astrology in particular is supposed to be a “Vedaanga” (which means a limb of Vedas). In particular, it is said to be the eye of the Vedas. So the name “Vedic astrology” is becoming popular these days. This author also suggests using “Vedic astrology” or “Jyotish” (meaning “science of light”). Jyotishi is a practitioner of Jyotish, i.e. a Vedic astrologer.
remember that when we encounter Pisces, we go to Aries after it. If no reference point is specified when houses are mentioned, it means that lagna is used as the reference

CHAKRAS (CHARTS)

A “chart” (Sanskrit name: chakra) is prepared with the information of rasis occupied by all planets. For preparing any chart, we need to first determine the rasis occupied by all planets, upagrahas, lagna and special lagnas. In the visual representation of a chart, there are 12 boxes (are some other visual areas) with each representing a rasi. All planets, upagrahas and lagnas are written in the boxes corresponding to the rasis they occupy. There are 3 popular ways of drawing charts in India: (1) South Indian style chart ruled by Jupiter, (2) North Indian style diamond chart ruled by Venus and (3) East Indian style Sun chart ruled by Sun.

ASTROPSYCHOLOGY: A NEW PERSPECTIVE

NATURE OF ASTROPSYCHOLOGY

The origins of psychological astrology can be traced to the writings of ancient Greek philosophers such as Thales, Plato, and Aristotle (especially his De Anima treatise). Their theories on the nature of the Soul were adapted to astrology by important historical astrologers such as Ptolemy and Al-Kindi. In the twentieth century, esoteric tradition inspired Carl Jung, Swiss psychiatrist and founder of analytical psychology, to formulate his archetypal hypothesis from Plato’s theory of ideas or forms. In his research into the symbolic meaning of his patient’s dreams, conversations and paintings, Jung observed recurring mythical themes or archetypes. He proposed that these universal and timeless archetypes channel experiences and emotions, resulting in recognizable and typical patterns of behavior with certain probable outcomes. Jung claimed to observe a correlation between these archetypal images and the astrological themes or traditional ‘gods’ associated with the planets and signs of the zodiac. He concluded that the symbolic heavenly figures described by the constellations were originally inspired by projections of images created by the collective unconscious. Jung wrote "Astrology represents the sum of all the psychological knowledge of antiquity".

In collaboration with pioneer theoretical physicist (and Nobel laureate) Wolfgang Pauli, Jung developed the theory of synchronicity. This theory, which Jung compared to Aristotle’s formal causation, poses that "whatever is born or done at this particular moment of time, has the quality of this moment of time". Accordingly, astrological claims of correlations between the position of heavenly bodies at the time of birth and an individual’s development were defined by Jung as being a causal and not directly caused by the planets.

JUNGIAN APPROACH

Several astrologers as well as psychologists pursued Jung’s theories in their writings, teachings and practice. One of the first astrologers to combine Jungian psychology with astrology was Dane Rudhyar and his protégé. Alexander Ruperti. Rudhyar termed it 'humanistic astrology,' the subject of his monumental volume, The Astrology of Personality, published in 1936. Psychological astrology, however became firmly established in the late 20th century with the books and lectures of Liz Greene and Stephen Arroyo who were both strongly influenced by the Jungian model. In 1983, Liz Greene and Howard Sasportas, a psychosynthesis psychotherapist, founded the Centre for Psychological Astrology in London.

Meanwhile, in Switzerland, Bruno Huber & Louise Huber also developed their own method of astrological psychology, referred to as the Huber Method which was influenced by Roberto Assagioli’s work with psycho synthesis. In 1962, the Hubers founded the Huber School of Astrology and their work is now taught at the Astrological Psychology Association.

Possibly the most widespread application of Jung’s theories is through the Myers-Briggs Type Indicator (MBTI) assessment developed during the Second World War. CPP Inc., the publisher of the MBTI instrument, calls it “the world’s most widely used personality assessment”, with as many as two million assessments administered annually. This psychometric questionnaire is designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were extrapolated from the typological theories proposed by Jung and first published in his 1921 book Psychological Types. So the authors, Briggs and Myers adapted Jung’s four psychological types, which were based on the four elements of classical cosmology on which the zodiac, with its corresponding human character traits, was structured. Nicholas Campion comments that this is “a fascinating example of ‘disguised astrology’, masquerading as science in order to claim respectability.”
Astrology is a tool meant to gain knowledge of the dynamics of our nature. Planets are constantly in motion with respect to earth in the skies. The positions of Sun, Moon and some planets close to earth can give important clues about the fortunes of individual human beings and groups of human beings. That is the basic premise of astrology. Psychological astrology can be traced to the writings of ancient Greek philosophers such as Thales, Plato, and Aristotle (especially his De Anima treatise). Their theories on the nature of the Soul were adapted to astrology by important historical astrologers such as Ptolemy and Al-Kindi. In the twentieth century, esoteric tradition inspired Carl Jung, Swiss psychiatrist and founder of analytical psychology, to formulate his archetypal hypothesis from Plato's theory of ideas or forms. In his research into the symbolic meaning of his patient's dreams, conversations and paintings, Jung observed recurring mythical themes or archetypes. He proposed that these universal and timeless archetypes channel experiences and emotions, resulting in recognizable and typical patterns of behavior with certain probable outcomes. Jung claimed to observe a correlation between these archetypal images and the astrological themes or traditional 'gods' associated with the planets and signs of the zodiac. He concluded that the symbolic heavenly figures described by the constellations were originally inspired by projections of images created by the collective unconscious. Jung wrote "Astrology represents the sum of all the psychological knowledge of antiquity.

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ABSTRACT
The present study was conducted on the sample size of 100 from 18 to 55 years of age. The sample was collected from all over the world. The research design used in this study was pre-post experimental research design. Then the experimental group was given the treatment of Bhramari Pranayama. For the measurement of stress, Stress scale was used. The statistical analysis was done by using t-test. The results declare that the bhramari pranayama is very effective in reducing the level of stress in left hander person.

Key Words: Bhramari Pranayama, Stress, Left Hander

INTRODUCTION
We live in an age of crises. There is crises of disciplines, crises of faith. There is large scale erosion of values. There is wide spread corruption in all walks of life. We like to see hormony and symmetries. Logically also the symeteries are more stable.

However, it seems nature has its coding not according to our wishes but rather determined by its own logic. There are asymetery in molecule, life forming proteins, heart loop, cerebral lateralization, use of hands, animal kingdom and also in human relation and culture.

Asymmetry is most common in hand use. Although the functional asymmetry were present since the very beginning of human being, except the religious command to use only right hand, no serious work was done to understand the asymmetry till mid 19th to 20th century.

It all started with Paul Broca’s studies (Broca, 1861) on aphasic patients. He found that in most of the aphasic patients language was lateralized to left hemisphere. Broca(1865) asserted that left language lateralization has been associated with right handedness and similarly right language representation might be associated with left handedness. Because of concern about left-handedness, there has been much research done about left-handedness over the years. The research on left-handedness has been helpful because it is showing that left-handedness is not an isolated trait. It has, in fact, been correlated with many other conditions and diseases. One of the most important research studies was conducted by Dr. Norman Geschwind. His work, often called the Geschwind Theory, shows that there is a relationship between maternal testosterone, left handedness, and genetic diseases.

What that means is that when a pregnant woman has very high stress levels, the testosterone in her body rises which causes the fetus to develop differently. This condition can create left-handedness, the highly sensitive trait, and many genetic diseases, which can coexist.

We all are suffering from a disease which is known as stress. Stress is a very common problem in these days because the life is very busy and fast and everybody is want to be a more experior from Others. Competition level is very high and if we want to survive then we have to show an extra energy and extra skill from others and that create all the problems specially Stress. We are loading always extra burden on our shoulders just because of wrong management and wrong life style. Yoga Specially Bhramari Pranayama is very useful in stress management. Yoga just gives us a better and disciplined life style which helps to relieve the stress and Bhramari Pranayama specially Bhramari Pranayama is very useful in stress.

Bhramari pranayama is very effective in instantly calming our mind down. It is one of the best breathing exercises to release the mind of agitation, stress, frustration or anxiety and get rid of anger. A simple-to-do technique, can be practiced anywhere at work or home, and an instant option available to de-stress yourself. This breathing technique derives its name from the black Indian bee called Bhramari. (Bhramari = type of Indian bee; pranayama = breathing
technique. The exhalation in this pranayama resembles the typical humming sound of a bee, which explains why it is named so.

**Practice of Bhramari Pranayama (Bee Breath)**

- 1. Sit up straight in a quiet, well ventilated corner with your eyes closed. Keep a gentle smile on your face.
- 2. Place your index fingers on your ears. There is a cartilage between your cheek and ear. Place your index fingers on the cartilage.
- 3. Take a deep breath in and as you breathe out, gently press the cartilage. You can keep the cartilage pressed or press it in and out with your fingers, while making a loud humming sound like a bee.
- 4. You can also make a low-pitched sound but it is a good idea to make a high-pitched one for better results.

**Statement of Problem**

“To study the stress management through Bhramari Pranayama among left hander person.”

**Description of Variables**

- Independent Variable- Bhramari Pranayama.
- Dependent Variable- Stress.

**Hypotheses**

There is no significant difference between Bhramari Pranayama and stress management among left hander people.

**Research Methodology**

- **Research design**
  Pre-post experimental Research design.
- **Sample size**
  In present study100 subjects will be included. (Age group 18-55 years old)
- **Sampling technique**
  Quota sampling will be used in present research work.
- **Tool used**
  In the present study stress scale developed by Manju Singh was used.

**Result**

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r</th>
<th>SED</th>
<th>df</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>100</td>
<td>78.71</td>
<td>11.63</td>
<td>0.99</td>
<td>0.057</td>
<td>99</td>
<td>64.14</td>
<td>0.01</td>
</tr>
<tr>
<td>Post</td>
<td>100</td>
<td>75.04</td>
<td>11.68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result observed- t=64.38 and p<=0.01.

**Discussion**

The above study was an attempt to know the effect of Bhramari Pranayama on stress management. 100 participants (left hander) were subjected for Bhramari pranayama for 15 minutes duration for 10 days. Pre post research design is used in which mean of pre test is 78.71 while mean of post test is 75.04, while standard deviation is 0.057 and t=64.14 leading to 0.01 level of significance. Thus the study revealed a significant effect on stress of participants where p<0.01 was the level of significance. The same result revealed in Gurjar, A.A etal study- Those who practice Bhramari Pranayama will have a powerful, sweet voice. The practice of Bhramari Pranayama makes the mind serene and pointed, and infuses the spiritual qualifications which ensure self-realization. Study of Gurjar, A. A and Siddharth, A. Ladhake august (2008)

The practice of Bhramari Pranayama drives away all worldly thoughts and removes distraction and infuses new vigor in the body.
CONCLUSION
Result met after data analysis concluded that the practice of Bhramari Pranayama is quite effective to reduce stress in participants life.

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COMPARATIVE STUDY OF ADJUSTMENT AND AGGRESSION OF VOLLEYBALL AND BASKETBALL PLAYERS AT STATE LEVEL

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Panipat, Haryana

ABSTRACT

The purpose of the study was to find out adjustment and aggression levels among the state level basketball & volleyball players. 70 subjects randomly selected 35 from each game. Standard tests were used to measure the levels of adjustment & aggression. The study shows that basketball players have more aggression level than volleyball players.

Key Words: Adjustment, Aggression, Volleyball Players Psychology.

INTRODUCTION

Sports have both psychological & physiological dimensions. In this modern era of competition the psychological preparation and physiological preparation of a sports person is as much important as command over different skills of a game. Today performance in sports not only demands systematic training to develop physical, physiological variables and technical aspects of sports but also training in adjustment.

Adjustment plays a paramount role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied, happy and healthy individual is not only an asset to himself but also to the society. The teacher, who does not live only for himself but also for the society, the teacher who does not live only for himself but also for the youngsters in his charge, has wide obligations to the community, the nation and the humanity at large. His adjustment is a must for himself and also for the proper development and being of his pupils.

Aggression is behaviour and actions that usually seek to inflict psychological and physical harm, either on another person or on his possessions or dear ones. Aggression has directional component. Some aggression is directed inward and in its extreme form may culminate in self-destructive behaviour including suicide.

OBJECTIVES OF THE STUDY

1. To compare the state volleyball & basketball players on adjustment.
2. To compare the state volleyball & basketball players on aggression.

HYPOTHESIS

1. There does not exist any significant difference between volleyball & Basketball players in adjustment.
2. There does not exist any significant difference between volleyball & Basketball players in aggression.

REVIEWS OF LITERATURE

Karkare, A. (2011) was study to compare anthropometric measurements and body composition of hockey players with respect to their playing position. Two hundred and ten junior national hockey players seventy each from half line, back line and forward line was selected different state of India. Anthropometric measurements including height, weight, diameter, breadth, girth, and skin fold thickness was taken from entire subjects. Body composition was measure a with the help of Matiegka’s method (1921). To find out significant difference statistical method one way ANOVA was performed. Results found that, hockey players playing in different position found to differ on some anthropometric measurements and body composition.

Bester, M. Crous, M.M. Kidd, L.C. Harle, M. & Hary Y.R. (2007) was study conducted to assess the gluteus maximums and hamstring strength in I asymptomatic elite female field hockey players in order to obtain baseline data. Twenty elite female field hockey players participated in the study. Isometric force, eccentric and concentric torque of the left and right gluteus maximums and hamstring were measured in standing through 30-0 hip flexion.
using a Kin-Com Dynamometer set at 30 / second. Measurements were taken over six days. The mean over the 20 subjects for each test was used for calculations. The Analysis of variance demonstrated that the right gluteus maximums had a significantly higher isometric peak force, concentric and eccentric torque (p < 0.01) compared to the left gluteus maximums. The asymmetry found in hip extensor muscle strength in asymptomatic hockey players could be due to normal adaptation to the sport.

SAMPLE
70 Sports person of volleyball & Basketball (35 from each sport) were randomly selected, who have participated in the state level tournaments.

TOOLS USED
1. Saxena adjustment Inventory was used to measure different levels of adjustment.
2. Aggression was measured by questionnaire developed by G.C Pati.

METHOD & PROCEDURE
The data were collected by using the different tools. All the players in the study were in the age groups of 18-25 years. After collecting data mean, Standard deviation and T-value were tested.

RESULTS AND DISCUSSION
The findings are as below-

Table -1 Comparison of Basketball and Volleyball players in adjustment

<table>
<thead>
<tr>
<th>Variables</th>
<th>Basketball</th>
<th>Volleyball</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
</tr>
<tr>
<td>Home Adjustment</td>
<td>7.34</td>
<td>1.57</td>
<td>6.90</td>
</tr>
<tr>
<td>Health Adjustment</td>
<td>5.14</td>
<td>1.46</td>
<td>4.85</td>
</tr>
<tr>
<td>social Adjustment</td>
<td>12.08</td>
<td>1.15</td>
<td>11.57</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>10.52</td>
<td>1.78</td>
<td>10.28</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>35.09</td>
<td>3.48</td>
<td>33.52</td>
</tr>
</tbody>
</table>

Analysis of table 1 shows that there is no significant difference among basketball and volleyball players on Home, health and Emotional adjustment.

Table -2 Comparison of Basketball and Volleyball players in aggression

<table>
<thead>
<tr>
<th>Variables</th>
<th>Basketball</th>
<th>Volleyball</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
</tr>
<tr>
<td>Aggression</td>
<td>26.40</td>
<td>0.84</td>
<td>24.36</td>
</tr>
</tbody>
</table>

The aggression mean score (26.40) of Basketball players is more than mean score (24.36) of volleyball players. However, the ratio is 1.4 it means that basketball players more aggression than volleyball players.

CONCLUSION
On the basis of results of the present study, we can conclude that basketball players have more aggression level than the players of Volleyball. In adjustment volleyball players are better adjusted in comparison to basketball players.

REFERENCES
ABSTRACT

यह एक प्राकृतिक निर्माण है कि मनुष्य सिद्धांत के अनुसार में नहीं तब संक्षेप बनकर यह हर समय कुछ न कुछ सीखने की ओर आसार होता है। मनुष्य में यही प्रृथ्वी उसे कुछ नया सूचित करने के लिए प्रेरित करती है। आज दरार में जो कुछ भी हमारा संभव है यह सृजनशील व्यक्तियों की ही देन है। अनुभव के उदाहरण भूमि में व्यक्तित्व प्रभाव की तलावड़ गुणस्य दिखाए एक मुख्य बुद्धि को नहीं है, जिसके फलस्वरूप सभी की यह प्राय बुनाई जा सकती है कि उगला बालक सृजनशील बन। व्यक्तित्व धीर्य नित्यों के आरोप पर यह कहना प्रश्न करते है कि क्षत्र और छात्रों की सृजनशीलता में भी भागीदार अंतर होगा निश्चित कि आयाम करना आयाम करता है। प्रस्तुत आयाम के लिए माध्यमिक विद्यालयों के क्षेत्र एवं भी में अध्ययन कुल 200 छात्र एवं छात्राओं जिनमें 105 छात्र तथा 95 छात्राओं, का चयन दैन व्याख्यान पुनर्दर्शन के द्वारा किया गया। सृजनशीलता परिणाम हेतु बार कृषी (1971) अनुसार सृजनशील परिणाम (साधन) का अनुसंधान उपकरण के रूप प्रयोग किया गया। प्रस्तुत आयाम में छात्र एवं छात्राओं की सृजनशीलता के आयाम “प्रवाह” एवं “लोचनीयता” में सार्थक अंतर नहीं पाया गया किन्तु “मैलिकता” में सार्थक अंतर पाया गया।

कृष्ण शास्त्री – सृजनशीलता, प्रवाहता, लोचनीयता, मैलिकता।
शोध मिश्र एवं शोध प्रारूप
प्रस्तुत आयोग हेतु संशोधन मिश्रक द्वारा प्राप्त अध्ययन भी 1970 में हुआ था, जो शास्त्रिक
परिणाम है। यह परिणाम तीन तीन आयोजी विषयों में विभाजित है (A) प्रावधान (B) लेखकीयता और (C) मैत्रीक।
“प्रावधान” में कम से कम समय में विषय विषयों के स्पष्ट बिंदु का परिणाम किया जाता है। “लेखकीयता”
शोधक विज्ञानीया द्वारा प्रकट करने की आवश्यकता के आंक परिणाम वाला है तथा “मैत्रीक” में उन समस्याओं को दिया जाता
है जो उचित मन्त्र, अनुस्मरण, अनुपालन एवं निर्यात हो। परिणाम की विश्लेषनता सुधारनीति के तीन आयोजी प्रावधान,
लेखकीयता और मैत्रीक में कमांडो, 0.945, 0.921 और 0.896 है तथा शोधक कमांडो, 0.40, 0.921 और 0.34 है।

परिणामों का अंकन
सुधार के प्रवधान के द्वारा प्राप्त उत्तर का अंकन परिणाम निम्न अंक द्वारा प्रकट किया गया है। “प्रावधान” में उन की उत्तरों
को समालोचित किया गया है जो प्रकृति से समान हैं। उपरोक्त शोधक द्वारा दिए गए समय की उत्तरों को कोई अंक नहीं
किया गया। “लेखकीयता” के अंकन रूप से कोई उत्तर को समालोचित किया गया है जो प्रकृति से समान हैं। यदि तीन उत्तर एक ही क्षण
को समालोचित करते हैं तो उन्हें एक ही भाव से, भिंत-भिंत उत्तरों को लेकर अंक अंक दिये गये है। “मैत्रीक” में केवल उन्हीं उत्तरों
का अंकन किया गया है जो परिणाम निम्नक्षेत्रों के निर्देश के अंतर्गत आते हैं।

प्रदर्शन का विश्लेषण एवं व्याख्या
प्रस्तुत आयोजन के कारण को पूर्ण करने हेतु संशोधन तथ्यों को सुनिश्चित रूप से सारणीविभक्त किया गया है तथा अध्ययन हेतु कथा
7वी एवं 8वी में अध्ययन प्रश्न एवं छात्रों की सुधारनीति के आयोजन प्रावधान, लेखकीयता एवं मैत्रीक में तुलनात्मक अध्ययन करने का
प्रयास किया गया है तथा इन उम्मीदों को नीति-विशेषक में बदलकर इनकी सुधारनीति की गणना की गयी है। इसकी पर्याप्त सारणी के आधार पर
हम उन विषयों एवं व्याख्याओं की वेतन में उक्ति के जरिये है जो निम्नलिखित हैं:

<table>
<thead>
<tr>
<th>पदक</th>
<th>श्रेणी</th>
<th>मध्यम</th>
<th>गणना विषय</th>
<th>क्रांतिक अनुपात</th>
<th>सारणक स्तर</th>
</tr>
</thead>
<tbody>
<tr>
<td>छात्र</td>
<td>105</td>
<td>29.00</td>
<td>8.82</td>
<td>0.39</td>
<td>असारणक</td>
</tr>
<tr>
<td>छात्राएँ</td>
<td>95</td>
<td>28.51</td>
<td>8.92</td>
<td>0.39</td>
<td>असारणक</td>
</tr>
</tbody>
</table>

उपरोक्त परिणाम संख्या-1 में छात्र एवं छात्राओं की सुधारनीति के आयोजन “प्रावधान” में तुलनात्मक अंक प्रमाण किया गया है।
तालिका को देखने से संचित है कि छात्रों की प्रावधान का मध्यम (M = 29.00) छात्राओं के मध्यम (M = 28.51) से अधिक है। तालिका के द्वारा
यह भी स्पष्ट है कि छात्र एवं छात्राओं की सुधारनीति के आयोजन प्रावधान में कोई सारणक अंक नहीं है (t=0.39)। अतः हम अपनी शृष्टि
परिकल्पना का स्वीकार करते हैं।

<table>
<thead>
<tr>
<th>पदक</th>
<th>श्रेणी</th>
<th>मध्यम</th>
<th>गणना विषय</th>
<th>क्रांतिक अनुपात</th>
<th>सारणक स्तर</th>
</tr>
</thead>
<tbody>
<tr>
<td>छात्र</td>
<td>105</td>
<td>24.57</td>
<td>7.88</td>
<td>0.54</td>
<td>असारणक</td>
</tr>
<tr>
<td>छात्राएँ</td>
<td>95</td>
<td>25.18</td>
<td>8.21</td>
<td>0.54</td>
<td>असारणक</td>
</tr>
</tbody>
</table>

उपरोक्त परिणाम संख्या-2 में छात्र एवं छात्राओं की सुधारनीति के आयोजन “लेखकीयता” में तुलनात्मक अंक प्रमाण किया गया है।
तालिका को देखने से स्पष्ट है कि छात्रों की लेखकीयता का मध्यम (M=24.57) छात्राओं के मध्यम (M=25.18) से कम है और दोनों
मध्यमों के बीच का अंतर 0.05 स्तर पर सारणक है (t=0.54)। अतः हम अपनी शृष्टि परिकल्पना छात्र एवं छात्राओं की सुधारनीति के
आयोजन लेखकीयता में कोई सारणक अंक नहीं है, जो स्वीकार करते हैं।

<table>
<thead>
<tr>
<th>पदक</th>
<th>श्रेणी</th>
<th>मध्यम</th>
<th>गणना विषय</th>
<th>क्रांतिक अनुपात</th>
<th>सारणक स्तर</th>
</tr>
</thead>
<tbody>
<tr>
<td>छात्र</td>
<td>105</td>
<td>8.33</td>
<td>8.09</td>
<td>2.86</td>
<td>सारणक</td>
</tr>
<tr>
<td>छात्राएँ</td>
<td>95</td>
<td>11.55</td>
<td>7.81</td>
<td>2.86</td>
<td>सारणक</td>
</tr>
</tbody>
</table>

उपरोक्त परिणाम संख्या-3 में छात्र एवं छात्राओं की सुधारनीति के आयोजन “मैत्रीक” में तुलनात्मक अंक प्रमाण किया गया है।
तालिका को देखने से स्पष्ट है कि छात्रों की मैत्रीक का मध्यम (M=8.33) छात्राओं के मध्यम (M=11.55) से कम है।
लखिका से यह मी विविधता होता है कि छात्र एवं छात्राओं की सूचनशीलता के आयाम मापिकका में सार्थक अन्तर है (1=2.86). अत: हम अपनी शृष्ठता परिकल्पना का असरीकार करते हैं अर्थात छात्र एवं छात्राओं की सूचनशीलता के आयाम मापिकका में सार्थक अन्तर है।

निकर्ण

1. छात्र एवं छात्राओं की सूचनशीलता के आयाम प्राप्ति में प्रत्यक्ष निकर्ण भिन्नता है—
2. छात्र एवं छात्राओं की सूचनशीलता के आयाम लोकनीतिया में सार्थक अन्तर है।
3. छात्र एवं छात्राओं की सूचनशीलता के आयाम मापिकका में सार्थक अन्तर है।

भविष्य हेतु सुझाव

प्रस्तुत आयाम हेतु कुल 200 छात्र एवं छात्राओं को चुना गया है। यह संख्या कम है। एक बड़ा व्यापार लेकर प्रस्तुत आयाम को अवधारणा किया जा सकता है। प्रस्तुत आयाम में छात्र एवं छात्राओं की सूचनशीलता के आयाम प्राप्ति, लोकनीतिया एवं मापिकका को प्रभावित करने वाले कारकों को निरन्तरित नहीं किया गया है। कारकों को निरन्तरित करके यदि प्रस्तुत आयाम समन्वय का बनाया जाय तो अधिक विवेचनात्मक परिणाम प्राप्त हो सकते हैं। प्रस्तुत आयाम के समस्त ही प्राथमिक सत्ता, उत्तर सत्ता, मेडिकल, इंजीनियरिंग एवं विज्ञान की शिक्षा प्राप्त करे छात्र-छात्राओं की सूचनशीलता का आयाम किया जा सकता है। रचनात्मक कार्य के माध्यम से मान्य अपने वातावरण में निर्भरता लाता है। रचनात्मक सिद्धान्त को हम निजी विचारों के रूप में लेकर लाते हैं तथा इसमें नज़र उत्तराधिकार समय भी है और नहीं भी। औपचारिक कारण और नागरिक के साथ-साथ मान्य जीवन में महत्वपूर्ण परिवर्तन आ रहे हैं। तीव्रता से होते ही बाहर इस परिस्थितियों के कारण उन्हें निर्भर समय-आश्रयात्मक परिस्थितियों उत्पादन हो रही है। प्राथमिक जीवन शैक्षणिक फिल्म बनाने ही जल्द। इस सब परिस्थितियों का कारण मान्य की सूचनशीलता है।

विश्वस्व वस्तु के रूप में कक्षा में जो ज्ञान भी बिना उपलब्ध नहीं है उससे हम उनके जानते हैं, समझते हैं और उनकी सूचनामूलक के बिना वहाँ को पहले नहीं है। प्रस्तुत आयाम में अनुसंधानकारी ने पाया कि छात्र-छात्राओं की प्राप्ति एवं लोकनीतिया में सार्थक अन्तर है किन्तु छात्राओं की मापिकका और अन्य उच्च कोटी की है। हैरून (1974) एवं परिषद् (1976) ने भी अपने आयामों में पाया कि सूचनशीलता के आयाम प्राप्ति, लाभपूर्वक और मापिकका के आयामों की तुलना से पुरुषों की सूचनशीलता में महिलाओं सार्थक रूप से निर्भर प्रभावित है। मापिकका का समस्त नीतिता से होता है अद्यावधि किसी वस्तु ने निर्भर नहीं धर्म, नहीं धर्म विचार को प्रभावित करने अथवा किसी समस्या को नहीं दंग से सुलझाने की शक्ति को मापिकका कहते हैं। छात्र-छात्राओं की मापिकका में सुधार कर उनकी उत्पल्लि एवं व्यक्तित्व के विकास हेतु प्रस्तुत किये जा सकते हैं।

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ABSTRACT

The present study was conducted to examine the impact of recent educational reforms on the psychological well-being of students. The research was conducted in a large urban school in India. The sample consisted of 200 students, who were divided into two groups: an intervention group and a control group. The intervention group received training in stress management techniques, while the control group received no training.

The results showed that the intervention group experienced a significant reduction in stress levels compared to the control group. The intervention group also reported an increase in overall academic performance. These findings suggest that stress management training can be an effective intervention for reducing stress and improving academic performance in students.

Keywords: Educational reforms, Stress management, Psychological well-being, Academic performance.
1937 तक हिंदी धर्म और संस्कृति के रूप में पुस्तक का दृष्टिकोण रहा है। इस समय के लेखकों के रूप में हिन्दी तथा पुस्तक की स्थिति में आधारित नि:शुल्क वर्तमान बांटना में शामिल किया गया है। इस ग्रंथ में हिंदी, धर्म और संस्कृति के रूप में पुस्तक का दृष्टिकोण रहा है। इस पुस्तक के लेखकों के रूप में हिन्दी तथा पुस्तक की स्थिति में आधारित नि:शुल्क वर्तमान बांटना में शामिल किया गया है।

स्वतंत्रता के प्रयास रियासत रियासत की दिशा में आधारित परिवर्तन आया। परिशिष्टकरण, लोक्यतनिकरण तथा जातीय गतिशीलता में रियासत की सामाजिक, आधिकारिक तथा राजनीतिक स्थिति को उन्नत करने में काफी योगदान किया है। रियासत की शिक्षा में व्यापक सुधार हुआ है।

स्वतंत्रता और समाज विकास में महिलाओं को पुरुषों के समान अधिकार दिये गये, जिनकी व्याख्या अनुसरण 14 से 18 में की गई है। राजनीतिक नीतियों और नियमों में महिलाओं के हितों को संबंधित करने का आवंटन किया गया।

भारत में महिलाओं को सामाजिक स्थल से संबंधित बनने के लिए 1947 से 1950 में सामाजिक समाज को चार (Towards Social Equality) नामक एक महामूल्य दरायला नियामक किया गया है, जिसमें भारतीय महिलाओं के स्वर में सुरक्षा के लिए कई मददें उठाए गये। राष्ट्रीय महिला नीति 1948 को संबंधित नीति 1992 की कार्योपयोगिता में महिलाओं को सभ्यता में उच्च प्रामाणिकता दी गई। आपातकाल स्वयं बंद अर्थात नियमक विवाह बंद के संबंध में संबंधित प्रकार के विवाह बंद विवाहा इस्तेमाल का नामांकन हेतु प्रोत्साहन अभियान चलाया गया तथा उसमें 50 प्रतिशत महिलाओं को आयामक के स्वर में नियुक्ति का आवंटन किया।

राष्ट्रीय महिला आयोग का मार्ग 31 जनवरी 1992 को शुभारम्भ किया गया। आयोग का मुख्य कार्य महिलाओं को दी गई संचालन एवं विकास सुनिश्चित करने के लिए समग्र समाज सरकार द्वारा सरकार सुनिश्चित करने का आवंटन करना तथा उन्हें व्यापक विश्वास दिया गया। राष्ट्रीय महिला उद्यमी नीति 2001 में बनायी गई।

राष्ट्र सरकार ने अपने विभिन्न मंत्रालयों द्वारा स्वास्थ्य एवं परिवार कल्याण मंत्रालय, श्रम मंत्रालय, समाज कल्याण विभाग और प्रामाण्य विकास मंत्रालय इत्यादि के माध्यमसे महिला कल्याण और उसके विकास हेतु कई महत्वपूर्ण विकास कार्यक्रम एवं परियोजनाओं को क्रियाशीलता कराया है।

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प्रस्तुत सूची में उपरोक्त शैक्षिक परियोजनाओं के संदर्भ में "सातवीं से तेरहवीं लोकसभा की महिला सदस्यों की शैक्षिक पृष्ठभूमि का एक अध्ययन" की विश्लेषण करता है।

शैक्षिक ध्रुवित्त के आधार पर सातवीं से तेरहवीं लोकसभा की महिला सदस्यों की शैक्षिक पृष्ठभूमि ग्राफ 1 में दर्शायी गई है।

ग्राफ 1


उपरोक्त ग्राफ में सातवीं से तेरहवीं लोकसभा की शैक्षिक पृष्ठभूमि का विश्लेषण करने से यह पता चलता है कि सातवीं लोकसभा में अवर मैट्रिक 25.0 प्रतिशत, आठवीं में 6.8 प्रतिशत, नौवीं में 3.7 प्रतिशत, दसवीं में 5.56 प्रतिशत, ग्यारहवीं में 8.33 प्रतिशत, बालवीं में 6.69 प्रतिशत और तेरहवीं में 2.08 प्रतिशत था। अतः हम मैट्रिक/उच्चतर माध्यमिक शिक्षा प्राप्त महिला सांसदों की संख्या कमक्षण: सातवीं, आठवीं, नौवीं, दसवीं, ग्यारहवीं, बालवीं एवं तेरहवीं में 14.3, 31.8, 25.92, 2.78, 22.22, 6.97, 10.41 प्रतिशत था। यदि हम अवर स्तर के की शिक्षा प्राप्त महिला सांसदों की बाट करने तो दसवीं में 8.33 प्रतिशत, ग्यारहवीं में 3.32 प्रतिशत और तेरहवीं में 2.08 प्रतिशत थी। सातवीं, आठवीं, नौवीं, ग्यारहवीं लोकसभा में कोई भी संसद अवर नातक नहीं थी। यदि हम नातक शिक्षा प्राप्त सांसदों की बाट करने तो सातवीं, आठवीं, नौवीं, दसवीं, ग्यारहवीं, बालवीं एवं तेरहवीं लोकसभा में क्रमशः 32.2, 31.8, 37.04, 47.22, 38.88, 37.2 और 29.16 प्रतिशत थी। स्मृति-संकेत महिला सांसदों की संख्या सांसदों की क्रमशः 19.8, 16.8, 17.4, 13.5, 13.5, 15.7, 16.1, 18.3, 19.3, 14.3, 12.3, 14.3, 15.7, 16.1 और 18.3 प्रतिशत थी।

निःशंक

"सातवीं से तेरहवीं लोकसभा की महिला सदस्यों की शैक्षिक पृष्ठभूमि का एक अध्ययन" का विश्लेषण करने से यह पता चलता है कि पिछली लोकसभाओं की अवशेष अगली लोकसभा की महिला सदस्यों का शैक्षिक स्तर लगतार बढ़ रहा है, जो एक अच्छा संकेत है, लेकिन जिस अनुपात में महिला सदस्यों का शैक्षिक स्तर बढ़ रहा है यह कारण क्या है। तत्कालीन समय में राष्ट्रीय स्तर पर यह महसूस किया जा रहा है कि नारी शिक्षा की दिशा में ऊँचा प्रायोजन के सिन्धु समाज का संतुलित विकास सम्मान नहीं है। अतः महिला शिक्षा की दिशा में लगतार प्रायोजन किया जा रहा है। अज माहत्त्व में अनेक महिला विश्वविद्यालय, महाविद्यालय तथा विद्यालय चलाने जा रहे हैं, ताकि हर संरक्षा एवं नारी शिक्षा की अवसर प्राप्त करने का मौका हो। महिला शिक्षा का शिक्षित और सशक्त करने के लिए माहत्त्व प्राप्त करने के लिए महिला एवं बाल विकास विभाग तथा राष्ट्रीय महिला आयोग का गठन किया गया है। इसके अलावा भी अनेक सुझाव हैं, जिनके अनुसार में महिला शिक्षा को बढ़ावा दिया जा सकता है। जैसे कि —

1. वे सामाजिक परम्परा जो स्तर की रिश्तत को निम्न बना देती है, उनका उन्मूडन किया जाये।
2. महिला शिक्षा की दिशा में होस प्रायोजन किये जाये।
3. महिलाओं को आधिक एवं से आगामितन करने का प्रायोजन किया जाये।
4. लड़कियों को अपनी स्वतंत्र के अनुसार विषय चलन की छूट दी जानी चाहिए और उन्हें विश्वास, संगीत, चित्रकला आदि की शिक्षा को प्राथमिकता दी जाये।
5. ग्रामीण क्षेत्र में महिलाओं की शिक्षा के लिए आधारभूत संरचना वाले विभाग एवं आवासीय विभागों की स्थापना की जानी चाहिए।
6. अधिक सेवा मुख्त बात यह है कि समाज की मानसिकता को बदल दें जायें। इसके अतिरिक्त महिलाओं को भी अपनी मानसिकता बदलनी होगी, तभी वे समाज में अपने ‘स्व’ की पहचान बना सकेंगी और अपनी खोज की हुई प्रशिक्षा एवं समान पुनः प्राप्त कर सकेंगी।

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- औपचारिक 1, 179, 1–2
- वृहद्दार्शक उपनिषद 3–7–15
- अध्याय ब्रह्म 14–2–15
- यजुर्वेद 14–3
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- वही, 46–5
- मनुसूत्रि 3–56
- मनुसूत्रि 5–148
- मनुसूत्रि 5–85
- भारत का संविधान — अधु 14–18
- भारत का संविधान — भाग 4
- भारत की संसद (लोकसभा) पृष्ठ 46
ABSTRACT

The recent educational and psychological researches in the last few years have highlighted the importance of integrating technology into the classroom environment. This integration has been observed to enhance student engagement and improve learning outcomes. However, the effective implementation of technology in education requires careful planning and consideration of various factors. This paper discusses the challenges faced by educators in adopting technology and the strategies that can be employed to overcome these challenges. The study also examines the role of teacher training and support in facilitating the successful integration of technology in the classroom. The findings suggest that a collaborative approach involving educators, administrators, and technology experts is crucial for ensuring the effective implementation of technology in education.
सारणी 1A
कला वर्ग के छात्रों द्वारा गणित विषय बनाने न करने के कारणों का विश्लेषण

<table>
<thead>
<tr>
<th>कला</th>
<th>कुल छात्र</th>
<th>कारण</th>
<th>प्रतिशत</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>a) पूर्व कक्षा में शिक्षा के सहयोग/प्रोत्साहन की कमी</td>
<td>72.72%</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>b) शिक्षा के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>a) बिधियों के प्रति स्वीकार न होना</td>
<td>18.18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) अभिमानकों का संदर्भ सहयोग में कमी</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) सामाजिक परिवेश/परिस्थिति/टयूलन न होना/विद्यालय से दूरी</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>a) अन्य (पूर्व कक्षा में नया कम आना, विषय के प्रति असंतुष्टि)</td>
<td>9.09%</td>
<td></td>
</tr>
</tbody>
</table>

सारणी 1A से स्पष्ट होता है कि कला वर्ग के कुल छात्र संख्या 22 में से 16 छात्र ने कक्षा 11 में गणित विषय का बनाने न करने के कारण पूर्व कक्षा में शिक्षकों के सहयोग/प्रोत्साहन की कमी, विषय के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना बताता है और 4 छात्रों ने विषय के प्रति स्वीकार न होना, अभिमानकों के संदर्भ सहयोग बात की बताता जबकि 2 छात्र ने अन्य कारण पूर्व कक्षा में नया कम आना, विषय के प्रति असंतुष्टि बताया।

सारणी 1B
कला वर्ग के छात्रों द्वारा गणित विषय बनाने न करने के कारणों का अध्ययन विश्लेषण

<table>
<thead>
<tr>
<th>कला</th>
<th>कुल छात्र</th>
<th>कारण</th>
<th>प्रतिशत</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>a) पूर्व कक्षा में शिक्षा के सहयोग/प्रोत्साहन की कमी</td>
<td>73.07%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>b) शिक्षा के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) सामाजिक परिवेश/परिस्थिति/टयूलन न होना/विद्यालय से दूरी</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>a) अभिमानकों का संदर्भ सहयोग/प्रोत्साहन में</td>
<td>15.38%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) अन्य कारण-इंट्रा इयाड लघु वर्ग का आना</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>a) विषय के प्रति स्वीकार न होना</td>
<td>11.53%</td>
<td></td>
</tr>
</tbody>
</table>

सारणी1B से स्पष्ट है कि कला वर्ग के कुल 26 छात्रों में से 19 छात्रों ने जिनका प्रतिशत है इन्होंने कक्षा 11 में गणित विषय का बनाने का कारण पूर्व कक्षा के शिक्षकों के सहयोग/प्रोत्साहन में कमी, विषय के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना बताता जबकि 4 छात्रों ने अभिमानकों के संदर्भ सहयोग/प्रोत्साहन में कमी बताता जबकि अन्य छात्र ने इनमें प्रति कम आना बताता।

सारणी 2A
विज्ञान वर्ग जीव विज्ञान के छात्रों द्वारा गणित विषय न बनाने के कारणों का विश्लेषण

<table>
<thead>
<tr>
<th>विज्ञान (जीव विज्ञान) को छात्रों</th>
<th>कुल छात्र</th>
<th>कारण</th>
<th>प्रतिशत</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>a) पूर्व कक्षा में शिक्षा के सहयोग/प्रोत्साहन की कमी</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) विषय के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) सामाजिक परिवेश/परिस्थिति/टयूलन न होना</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>a) अभिमानकों का संदर्भ सहयोग/प्रोत्साहन में</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) कक्षा सहायकों के कारण</td>
<td></td>
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<tr>
<td>05</td>
<td>a) विषय के प्रति स्वीकार न होना</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) अन्य</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

सारणी 2A से प्रदर्शित होता है कि विज्ञान वर्ग जीव विज्ञान के कुल 20 छात्रों में से 13 छात्रों ने कक्षा 11 में गणित विषय का बनाने न चुनने का कारण पूर्व कक्षा में शिक्षकों के सहयोग/प्रोत्साहन की कमी विषय के प्रति अनिश्चित या अधिक क्षेत्र का पता न होना बताता।
एक सम्पूर्ण भाषा से हाईलाइट किया जा रहा है।

परिवेश जैसे गर्मी/दूसरा न होना बताया है इनका प्रतिशत 65 प्रतिशत है जबकि 05 छात्रों ने इसको लिए अभिमानकों के द्वारा सहयोग/प्रोफेसर के कमी का कारण को बताया जिनका प्रतिशत 25 है 02 छात्रों ने गणित विषय न चुनने का कारण विषय के प्रति रुचि न होना व अन्य कारणों को बताया है जोकि 10 प्रतिशत है।

सारणी 2B

विषय वर्ग (जीवित विज्ञान) के छात्रों द्वारा गणित विषय न चयन करने के कारणों का विश्लेषण

<table>
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<tr>
<th>कारण</th>
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<th>प्रतिशत</th>
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<tbody>
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<td>जीव विज्ञान</td>
<td></td>
<td></td>
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<tr>
<td>28</td>
<td>a) अभिमानक से द्वारा सहयोग/प्रोफेसर की कमी</td>
<td>71.4%</td>
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<tr>
<td></td>
<td>b) पूर्व कक्षा के शिक्षकों से सहयोग/प्रोफेसर की कमी</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) विषय के प्रति अनिश्चितता या अधिभ क्षेत्र का पता न होना</td>
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<td>04</td>
<td>a) कक्षा सहायता के कारण</td>
<td>14.28%</td>
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<td></td>
<td>b) सामाजिक परिसर के कारण/गर्मी/दूसरा न होना</td>
<td></td>
</tr>
</tbody>
</table>

सारणी 3A

वाणिज्य वर्ग के छात्रों द्वारा गणित विषय का चयन करने के कारणों का विश्लेषण

<table>
<thead>
<tr>
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</thead>
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<td></td>
</tr>
<tr>
<td>14</td>
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<td>70%</td>
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<td>b) पूर्व कक्षा सहायता के कारण</td>
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<tr>
<td></td>
<td>c) विषय के प्रति अनिश्चितता या अधिभ क्षेत्र का पता न होना</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>a) अभिमानक से द्वारा सहयोग/प्रोफेसर की कमी</td>
<td>15%</td>
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<tr>
<td></td>
<td>b) पूर्व कक्षा के शिक्षकों से सहयोग/प्रोफेसर की कमी</td>
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</tr>
<tr>
<td>15</td>
<td>a) सामाजिक परिसर के कारण/गर्मी/दूसरा न होना/विद्यालय से दूरी के कारण</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>b) अन्य (दर, नम्बर कम आदि)</td>
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सारणी 3B

वाणिज्य वर्ग के छात्रों द्वारा गणित विषय न चयन करने के कारणों का विश्लेषण

<table>
<thead>
<tr>
<th>कारण</th>
<th>कुल छात्र (113)</th>
<th>प्रतिशत</th>
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<td>जीव विज्ञान</td>
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<td>16</td>
<td>a) विषय के प्रति अनिश्चितता या अधिभ क्षेत्र का पता न होना</td>
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<tr>
<td></td>
<td>b) पूर्व कक्षा के शिक्षकों से सहयोग/प्रोफेसर की कमी</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) पूर्व कक्षा सहायता के कारण</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>a) अभिमानक से द्वारा सहयोग/प्रोफेसर की कमी</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>b) सामाजिक परिसर/दूसरा न होना/विद्यालय से दूरी के कारण</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) विषय के प्रति रुचि न होना</td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>a) अन्य (दर, नम्बर कम आदि)</td>
<td>5%</td>
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सारणी 3C से सम्पूर्ण होता है कि वाणिज्य वर्ग की कुल छात्रा संख्या 20 से 16 छात्रों ने कक्षा 11 गणित विषय को न चुनने के कारण पूर्व कक्षा के शिक्षकों से सहयोग/प्रोफेसर की कमी का कारण कहा तथा विषय के प्रति अनिश्चितता या अधिभ क्षेत्र का पता न होना बताया तथा 03 छात्रों ने गणित विषय न चुनने का कारण अभिमानकों के द्वारा सहयोग/प्रोफेसर के कमी और विषय के प्रति रुचि न नहीं बताया जबकि 03 छात्रों ने सामाजिक परिसर के कारण/गर्मी/दूसरा न होना/विद्यालय की दूरी और अन्य कारण बताये जिनका प्रतिशत 15 है।
लिखित -

1. अध्ययन के परिणामों से स्पष्ट है कि कला वर्ग के छात्र/छात्राओं का कक्ष 11 में गणित विषय से ध्यान करने का कारण पूर्व कक्ष में विद्यार्थियों के सहयोग/प्रोत्साहन की कमी, विषय के प्रति अनिश्चितता या अधिक क्षेत्र का पता न होना, सामाजिक परिवेश के कारण/गर्मी/टप्पणन न होना विकाल की दूरी की बताया।

2. विद्यार्थी वर्ग जीव विज्ञान के 68 प्रतिशत छात्र/छात्राओं ने कक्ष 11 में गणित विषय का ध्यान न लेने का कारण पूर्व कक्ष के विद्यार्थियों के सहयोग/प्रोत्साहन की कमी, विषय के प्रति अनिश्चितता या अधिक क्षेत्र का पता न होना, सामाजिक परिवेश/गर्मी/टप्पणन न होना व अभिमान के द्वारा सहयोग/प्रोत्साहन में कमी की बताया।

3. वार्षिक वर्ग के 75 प्रतिशत छात्र/छात्राओं ने कक्ष 11 में गणित विषय का ध्यान न लेने का कारण पूर्व कक्ष के विद्यार्थियों के सहयोग/प्रोत्साहन की कमी, विषय के प्रति अनिश्चितता या अधिक क्षेत्र का पता न होना, व कला सहायता के कारण बताया गया।

4. प्रत्यूत अध्ययन के परिणामों से स्पष्ट है कि 72.05 प्रतिशत सभी वर्ग के छात्र/छात्राओं ने कक्ष 11 में गणित विषय का ध्यान न लेने का कारण पूर्व कक्ष के विद्यार्थियों के सहयोग/प्रोत्साहन में कमी, विषय के प्रति अनिश्चितता या अधिक क्षेत्र का पता न होना व गर्मी/टप्पणन न होना बताया गया।

संदर्भ -

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ABSTRACT

Recent Educational & Psychological Researches

Volume: 4
Issue: 2, Year: 2015

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ISSN   2278 – 5949

ABSTRACT

Towards the end of the 20th century, educational and psychological researches have become more focused on understanding the psychological and educational needs of children and adolescents. This issue of Recent Educational & Psychological Researches aims to provide a comprehensive overview of the latest research in these fields. The articles cover a range of topics, including the role of technology in education, the impact of social media on student behavior, and the effectiveness of cooperative learning strategies. The research findings presented in this issue highlight the importance of integrating technology into educational practices and the need for educators to adapt to changing societal trends. The articles also emphasize the importance of understanding the individual differences among students and developing personalized learning experiences. Overall, this issue provides valuable insights for educators, researchers, and policymakers in the field of education and psychology.
शोध जोखम
1. अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता का उनकी शीर्षक उपलब्धि पर प्रभाव
2. अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के मायाद व एंटर का पता लगाना

शोध परिकल्पनाएँ
शोधाध्यक्ष ने शोध अभ्यास की परिकल्पनाओं की विस्तृत व्याख्या की आवश्यकता को अनुभव किया और उनके साथ कुछ गीण

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<td>अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के स्थान के प्रति जागरूकता आयाम का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं होता है।</td>
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<td>अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के राष्ट्र के प्रति जागरूकता आयाम का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं होता है।</td>
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<td>अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के समाज के प्रति जागरूकता आयाम का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं होता है।</td>
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<td>अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के स्थान के प्रति जागरूकता आयाम का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं होता है।</td>
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<td>अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता के राष्ट्र के प्रति जागरूकता आयाम का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं होता है।</td>
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व्याख्यान
शोधाध्यक्ष ने देशवासिय जनजाति के कुल 66 राजकीय इंडेक्स कालेजों जिनमें 12 शहरी एवं 54 ग्रामीण क्षेत्रों के हैं जो से सभी 12 शहरी क्षेत्रों के एंड उद्योगपति व्याख्यान के 20 ग्रामीण क्षेत्रों के व्याख्या को देखा उनके अनुसार अनुसूचित जाति एवं अनुसूचित जनजाति के 500 छात्र/छात्राओं का चयन देख कार्यालय की लाटी अभियान का प्रयोग करते हुए अपने शोध के लिए किया।

शोध उपकरण
प्रस्तुत शोध में शीर्षक जागरूकता भाषा का प्रयोग किया गया है जिसे शोधाध्यक्ष ने विषय विशेषज्ञों की देखरेख में निर्मित किया इसमें पर्याय परिणाम निर्मित सभी मानक का पालन किया गया है।

आंकड़ों का विश्लेषण एवं व्याख्यान
शीर्षक जागरूकता का शीर्षक उपलब्धि पर प्रभाव

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N=500
tालिका संख्या 1 के साहित्यीय विश्लेषण से यह स्पष्ट होता है कि अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता एवं उनकी शीर्षक उपलब्धि के बीच 0.0168 बहुसंख्य सह-समब्य गूणक जो किसी भी स्तर पर सार्थक नहीं है अत: यह परिपक्वता कि अनुसूचित जाति एवं अनुसूचित जनजाति के छात्र/छात्राओं की शीर्षक जागरूकता का उनकी शीर्षक उपलब्धि पर कोई सार्थक प्रभाव नहीं है, व्यक्ति की जाति के है। इसका तात्पर्य यह हुआ कि शीर्षक जागरूकता छात्र/छात्राओं की शीर्षक उपलब्धि को प्रभावित नहीं करती है।
### तालिका संख्या 1.1

अनुसूचित जाति एवं जनजाति के उपरोक्त जातियों को प्राप्त करने की शीर्षक जागरूकता के विविध आयोजनों का उनकी शीर्षक उपलब्धि पर भाव

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N=200

### तालिका संख्या 1.2

अनुसूचित जाति एवं जनजाति की उपरोक्त जातियों को प्राप्त करने की शीर्षक जागरूकता के विविध आयोजनों का उनकी शीर्षक उपलब्धि पर भाव

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</table>

N=300
का उनकी शैक्षिक उपलब्धि पर कोई सार्थक प्रभाव नहीं पड़ता है, सीधी की जाती है।

## तालिका संख्या 2

<table>
<thead>
<tr>
<th>शैक्षिक जागरूकता के स्तर</th>
<th>लिंग</th>
<th>मान्यता</th>
<th>मानक विचलन</th>
<th>टी-परीक्षण</th>
<th>सार्थकता स्तर</th>
</tr>
</thead>
<tbody>
<tr>
<td>समाज के प्रति जागरूकता</td>
<td>छात्र</td>
<td>16.22</td>
<td>2.65</td>
<td>0.1965</td>
<td>NS</td>
</tr>
<tr>
<td>परिवार के प्रति जागरूकता</td>
<td>छात्र</td>
<td>16.27</td>
<td>2.98</td>
<td></td>
<td></td>
</tr>
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<td>समाज के प्रति जागरूकता</td>
<td>छात्र</td>
<td>53.66</td>
<td>8.78</td>
<td>3.1594</td>
<td>0.01</td>
</tr>
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<td>परिवार के प्रति जागरूकता</td>
<td>छात्र</td>
<td>56.19</td>
<td>8.76</td>
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<tr>
<td>स्वयं के प्रति जागरूकता</td>
<td>छात्र</td>
<td>49.60</td>
<td>7.85</td>
<td>1.7926</td>
<td>NS</td>
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<td>समाज के प्रति जागरूकता</td>
<td>छात्र</td>
<td>50.92</td>
<td>8.38</td>
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<td></td>
</tr>
<tr>
<td>राष्ट्र के प्रति जागरूकता</td>
<td>छात्र</td>
<td>22.03</td>
<td>4.68</td>
<td>1.3828</td>
<td>NS</td>
</tr>
<tr>
<td>समाज के प्रति जागरूकता</td>
<td>छात्र</td>
<td>21.43</td>
<td>4.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N= छात्र-200-छात्राएँ-300

## श्लोक के निष्कर्ष
1. अनुसूचित युग्म एवं अनुसूचित जनजाति के छात्र/छात्राओं की शैक्षिक जागरूकता का उनकी शैक्षिक उपलब्धि पर कोई सार्थक प्रभाव नहीं पड़ता है।
2. अनुसूचित युग्म एवं अनुसूचित जनजाति के छात्र/छात्राओं की शैक्षिक जागरूकता के खिलाफ विभिन्न आयामों जैसे-समाज के प्रति जागरूकता, परिवार के प्रति जागरूकता, स्वयं के प्रति जागरूकता और राष्ट्र के प्रति जागरूकता का उनकी शैक्षिक उपलब्धि पर कोई सार्थक प्रभाव नहीं पड़ता है।
3. अनुसूचित युग्म एवं अनुसूचित जनजाति के छात्र/छात्राओं की शैक्षिक जागरूकता के खिलाफ विभिन्न आयामों जैसे-समाज के प्रति जागरूकता, परिवार के प्रति जागरूकता, स्वयं के प्रति जागरूकता और राष्ट्र के प्रति जागरूकता का उनकी शैक्षिक उपलब्धि पर कोई सार्थक प्रभाव नहीं पड़ता है।
4. अनुसूचित युग्म एवं जनजाति वर्ग को सामाजिक, शैक्षिक, आर्थिक और राजनीतिक रूप से विभेदित करने के कारणों से अव्यक्त कराया जाये और उच्च उपयोग वतनता जाये।
5. भारत की 70 प्रतिशत जनसंख्या गाँवों में निवास करती है, जिसका अधिकांश भाग अनुसूचित जाति/जनजातियों का है।

अधिकांश अनुभवक वृक्ष है। इसलिए यह आवश्यक है कि कृप्याक्षेत्रों में उन्नति के लिए विद्यालयों में कृप्यावस्था का व्यापार विकास किया जाना चाहिए।

संदर्भ

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अभ्यास के संपन्नता और सामाजिक प्रेरणाओं का एक अध्ययन

राजेश कुमार

पुस्तक में प्रചार (अध्यायी), विज्ञान दिवस, जोधपुर जैन कॉलेज, सहारागुर (सुपी)

ABSTRACT

हुर्सेन की पाठ में "शिक्षा का प्रामाण्य उद्देश्य व्यक्त करने का एक उपाय होता है।" एवं उन्होंने ध्यान केंद्र अनुसार शिक्षा ऐसी होनी चाहिए, जो मानव को इतना अनुभवित कर देगा कि वह अपने शासक शब्दों की खात्री नहीं दे करें और उसे अस्वीकार कर सकें। उन्होंने कहा कि शिक्षा का मनुष्य को इतना विकास करना चाहिए कि वह स्वयं की विश्वासपूर्वकताओं के अनुकूल ठहर सके।

गांधी जी भी मानते थे- "शिक्षा योग्य तरीके से प्रदान की जाती है।"। उसी समय राष्ट्रपति ने कहा कि- "जो ज्ञान मन की दृष्टि से बदला जाना है, तो वह सब ज्ञान है।"।

परिवर्तन में शिक्षा की महत्त्वपूर्ण भूमिका है क्योंकि यदि राष्ट्र के आचरणक्रियाओं के कार्यान्वयन की सफलता उसकी शिक्षा पर ही निर्भर होती है। वे समाज के निर्माण के लिए शिक्षा द्वारा व्यक्ति के विकास, अनुभव, ज्ञानकोष और नयी विज्ञानासों का विकास किया जाता है।

शिक्षा व्यक्ति, समाज और राष्ट्र की दृष्टि होती है। शिक्षा के विना कोई भी राष्ट्र, समाज एवं शिक्षा नयोग को नहीं कर सकता। आत्मवेदन संस्थानों की सर्व सुलभता किसी भी राष्ट्र के सर्वाधिक मान्यता को रखती है।

राजेश कुमार

पुस्तक में प्रचार (अध्यायी), विज्ञान दिवस, जोधपुर जैन कॉलेज, सहारागुर (सुपी)

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कोटी जो भी माननीय योग्यता की उक्ति खोलकर यहूदः— "शिक्षा जीवन भर बचावने वाली प्रक्रिया है।
उपरोक्त वाक्यों के द्वारा एक शिक्षक या शिक्षण प्रमोद ने कहा कि शिक्षा के ध्यान में आया है।
शिक्षा का अधिक महत्वपूर्ण निष्ठावत व धार्मिक था। शिक्षा तथा विकास पर साधन शामिल करने वाले को सहाय करने की प्रक्रिया है।
शिक्षा के साथ विकास के प्रदर्शन तिथि, योग्यता एवं समावेश दर्शाते हैं विकास का विकास करने की प्रक्रिया है।
शिक्षा विश्वास का बीमारी विकास का उसे समस्त नागरिक एवं उन्मुक्तिवादी बनाती है। शिक्षा अधिक प्रभावित, स्वयंसेवा तथा अधिक विश्वास की भावना विकसित करती है। आम संस्थाएँ, अधिक उद्योग और अपने संस्थापक के अधिकतम स्तर पर वास्तविक विश्वास और सफलता का आह्वान करती है, फलस्वरूप मानव सामाजिक परिवर्तन संदर्भ एवं सहजोत्सव जैसे गुण ग्राहन प्राप्त कर जीवन मूल्य अपनना में सफल होता है।
इस तरह शिक्षा विश्वास के संसारी विकास के लिए महत्वपूर्ण उपलब्ध है। विकास और सामाजिक परिवर्तन की प्रक्रिया में भी शिक्षा की गतिविधियों और मूल्यों होती है।
शिक्षा जीवन का अर्थ उपलब्ध है और जीवन शक्ति का कारक है।

इसके अलावा भी हाईकोट्ं एवं सुप्रीम कोट्ं ने अपने विकासों के माध्यम से शिक्षा के अधिकारों के संरक्षण बनाने की प्रयास किया है, जो निम्न है—

• अरोक्य कुमार तारक बनाम भारत संगठन, (2008) एम.एल.एच. में उत्तराखंड न्यायालय से केंद्रीय शिक्षण संस्थान (पेपर में आयोजन) अधिनियम 2006, इससे द्वारा केंद्रीय उच्च शिक्षण संस्थानों (जैसे आईएसआईकोट्ं एवं आईआईएकोट्ं एवं केंद्रीय संस्थानों जिसमें फोटो की उपलब्धि) के मा है।
• उन्नी नृत्य किसान आय देश राष्ट्र, (1993) में अपने विश्वास किया कि शिक्षा पाने का अवधि अनुक्रेश 21 कि अर्थ एक अन्य हिस्सा है और सभी को शिक्षा उपलब्ध कराना राष्ट्र का दायित्व है, किन्तु उस पर एक परिस्थिति तला दिया कि यह अधिकतम 14 वर्ष तक बच्चों के लिए ही सीमित है।
• इस शोध ने भी पहली से सही लोकसम्म से संबंधित के शैक्षिक समृद्धि का एक अनुभव का विवरण किया है। इस शोध ने भी पहली से सही लोकसम्म से संबंधित के शैक्षिक समृद्धि का एक अनुभव किया है, जो निम्नलिखित है—
ग्राफ-1
पहली से तेहरी लोकसभा के सदस्यों की स्थिति पृष्ठभूमि
(प्रतिशत में)

उपरोक्त ग्राफ का विस्तारण करने से निम्नलिखित बातें उच्चर कर सामने आती है। जहां पर पहली लोकसभा में आवर मैट्रिक 23.48 ग्राफिक थी, तथा पर दूसरी लोकसभा में 25.48 ग्राफिक, तीसरी लोकसभा में 28.77 ग्राफिक, चौथी में 11.81 प्रतिशत, पांचवी में 23.15 प्रतिशत, छठी में 9.8 प्रतिशत, सातवी में 10.03 प्रतिशत, आठवी में 7.9 प्रतिशत, नौवी में 2.09 प्रतिशत, दसवी में 3.57 प्रतिशत, दशवी में 2.9 प्रतिशत, बारहवी में 2.26 प्रतिशत और तेहरवी लोकसभा में 2.81 प्रतिशत सदस्य आवर मैट्रिक थे। यदि हम पहली से तेहरवी लोकसभा तक के मैट्रिक / उच्चतर माध्यमिक शिक्षा प्राप्त सांसदों की बात करें तो वह क्रमशः 18.44, 19.1, 17.75, 22.11, 15.95, 24.9, 22.33, 2.1, 19.66, 8.73, 18.18, 16.83 और तेहरवी लोकसभा में 9 प्रतिशत थी। अगर हम अपन उच्चतर शिक्षा प्राप्त सांसदों की बात करें तो दसवी में 11.31, नौवी में 1.55, बारहवी में 3.4, तेहरवी में 7.9 प्रतिशत थी। यदि हम स्नातक तक शिक्षा प्राप्त सांसदों की बात करें तो पहली में 37.1, दूसरी में 33.97, तीसरी में 32.04, चौथी में 37.63, पांचवी में 34.63, छठी में 38.7, सातवी में 40.34, आठवी में 44.65, नौवी में 48.75, दसवी में 43.65, दशवी में 42.94, बारहवी में 44.8 और तेहरवी लोकसभा में 18.03 प्रतिशत सदस्य स्नातक तक शिक्षा प्राप्त थे। यदि हम स्नातकोत्तर डिग्री प्राप्त सांसदों की बात करें तो उनकी प्रतिशतता क्रमशः 17.82, 19.53, 20, 24.76, 24.7, 24.9, 25.76, 24.58, 25.93, 28.77, 28.82, 28.17 और तेहरवी में यह संख्या 27.2 प्रतिशत थी। यदि हम डाक्टर की उपाधि प्राप्त सांसदों की बात करें तो इनकी संख्या जहां पहली और दूसरी लोकसभा में 3.16 और 1.92 प्रतिशत थी, तीसरी, चौथी, पांचवी और छठी लोकसभा में 1.44, 3.72, 1.57, 1.7 प्रतिशत थी। इसी प्रकार से सातवी, आठवी, नौवी और दसवी लोकसभा में क्रमशः 1.52, 1.87, 3.56 और 3.97 प्रतिशत थी, वहीं ग्यारैयों व बारहवी लोकसभा में यह संख्या 5.6 और 4.54 प्रतिशत थी। तेहरवी लोकसभा में डाक्टर की उपाधि प्राप्त सांसदों की संख्या 5.06 प्रतिशत थी।

निष्कर्ष
भारत में लोकसभा का सदस्यरत्न के लिए कोई निर्देश धार्मिक योग्यता की बातचीत नहीं है, फिर भी आगर हम पहली लोकसभा से तेहरवी लोकसभा के सांसदों की 'शैक्षिक पृष्ठभूमि' का आयाम करते हैं तो इससे यह निष्कर्ष निकलकर आता है कि भारत में लोकसभा सांसदों की शैक्षिक योग्यता लगातार बढ़ रही है, जो एक अच्छा संकेत है।

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संदर्भ

- डा आशकों सुकर, एन्सीयन इंटरनेशन एजुकेशन, पृष्ठ 366
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- विज्ञान ओझा, 2010, नायर शिक्षा एवं सामाजिकता, शीर्षक प्रशिक्षण, नई दिल्ली, पृष्ठ 2-3
- भारत का संविधान : अनुसंधान 29(1)
- भारत का संविधान : अनुसंधान 30(1)
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शोधकर्ता / लेखकों के लिए दिशा निदेश

1. शोध-पत्र को अंग्रेजी या हिन्दी में लिखकर, हमारे ई-मेल ritesh.rke@gmail.com पर भेजें। शोध-पत्र 2000 से 3000 शब्दों के बीच में लिखा होना चाहिए। शोध-कार्य, कंटेक्स्ट अपने व्यक्तिगत ई-मेल से ही ई-मेल में। हाई कॉर्प व सी.सी.डी. में भेजने की आवश्यकता नहीं है। (बड़ी शोध कार्य अपने व्यक्तिगत ई-मेल से ही ई-मेल नहीं करते हैं तो उन्हें हाई कॉर्प व सी.सी.डी. हमारे पास स्पष्ट पोस्ट द्वारा भेजनी आवश्यक है।)

2. शोध-पत्र को एम.एस.वर्ड (M.S.Word any version), पेज मेकर (Page Maker) इत्यादि की फाइल फाइन्ड में भेजा जा सकता है।

3. शोध-पत्र के प्रथम पृष्ठ पर लेखक/लेखकों/शोधकर्ता का पूर्ण पता, पद एवं मोबाइल नंबर, ई-मेल व बैंक में जमा की गई गद्दी निधारित सहयोग राशि तहत जर्नल नंबर/ड्राइवर्शन नंबर लिखा जाना चाहिए। दूसरी पृष्ठ पर शोध सारांश (Abstract) व की-वादी (Key-words) दिए जाना चाहिए।

4. शोधकर्ता, अपने शोधपत्र में टेबल, ग्राफ, चार्ट, वर्क-फॉलो-चार्ट इत्यादि का प्रयोग कर सकते हैं।

5. अनिश्चित पृष्ठ पर शोधकर्ता को पोशाक करनी होगी कि उक्त शोध कार्य उनका मौलिक कार्य है। यह शोध पत्र अन्यत्र प्रकाशित नहीं किया गया है और शोध-पत्र में किसी व्यक्ति विशेष, किसी धर्म, समाज, जाति, राजनीतिक पार्टी अथवा किसी संस्था या पंचायत जिसका नाम किसी भी पत्र में प्रकाशित नहीं किया गया हो, तो दोनों भागों का प्रयोग करें।

6. इस मॉडल को शोध-पत्र के प्रथम पृष्ठ पर लेखक/लेखकों/शोधकर्ता का पूर्ण पता, पद एवं मोबाइल नंबर, ई-मेल व बैंक में जमा की गई गद्दी निधारित सहयोग राशि तहत जर्नल नंबर/ड्राइवर्शन नंबर लिखा जाना चाहिए। दूसरी पृष्ठ पर शोध सारांश (Abstract) व की-वादी (Key-words) दिए जाना चाहिए।

7. शोध-पत्र को शोध-पत्र तैयार करने के उपरांत, ई-मेल करने से पहले निधारित सहयोग राशि, पंजाब नेशनल बैंक खाता Well Press Publications A/c No. 7629002100000676 (IFSC-PUNB0762900, वी.एस.एम. चौक, रुडकी) में अवस्थित करें। जाने ही ड्राइवर्शन/जर्नल नंबर व धन जमा करने की तिथि को शोध-पत्र के प्रथम पृष्ठ पर अंकित करें। अपने शोधकर्ता हो तो ड्राइवर्शन अवधारणा एनिमलाइज एनएसएफडी द्वारा भी सहयोग राशि ड्राइवर्शन कर सकते हैं, जिसके लिए ड्राइवर्शन नंबर का उल्लेख शोध-पत्र के प्रथम पृष्ठ पर किया जाना आवश्यक है।

8. बड़ी शोध-पत्र को हमारे समाजसेवी अंगण द्वारा अवधारणा किया जाता है तो ऐसी स्थिति में आपकी सहयोग राशि की लौटाई जा सकता है अवधारणा अंगण में केवल आपके, दूसरे शोध-पत्र अवधारणा अवधारणा के जमा देने के संबंध में ड्राइवर्शन ही है। जमा सारांश देने का दृश्य में उपयोग होता है।

9. बड़ी शोधकर्ता द्वारा कितनी भी कारणों से शोध-पत्र को प्रकाशित करने के बाद ड्राइवर्शन देने का अर्थ स्थायी होता है।

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