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# GYAN BHAV JOURNAL OF TEACHER EDUCATION

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## LEARNING DIFFICULTIES IN MATHEMATICS IN 'FIRST GENERATION LEARNER' AND 'OTHER THAN FIRST GENERATION LEARNER' AT PRIMARY LEVEL.

\* Prof. Reena Agarwal  
\*\*Dr.Lalita Chaudhary

### ABSTRACT

*Students learn different subjects at primary level. Mathematics is a subject which affects on every aspects of human life. Learning mathematics is very challenging for children whose parents have never gone to school to study. This study aims to compare the learning difficulties in Mathematics of FIRST GENERATION LEARNER (FGL) and OTHER THAN FGL. For this purpose 72 students of class-4 have been selected randomly .Among these students ,24 students were First Generation Learner(FGL) and 48 students were Other than FGL. Grade Level Assessment Device (GLAD) was administered on students. The results show that FGL and Other than FGL do not differ significantly in mathematics learning difficulties.*

**KEYWORDS:** Mathematic Learning difficulties, First Generation Learner (FGL), Other than FGL.

### INTRODUCTION:

Every child has a fundamental desire to exits and to grow .Primary education plays a vital role in all round development of not only a child but of a society and nation too. It is the incubation period for the future. Mathematics is taught as core subject in school education. It helps in real life to solve many problems logically. Maths as a subject affects all aspects of life at different levels. Within the school curriculum learning mathematics is very challenging because it is highly organized , sequential and progressive .It is the subject where one clears the parts ,the parts build each other to make a whole .

When student experience difficulties in learning mathematics , it is clear that teachers and schools alone are unlikely to be able to address every individual need. Children spend only a small proportion of their time in school .So parents have to become partner in their children's education from the very beginning of their children's live.

The partnership arrangement that currently exist between parents and schools have the potential to constrain or facilitate the learning of those children who experience difficulties. Parents support increases their children's skills and confidence and parental attitude and aspiration help children to do better in school.

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**OBJECTIVE OF THE STUDY:** To compare the learning difficulties in Mathematics of FIRST GENERATION LEARNER (FGL) and OTHER THAN FGL.

### **HYPOTHESIS OF THE STUDY:**

There will be no significant difference between mean scores with reference to learning difficulties in Mathematics and its various subtasks (as follows) of FGL and OTHER THAN FGL

- |                       |                              |
|-----------------------|------------------------------|
| (1) Time –measurement | (4) Factors                  |
| (2) Word problem      | (5) LCM                      |
| (3) Multiples         | (7) Put the sign in fraction |
| (6)Place value        |                              |

**RESEARCH METHOD:** Ex post facto research method is used in the present study.

**SAMPLING:** Sampling was done in two stages-first, selection of the schools. Schools were selected randomly. Second, selection of the students. Two separate tables were prepared to Select the students. The first list was of \*FGL and second one was of \*\*OTHER THAN FGL. Students were randomly selected from both the lists.

**SAMPLE:** The sample of the study consists of 72 primary school students (24 FGL and 48 OTHER THAN FGL) from 6 schools (3 Government aided and 3 private schools) of Lucknow city.

**TOOLS:** The Grade Level Assessment Device (GLAD) was used to identify the nature of difficulty in Mathematics. The tool is prepared by National Institute for the Mentally Handicapped. In this tool there are worksheets for Class I to IV in Mathematics. In the present study the worksheet for class IV in Mathematics has been used.

**METHOD OF DATA COLLECTION:** The data was collected in the month of January and February when the syllabus of Mathematics was almost completed. The test was administered on the students selected. When the student completed worksheet he/she was thanked and another taken away for the administration of the test.

**SCORING-** The responses were given scores as per the scoring procedure given in the test key. The scoring pattern of this test is in such a way that a high score on test is the indicator of less difficulties and low score on the test is the indicator of more learning difficulties.

**STATISTICAL ANALYSIS:** The data has been analyzed using t test.

\*These are the students whose parents are illiterate.

\*\*These are the students whose parents are **literate**.

**RESULTS :**

**TABLE**

**Mean SD, SEM, SED and CR in reference to learning difficulties in Mathematics and its subtasks of FGL and OTHER THAN FGL with learning difficulties**

Mathematics and related tasks	First Generation learner	N	Mean	SD	SEM	SED	CR	Level of significance
Mathematics	FGL	24	25.95	7.58	1.55	1.89	1.37	Not significant at 0.05 level
	Other than FGL	48	28.54	7.55	1.09			
Time Measurement	FGL	24	10.96	4.76	0.97	1.15	1.64	Not significant at 0.05 level
	Other than FGL	48	12.85	4.28	0.62			
Word Problem	FGL	24	0.25	0.62	0.13	0.15	0.27	Not significant at 0.05 level
	Other than FGL	48	0.29	0.62	0.08			
Multiples	FGL	24	3.33	1.26	0.26	0.33	1.69	Not significant at 0.05 level
	Other than FGL	48	2.77	1.39	0.20			
Factors	FGL	24	1.20	1.37	0.28	0.33	0.06	Not significant at 0.05 level
	Other than FGL	48	1.18	1.26	0.18			
LCM	FGL	24	1.71	1.03	0.21	0.33	3.24	<b>Significant at 0.05 level as well as 0.01 level</b>
	Other than FGL	48	0.64	1.78	0.26			
Place Value	FGL	24	6.37	1.79	0.36	0.48	1.27	Not significant at 0.05 level
	Other than FGL	48	6.98	2.22	0.32			
Put the Sign in Fraction	FGL	24	4.08	2.32	0.47	0.57	0.29	Not significant at 0.05 level
	Other than FGL	48	4.25	2.24	0.33			

The results shown in table reveal that in Mathematics and its various tasks CR in 1.37 (Mathematics), 1.64 (Time measurement), 0.27 (Word problem), 1.69 (Multiples), 0.06 (Factors), 1.27 (Place value) and 0.29 (Put the Sign in Fraction) of FGL and OTHER THAN FGL. On referring to t-table, it was found that obtained CR value do not exceed the critical value 2.00 (0.05 level) at 70 df. Thus the proposed null hypothesis  $H_0(1)$ ,  $H_0(2)$ ,  $H_0(3)$ ,  $H_0(4)$ ,  $H_0(6)$  and  $H_0(7)$  are retained. Thus it can be concluded that FGL and OTHER THAN FGL having learning difficulties do not differ significantly in Mathematics and its related tasks in reference to learning difficulties. On the other hand, in LCM subtask, the obtained CR value 3.24 exceeds the critical value 2.65 (0.01 level) at 70 df. Thus the proposed null hypothesis  $H_0(5)$  is not retained at 0.01 level. It can therefore be concluded that FGL and OTHER THAN FGL having learning difficulties differ significantly in reference to learning difficulties in LCM. The mean values ( $M=1.71$ ) of FGL and ( $M=0.64$ ) OTHER THAN FGL with learning difficulties indicate that OTHER THAN FGL have more difficulties in comparison to FGL in LCM subtask.

**DISCUSSION:** It is evident from the results that children with learning difficulties of FIRST GENERATION LEARNER (FGL) and OTHER THAN FGL do not differ significantly in Mathematics and

its all tasks except LCM task of Mathematics. OTHER THAN FGL attributed greater difficulties in subtasks of Time Measurement, Word Problem, Multiples, Factors, Place Value and Put the Sign in Fraction in comparison to first generation learner because their mean values are higher ,though it does not show any significant difference.

In nutshell, the results of the present study indicate that FGL is not a factor affecting the learning difficulties of students. Many earlier studies indicate that parental involvement in their child's literacy practices positively affects children's academic performance (Bus,Lizedoorn & Pellerini,1995;Fan & Chen,2001) and is a more powerful forces for academic success than other family background factors such as social class, family size and level of parental education (Flour,Buchanan,2004).Parental aspiration and expectation on their children's achievement also have a strong impact on children's school result (Desforges and Abouchaar,2003).

This study promotes understanding among parents of the child's academic problem. The parents have to take the responsibilities of their children. It is necessary for parents to think the importance of education. They have to realize that it is his responsibility to teach their children and able to understand children's difficulties. Parents and teachers join together in a dynamic learning when academic failure looms ahead.

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## A STUDY OF THE EFFECT OF SCHOOL ENVIRONMENT ON EMOTIONAL MATURITY OF THE STUDENTS AT SECONDARY LEVEL

\*Dr.Bhawna Saraswat

### ABSTRACT

*Present study is an attempt to find out the effect of school environment on Emotional Maturity of 450 students of intermediate schools affiliated to U P Board constitute the sample of the study random technique is applied. Students were divided into three groups like high, average and low perceived school environment. F ratio and t ratio are applied for treatment of the data. On the basis of the finding, it may be concluded that Emotional Maturity of the students are not affected by the school environment.*

### INTRODUCTION:

Human beings are always immersed in a social environment, which not only changes the vary structure of an individual or just compels him to recognize fact but also provides him with a readymade system of sign. It imposes a series of obligations on him. Two environments, home and school share on influential space in child's life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). According to Sagar and Kaplan (1972), by its vary nature, the family is the social biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. Next to family, the school is the most important experience in the process of child development. When the child enters the school arena, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different school and may have a direct impact on the cognitive and affective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environmental variables that are most effective in promoting optimum development of each child's potentialities.

### SCHOOL ENVIRONMENT VARIABLES:

- a) Creative stimulation:- It refers to "Teachers activities to provide conditions and opportunities to stimulate great thinking".
- b) Cognitive and encouragement: - It implies "Teacher's behaviour to stimulate cognitive development of the students by encouraging his actions or behaviours".
- c) Permissiveness: - It indicates, "A school climate in which students are provided opportunities to expressed their views freely and act according to their desires with no interruption from teachers".
- d) Acceptance:- It implies "A measure of teachers unconditional love, recognizing that students have the right to express feeling, to uniqueness, and to be autonomous individual's. Teacher accepts the feelings of students in a non- threatening manner".



- e) Rejection:- It refers to “A school climate in which teachers do not accord recognition to students right to deviate, act freely and be autonomous persons”.
- f) Control:- It indicates “Autocratic atmosphere of the school in which several restriction are imposed on students to discipline them.”<sup>2</sup>

### **EMOTIONAL MATURITY:**

Emotional maturity reflects the condition of mind of a person which shows its way of thinking, perceiving, understanding and grasping the feelings or emotions regarding anything. Emotional maturity is generally attained by the person after expiry of his/her adolescence period. A person who is emotionally mature reflects its balanced state of mind through their balanced and matured behavior towards others in its day to day life. A person is known as quiet matured and well behaved if he or she becomes able to handle his/her emotions encountered unwillingly.<sup>3</sup>

### **OBJECTIVES:**

1. To study the school environment at secondary level of Aligarh district.
2. To Study the Emotional Maturity of the students at secondary level.
3. To examine the effect of School Environment on Emotional Maturity of the students at secondary level.

### **HYPOTHESES:**

1. There will be average school Environment as perceived by the students.
2. There will be average emotional maturity as shown by the students gone through the adopted test (Emotional Maturity Scale (E.M.S.) by Dr. Yashvir Singh and Dr. Mahesh Bhargav) for the study.
3. There is no significant effect of the School Environment on the Emotional Maturity of the students at secondary level.

### **LIMITATIONS OF THE STUDY:**

1. The present study is delimited to the students of class X studying in the government and government aided intermediate college affiliated to U. P. Board, Allahabad.
2. Study is limited to the variables taken under study.
3. Study is limited to Aligarh district only.
4. In the present study have not been divided on gender basis.

### **RESEARCH METHODOLOGY:**

Descriptive survey method has been used for the study. Having the view on research methods it was found that descriptive survey method is best suitable for present study so researcher adopted the survey method.

### **VARIABLES:**

In the present study the researcher analyzed the research variables as:

1. Independent variables: In the present study “school environment” is considered as independent variable.

2. Dependent variable: In the present study “emotional maturity” is considered as dependent variable.
3. Intervening variables: In the present study, all psychological ,Physical and emotional characteristics of the students are considered as intervening variables. A part of these variables, socio-economic status, and culture are also considered as intervening variables.

### CONTROL OF INTERVENING VARIABLES:

Present study is a type of descriptive research and survey methods is used to collect the data. Direct control of variables is not possible in survey studies so researcher used randomization to control the effect of intervening variables on dependent variables.

### SAMPLE (450):

In the present study sample, size is 450. To achieve the objective of the study the researcher selected the appropriate and representative sample through random sampling technique.

### SAMPLING:

In relation to the size of the sample first of all researcher collected the list of total senior secondary schools located in Aligarh district, from the office District Inspector of Schools. At the time of study (2013) the total No of government and government aided higher secondary school and inter colleges in Aligarh district were 93 and in 93 schools the total no of students enrolled in class X were 9300 approximately.

The researcher decided to take 50% (4650) of total population for the sample of the present study. 5% of total population lies in 10 to 15 schools. So the researcher made a list of total schools the researcher selected 12 schools to collect the data. The researcher used the lottery technique to select the school.

**TABLE-1**

**List of selected Govt. / Govt. Aided Selected School and Sample**

S.No.	Name of School	Type Govt./Govt. Aided	No of Total Students	Sample Students
1.	Chob Singh Inter College, Khair Bypass, Aligarh	Govt. aided	109	32
2.	Chiranjilal Girls Inter College, Aligarh	Do	112	39
3.	Adhar High School Jiroli Hira Singh, Aligarh	Do	127	40
4.	Rashtriya Inter College, Khair, Aligarh	Do	126	38
5.	Nagar Palika Inter College, Atrauli, Aligarh	Do	150	45
6.	Shivdan Singh Inter College, Iglas, Aligarh	Do	110	40
7.	Baroli Inter College, Brauli Rao, Aligarh	Do	110	38
8.	Krishna Nanda Inter College, Jalali, Aligarh	Do	92	30
9.	Kisan Inter College, Budhansi, Aligarh	Do	128	37
10.	Raghuvir Sahai Inter College, Aligarh	Do	120	40
11.	Govt. Inter College, Aligarh	Govt.	118	38
12.	Maheshwari Inter College, Aligarh	Govt. Aided	100	33
Total			1402	450

N=Total Sample=450

After the selection of schools the researcher collected the data.

### TOOLS OF THE STUDY:

Following tools have been used for gathering information regarding the present study.

1. School Environment Inventory (S.E.I.) by Dr. Karuna Shankar Mishra.<sup>1</sup>
2. Emotional Maturity Scale (E.M.S.) by Dr. Yashvir Singh and Dr Mahesh Bhargav<sup>1</sup>

### Statistical Techniques:

The following statistical techniques have been applied in the study.

1. Mean
2. Standard deviation
3. Pearson correlation
4. T-ratio
5. F-Test (Value)

### FINDINGS :

The objective No. 01 of the study To study the school environment at secondary level of Aligarh region.

To find out the effect of School Environment perceived by the students The researcher calculated Mean score and Standard Deviation of the students given as under table 2.

**TABLE-2.0**

**Showing No. of Students, Mean and Standard Deviation of School Environment**

Total No. of Students	Mean	Standard Deviation
450	27.04	3.21

To study the scores of students obtained on S.E.I. it refers to high, average and low S.E.I.

**TABLE-3**

**According to the Manual of S. E. I.**

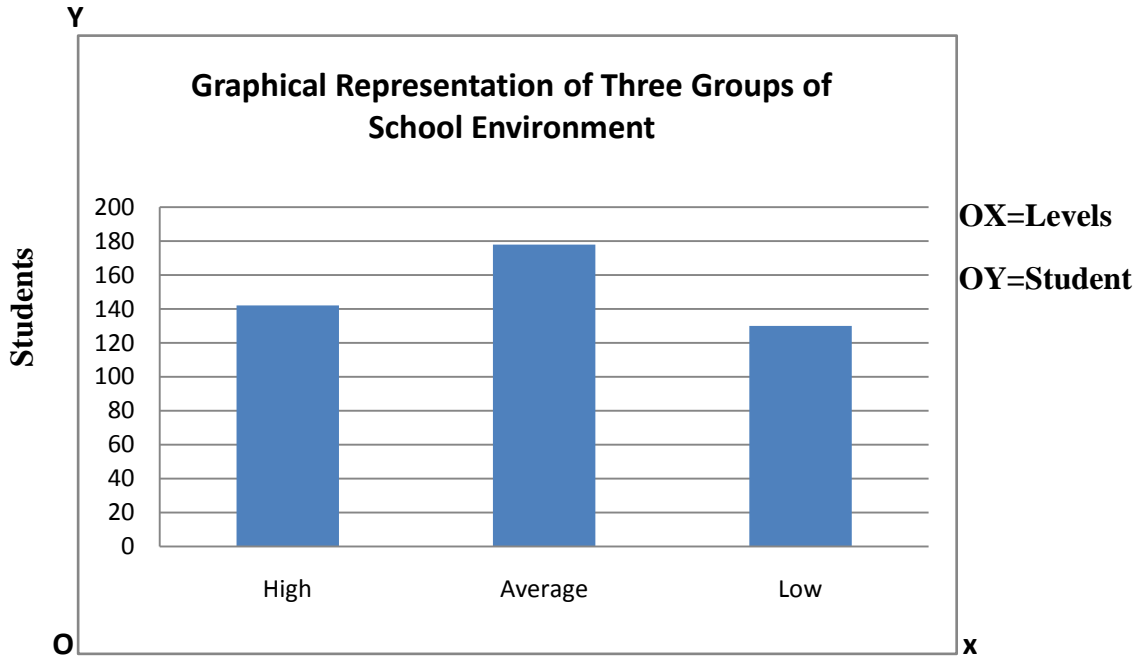
S. No.	Categories of the students	Score obtained
1.	High perceived school environment	34 & Above
2.	Average perceived school environment	23 to 33
3.	Low perceived school environment	Below 23

The researcher calculate the mean and standard deviation of 3 groups of students categories on basis of scores obtained on S.E.I.

**TABLE-4**

**School Environment Perceived by the Students**

S. No.	Categories	Students	Mean	S.D
1.	High	142	20.93	19.92
2.	Average	178	164.47	13.41
3.	Low	130	113.35	25.26
Total		450		



**TO FIND OUT THE EMOTIONAL MATURITY OF THE STUDENTS:**

**Objective No. 02: To Study the Emotional Maturity of the students at secondary level.**

The second objective of the Study is related to find out the Emotional Maturity of the students at secondary level. Emotional Maturity is considered as a second depended variable. To Study Emotional Maturity the researcher find out the Mean and Standard Deviation of the scores obtained by students on Emotional Maturity scale. The Mean and Standard Deviation are as given below:

**TABLE-5**

**Showing no. of students Mean and Standard Deviation of Emotional Maturity**

No. of Students	Mean	S.D.
450	107.67	26.44

On the basis of Mean of Mean score of the students on Emotional Maturity scale that the scores of the students are not normal in distribution. Most of the student secured below 'Average' scores. After that the researcher divided the scores into three categories are as given under below:-

**TABLE-6**

**Showing Emotional Maturity Perceived by Students**

School Environment	N	Mean	S.D.
Emotional Maturity of Students high perceived S.E.	142	104.78	26.84
Emotional Maturity of Students average perceived S.E.	178	110.17	26.69
Emotional Maturity of Students low perceived S.E.	130	108.07	25.81

**Objective No. 03 : To examine the effect of School Environment on Maturity of the students at secondary level**

Objective no.03 is related to the examination of the effect of School Environment on Emotional Maturity for the same The researcher formulated a hypothesis No.3 that there is no effect of School Environment on Emotional Maturity of the students at secondary level. To find out the effect The researcher calculated F-test the scores of three categories of Emotional Maturity.

The researcher calculated Mean Standard Deviation of Emotional Maturity scores of the students. The Mean value of 'High' Emotional Maturity is 107.85 and for average School Environment 108.23 and 'Low' School Environment the Mean was found 103.86. After that the researcher calculated Standard Deviation and 'F' value the explanation is given as under-

**TABLE -7**

**F-value of Emotional Maturity**

Scores of Emotional Maturity	Mean	S.D.	'F'
Emotional Maturity of students high perceived S.E.	107.85	29.43	0.56
Emotional Maturity of students average perceived S.E.	108.23	26.26	
Emotional Maturity of students low perceived S.E.	103.86	24.87	

As the table indicate the 'F' Values of Emotional Maturity on School Environment categories is 0.56 to find out the significant difference the reference value of 'F' on .01 level and .05 level are 8.02 and 4.26 simultaneously the present value of 'F' is less than the reference value on .05 level so the Null hypothesis no.3 is accepted. It Mean there is no significant difference found of School Environment on Emotional Maturity.

**t-Ratio After Significant F-ratio**

The aim of research process is to validate fact and make it variable. To make sure than the finding of the present Study are valid and replicable. The researcher calculated 't' value of concern variable. The researcher divided depended variables in to three categories e.g. High perceived School Environment to average perceived School Environment, High perceived School Environment to low perceived School Environment, average perceived School Environment to low perceived School Environment. The description of this calculation is given below:-

**TABLE-8**  
**'t' Calculation of Emotional Maturity**

S. No.	Groups	N	Mean	σ.D.	T	Level of significant
1	Emotional Maturity of students <b>HIGH</b> perceived School Environment	142	107.85	3.16	0.120	0.05 level non-significant
	Emotional Maturity of students <b>AVERAGE</b> perceived School Environment	178	108.23			
2	Emotional Maturity of students <b>HIGH</b> perceived School Environment	142	107.85	3.29	1.20	0.05 level non-significant
	Emotional Maturity of students <b>LOW</b> perceived School Environment	130	103.86			
3	Emotional Maturity of students <b>AVERAGE</b> perceived School Environment	178	108.23	2.93	1.48	0.05 level non-significant
	Emotional Maturity of students <b>LOW</b> perceived School Environment	130	103.86			

To calculate t-value the researcher divided each dependent variable into three category and six groups on the basis of perceived School Environment. After that The researcher calculated Mean Standard error and t value. The t value of three groups are 0.120, 1.20, and 1.48 are expressed that these three groups not different significantly to each other in relation to the scores of students on Emotional Maturity. Earlier The researcher calculated F value of three groups of Emotional Maturity on the basis of School Environment. The F value was found 0.056. it was indicated that three groups were not different at each other. At last it can be states that finding of t test and F test are similar.

**FINDINGS :**

In the present Study the researcher test whether there is any significant difference in the scores of dependent variables in relation to Independent variable or not? It will be considered as interactional effect of independent variables.

1. The first objective of this Study was to know the School Environments of secondary level students in Aligarh Region. On the basis of data analysis it was found that the students of different schools

of Aligarh district perceived different type of School Environment. Even the students of the same school perceived different school environment also. So with this it can be concluded that School Environment is a matter of individual difference. The Mean score on School Environment inventory obtained by all students of secondary level was 27.04. so The researcher may state that the students of secondary level perceive average level of School Environment. The distribution of scores is normal as it follows normal probability curve. Maximum students perceived School Environment 'Average' and few students perceived 'Low' as well as 'High' so The researcher divided into three categories high, average, and low for the further investigation.

2. The second objective of the present Study was to find out the Emotional Maturity of the students. After the analysis of the data The researcher calculated Mean and Standard Deviation of the scores. Means and Standard Deviation are found 107.67 and 26.44 simultaneously. The Mean of Emotional Maturity score indicate that the students of Aligarh region are Emotionally immature they scored below average marks.
3. Objective no.03 of the Study is related to find out the effect of School Environment on Emotional Maturity. The Mean score of the students who perceived School Environment high is 107.85 and Standard Deviation 29.43 the Mean scores of students on Emotional Maturity of the students who perceived School Environment Average is 108.23 and Standard Deviation 26.26 and the Mean score of the students who score Low on School Environment is 103.86 and Standard deviation 24.87.

The 'F' value of Emotional Maturity on School Environment categories is 0.56 to find out the significant difference the reference value of 'F' on 0.01 level and 0.05 level are 8.02, 4.26 simultaneously. The present value of 'F' is less than the reference value on 0.05 level. So the Null hypothesis no.8 is accepted. Mean there is no significant different found among School Environment and Emotional Maturity.

## CONCLUSIONS :

The researcher conclude the following about the Study:-

1. The students of secondary level of Aligarh region perceived overall Average School Environment. But some students perceived Good S.E. and Poor S.E. according to their perception about creative stimulation, Cognitive encouragement, acceptance, permissiveness, rejected and control.
2. It is concluded about the objective related to the Study of Emotional Maturity that the students of secondary level of Aligarh region secured below average marks on Emotional Maturity scale which indicate the 'below Average' level of Emotional Maturity of the students.
3. It is concluded about the objective related to find out the effect of School Environment on Emotional Maturity of the students of secondary level of Aligarh region it was found that there is no effect of School Environment on Emotional Maturity there two are different variables and don't have interactional value.

## DISCUSSION :

The discussion related to findings and conclusion given as under:-

- School Environment is the independent variable of the present Study. The students of secondary level of Aligarh region perceive the School Environment differently. The scores of School Environment distributed symmetrically in the population. Most of the students perceived School Environment average and other students perceived High as well as low Environment. The School of this region selected randomly so it can be hypothesized that all types of School included in the population. So it is a logical fact that a normal distributed population represented by a random sample. So the findings and conclusion of the present Study are according to the normal distribution.
- The scores on Emotional Maturity scale indicate that most of the students of secondary level represent below average. So it was concluded in this Study that the students who are Studying in Aligarh region have below average level of Emotional Maturity. Other similar Study conducted on Emotional intelligence also indicate the similar results discussed. What are the main reason or cause to affect the Emotional level of students? The complexity of society, lack of proper parental care and age of the students because they are all in between 15 to 18 years later phase of adolescent. So it is not strange to express the below average level of Emotional Maturity.
- The second dependent variable was Emotional Maturity. It was found in the conclusion that School Environment and Emotional Maturity don't have any difference in between Mean score but in general observations. We see when the child go to School, he comes in the contact of outer world when he found it favorable his emotions become mature and stable but if the student don't find a proper Environment in School he feel fear, anxiety and lot of pressure on him. His emotion did not get maturation, therefore in news paper we read the news of crime and suicides in Schools. It is directly related to School Environment and but our Study represent different results so it can not approved by research and our day to day experience it is require to do further Study on this topic.

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**NOTE:** This research paper is based on unpublished thesis of Ph.D. "Study of the effect of school environment study on study habits, emotional maturity, moral values and educational aspiration of the students at secondary level" of author Dr. Bhawna Saraswat. This thesis was submitted in Mewar University, Gangrar, Chittorgarh in year 2019.



## ROLE OF NAAC AND ITS IMPACT ON HIGHER EDUCATION INSTITUTIONS IN INDIA

\*Dr Syed Murtaza Fazl Ali

### ABSTRACT

*In previous decades a small number of higher educational institutions of the nation were going for evaluating the performance from national assessment and accreditation council (NAAC). But presently education is the basic pillar for the continuous economic, social and all-round development of the country. It is essential to promote self evaluation, accountability, innovations, research activities, critical pedagogy, training programmes and autonomy in the higher education system for the quality, sustenance and outcome.*

*Assessment (for accreditation) is conducted to bring improvement at all levels from course to program to institution. This is accomplished by establishing clear and measurable outcomes of student learning and by documenting that student learning has occurred. In this context NAAC challenges for the quality and excellence in its vision of every higher learning institution and advocates the best practices, benchmarking approach to derive an understanding of the quality status of higher education institutions.*

*The focus of the present paper is the role of NAAC and its impact to strengthen and improve the effectiveness of higher education system.*

**Keywords:** Assessment, Accreditation, Quality Higher Education.

**INTRODUCTION:** NAAC (National Assessment Accreditation Council) has been set up to facilitate the volunteering institutions to assess their performance and set parameters through introspection and a process that provides space to participation of the institution. It is an autonomous body established by UGC in 1994. The assessment and accreditation of higher learning institutions to improve their quality is the basic agenda of NAAC. NAAC is a member of the international network for quality assurance agencies in higher education comprising of over 120 different national agencies engaged in assessment, accreditation and academic audit. NAAC came into existence as a result of the NPE-1986 and the Programme of Action-1992, which stressed the enhancement and improvement of quality in higher education at national level. The performance of higher learning institutions is assessed after every five years and are given grades on the basis of performance, excellence and prospects of the institution.

**REVIEW OF RELATED LITERATURE:** Anita Kanwar & Meghana Sanjeeva, (2022), Survey analysis helps in determination of parameters which require improvement and changes to offer students greater levels of satisfaction. Aithal, P.S & Aithal Shubrajyotsna, (2021), found that the low research performance of the universities affected their overall accreditation credits. Manikamma (2019)

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IQAC (Internal Quality Assurance Cell) is to create an encouraging atmosphere in terms of core elements stated by NAAC and to play key role in planning, monitoring and evaluating the academic activities. D.G.Sawant (2016) found that, IQAC has greater role and responsibility in maintaining quality standards in the whole process of teaching, learning and evaluation. Arvind Chaudhari & Rashmi Sharma,(2014), Implementation of NAAC leads to improvement in the quality of education.

**VISION:** The vision of the NAAC is to make quality the defining element of higher education in India through a combination of self and external quality, evaluation promotion and sustenance initiatives.

**MISSION:** I. To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects. II. To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions. III. To encourage self-evaluation, accountability, autonomy and innovations in higher education. IV. To undertake quality-related research studies, consultancy and training programmes. V. To collaborate with other stakeholders of higher education for quality, evaluation, promotion and sustenance.

**VALUE FRAMEWORK:** To promote the following core values among the HEI's (Higher Education Institutions) of the Country.

- i. Contributing to national development
- ii. Fostering global competencies among students
- iii. Including a value system among students
- iv. Promoting the use of technology
- v. Quest for excellence.

**IMPORTANCE OF ICT ON NAAC:** The benefits of ICT (information and communication technology) in education are countless. ICT provides an innovative and effective platform promoting student-teacher engagement, knowledge retention and achieving NAAC accreditation. The virtual learning environment it creates can be highly beneficial for education institutions in terms of improving productivity and efficiency. When ICT is integrated into lessons, students become more engaged and progress in their work. Technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same thing in different ways. ICT will focus on the new initiatives by NAAC and its method of assessment & accreditation.

**ROLE OF IQAC:** The establishment of IQAC by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC for all institutions is an essential administrative body responsible for excellent standards. For the quality education the basic concern of IQAC is to initiate plan and screen various activities necessary for improvement. The role of IQAC is to ensure efficient and progressive performance of academic, administrative and financial tasks. The relevance and quality of academic and research programmes. Equitable access to and affordability of academic programmes for various sections of society. Ensure, sustain and enhance quality of teaching, learning, evaluation and infrastructure. Imparting quality education to the masses, fostering global competence among them and catering to the diverse needs of the society. Promotes research culture, professional development of the staff, quality feedback and performance appraisal mechanism and faculty empowerment through workshops, seminars and conferences.

**SEVEN BASIC CRITERIAS:** NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes. The below mentioned Table shows the criterion wise differential weight-ages for the three types of HEI's .The assessment of higher educational institutions is being done on the seven basic criteria's which are:

Sr. No.	Criteria	University	Autonomous College	Affiliated College of University
1	Curricular Aspect	150	150	100
2	Teaching, Learning & Evaluation	200	300	350
3	Research, innovations & Extension	250	150	110
4	Infrastructure & Learning Resources	100	100	100
5	Student Support & Progression	100	100	140
6	Governance, Leadership & Management	100	100	100
7	Institutional Values & Best Practices	100	100	100

Source: NAAC Accreditation, Guide to National Assessment Accreditation Council (NAAC) for Higher Education. (MasterSoft Accelerating Education)

### Criterion I: Curricular Aspects

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Curricular Aspects	Curriculum Design & Development	50	50	NA	NA
	Curricular Planning & Implementation	NA	NA	20	20
	Academic Flexibility	50	40	30	30
	Curriculum Enrichment	30	40	30	30
	Feedback System	20	20	20	20
	Total	150	150	100	100

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

**Criterion II: Teaching Learning & Evaluation**

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Teaching Learning & Evaluation	Student Enrolment & Profile	10	20	30	40
	Catering to student Diversity	20	30	50	50
	Teaching Learning Process	20	50	50	50
	Teacher Profile & Quality	50	60	80	60
	Evaluation Process & Reforms	40	40	50	30
	Student Performance & Learning Outcomes	30	50	40	60
	Student satisfaction survey	30	50	50	60
	Total	200	300	350	350

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

**Criterion III: Research, Innovations & Extension**

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Research, Innovations & Extension	Promotion of Research & Facilities	20	20	NA	NA
	Resource Mobilization for Research	20	10	10	15
	Innovation Ecosystem	30	20	10	10
	Research Publications & Awards	100	20	20	25
	Consultancy	20	10	NA	NA
	Extension Activities	40	50	60	50
	Collaboration	20	20	20	20
	Total	250	150	120	120

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

### Criterion IV: Infrastructure & Learning Resources

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Infrastructure & Learning Resources	Physical Facilities	30	30	30	30
	Library as a Learning Resource	20	20	20	20
	IT Infrastructure	30	30	30	30
	Maintenance of Campus Infrastructure	20	20	20	20
	Total	100	100	100	100

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

### Criterion V: Student Support & Progression

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Student Support & Progression	Student Support	30	30	50	50
	Student Progression	40	30	45	25
	Student Participation & Activities	20	30	25	45
	Alumni Engagement	10	10	10	10
	Total	100	100	130	130

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

### Criterion VI: Governance, Leadership & Management

Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Governance, Leadership & Management	Institutional Vision & Leadership	10	10	10	10
	Strategy, Development & Deployment	10	10	10	10
	Faculty Empowerment Strategies	30	30	30	30
	Financial Management & Resource Mobilization	20	20	20	20
	Internal Quality Assurance System	30	30	30	30
	Total	100	100	100	100

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

## Criterion VII: Institutional Values & Best Practices

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated Colleges UG	Affiliated Colleges-PG
Institutional Values & Best Practices	Institutional Values & Social Responsibilities	50	50	50	50
	Best Practices	30	30	30	30
	Institutional Distinctiveness	20	20	20	20
	Total	100	100	100	100

Source: 7 Assessment Criteria for NAAC Accreditation The Five Minute Series, Ezygo.app Blog

**ASSESSMENT OUTCOME:** The final result of the assessment and accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative matrices. This will be completed as a document comprising three parts.

### 1. Peer Team Report:

**Section i.** Gives the general information of the institution and its context.

**Section ii.** Gives criterion wise analysis based on peer evaluation of qualitative indicators instead of reporting with bullet points, this will be a qualitative descriptive assessment report based on the peer team's critical analysis presenting strengths and weaknesses of HEI under each criterion.

**Section iii.** Presents an overall analysis which includes institutional strengths, weaknesses, opportunities and challenges.

Section iv. Records recommendations for quality enhancement of the institution (not more than 10 major ones).

### 2. Graphical Representation based on Quantitative Metrics (QnM):

This part will be a system generated quality profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable features.

**3. Institutional Grade Sheet:** It is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by software. The above three parts will together form NAAC Accreditation Outcome Document. It is mandatory for the HEI's to display it on the institutional website apart from NAAC hosting it on its website.

Institutions are graded for each key aspect under four categories viz. A,B,C, D denoting Very Good, Good, Satisfactory and Unsatisfactory.

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status	Level
3.51-4.00	A++	Accredited	Very Good
3.26-3.50	A+	Accredited	Very Good
3.01-3.25	A	Accredited	Very Good
2.76-3.00	B++	Accredited	Good
2.51-2.75	B+	Accredited	Good
2.01-2.50	B	Accredited	Good
1.51-2.00	C	Accredited	Satisfactory
<=1.50	D	Not accredited	

**RE-ASSESSMENT:** Institution which would like to make an improvement in the Accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle.

### Impact of NAAC on Higher Educational Institutions:

Accreditation open up sound and challenging academic environment and contribute to social and economic development of the country. Generated keen interest and concern about quality assurance among stakeholders. Encourage the institutions to get more funds from funding agencies. Accreditation has become powerful weapon in the battle for job placement. It motivates faculty to participate actively in academic and other developmental activities. More than 5000 institutions have established IQAC Cell. Academic audit and quality enhancement must be encouraged.

### Why many Higher Educational Institutions lack NAAC Accreditation?

Inadequate Capacity and resources can make it challenging for HEIs to innovate and improve continuously as per NAAC's criteria of assessments. Recently reports claim around 696 universities and over 34000 colleges in the country are running without accreditation from the NAAC. AS per GC data out of 1113 universities and 43796 colleges, NAAC has accredited only 418 universities and 9062 colleges. Academics emphasize on the need for a range of resources including financial esources to invest in infrastructure and faculty development; human resources to prepare for the accreditation process and technological resources to support data collection and analysis. In their absence many HEIs are finding it hard to meet the accreditation criteria.

NAAC plays an essential role in al-round development and quality enhancement of higher learning. By accreditation the present status, strengths and weaknesses of the institution are coming out. Accreditation gives the institution an innovative direction, greater sense of accountability and enhanced credibility. Recently Chaudhary Charan Singh University Meerut has been Accredited with a 3.66CGPA out of 4 and awarded as A++ Grade by the NAAC. On March 1<sup>st</sup>,2023, NAAC peer team made a three day visit and inspected the Campus.

The researcher has taken one prestigious institution namely Government Degree College Baramulla J & K, where the NAAC inspection was done on Sept.2015 and the institution was given 'A' Grade. After grading in the same year, the institution attained college with potential for excellence (CPE)

status. In the year 2021 the college has retained the same grading 'A' from the NAAC. The institution has been re-accredited 'A' Grade by the National Assessment Accreditation Council. A NAAC peer team inspected the college on Sept. 15 & 16, 2021. The NAAC announced that the college has scored 3.09 institutional Cumulative Grade Point Average (CGPA) on a seven point scale at Grade 'A' which is valid for a period of five years. The NAAC officials conveyed that the outcome of the Assessment and Accreditation (A&A) exercise of GDC Baramulla was processed and Approved by the standing committee constituted by the executive committee to examine the peer team reports and declare the accreditation results. Presently the college has attained the autonomous status also.

The NAAC ranking is given on the basis of the achievements in the academics as well as in the infrastructural standards. Besides research work and exchange programmes will also be counted while evaluating the college for NAAC ranking. The college has scored 3.4 points in curricular aspects, 2.62 in teaching learning and evaluation, 3.14 points in research, innovation and extension, while 3.7 points have been awarded for infrastructure and learning resources, 3.54 points have been awarded for student support and progression. The NAAC has also awarded 3.05 to the college on governance, leadership and management besides 3.26 points have been awarded on institutional values and best practices.

On the other hand NAAC awards 'C' grade to Patna College which scored 1.62 out of CGPA 4.0. A three member peer team from NAAC had visited the college on Oct.18 and 19, 2019 to make on the spot assessment of the status and performance. The peer team in its report had observed that the college lacks well structured feedback mechanism which needs to be developed and implemented properly. For holistic development of students, the college may introduce courses on human values and professional ethics. As most teaching posts are lying vacant, there is an acute shortage of teachers, affecting its academic standard. The teacher student ratio 167 is far from satisfactory. (The Times of India 17 Nov.2019) The report further states that the college has no separate budget for research. There is no research review committee as such and the college also has no structured mechanism of consultancy. College hostels need proper maintenance and repair. Students access to internet facilities need to be expanded. There is a need of remedial coaching and guidance for competitive exams.

While data collection the researcher came to know that recently Government Degree College Sopore J&K got NAAC Grade A with CGPA 3.02 in May, 2023. A NAAC peer team visited the college on 10<sup>th</sup> and 11<sup>th</sup> May, 2023. The college has scored 2.7 points in curricular aspects, 2.89 in teaching learning and evaluation, 3.18 points in research, innovation and extension, while 2.8 points have been awarded for infrastructure and learning resources, 3.29 points have been awarded for student support and progression. The NAAC has also awarded 3.05 to the college on governance, leadership and management besides 3.51 points have been awarded on institutional values and best practices. (Ref. NAAC Document at GDC, Sopore May, 2023)

**CONCLUSION:** NAAC challenges for the quality and excellence in its vision of every higher learning institution and advocates the best practices, benchmarking approach to derive an understanding of the quality status of higher education institutions. The vision of the NAAC is to make quality the defining element of higher education in India, Inadequate Capacity and resources can make it challenging for HEIs to innovate and improve continuously as per NAAC's criteria of assessments. Accreditation open up sound and challenging academic environment and contribute to social and economic development of the country. Accreditation gives the institution an innovative direction, greater sense of accountability and enhanced credibility.



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जनपद अलीगढ़ के किशोरावस्था के शहरी एवं ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत सामान्य जाति, पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों में शैक्षिक तनाव व शैक्षिक उपलब्धि का तुलनात्मक अध्ययन

\*डॉ. पुष्पेन्द्र सिंह

### शोधसार

वर्तमान अध्ययन का उद्देश्य उत्तर प्रदेश के अलीगढ़ जनपद के किशोरावस्था के शहरी एवं ग्रामीण अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत सामान्य जाति, अन्य पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों में शैक्षिक तनाव व शैक्षिक उपलब्धि का अध्ययन करना है। शोध कार्य के लिए 450 विद्यार्थियों का चयन यादृच्छिक विधि द्वारा किया गया है तथा शोध कार्य हेतु डॉ. आभा रानी बिष्ट द्वारा निर्मित बैटरी ऑफ स्ट्रेस स्केल का प्रयोग शैक्षिक तनाव मापने में तथा यूपी बोर्ड के कक्षा 10 के अंकपत्र को शैक्षिक उपलब्धि के मापन हेतु प्रयोग किया गया है। परिणाम बताते हैं कि सामान्य जाति, पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर नहीं है। सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं है, लेकिन सामान्य जाति एवं अनुसूचित जाति, पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

### प्रस्तावना :-

“वर्ष 2002 में संविधान में किए गए 86वें संशोधन के जरिये अनुच्छेद 21ए को शामिल किया गया जिसमें 6-14 वर्ष आयु वर्ग के सभी बच्चों को मुफ्त और अनिवार्य शिक्षा प्रदान किए जाने को मौलिक अधिकार बनाया गया है। अनुच्छेद 21ए के अनुरूप उपयुक्त विधान को कानूनी रूप देने के लिए 4 अगस्त 2009 को संसद ने बच्चों के लिए निःशुल्क तथा अनिवार्य शिक्षा (आर0टी0ई0) अधिनियम 2009 को मंजूरी दी थी, जो 1 अप्रैल, 2010 से लागू हो गया है” (भारत 2013)<sup>1</sup>

भारत में शिक्षा के तीन स्तरों का प्रावधान है, जो क्रमशः प्रारंभिक, माध्यमिक तथा उच्च स्तर की शिक्षा है। बाल शिक्षा ही प्राथमिक स्तर की शिक्षा है, जो किशोरों के लिए एक प्रभावी आधार प्रदान करती है। निःसंदेह किशोरावस्था मानव जीवन का सबसे महत्वपूर्ण समय है, जिसमें किशोर की शारीरिक वृद्धि एवं मानसिक विकास तीव्र गति से होता है। मनोवैज्ञानिकों द्वारा 12-19 आयु वर्ग के क्रम को किशोरावस्था का क्रम माना जाता है। शिक्षा के अधिकार (आर0टी0ई0) की शुरुआत के साथ ही हमारे देश में साक्षरता की दर काफी तेजी से बढ़ रही है। सरकार द्वारा प्राथमिक और उच्च प्राथमिक स्तर पर तो काफी विद्यालय खोले गए हैं, लेकिन वित्तीय संकट के कारण सरकार माध्यमिक स्तर पर स्ववित्तपोषित माध्यमिक विद्यालयों को मान्यता प्रदान कर रही है। स्ववित्तपोषित माध्यमिक विद्यालय वह विद्यालय हैं, जिनके प्रबंधन का स्वामित्व निजी व्यक्तियों के हाथों में है, इन विद्यालयों को सरकार की तरफ से कोई भी वित्तीय सहायता प्रदान नहीं की जाती है। इन विद्यालयों में विद्यार्थियों से शिक्षण शुल्क लेकर अध्यापन का कार्य पूर्ण कराया जाता है, लेकिन इन विद्यालयों की परीक्षाएँ सरकारी बोर्ड द्वारा ही कराई जाती हैं।

अधिकांश लोगों की राय है कि स्ववित्तपोषित माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों का बौद्धिक स्तर सरकारी माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों के बौद्धिक स्तर से निम्न दर्जे का होता है। अनेक अध्ययनों के अनुसार “स्ववित्तपोषित माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का स्तर सरकारी अनुदानित माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा उच्च होता है।” (बशीर एवं सजीथा 1994)<sup>2</sup>

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● **शैक्षिक उपलब्धि :-**

शैक्षिक उपलब्धि किसी विद्यार्थी द्वारा सम्बन्धित विषयों में उसकी योग्यता का मापदण्ड है, दूसरे शब्दों में शैक्षिक उपलब्धि का अर्थ विद्यार्थी के विद्यालयी स्तर की परीक्षा के प्राप्तांकों को माना जाता है। सामान्यतः विद्यार्थी की शैक्षिक उपलब्धि को अंक या ग्रेड के रूप में लिखा जाता है।

प्रस्तुत शोधकार्य में शैक्षिक उपलब्धि हेतु उत्तर प्रदेश सरकार द्वारा मान्यता प्राप्त शहरी एवं ग्रामीण अंचल के सरकारी अनुदानित माध्यमिक विद्यालय एवं स्ववित्तपोषित माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं के उत्तर प्रदेश बोर्ड द्वारा कराई गई हाई स्कूल परीक्षा के प्राप्तांकों को आधार माना गया है।

● **शैक्षिक तनाव :-**

आधुनिक युग में जहाँ एक ओर भौतिक सुख सुविधाओं में अपार वृद्धि हो रही है, वहीं दूसरी ओर अवसाद में भी वृद्धि हो रही है, क्योंकि मानवीय मूल्य एवं आदर्शों में पर्याप्त गिरावट हो रही है, चिन्तन के स्थान पर चिन्ता का विस्तार हुआ है। यही चिन्ता, कुण्ठा, दबाव एवं अन्तर्द्वन्द्व के साथ मिलकर तनाव का रूपधारण कर लेती है। किशोरवस्था में विद्यार्थियों में कई प्रकार के तनाव पाए जाते हैं, उनमें से शैक्षिक तनाव प्रमुख है। इस अध्ययन में शैक्षिक तनाव वह स्थितिजन्य तनाव है, जो परीक्षा के भय के कारण विद्यार्थियों में उत्पन्न होता है।

● **जाति वर्ग:-**

उत्तर प्रदेश राज्य में लगभग 250 से अधिक जातियों के लोग निवास करते हैं। इन सभी जातियों को चार श्रेणियों सामान्य जाति, पिछड़ी जाति, अनुसूचित जाति तथा अनुसूचित जनजाति वर्ग में बाँटा गया है। सामान्य जाति के अंतर्गत 9 जातियाँ, पिछड़ा वर्ग के अंतर्गत 160 जातियाँ, तथा अनुसूचित जातियों के अंतर्गत 74 जातियाँ आती हैं।<sup>6</sup>

**उद्देश्य:-** किशोरवस्था के शहरी एवं ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्तपोषित विद्यालयों में अध्ययनरत सामान्य जाति, पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों में शैक्षिक तनाव व शैक्षिक उपलब्धि का अध्ययन करना।

**परिकल्पनाएँ :-**

1. सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
2. सामान्य जाति एवं अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
3. पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
4. सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।
5. सामान्य जाति एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।
6. पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।

**शोध पद्धति :**

**न्यादर्श :-** प्रस्तुत शोध कार्य में शोधकर्ता द्वारा न्यादर्श के रूप में जनपद अलीगढ़ के, किशोरवस्था के 450 विद्यार्थियों का चयन यादृच्छिक विधि से किया गया है। न्यादर्श हेतु केवल सरकारी अनुदानित एवं स्ववित्तपोषित विद्यालयों में अध्ययनरत, शहरी एवं ग्रामीण अंचल के

विद्यार्थियों को 150-150 के समूहों में लिया गया है, जिसमें सभी चरों का समान प्रतिनिधित्व किया गया है।

### शोध उपकरण :-

1. प्रस्तुत शोधकार्य हेतु डॉ० आभा रानी बिष्ट द्वारा निर्मित बिस्ट बैटरी ऑफ स्ट्रैस स्केल का प्रयोग शैक्षिक तनाव मापने हेतु किया गया है।
2. यू०पी० बोर्ड के कक्षा 10 के अंकपत्र को शैक्षिक उपलब्धि के मापन हेतु प्रयोग किया गया है।

### सांख्यिकीय प्रविधियाँ :-

1. मध्यमान
2. मानक विचलन
3. टी तथा जैड परीक्षण
4. एस०पी०एस०एस० (16वां संस्करण)
5. ग्राफ पैड प्रिज्म (6वां संस्करण)

### शोध की आवश्यकता :-

अब तक शैक्षिक तनाव एवं शैक्षिक उपलब्धि के सन्दर्भ में काफी शोधकार्य हो चुके हैं, शोधकर्ताओं ने अपनी रुचि के अनुसार अलग-अलग क्षेत्र से न्यादर्शों का चयन किया है। प्रस्तुत शोधकार्य में शोधकर्ता कई चरों जैसे - ग्रामीण एवं शहरी अंचल, सरकारी अनुदानित एवं स्ववित्तपोषित विद्यालय, छात्र एवं छात्रा, जाति वर्ग आदि का एक साथ अध्ययन करना चाहता है, क्यों कि समाज में ऐसी धारणा है कि स्ववित्तपोषित विद्यालयों में अध्ययनरत विद्यार्थी सरकारी अनुदानित विद्यालयों में अध्ययनरत विद्यार्थियों से बौद्धिक स्तर में निम्न दर्जे के होते हैं, जबकि बहुधा स्ववित्तपोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का स्तर सरकारी अनुदानित विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा उच्च होता है। क्या विद्यार्थी के जाति वर्ग का उसकी शैक्षिक उपलब्धि पर प्रभाव पड़ता है? इसी धारणा को परखने हेतु वर्तमान शोधकार्य आवश्यक है।

### शोधकार्य का परिसीमन :-

1. केवल जनपद अलीगढ़ का ही चयन किया गया है।
2. प्रस्तुत शोधकार्य हेतु सभी तहसीलों से न्यादर्श का चयन किया गया है जिसका वर्णन निम्नवत है-

क्र०स०	तहसील	विद्यालय
1	खैर	12
2	गभाना	12
3	इगलास	12
4	कोल	12
5	अतरौली	12
कुल	5	60

3. केवल 60 विद्यालयों का ही चयन किया गया है।
4. केवल यू०पी० बोर्ड द्वारा मान्यता प्राप्त विद्यालयों को ही चुना गया है।
5. केवल 12 वीं कक्षा में अध्ययनरत विद्यार्थियों को ही चुना गया है।
6. केवल कला, विज्ञान एवं वाणिज्य वर्ग के विद्यार्थियों को ही चुना गया है।
7. केवल 450 विद्यार्थियों को ही यादृच्छिक विधि से न्यादर्श के रूप में चुना गया है

शोध कार्य में प्रयुक्त चर समूहों के विद्यार्थियों की संख्या, मध्यमान तथा मानक विचलन को दर्शाती हुई तालिकाएँ

शैक्षिक तनाव									
समूह	सामान्य जाति			पिछड़ा वर्ग			अनुसूचित जाति		
	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन
विद्यार्थी	150	320.7	64.51	150	304.91	115.89	150	321.38	66.34

शैक्षिक उपलब्धि									
समूह	सामान्य जाति			पिछड़ा वर्ग			अनुसूचित जाति		
	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन
विद्यार्थी	150	57.36	6.82	150	57.13	7.86	150	53.78	6.76

### प्रदत्तों का विश्लेषण एवं व्याख्या

तालिका संख्या 1  
सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों का शैक्षिक तनाव

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सामान्य जातिके छात्र-छात्राएँ	150	320.7	64.51	1.6	N.S.
पिछड़ा वर्ग के छात्र-छात्राएँ	150	304.91	115.89		

**व्याख्या:-** प्रस्तुत तालिका संख्या 1 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सामान्य जाति के विद्यार्थियों के शैक्षिक तनावका मध्यमान 320.70 तथा पिछड़ा वर्गके विद्यार्थियोंके शैक्षिक तनाव का मध्यमान 304.91 है तथा इनमें परिकल्पित टी का मान 1.6 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि सामान्य व पिछड़ा वर्गके विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

तालिका संख्या 2  
सामान्यजाति व अनुसूचित जाति के विद्यार्थियों का शैक्षिक तनाव

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन(SD)	टी-मूल्य	सार्थकता स्तर
सामान्य जाति के छात्र-छात्राएँ	150	320.7	64.51	1.1	N.S.
अनुसूचित जाति के छात्र-छात्राएँ	150	321.38	66.34		

**व्याख्या:-** प्रस्तुत तालिका संख्या 2 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सामान्य जाति के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 320.70 तथा अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 321.38 है तथा इनमें परिकलित टी का मान 1.1 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि सामान्य व अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

**तालिका संख्या 3**  
**पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों का शैक्षिक तनाव**

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन(SD)	टी-मूल्य	सार्थकता स्तर
पिछड़ा वर्गके छात्र-छात्राएँ	150	304.91	115.89	1.53	N.S.
अनुसूचित जाति के छात्र-छात्राएँ	150	321.38	66.34		

**व्याख्या:-** प्रस्तुत तालिका संख्या 3 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि पिछड़ा वर्ग के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 304.91 तथा अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 321.38 है तथा इनमें परिकलित टी का मान 1.53 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

**तालिका संख्या 4**  
**सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि**

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन(SD)	टी-मूल्य	सार्थकता स्तर
सामान्य जाति के छात्र-छात्राएँ	150	57.36	6.82	0.32	N.S.
पिछड़ा वर्ग के छात्र- छात्राएँ	150	57.13	7.86		

**व्याख्या:-** प्रस्तुत तालिका संख्या 4 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सामान्य जाति के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 57.36 तथा पिछड़ा वर्गके विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 57.13 है तथा इनमें परिकलित टी का मान 0.32 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि सामान्य व पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं है।

तालिका संख्या 5  
सामान्य जाति व अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन(SD)	टी-मूल्य	सार्थकता स्तर
सामान्य जाति के छात्र-छात्राएँ	150	57.36	6.82	5.11	0.01
अनुसूचित जाति छात्र-छात्राएँ	136	53.78	6.76		

व्याख्या – प्रस्तुत तालिका संख्या 5 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सामान्य जाति के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 57.36 तथा अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 53.78 है तथा इनमें परिकलित टी का मान 5.11 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि सामान्य व अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

तालिका संख्या 6  
पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि

प्रतिदर्श	संख्या (N)	मध्यमान (M)	मानक विचलन(SD)	टी-मूल्य	सार्थकता स्तर
पिछड़ा वर्ग के छात्र-छात्राएँ	150	57.13	7.86	3.96	0.01
अनुसूचित जाति के छात्र-छात्राएँ	150	53.78	6.76		

व्याख्या:- प्रस्तुत तालिका संख्या 6 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 57.13 तथा अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 53.78 है तथा इनमें परिकलित टी का मान 3.96 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.58 व 1.96 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि पिछड़ा वर्ग व अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

#### निष्कर्ष :-

- परिकल्पना संख्या 1 के विश्लेषण से ज्ञात होता है कि सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।
- परिकल्पना संख्या 2 के विश्लेषण से ज्ञात होता है कि सामान्यजाति व अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।
- परिकल्पना संख्या 3 के विश्लेषण से ज्ञात होता है कि पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।
- परिकल्पना संख्या 4 के विश्लेषण से ज्ञात होता है कि सामान्य जाति एवं पिछड़ा वर्ग के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं है।

- परिकल्पना संख्या 5 के विश्लेषण से ज्ञात होता है कि सामान्य जाति व अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।
- परिकल्पना संख्या 6 के विश्लेषण से ज्ञात होता है कि पिछड़ा वर्ग एवं अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

शोधकर्ता ने विद्यार्थियों से साक्षात्कार करके शैक्षिक तनाव उत्पन्न होने की निम्न कारणों का पता लगाया जो निम्नवत हैं –

- शैक्षिक रूप से पिछड़ने पर उत्पन्न शैक्षिक तनाव।
- शैक्षिक रूप से पिछड़ने पर डांट फटकार के कारण उत्पन्न शैक्षिक तनाव।
- गृह कार्य पूर्ण न कर पाने के कारण उत्पन्न शैक्षिक तनाव।
- महत्वाकांक्षी (प्रथम स्थान) होने के कारण उत्पन्न शैक्षिक तनाव।
- मूल्यांकन में पक्षपात के कारण उत्पन्न शैक्षिक तनाव।
- शैक्षिक संसाधनों के अभाव के कारण उत्पन्न शैक्षिक तनाव।
- उचित मार्गदर्शन ना होने के कारण उत्पन्न शैक्षिक तनाव।
- समय का सदुपयोग न कर पाने के कारण उत्पन्न शैक्षिक तनाव।
- माता पिता के अशिक्षित होने के कारण उत्पन्न शैक्षिक तनाव।

विद्यार्थियों के शैक्षिक तनाव को कम करने हेतु सुझाव –

- ❖ अभ्यास में निरंतरता लाकर, जैसे समय सारणी बनाकर।
- ❖ विद्यार्थियों के प्रति यथासंभव नकारात्मक शब्दों, डांट फटकार का अभाव करके।
- ❖ पुस्तकालय के प्रयोग पर बल देकर।
- ❖ शिक्षकों द्वारा पक्षपात रहित व्यवहार करके।
- ❖ शैक्षिक संसाधन उपलब्ध कराकर।
- ❖ समय समय पर उचित मार्गदर्शन देकर।
- ❖ समय की महत्ता से विद्यार्थियों को अवगत कराकर।
- ❖ अभिभावकों में शैक्षिक जागरूकता लाकर।

**शैक्षिक निहितार्थ :-** प्रस्तुत शोध कार्य के निष्कर्ष भान<sup>3</sup>, सी.एस. एवं गुप्ता आर.(2010), एवं मोनिका सेटी<sup>4</sup>, गुरमीत सिंह एवं एम.एल.जैदका (2022), द्वारा किए गए शोध कार्य का समर्थन करते हैं, जिसमें मोनिका सेटी एवं भान द्वारा सामान्य जाति के विद्यार्थियों में शैक्षिक उपलब्धि अधिक पाई गई जिसका कारण इन्होंने बताया कि अधिकांश ग्रामीण अनुसूचित जाति मुख्य रूप से भूमिहीन और गरीब कृषि श्रमिक हैं। अध्ययन में गरीबी की बढ़ती घटनाओं, ग्रामीण बेरोजगारी के बढ़ते स्तर, मजदूरी में कमी, मृत्यु दर के बढ़ते स्तर को भी प्रमुख कारण माना है। वर्तमान शोध कार्य के निष्कर्ष मेहता एट आल<sup>5</sup>(2008), के शोध निष्कर्षों का भी पूर्ण समर्थन करता है जिसमें मेहता एट आल ने अनुसूचित जाति के पिछड़ेपन के कारण मैं बताया है कि अस्पृश्यता (छूआछूत) के उन्मूलन की स्थिति शहरों की अपेक्षा ग्रामीण क्षेत्र में आज भी दयनीय है। शोधकर्ता का मानना है कि सामान्य जाति के विद्यार्थी पहले से संपन्न हैं तथा पढ़ाई एवं भविष्य सृजन के प्रति जागरूक हैं। यही कारण है की सामान्य जाति के विद्यार्थियों की शैक्षिक उपलब्धि अनुसूचित जाति के विद्यार्थियों की शैक्षिक उपलब्धि से अधिक है। सामान्यतः किशोरावस्था में विद्यार्थियों को अनेक चिंताएं घर कर जाती हैं। यह चिंता आगे दबाव, अन्तर्द्वन्द्व और हताशा से होती हुई शैक्षिक तनाव में बदल जाती



है। अतः उनके शैक्षिक तनाव स्तर को जानकर उसका निवारण किया जा सकता है। जिससे विद्यार्थी तनाव मुक्त रहेगा तथा विद्यार्जन भली प्रकार कर सकेगा। छात्र एवं छात्राओं के शैक्षिक तनाव स्तर एवं कारणों को जानकर उनका निवारण करके हम उनको सृजनात्मक कार्यों की ओर उन्मुख कर सकते हैं, जिससे उनकी प्रतिभा का सही एवं समय पर उपयोग किया जा सके।

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## A STUDY OF PHYSIOLOGICAL RESPONSES OF ATHLETES IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

\*Dr. Kuldeep Singh  
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### ABSTRACT

*All India Inter-university Championship: In University Education, Sports play an important role in the development of the integrated personality of the youth including – Body, Mind, and Spirit. Accordingly, the active participation of University students in competitive sports generates a spirit of healthy competition in daily life too. It is, therefore, necessary that university youth of the country needs to be brought together on a “National Platform” through the media of sports and physical activities with a view to channeling youthful energy into constructive directions, as a nation-building process. Sports psychology has many roles to play in the realization of the objectives of the sport of the nation. Following are some of the roles that sports psychology can play in performance improvement. Identifying the physiological determinants of performance is crucial for athletes and involves monitoring training and assessing performance. On the other hand the ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life. It is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. This research work was an attempt to see the physiological responses of athletes in relation to their emotional intelligence. On the basis of the analysis and interpretation of the data the following findings have been made. There exists significant positive correlation between pulse and emotional intelligence. There exists no significant correlation between systolic blood pressure and emotional intelligence. There exists no significant correlation between diastolic blood pressure and emotional intelligence. There exists significant negative correlation between vital capacity and emotional intelligence.*

**Key Words:** *Physiological Responses, Athletes, Emotional Intelligence.*

**BACKGROUND OF THE STUDY:** The beginning of the 21<sup>st</sup> century coincided with an improvement in the standard of sports performances in India. The country was second in the 2000 Asian Athletics Championships, taking 21 of the available medals. It fell into the classifications in the 2002 edition, but still won ten medals and retained the 4 × 400 m relay title. After a long, drought of the medal in the competition, the Disc thrower NeelamJaswant Singh and the long Jumper Anju Bobby George arrived at the podium in the 2002 Commonwealth games, becoming the first Indian women to do so. The Asian games of 2002 saw India returns as a force at a regional level, gaining seven years and 17 medals in general in athletics. On the women's side, Singh and George won gold, K. M. Beanamol won 800 m and 4 × 400 m gold, SaraswatiSaha won 200 m, and Sunita Rani established the current record of Asian games at 1500 meters. Bahadur Singh Sagoo was the only gold medalist of men in the shot.

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All India Inter-university Championship: *In University Education, Sports play an important role in the development of the integrated personality of the youth including – Body, Mind, and Spirit. Accordingly, the active participation of University students in competitive sports generates a spirit of healthy competition in daily life too. It is, therefore, necessary that university youth of the country needs to be brought together on a “National Platform” through the media of sports and physical activities with a view to channeling youthful energy into constructive directions, as a nation-building process.*

Sports Division, partially funded by the Ministry of Youth Affairs and Sports, functions as Inter-University Sports Board (AIU) for the promotion of competitive sports in the university sector which is full of sporting potential for excellence. It organizes National University Games and Special Coaching/advance Training camps for highly talented and selected athletes in collaboration with member universities, for the participation of Indian University's teams/contingent in National and International Sports Championships. At present, 206 sporting events are being organized on All India Basis and the four-zone basis for both men and women sections.

**PSYCHOLOGY AND SPORTS PERFORMANCE:** Sports psychology has many roles to play in the realization of the objectives of the sport of the nation. Following are some of the roles that sports psychology can play in performance improvement.

- Since the athlete's total personality is involved on the playing field, one of the major roles of the sports psychologist is in the area of behavioral control of the athlete. This could be used for performance enhancement through the modification of undesirable attitudes.
- The sports psychologist works on the ‘emotional conflict’ of each individual and needs of the individual athlete, who makes him, take decisions that are crucial to success or failure during play. They must be treated as individual realizing their differences; hence the need of one person must be separated from those of another person who comes from a different background.
- Ikulayo (1990 &2003) says the Sports Psychologist also involves in ‘crisis intervention’. Crisis is viewed as an acute situation with emotional responses that interfere with or mar an athlete's ability to perform excellently. Ensuring high class performance of athletes - under pressure of competition by the application of various psychological principles before, during and after competitions. The sports psychologists assist the athlete to block out stress provoking thoughts, discouraging self-doubts, avoidance of negative imagery and inhibitory self-statements which may reduce sports performance.
- The sports psychologist is also involved in improving athlete's performance, to facilitate the learning process, errors - [hat athletes can be corrected during the acquisition of skills.
- This can be by building equipment through testing and behavior observation. Sports psychology also improves communication between Athletes and officials. This can also involve interpersonal communication between athletes. This is a very important role. It should be noted that communication is very important, even in our diverse families, in our workplaces, etc. It should not be assumed that the person knows it or that it is supposed to know. The person should be said what to do, to maintain a cordial relationship. As soon as the communication is established, a relationship has been established and a treatment plan can be made "that varies from individuals to

individuals. Treatment can simply involve talking with the individual who can help restore the athlete's confidence, if not He has confidence in himself. (Adedeji, 1987)

- ‘The sports psychologist will use your knowledge of human behavior’ in motivating athletes. Motivation does not mean that the rewards of materials, such as money, house, car, etc. This time motivating the athlete in training through various training methods, it makes them have comments on progress in training, and also make them an opinion on the training plan.
- Stress management is another important area where the sports psychologist helps improve sports performance. Complete with stress develops in athletes. There are several techniques that can be adopted to treat stresses.
- Discipline is deliberately taught among athletes. The Discipline of Man / Sporty Woman allows the person to develop very high self-esteem that is said to improve performance, creates trust, which makes the athlete satisfied with feeling involved in sports (Weinberg&Gould 1995). Athletes who develop self-esteem can be motivated more and be more productive (Core 1990).

**PHYSIOLOGICAL RESPONSES OF ATHLETES:** Identifying the physiological determinants of performance is crucial for athletes and involves monitoring training and assessing performance. In this regard, the physical demands of the game have been reported to lead to acute physiological responses during simulated tennis match play (Fernandez et al., 2009).

Several factors affect tennis performance in addition to the level of ability of the players concerned. In addition to physical, technical and tactical factors, the physiological responses can also be influenced by the playing situation. Several factors affect tennis performance in addition to the level of ability of the players concerned. In addition to physical, technical and tactical factors, the physiological responses can also be influenced by the playing situation. Differences in match characteristics, such as duration of a rally and stroke per rally related to different playing situations have also been reported to affect match play physiological responses.

Perez et al. (2003) checked physiological exigency in WB through heart rate (HR) monitoring during a competition (seven matches), and established the individual physiological response to game situations, tactical situations and player's functional classification among two WB athletes. Authors concluded that offensive situations with the ball are the most demanding situations during the game, and they underlined that WB game has intermittent physiological demands on the players. They strongly recommended continuation of this type of research, because of the small number of subjects in their research.

**EMOTIONAL INTELLIGENCE:** Emotional intelligence (EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life. It is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Signs of Emotional Intelligence: Some key signs and examples of emotional intelligence include: (<https://www.verywellmind.com>)

- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- A strong sense of curiosity, particularly about other people
- Feelings of empathy and concern for others
- Showing sensitivity to the feelings of other people
- Accepting responsibility for mistakes
- The ability to manage emotions in difficult situations

**COMPONENTS OF EMOTIONAL INTELLIGENCE:** Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions. There are four components of Emotional Intelligence (Salovey et al, 1990) as under:

**PERCEIVING EMOTIONS:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

**REASONING WITH EMOTIONS:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

**UNDERSTANDING EMOTIONS:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they've been fighting with their partner.

**MANAGING EMOTIONS:** The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.

**POPULATION AND SAMPLE OF THE STUDY:** 204 Universities reported and participated in 78th All India Inter-University Athletics Meet. From Uttar Pradesh 43 Universities had been participated. All Athletes from Uttar Pradesh participated in 78th All India Inter-University Athletics Meet for Men and Women 2017-18 was considered as population of the study. These University Games was conducted at Mangalore University, Andhra Pradesh from 12 Dec-16<sup>th</sup> December 2017. Due to the feasibility issue during data collection, finally this research was conducted on 80 male and 80 female athletes.

**TOOL USED:** Following tools were used in to collect data for the present study:

1. **PHYSIOLOGICAL RESPONSES:**

**Blood Pressure** -- Sphygmomanometer and stethoscope

**Pulse Rate** -- Manually using Radial artery

**Vital Capacity** -- Spirometer (Dry)

2. **EMOTIONAL INTELLIGENCE:** Emotional Quotient Test was developed by Dr. Dalip Singh & Dr. N. K.Chadha. This EQ test measures following three psychological dimensions:

- emotional sensitivity,
- emotional maturity and
- emotional competency.

**ANALYSIS AND INTERPRETATION OF THE DATA:** A quantitative investigation using a correlation and t-test employed to determine the relationships of Physiological Response was the predictor variables and actual Emotional Intelligence was used as the criterion variable. The analysis of data as per the said objectives and hypothesis is mentioned below:

Hypothesis 1:- There will be no relationship between physiological responses and emotional intelligence among inter-university athletes.

Following Table-1 shows calculated values of Mean, Standard Deviation for different Physiological responses and emotional intelligence among inter-university athletes

**TABLE: 1**

**Physiological responses and emotional intelligence among inter-university athletes**

Descriptive Statistics			
	Mean	Std. Deviation	N
Emotional Intelligence	115.7	11.69	160
Pulse	57.30	4.69	160
Systolic Blood Pressure	117.68	3.81	160
Diastolic Blood Pressure	77.25	5.00	160
Vital Capacity	2828.75	349.19	160

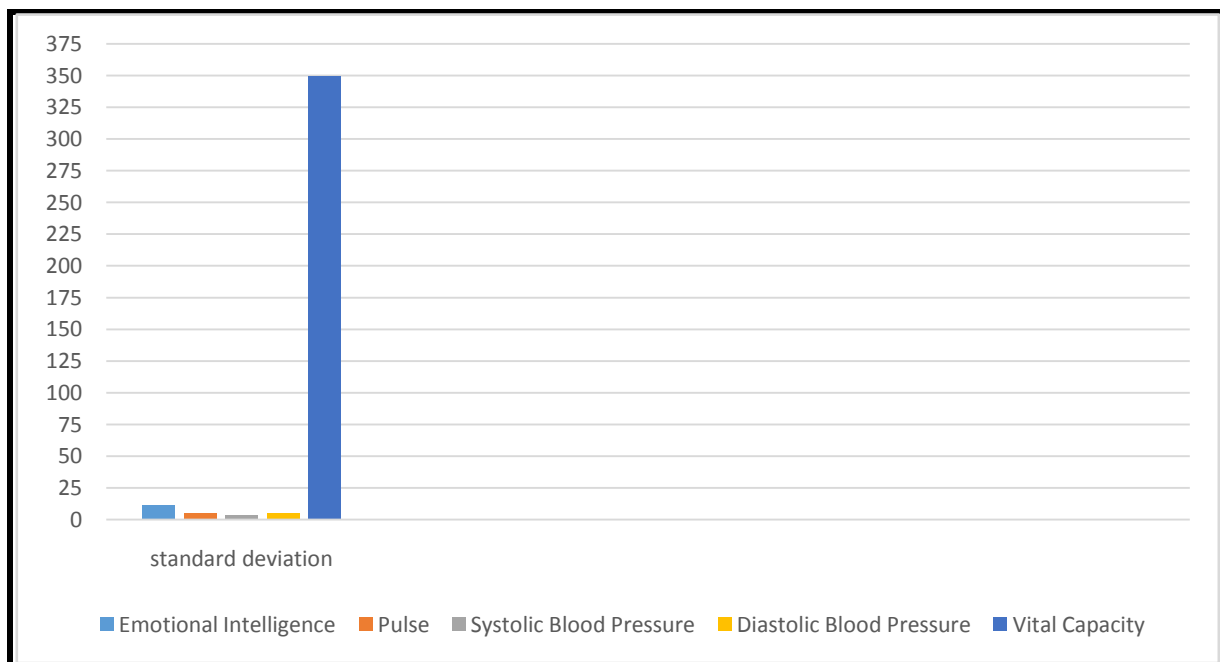
Table 1 reveals the Mean and Standard Deviation between emotional intelligence, pulse, systolic blood pressure, diastolic blood pressure, and vital capacity among interuniversity athletes. Where the mean and standard deviation of emotional intelligence are 115.7+11.69, mean and standard deviation of Pulse are 57.30+4.69, mean and standard deviation of systolic blood pressure are 117.68+3.81, mean and standard deviation of diastolic blood pressure are 77.25+5.00, and mean and standard deviation of vital capacity are 2828.75+349.19.

Figure 1 shows Mean of pulse, systolic blood pressure, diastolic blood pressure, vital capacity and emotional intelligence.



**Figure 1: Mean of pulse, systolic blood pressure, diastolic blood pressure, vital capacity and emotional intelligence**

Figure 2 shows Physiological Responses like-Standard deviation of pulse, systolic blood pressure, diastolic blood pressure, vital capacity and emotional intelligence



**Figure 2: Standard deviation of pulse, systolic blood pressure, diastolic blood pressure, vital capacity and emotional intelligence**

Table-2 shows calculated statistical values for correlation analysis between physiological responses and emotional intelligence.

**TABLE: 2**  
**Correlation analysis between physiological responses and emotional intelligence**

	Pulse	Systolic blood pressure	Diastolic blood pressure	Vital capacity
Emotional Intelligence	0.26	-0.14	-0.11	-0.62
N	160	160	160	160
degree of freedom	158	158	158	158
t-statistic	3.37	-1.76	-1.43	-9.91
p-value	0.00	0.08	0.16	0.00

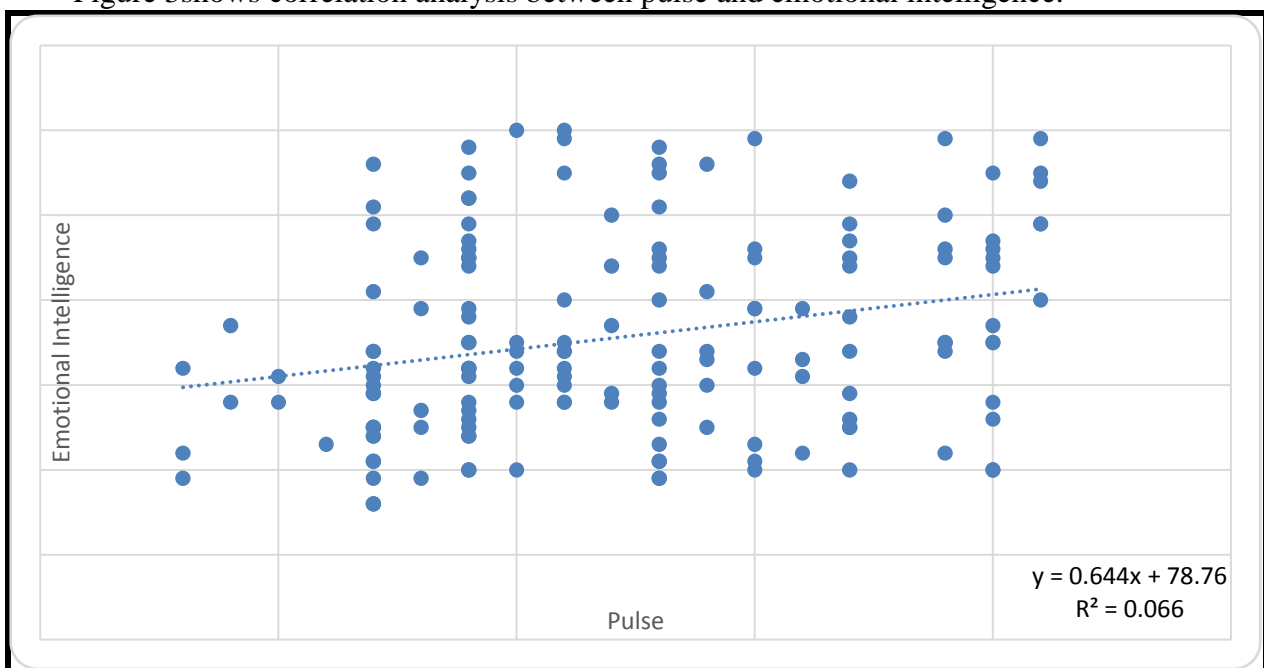
Table 2 reveals that there exists significant positive correlation between Pulse and Emotional Intelligence. Table 2 also reveals that p-value is  $< 0.05$  we fail to accept the Null Hypothesis of no correlation between Pulse and Emotional Intelligence.

Table 2 reveals that there exists no significant correlation between Systolic blood pressure and Emotional Intelligence. Table 2 also reveals that p-value is  $> 0.05$  we fail to reject the Null Hypothesis of no correlation between Systolic blood pressure and Emotional Intelligence.

Table 2 reveals that there exists no significant correlation between Diastolic blood pressure and Emotional Intelligence. Table 2 also reveals that p-value is  $> 0.05$  we fail to reject the Null Hypothesis of no correlation between Diastolic Blood Pressure and Emotional Intelligence.

Table 2 reveals that there exists significant negative correlation between Vital Capacity and Emotional Intelligence. Table 2 also reveals that p-value is  $< 0.05$  we fail to accept the Null Hypothesis of no correlation between Vital Capacity and Emotional Intelligence.

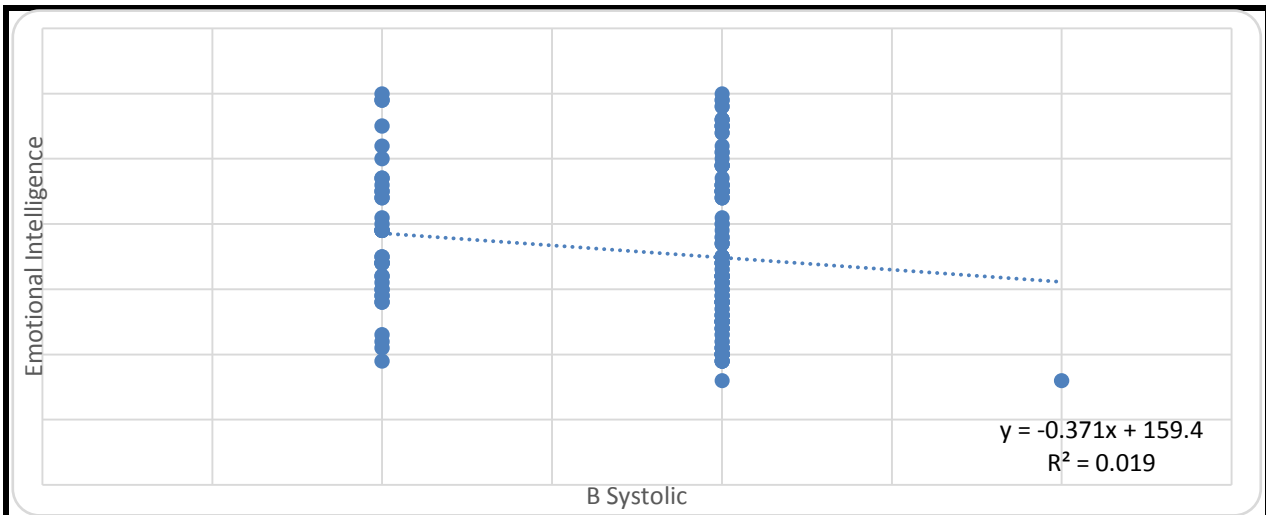
Figure 3 shows correlation analysis between pulse and emotional intelligence.



**Figure 3: Correlation analysis between pulse and emotional intelligence**

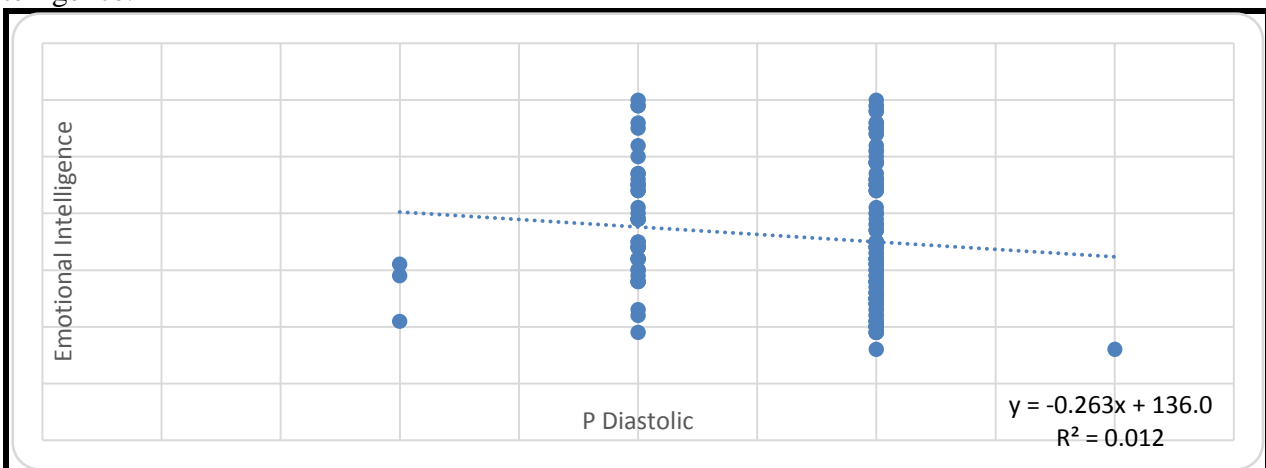


Figure 4 shows correlation analysis between systolic blood pressure and emotional intelligence



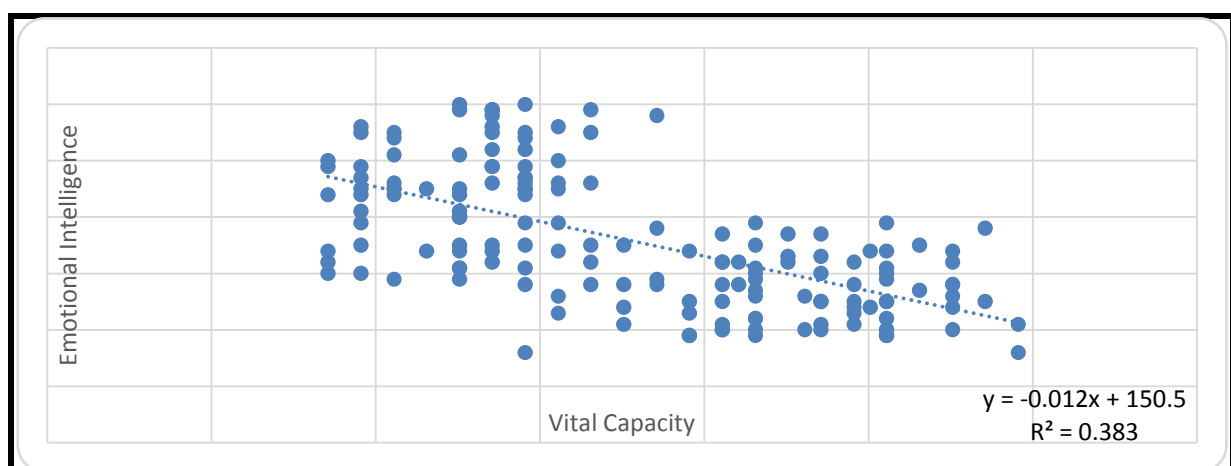
**Figure 4: Correlation analysis between systolic blood pressure and emotional intelligence**

Figure 5 shows correlation analysis between diastolic blood pressure and emotional intelligence.



**Figure 5: Correlation analysis between diastolic blood pressure and emotional intelligence**

Figure 6 shows correlation analysis between vital capacity and emotional intelligence.



**Figure 6: Correlation analysis between vital capacity and emotional intelligence**

**FINDINGS OF THE STUDY:** On the basis of the analysis and interpretation of the data the following findings have been made:

- There exists significant positive correlation between pulse and emotional intelligence.
- There exists no significant correlation between systolic blood pressure and emotional intelligence.
- There exists no significant correlation between diastolic blood pressure and emotional intelligence.
- There exists significant negative correlation between vital capacity and emotional intelligence.

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## NEP 2020 AND THE EDUCATIONAL PHILOSOPHY OF RABINDRANATH TAGORE: A COMPARATIVE ANALYSIS

\*Dr. Suman Lata Gautam

\*\*Dr. Poonam Mishra

### ABSTRACT

This research paper examines the National Education Policy (NEP) 2020, a comprehensive framework for the transformation of education in India, and explores its alignment with the educational philosophy of Gurudev Rabindranath Tagore, a renowned Indian poet, philosopher, and Nobel laureate. The study provides an overview of NEP 2020 and discusses its key principles and objectives. It then delves into Gurudev Rabindranath Tagore's educational philosophy, analyzing his ideas on holistic education, learner-centric approaches, creativity, and cultural integration. The paper undertakes a comparative analysis of NEP 2020 and Tagore's educational philosophy, highlighting similarities and differences, and explores the potential implications of incorporating Tagore's ideas into contemporary educational practices.

### KEY WORDS:

- NEP 2020
- National Education Policy
- Gurudev Rabindranath Tagore
- Educational Philosophy
- Comparative analysis
- Holistic education
- Learner-centric approaches
- Skill development
- Creativity
- Cultural integration
- Contemporary educational practices
- Educational reforms
- Diverse philosophies

### INTRODUCTION:

The NEP 2020 is designed to lay the foundation for an inclusive, flexible, and learner-centric education system. It emphasizes the development of critical thinking, creativity, and essential skills, with a focus on holistic education. The policy aims to bridge the gap between theoretical knowledge and practical application while promoting cultural integration and fostering a spirit of curiosity and lifelong learning. By examining the key principles and objectives of NEP 2020, this study aims to assess the extent to which it aligns with Tagore's educational philosophy.

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### ***National Education Policy (NEP) 2020***

#### **Key principles and objectives of NEP 2020**

The key principles and objectives of the National Education Policy (NEP) 2020 in India are to promote holistic development, foster a learner-centric approach, ensure universal access to quality education, and enhance critical thinking and creativity. The policy aims to bridge the gap between vocational and academic education, promote multidisciplinary learning, and integrate technology into education. NEP 2020 focuses on early childhood care and education, emphasizing the importance of foundational literacy and numeracy. It also aims to promote cultural integration, preserve local languages, and foster ethical and moral values. The policy aims to create an inclusive, flexible, and sustainable education system that prepares learners for the future.

### **3. Educational Philosophy of Gurudev Rabindranath Tagore**

#### Tagore's emphasis on the holistic development of the individual

Gurudev Rabindranath Tagore emphasized the holistic development of the individual, recognizing that education should nurture all aspects of a person's being. He believed in the integration of intellectual, emotional, physical, and spiritual growth, emphasizing the importance of a well-rounded education that encompasses not only academic knowledge but also artistic, moral, and ethical dimensions.

#### Learner-centric approaches and freedom in education according to Tagore

According to Gurudev Rabindranath Tagore, learner-centric approaches in education emphasize the unique abilities and interests of each student. Tagore believed in granting freedom to learners, allowing them to explore their interests, develop their talents, and pursue knowledge in a self-directed manner, fostering a sense of curiosity and creativity.

#### Tagore's ideas on creativity and imagination in education

Tagore believed that creativity and imagination were essential in education. He emphasized the role of arts, music, and literature in fostering creative expression and critical thinking. Tagore saw creativity as a means of discovering oneself and the world, enabling learners to explore and interpret their experiences through the power of imagination.

#### Cultural integration and Tagore's vision of education

Tagore's vision of education encompassed cultural integration. He believed in celebrating diversity and fostering a sense of unity by promoting the understanding and appreciation of different cultures. Tagore envisioned education as a tool for breaking down barriers, encouraging dialogue, and creating a harmonious society that respects and values cultural heritage.

### **4. Comparative Analysis: NEP 2020 and Tagore's Educational Philosophy**

#### Similarities between NEP 2020 and Tagore's philosophy

Both NEP 2020 and Tagore's philosophy emphasized the importance of holistic development, learner-centric approaches, and the integration of arts and creativity in education. They recognize the value of cultural integration, celebrate diversity, and aim to create an inclusive and flexible education system that prepares learners for the future.

#### Differences and areas of divergence

One area of divergence between NEP 2020 and Tagore's philosophy is the emphasis on technology in education, which is more pronounced in NEP 2020. Additionally, while NEP 2020 focuses on skill development

and employability, Tagore's philosophy prioritizes the holistic development of the individual and the pursuit of knowledge for its own sake.

## **5. Conclusion**

### Summary of findings:

In summary, the research paper explores the National Education Policy (NEP) 2020 and Gurudev Rabindranath Tagore's educational philosophy. The findings indicate that both NEP 2020 and Tagore's philosophy share commonalities in their emphasis on holistic development, learner-centric approaches, and cultural integration. However, there are differences in areas such as technology integration and the focus on skill development versus the pursuit of knowledge for its own sake.

Recommendations for integrating Tagore's educational philosophy into contemporary educational practices. To integrate Tagore's educational philosophy into contemporary practices, prioritize learner-centric approaches, foster creativity and imagination, promote cultural integration, emphasize holistic development, and encourage experiential learning. Provide opportunities for self-expression, interdisciplinary exploration, and the celebration of diverse perspectives to create a harmonious and inclusive learning environment.

This research paper aims to shed light on the potential connections between NEP 2020 and the educational philosophy of Gurudev Rabindranath Tagore. By exploring these linkages, it seeks to contribute to the ongoing discourse on educational reforms and the incorporation of diverse philosophies into modern educational frameworks.

## **References:**

- National Education Policy 2020 document: The National Education Policy 2020 is an official document that outlines the key principles, objectives, and strategies for educational reforms in India. It provides detailed information on the vision, goals, and action plans of the policy. The document can be accessed on the official website of the Ministry of Education, Government of India. It serves as a primary and authoritative source of information on NEP 2020, offering insights into the policy's framework, recommendations, and implementation guidelines.
- Books and works by Rabindranath Tagore: Rabindranath Tagore, a celebrated poet, philosopher, and Nobel laureate, made significant contributions to educational philosophy through his writings and works. "The Centre of Indian Culture" (was a lecture delivered by Gurudev Rabindranath in Madras on 9 Feb 1919. Published 1 Jan.2003 publication Rupa& Cop.), is one of Tagore's notable works that delve into his educational ideas and practices. This book provides deep insights into Tagore's thoughts on holistic education, creativity, cultural integration, and learner-centric approaches. It offers valuable primary sources for understanding Tagore's educational philosophy and serves as references for analyzing its relevance and potential integration into contemporary educational practices.

## COMPARATIVE STUDY OF BLOOD GROUPS IN RELATION TO PERSONALITY OF SECONDARY STUDENTS

\*Dr.Rakesh Kumar Sharma

### ABSTRACT

*It is now a well-established fact that every individual differs from others in various aspects e. g. intelligence, personality, achievement, attitude, interest, physical structure etc. Some of the differences are due to the heredity, some are due to environment and some are due to many more known and unknown reasons. The circulatory system consists of the heart, blood vessels and blood. The blood carries oxygen and nutrients to every cell in the body and picks up waste products (such as carbon dioxide) for removal from the body. The two main ways to classify blood groups are the ABO system and the Rh system. Together, they make up the 8 main blood groups. The 4 different blood groups in the ABO system are A, B, AB and O. On the other hand personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Personality describes the unique patterns of thoughts, feelings, and behaviors that distinguish a person from others. This study was an attempt to make a comparative study of blood groups in relation to personality of secondary students. After conducting a survey on n610 secondary students it was found that Secondary students belonging to B blood group are more active then secondary students belonging to O blood group and secondary students belonging to O blood group are more Active than the secondary students belonging to A blood group, while secondary students belonging A and B blood groups, A and AB blood groups, B and AB blood groups and AB and O blood group are equally Active in terms of Activity-Passivity trait of their Personality.*

**KEY WORDS: BLOOD GROUPS, PERSONALITY, SECONDARY STUDENTS**

**BACKGROUND OF THE STUDY:** Among all the creations human beings find their highest position due to their intelligence and the study of human behaviour has always been assumed to be as a challenging task. It is now a well-established fact that every individual differs from others in various aspects e. g. intelligence, personality, achievement, attitude, interest, physical structure etc. Some of the differences are due to the heredity, some are due to environment and some are due to many more known and unknown reasons. Does blood type affect personality? Since this concept's emergence in Japan in the late 1920s, the blood type personality theory has been the subject of many studies worldwide. Currently, no scientific evidence supports a cause-and-effect relationship between a person's blood type and personality traits. Having this concept in mind the researcher intended to find whether there is any difference in personality of individuals on the basis of the variety of blood groups.

Evidence from published studies claiming associations between blood type and personality is scanty, conflicting, and characterised by unequal cell sizes. Rogers and Glendon (2003) predicted that compared to those with other blood types, blood Type B individuals would be higher on **neuroticism**,

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blood Type O individuals would be higher on extraversion and optimism, blood Type A individuals would be higher on agreeableness and blood Type AB individuals would be higher on conscientiousness. A main effect for gender on neuroticism and an interaction effect for gender and blood Type B on neuroticism were also predicted.

**BLOOD GROUPS:** The circulatory system consists of the heart, blood vessels and blood. The blood carries oxygen and nutrients to every cell in the body and picks up waste products (such as carbon dioxide) for removal from the body. The bulk of your blood is made up of plasma. Floating in the plasma are the red blood cells that carry oxygen, the white cells that form part of the immune system, and clotting cells called platelets.

The two main ways to classify blood groups are the ABO system and the Rh system. Together, they make up the 8 main blood groups. The 4 different blood groups in the ABO system are A, B, AB and O. A person's blood group is determined by a pair of genes - one gene inherited from each parent. A person's blood type used to be called their 'Rhesus type' but now we say 'Rh type'. Your Rh type is determined by a different pair of genes to the ones that determine your ABO blood type (again, one inherited from each parent). Blood is either Rh-positive or Rh-negative, depending on whether certain molecules are present. A person who is Rh-negative will experience a severe immune-system reaction if Rh-positive blood gets into their bloodstream. Therefore a person's blood group is described by the appropriate letter (A, B, AB or O) and by whether their blood is Rh-positive or Rh-negative. Each blood group is identified by its own set of molecules (called antigens), which are located on the surface of red blood cells. When a person needs a blood transfusion, the donated blood must match the recipient's blood or complications will occur.

There are basically four blood groups A, B, AB and O and by considering the Rh factor it becomes a total of eight groups. Table-1 shows the compatibility of blood groups between a donor and a recipient.

**TABLE:- 1**  
**Compatibility chart between a donor and a recipient for the blood transfusion**  
 (Courtesy by <https://www.giveblood.ie>)

Blood Group	Gives to these groups	Receives from these groups
	All	O- only
	AB+, A+, B+, O+	O- and O+
	AB-, AB+, A+, A-	O- and A-
	AB+ and A+	O-, O+, A-, A+
	B-, B+, AB-, AB+	O- and B-
	B+ and AB+	O-, O+, B-, B+
	AB- and AB+	O-, A-, B-, AB-
	AB+ only	All

**PERSONALITY:** Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Personality describes the unique patterns of thoughts, feelings, and behaviors that distinguish a person from others. A product of both biology and environment, it remains fairly consistent throughout life. The term "personality" is derived from the Latin word *persona*, which was the name given to the masks that actors wore and the characters they portrayed. The meaning of the word personality has changed little since classical times and comments like "what does he see in her? She has such a poor personality", or "look at that young man, what a fine personality he has" are quite common. Remarks like this make us believe that personality is a thing or quality that is possessed by all of us and we can paste labels such as fine, good or poor on it on the basis of the physical make-up, manner of walking, talking, dressing and a host of other similar characteristics of individuals.

Watson (1930), the father of behaviourism, on the basis of his behavioural studies, concluded:

"Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information."

In this way he tried to make the word personality synonymous with the consistent behaviour patterns of an individual. This, however, reflected a very narrow meaning of the term personality.

During the same years, Morton Prince (1929) tried to give personality a broader base by accepting the role of both environmental and hereditary factors in constituting what is termed as personality. In his words:

"Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience."

In brief, these are the supposed characteristics of each blood type:

**Type A:** Calm, avoid confrontation, uncomfortable around people. Shy, sometimes withdrawn, seek harmony. Never really fit in very responsible, creative, sensitive, most artistic, and conscientious.

**Type B:** Most practical of the blood types. Specialists Very focused, less than co-operative, strongly individualistic. Pay more attention to thoughts rather than feelings. Well intentioned, impulsive.

**Type AB:** Hard to categorize since they are a mixture of contradictory traits e.g shy and outgoing. Trustworthy, responsible can't handle too much when under pressure. Individuals interested in art and metaphysics. Most anime villains are type AB.

**Type O:** Energetic, outgoing, social, most flexible of the blood groups. Start things but give up rather easily. Flighty, undependable, Speak their mind, Very self-confident and value the opinion of others.

**REVIEW OF RELATED LITERATURE:** Many researchers have noticed the inclinations of the personality traits in the blood group (Hobgood, 2011). The first study was conducted by (LudwikHirzfeld) and his wife on a large number of soldiers during the First World War on the Macedonian front. It was indicated that the blood group of the kind (A) was prevalent among the soldiers from North and Central Europe, whereas the blood group of the kind (B) was prevalent among soldiers from Eastern Europe (Amjadi et al., 2015).



Alsadi (2020) studied the relationship between personality traits and blood groups among a sample of (337) university students, who are physically healthy and whose ages range between (20-22) years. The sample was chosen by a purposeful method from different university specializations. They were distributed among four groups based on the blood groups (A, B, AB, O) by nearly similar numbers except the blood group (AB) because of its scarcity among the population in general. The researcher used the Isaac List for Personality which consists of (90) items. The study concluded that there is no correlational relationship between personality traits and blood groups. The results also revealed that there are no differences in the personality traits (extraversion- introversion, psychosis, neurosis) which are due to the different blood groups among the students.

The revision of some previous studies pointed out that the individuals of the (B) blood group have a high degree of nervousness. Individuals of the (O) blood group are the highest in ease and optimism. Individuals of the (A) blood group are higher in the degree of acceptability. Individuals of the (AB) blood group are the highest in conscience (Nahida&Chatterjee, 2016). It was indicated that the (A, B, O) blood groups can be easily known because they are previously specified in heredity. This led to using them as a biological sign to evaluate the effect of heredity factors on the personality in the different ethnic groups (Rogers &Glendon, 2003). The personality of the individual is affected by several factors, whereby it is believed that the behavioral characteristic is connected with heredity. The individual's blood group does not depend on age or ethnicity (Patil et al., 2016).

**OBJECTIVE OF THE STUDY:** For the present study following main objective has been formulated:

- To Compare Personality of secondary students belong to A, B, AB & O blood groups.

**POPULATION AND SAMPLE:** The population for the purpose of this study has been defined as all the XI graders students studying in schools situated in Meerut District (U.P.) and affiliated to CBSE New Delhi. As it was difficult to collect the data from all of them, therefore it was decided to draw a representative sample from this population of XI grade students. For this purpose 10 schools were selected randomly and their principals were approached for the collection of data. The principals of the schools were also informed regarding the nature of the research work in brief. Most of the schools were located in Meerut City (MahanagarPalika Area). A sample of 610 students studying in XI grade in 10 different schools was found correct. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of students studying in XI grade in schools affiliated to CBSE.

**TOOLS USED:** Following tools were used to collect the data for the present research work:

1. To identify the blood group of the students a Performa of general information was used in which following entries were ahead to filled by the students:

Description of General Information Performa:

Name :.....  
Class & Section:.....  
School's Name:.....  
Date of Birth :.....  
Blood Group :.....  
Weight :.....  
Height:.....

2. Mahesh Bhargava Dimensional Personality Inventory (DPI) was used to collect the data related to the personality of the students.

**ANALYSIS AND INTERPRETATION OF THE DATA:** In **Table-1** the total sample of 610 has been divided into four categories as for the blood groups A, B, AB and O in terms of their percentage as observed in the sample. However, categorization was not the objective of the present study but it has been given only for the purpose of having an idea about the percentage of different blood groups as they were found in the sample of the present study.

**TABLE- 1**

**Classification of Total Secondary Students observed in the present study in terms of their Blood Groups**

Blood Groups	No. of students	Percentage
A	166	27.21%
B	287	47.05%
AB	59	9.67%
O	98	16.07%
<b>Total</b>	<b>610</b>	<b>100.00%</b>

From Table-1 it is clear that in the sample selected for the study the researcher found that maximum number of students belong to B blood group, i.e., 47.05%, while least number of students belong to AB Blood group, i.e., only 9.67%. However, 27.21% of students belong to A blood group and 16.07% students belong to O Blood group. Researches show that the distribution of population in four blood groups varies with respect to the race, geographical region, climate and many more known and unknown reasons. Therefore, the above classification (Table-1) is true for the population of the present study but may or may not be true for other population.

**TABLE – 2**

**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to A and B Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group A	166	11.920	2.60	0.53	Not Significant
2.	Students with Blood Group B	287	11.780	3.10		

**Interpretation and Discussion:** Table No. 2 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to A and B blood groups in terms of critical ratio/t-value. Obtained t-value is 0.53 for df (451). It is not significant even at .05 level of significance as minimum significant 't' value according to standard t-table should be 1.97 at .05 level of significance for df (451).

Not Significant t-value is a proof that the two groups of students namely students with blood group A and B do not differ significantly in terms of their Activity-Passivity Trait of Personality.

Mean difference of the two groups shows a little superiority of the students belong to A blood group but t-value is not significant. It shows that statistical difference between the two groups is not real. It is due to chance error or measuring error.

**TABLE –3**

**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to A and AB Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group A	166	11.920	2.60	0.648	Not Significant
2.	Students with Blood Group AB	59	11.68	2.43		

**Interpretation and Discussion:** Table No. 3 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to A and AB blood groups in terms of critical ratio/t-value. Obtained t-value is 0.648 for df (223). It is not significant even at .05 level of significance as minimum significant 't' value according to standard t-table should be 1.97 at .05 level of significance for df (223).

Not Significant t-value is a proof that the two groups of students namely students with blood group A and AB do not differ significantly in terms of their Activity-Passivity Trait of Personality.

Mean difference of the two groups shows a little superiority of the students belongs to A blood group but t-value is not significant. It shows that statistical difference between the two groups is not real. It is due to chance error or measuring error.

**TABLE – 4**

**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to A and O Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group A	166	11.92	2.60	3.124	0.01
2.	Students with Blood Group O	98	12.90	2.36		

**Interpretation and Discussion:** Table No. 4 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to A and O blood groups in terms of critical ratio/t-value. Obtained t-value is 3.124 for df (262). It is significant at .01 level of significance as minimum significant 't' value according to standard t-table should be 2.59 at .01 level of significance for df (262).

Significant t-value is a proof that the two groups of students namely students with blood group A and O differ significantly in terms of their Activity-Passivity Trait of Personality.

Since 't' value is significant at .01 level of significance and mean score of students belong to O blood group is more than the mean score of students belong to A blood group, it means students belong to O blood group are more active with respect to the students belong to A blood group. It also can be said that if 100 samples are taken from the same population, in 99 cases the results will be similar to the present one.

**TABLE – 5**  
**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to B and AB Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group B	287	11.780	3.10	0.27	Not Significant
2.	Students with Blood Group AB	59	11.68	2.43		

**Interpretation and Discussion:** Table No. 5 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to B and AB blood groups in terms of critical ratio/t-value. Obtained t-value is 0.27 for df (344). It is not significant even at .05 level of significance as minimum significant 't' value according to standard t-table should be 1.97 at .05 level of significance for df (344).

Not Significant t-value is a proof that the two groups of students namely students with blood group B and AB do not differ significantly in terms of their Activity-Passivity Trait of Personality.

Mean difference of the two groups shows a little superiority of the students belong to B blood group but t-value is not significant. It shows that statistical difference between the two groups is not real. It is due to chance error or measuring error.

**TABLE – 6**  
**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to B and O Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group B	287	11.780	3.10	3.731	0.01
2.	Students with Blood Group O	98	12.90	2.36		

**Interpretation and Discussion:** Table No. 6 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to B and O blood groups in terms of critical ratio/t-value. Obtained t-value is 3.731 for df (383). It is significant at .01 level of significance as minimum significant 't' value according to standard t-table should be 2.59 at .01 level of significance for df (383).

Significant t-value is a proof that the two groups of students namely students with blood group B and O differ significantly in terms of their Activity-Passivity Trait of Personality.

Since 't' value is significant at .01 level of significance and mean score of students belong to O blood group is more than the mean score of students belong to B blood group, it means students belong to O blood group are more active with respect to the students belong to B blood group. It also can be said that if 100 samples are taken from the same population, in 99 cases the results will be similar to the present one.

**TABLE – 7**  
**Comparison of Activity-Passivity Trait of Personality of Secondary Students belonging to AB and O Blood Groups**

S. No.	Name of Group	N	Mean Score	S.D.	t-value	Level of Sig.
1.	Students with Blood Group AB	59	11.68	2.43	0.27	Not Significant
2.	Students with Blood Group O	98	12.90	2.36		

**Interpretation and Discussion:** Table No. 7 displays analysed data regarding comparison of Activity-Passivity Trait of Personality of secondary students belonging to AB and O blood groups in terms of critical ratio/t-value. Obtained t-value is 0.27 for df (344). It is not significant even at .05 level of significance as minimum significant 't' value according to standard t-table should be 1.97 at .05 level of significance for df (344).

Not Significant t-value is a proof that the two groups of students namely students with blood group AB and O do not differ significantly in terms of their Activity-Passivity Trait of Personality.

Mean difference of the two groups shows a little superiority of the students belong to O blood group but t-value is not significant. It shows that statistical difference between the two groups is not real. It is due to chance error or measuring error.

**FINDINGS:** On the basis of the above analysis and interpretation of the data following findings have been made:

- Secondary students belonging to A blood group are as equally Active in terms of Activity-Passivity Trait of their Personality as secondary students belonging to B blood group.
- Secondary students belonging to A blood group are as equally Active in terms of Activity-Passivity Trait of their Personality as secondary students belonging to AB blood group.
- Secondary students belonging to O blood group are more Active in terms of Activity-Passivity Trait of their Personality than secondary students belonging to A blood group.
- Secondary students belonging to B blood group are as equally Active in terms of Activity-Passivity Trait of their Personality as secondary students belonging to AB blood group.
- Secondary students belonging to O blood group are more Active in terms of Activity-Passivity Trait of their Personality than secondary students belonging to B blood group.
- Secondary students belonging to AB blood group are as equally Active in terms of Activity-Passivity Trait of their Personality as secondary students belonging to O blood group.

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## A STUDY OF FAMILY SATISFACTION OF HEARING IMPAIRED ADOLESCENTS IN RELATION TO THEIR GENDER

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### ABSTRACT

*A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss. On the other hand family satisfaction is a term which refers to the perceptions of family quality, including flexibility, communication, closeness, and overall relational well-being. Deafness is an invisible impairment. Keen observation is necessary in order to identify a deaf child/individual. Deafness at birth or in early childhood has disastrous effects on the child's overall development. These effects vary depending upon the age of onset, nature and degree of hearing impairment. Deafness is the most severe form of hearing impairment. According to the National Dissemination Center for Children with Disabilities, hearing loss above 90 decibels is considered deafness, which means a hearing loss below 90 decibels is classified as a hearing impairment. Present study is an attempt to investigate the family satisfaction of hearing impaired adolescents in relation to their gender. To achieve the objectives of the study, data collection was undertaken over a sample of 240 hearing impaired adolescents and on the basis of analysis and interpretation of the data it was concluded that there exist no significant difference between family satisfaction of Male and female hearing impaired adolescents, Totally hearing impaired male and female adolescents and Partially hearing impaired male and female adolescents.*

**Key Words:** FAMILY SATISFACTION, HEARING IMPAIRED ADOLESCENTS, GENDER

**HEARING INPAIREMENT:** Hearing impairment is the inability of an individual to hear sounds adequately. This may be due to improper development, damage or disease to any part of the hearing mechanism. Hearing is a prerequisite for the development of normal speech & language. A person who is not able to hear as well as someone with normal hearing – hearing thresholds of 20 dB or better in both ears – is said to have hearing loss. Hearing loss may be mild, moderate, severe, or profound. Hearing loss that comes on little by little as you age, also known as presbycusis, is common. (<https://www.mayoclinic.org>)

Deafness is an invisible impairment. Keen observation is necessary in order to identify a deaf child/individual. Deafness at birth or in early childhood has disastrous effects on the child's overall development. These effects vary depending upon the age of onset, nature and degree of hearing impairment. Deafness is the most severe form of hearing impairment. According to the National Dissemination Center for Children with Disabilities, hearing loss above 90 decibels is considered deafness, which means a hearing loss below 90 decibels is classified as a hearing impairment. (<https://vikaspedia.in>)

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There are basically three types of hearing loss:

1. Conductive, which involves the outer or middle ear.
2. Sensor neural, which involves the inner ear.
3. Mixed, which is a mix of the two.

Aging and being around loud noises both can cause hearing loss. Other factors, such as too much earwax, can lower how well ears work for a time. One usually can't get hearing back. But there are ways to improve what an individual hear.

**Parts of the ear:** The ear is made up of three primary parts: the outer ear, middle ear and inner ear. Each section is composed of structures that play distinct roles in the process of converting sound waves into signals that go to the brain.

**Outer Ear:** The outer ear is made up of three parts;

- the part we see on the sides of our heads (pinna),
- the ear canal, and
- the eardrum (tympanic membrane).

**Middle Ear:** The middle ear is made up of the eardrum and three small bones (ossicles) that send the movement of the eardrum to the inner ear.

**Inner Ear:** The inner ear is made up of:

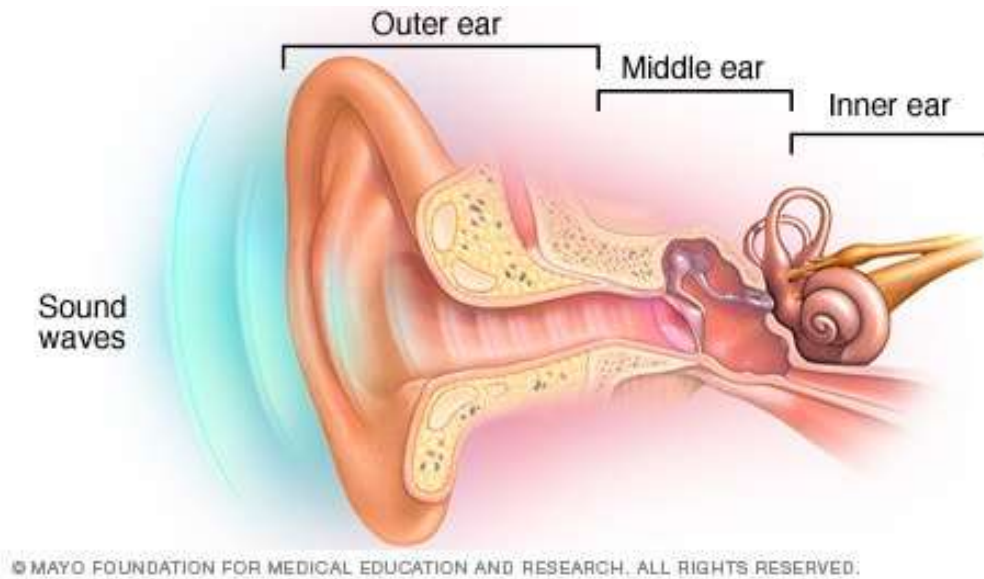
- the snail shaped organ for hearing (cochlea),
- the semicircular canals that help with balance, and
- the nerves that go to the brain.

Figure 1 shows the different parts of the human ear to understand the basic function of hearing. With the help of this diagrammatic presentation one can easily understand, how sound waves gets enter into the ear which passes through the outer, middle and inner parts of the year and finally communicated to the brain just to understand the sound signals. Therefore the hearing process can simply be divided into four steps as under:

- Step 1: Sound waves enter the ear. When a sound occurs, it enters the outer ear, also referred to as the pinna or auricle.
- Step 2: Sound moves through the middle ear. Behind the eardrum is the middle ear. ...
- Step 3: Sound moves through the inner ear (the cochlea) ...
- Step 4: The brain interprets the signal.



Following picture shows a more clear view of the different parts of the ear:



**FIGURE 1:** Different parts of ear

(COURTESY MAYO FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH)

**Causes of Hearing loss:** The most common causes of hearing loss are:

- Aging.
- Noise exposure.
- Head trauma.
- Virus or disease.
- Genetics.
- Ototoxicity.

Mousavi et al. (2017) studied that adolescence is an extremely complex, challenging and difficult age for individuals. Notably, adolescents with deafness face more challenges as their communication skills to access information and especially the information regarding their social world are limited. In this article author reviewed that self-esteem and its components in the lives of adolescents with deafness. Findings showed that various factors might affect the development of self-esteem in adolescents with deafness, including parent' choices about their children's hearing device, mode of communication, choice of educational setting, the relationship of adolescents with deafness with their parents, presence or absence of other disabilities, having a supporting peer group, willingness to search for the etiology of their disease, and so on.

Adigun (2017) assessed the extent and trend of studies on depression among individuals with hearing loss which are domiciled online data bases and to establish the strengths and limitation of such studies in Nigeria. To conduct this systematic review, a thorough search across multiple databases was undertaken, based upon five search facets as under:

- depression,
- depressive symptoms,
- hearing loss,
- deaf and
- hard of hearing

- This study data gathered revealed that hearing loss is significantly associated with depression while the onset and degrees of hearing loss poses to be a major correlate of depressive symptoms among the elderly. In this study revealed that there is a dearth of studies which distinguished between communication options, parental involvement, socioeconomic status or birth order of the Deaf respondents/participants in relation in their studies. (<https://www.researchgate.net>)

**FAMILY SATISFACTION:** Family satisfaction is a term which refers to the perceptions of family quality, including flexibility, communication, closeness, and overall relational well-being. Psychological well-being and life satisfaction are closely related to each other. Having quality time with family and participating in family activities together can have a positive impact on one's mental well-being. Taking into account the different approaches in examining family relationships it would not aspire to theoretical comprehensiveness, but refer to the complexity of family relationships and the importance of participants' self-perception of their families.

According to both traditional and modern theories (historically – institutional, sociological, structurally – functional, psychological approaches, development theories etc.) it can be said that family represents a “living organism” which, due to complex interactional relationships and environmental influences, experiences numerous changes and adaptations to the new qualities and levels of interactions (Zloković&Lukajić, 2016). Elkind (1995) and Stacy (1993) considered family as an ideological and symbolic construct determined by the very specific emotional relationships within it, enabling us to understand it as a primary emotional and social community of parents and their children (and the rest of the relatives) that live together and perform their family as well as interpersonal functions in a unique way. Relationships between family members are embedded into broader family system and are more often than not dependent on the relationships with the rest of the family members (Cox & Paley, 1997).

**OBJECTIVES OF THE STUDY:** Following objectives were formulated for the present study:

1. To find the difference between the family satisfaction of male and female hearing impaired adolescents.
2. To find the difference between the family satisfaction of male and female totally hearing impaired adolescents.
3. To find the difference between the family satisfaction of male and female partially hearing impaired adolescents.

**TOOLS USED:** Keeping in view the objective of the study the following tools were used to collect the data:

- Family Satisfaction Test– SWFL Satisfaction with Family Life scale by Ramon B. Zabrickle and Peter J. Ward.

**PROCEDURE FOR DATA COLLECTION:** Before administration of the test, the permission and co-operation of principal, class teacher and students were taken. Instructions were given to students and doubts were made clear accordingly. The co-operation was sought by telling them that their result would be kept strictly confidential and their answers would be used only for the purpose of research.

**POPULATION AND SAMPLE:** The population of the study consists of all hearing impaired VIII standard adolescents in Meerut City and Delhi. For the present investigation, sample was drawn from

the population by following stratified sampling techniques. 120 male and 120 female adolescents constitute a sample of 240 hearing impaired adolescents.

**DELIMITATION OF THE STUDY:** The study was confined with the following delimitations:

- The study is confined only Meerut city and Delhi.
- The study is confined only male and female hearing impaired adolescents.

**VALIDATION OF HYPOTHESES:** To validate the hypothesis following analysis were made for the respective hypotheses, thereafter interpretation were made accordingly as per the values given in the standard t-table to check the significance of the so obtained critical ratio. There were two levels of significance i.e. 0.05 and 0.01 which means 95 percent confidence and 99 percent confidence, respectively:

H<sub>1</sub> There is no significant difference between the family satisfaction of male and female hearing impaired adolescents.

**TABLE-1**  
**Family Satisfaction of Male and Female Hearing Impaired Adolescents**

S. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	Male Hearing Impaired Adolescents	120	23.88	5.90	1.35	238	Not Significant
2.	Female Hearing Impaired Adolescents	120	24.91	4.52			

It is clear from the Table-1 that means scores for family satisfaction of female hearing impaired adolescents (M=24.91) is slightly higher than the family satisfaction scores (M=23.88) of male hearing impaired adolescents. Here calculated CR-value is 1.35 which is less than the 'CR-value given in the Standard t-table. Hence, the null hypothesis "There is no significant difference between the mean scores of family satisfaction of male and female hearing impaired adolescents" is accepted.

Therefore it may be interpreted that there is no significant difference between the family satisfaction of male and female hearing impaired adolescents.

H<sub>2</sub> There is no significant difference between the family satisfaction of male and female totally hearing impaired adolescents.

**TABLE-2**  
**Family Satisfaction of Male and Female Totally Hearing Impaired Adolescents**

S. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	Totally Hearing Impaired Male Adolescents	60	22.97	5.70	1.65	118	Not Significant
2.	Totally Hearing Impaired Female Adolescents	60	24.58	4.89			

It is clear from the Table-2 that mean scores of totally hearing impaired female adolescents (M=24.58) is slightly higher than the mean scores of family satisfaction of totally hearing impaired male adolescents. Here calculated CR-value is 1.65 which is less than the CR-value given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of male and female totally hearing impaired adolescents” is accepted.

Therefore it may be interpreted that there is no significant difference between the family satisfaction of male and female totally hearing impaired adolescents.

H<sub>3</sub> There is no significant difference between the family satisfaction of male and female partially hearing impaired adolescents.

**TABLE-3**

**Family Satisfaction of Male and Female Partially Hearing Impaired Adolescents**

S. No.	Groups	Number of Hearing Impaired Adolescents(N)	Mean	S.D.	C.R.	df	Level of Significance
1.	Male Partially Hearing Impaired Adolescents	60	24.78	5.92	0.48	118	Not Significant
2.	Female Partially Hearing Impaired Adolescents	60	25.23	4.14			

It is clear from the Table-3 that mean scores of partially hearing impaired female adolescents (M=25.23) is slightly higher than the partially hearing impaired male adolescents (M=24.78). Here calculated CR-value is 0.48 which is less than the CR-value given in the standard t-table. Hence the null hypothesis that is “There is no significant difference between the mean scores of family satisfaction of male and female partially hearing impaired adolescents” is accepted.

Therefore it may be interpreted that there is no significant difference between the family satisfaction of male and female partially hearing impaired adolescents.

**FINDINGS:** Following findings have been made on the basis of analysis and interpretation of the data:

- There is no significant difference between the family satisfaction of male hearing impaired adolescents and female hearing impaired adolescents.
- There is no significant difference between the family satisfaction of totally hearing impaired male adolescents and totally hearing impaired female adolescents.

- There is no significant difference between the family satisfaction of partially hearing impaired male adolescents and partially hearing impaired female adolescents.

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# A STUDY OF TEACHER EDUCATORS IN RELATION TO EMOTIONAL MATURITY

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## ABSTRACT

*This Research is solely based to find the relation between male and female teacher Educators in the aspect of their Emotional maturity.*

*This paper answer certain questions, which is whether there is a difference between male and female teacher in terms of their extremely emotionally mature, moderate emotionally Mature, Emotionally Immature and Extremely Emotionally Immature or not To solve above questions, 200 responses have been collected from various teacher educators (100 from male and 100 from female) and t-test is being conducted which ultimately support our underline Hypothesis that is “There is no significant difference between male and female teacher educators in Relation to their extreme Emotional maturity, Moderately Emotional Maturity, Emotionally Immaturity and extreme emotional immaturity”. and thus answering the above question.*

## INTRODUCTION :

In recent decades, the role of educators has evolved beyond the conventional imparting of knowledge, extending into the realm of nurturing emotional maturity, and fostering well-rounded individuals. Emotional maturity, a critical aspect of emotional maturity, plays a pivotal role in an educator's ability to effectively manage classroom dynamics, address student needs, and promote a conducive learning environment. Given the increasing importance of emotional

intelligence in educational settings, understanding any potential differences in emotional maturity between male and female teacher educators becomes a subject of significant interest.

The question of whether there exists an absolute difference in emotional maturity between male and female teacher educators has drawn attention from researchers and practitioners alike. Numerous studies have explored gender differences across various professional domains, but the realm of education has yet to be comprehensively addressed. Exploring these potential disparities is vital, as it can inform teacher training programs, hiring practices, and instructional strategies to enhance the overall effectiveness of educators.

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In this paper, we aim to investigate whether there is a statistically significant difference in emotional maturity between male and female teacher educators. To achieve this objective, we will employ the t-test statistical method, a powerful tool for comparing the means of two independent groups. By analyzing data gathered from a carefully selected sample of male and female teacher educators, we aim to contribute valuable insights into the gender-based disparities, if any, in emotional maturity within the educational context.

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the “genital level” and object interest (Freud, 1924)<sup>3</sup> Recent emphasis on the conflict between the regressive, dependents, versus the progressive, Productive forces in the personality has directed interest forward the more detailed nature of maturity.

## EMOTIONAL MATURITY :

Emotional Maturity in the context of our research work refers to the ability of teacher educators to recognize, understand, and effectively manage their own emotions, as well as their capacity to empathize with and respond appropriately to the emotions of their students. It involves the integration of emotional intelligence, self-awareness, self-regulation, empathy, and interpersonal skills, enabling educators to navigate complex emotional situations in the educational environment.

### Emotionally mature teacher educators are more likely to:

- 1. Demonstrate Self-Awareness:** They possess a deep understanding of their emotions, strengths, and limitations, allowing them to reflect on their reactions and responses in various professional scenarios.
- 2. Exhibit Self-Regulation:** Emotionally mature educators can manage their emotions and impulses effectively, enabling them to remain composed and rational even in challenging situations.
- 3. Empathize with Students:** They have the ability to recognize and understand the emotions of their students, fostering supportive and nurturing relationships in the classroom
- 4. Communicate Effectively:** Emotionally mature teacher educators can express themselves clearly and respectfully, facilitating constructive interactions with students, colleagues, and parents.
- 5. Resolve Conflicts Constructively:** They approach conflicts with patience and empathy, seeking to find resolutions that benefit all parties involved.
- 6. Adapt to Change:** Emotionally mature educators are flexible and adaptive, embracing changes in the educational landscape and incorporating innovative approaches to teaching and learning.
- 7. Provide Emotional Support:** They are attuned to the emotional needs of their students and can provide appropriate emotional support when necessary.

By examining emotional maturity in male and female teacher educators through our research, we aim to contribute to the understanding of how this aspect of emotional maturity might impact teaching practices, student outcomes, and the overall dynamics within educational settings. Moreover, identifying any potential gender-based differences in emotional maturity can help inform strategies to promote the emotional well-being of educators and students alike, fostering a more inclusive and supportive educational environment. ‘Emotional maturity refers to the ability to understand and manage emotions’<sup>1</sup>. In the present circumstance, youth as well as children are facing

difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations, and emotional upsets in day to day life. So the study of emotional life is now emerging as a descriptive science comparable with anatomy. It deals with interplay of forces with intensities and quotation. emotional maturity is not only effective determinant of personality pattern but it also helps to control the growth of adolescent's development this concept 'mature' emotional behavior of any level is that which reflects the fruits of normal emotional development. A Person who can keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. According to fred M.c.Kinney<sup>2</sup> "The characteristics of an emotionally mature are hector-sexuality. Appreciation of attitude and behavior of others. tendency to adopt the attitudes and habit of others and capacity to delay his responses."According to walter D.S mitson (1974)<sup>3</sup>. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health. Both intra-psychically and intra-personally. People who are emotionally mature tend to be responsible, realistic, self-disciplined, and therefore able to meet genuine needs and achieve his goals.An Emotionally mature teacher educators control the emotions not only of him but also of his students

#### **KEY WORD:**

**Teacher educators-** A teacher educators refer to the Approved teachers who are teaching in self financed teacher education institutions/Colleges.

#### **Objective :**

To assess the emotional maturity levels of male and female teachers' educators.

#### **Hypothesis :**

There is no significant difference between male and female teacher educators in Relation to their extreme Emotional maturity, Moderately Emotional Maturity, Emotionally Immaturity and extreme emotional immaturity.

#### **Methodology :**

Descriptive survey method has been used for study.

Population- All the B.Ed. self-financed Institution or college existing in Aligarh District.

#### **Sample :**

In this present study, sample size of 200 teacher educators is being collected out of 23 self-financed chosen institution across Aligarh District randomly, whose detail is shown below in Table 1.



**TABLE-1**  
**College wise and sex wise number of samples**

S.N	Name of College	Total number of female educators	Total number of Male educators	Total number of teacher educator of selected college
1	Gyan Mahavidyalaya, Aligarh	10	5	15
2	P.M College of Education, Aligarh	1	14	15
3	Dharam Jyoti Mahavidyalaya, Teharpur, Aligarh	5	3	8
4	Vivekananda College of Education (V.C.T.M), Aligarh	10	5	15
5	I.I.M.T College Aligarh	7	3	10
6	Gagan College, Aligarh	5	3	8
7	I.T.M College of Education, Aligarh	7	3	10
8	Mother Teresa Women's College Aligarh	2	6	8
9	Shivdan Singh College (S.S.I.T.M) Iglas, Aligarh	2	5	7
10	AL-Barkaat Institute of Education, Aligarh	4	3	7
11	Heritage International B.Ed. College, Aligarh	4	3	7
12	Bohare Mohan Lal Memorial Mahavidyalay Khair, Aligarh	6	3	9
13	ACN College, Aligarh	4	3	7
14	Khair Kanya Mahavidyalaya Khair, Aligarh	1	6	7
15	Shri Lala Sharma Mahavidyalaya, Khair, Aligarh	2	5	7
16	Shri Khushi Ram Mahavidyalaya Khair, Aligarh	4	6	10
17	Vijay Mahavidyalaya Iglas, Aligarh	4	3	7
18	Fateh Singh Mahavidyalaya, Khair, Aligarh	4	3	7
19	Shri Radha Govind Mahavidyalaya Heerapur(Gopi), Aligarh	2	5	7
20	Vishwakarma Mahavidyalaya, Tappal, Aligarh	4	3	7
21	Hey Nath Vidyapeeth, Iglas, Aligarh	3	5	8
22	MCS Education Institution Khair, Aligarh	5	2	7
23	Ma Gayatri Institute, Chandos, Aligarh	4	3	7
	<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>

### DELIMITATIONS OF THE STUDY:

1. The study limited to teachers' educators of self-finance college of Aligarh district.
2. The present study does not count teacher's educators age and their teaching experience in various rural or urban area of college.

### TOOL:

E.M.S. (Emotional Maturity scale) developed by Dr. YashvirSingh and Dr. Mahesh Bhargava is used in present study.

### Statistical techniques-

Mean, Standard Deviation (S.D.), T-ratio

## Discussion and Findings of the study

**TABLE-2**  
**Extremely Emotionally Mature**

Groups	N	Mean	S.D.	$\sigma d$	t-Value	df Value	level of Significance
Male	35	67.34	8.93	1.90	0.96	78	non significant
Female	45	69.18	7.85				

It is clear from the table that the mean of extremely emotionally mature male teacher educators was found to be 67.34 and S.D. 8.93.

The mean of Female teacher Educators on the extremely Emotionally mature was 69.18 and S.D. was 7.85 Standard Error ( $\sigma d$ ) value was found 1.90 and t value was 0.96.

On the 78 degree of freedom t-table Value at 0.05 level is 1.99 and at the 0.01 level is 2.64. Our calculate t-value is 0.96. It shows that there is no significant difference between male and female teacher educators in relation to their Extremely Emotionally Maturity.

**TABLE-3**  
**Moderately Emotionally mature**

Groups	N	Mean	S.D.	$\sigma d$	t-Value	df Value	level of Significance
Male	19	84.89	2.15	0.664	0.557	34	non significant
Female	17	84.5	1.84				

By Observing the above table, it is Known that the mean of moderately Emotionally mature male teacher Educators found to be 84.89 and S.D. 2.15.

The mean of Moderately Emotionally Mature Female teacher educators found to 84.5 and S.D. 1.84 Standard Error ( $\sigma d$ ) Value is found 0.664 and t-Value is found to be 0.557.

On the 34 degree of freedom t-table Value at 0.05 level is 2.03 and at the 0.01 level is 2.72.

our calculated t-value is 0.557 It shows that there is no significant difference between male and female teacher Educators in relation to moderately Emotionally mature.

**TABLE-4**

**Emotionally Immature**

Groups	N	Mean	S.D.	$\sigma_d$	t-Value	df Value	level of Significance
Male	14	96.07	6.61	2.22	0.97	33	non significant
Female	21	97.04	6.24				

By observing the above table, it is known that the mean of Emotionally Immature male teacher educators found to be 96.07 and S.D. 6.61.

The mean of Emotionally Immature female teacher Educators found to be 97.04 and S.D. 6.24 Standard Error ( $\sigma_d$ ) Value found to be 2.22 and calculated t-Value is found to be 0.97.

On the 33 degree of freedom t-table Value at 0.05 level is 2.03 and at the .01 level 2.72 our calculated t-Value is 0.97.

It shows, that there is no significant difference between male and female teacher Educators in Relation to Emotionally Immature.

**TABLE-5**

**Extremely Emotionally Immature**

Groups	N	Mean	S.D.	$\sigma_d$	t-Value	df Value	level of Significance
Male	32	119.43	16.53	8.04	1.86	47	non significant
Female	17	133.58	3.91				

It is clear from the table that the mean extremely emotionally immature male teacher educators found to be 119.43 and S.D. 16.53 The mean of extremely emotionally immature female teacher educators found to be 133.58 and S.D. 3.91 Standard Error ( $\sigma_d$ ) Value is found is 8.04 and t- Value is found to be 1.86.

On the 47 degree of freedom t-table Value at 0.05 level is 2.01 and at the 0.01 level is 2.68 Our Calculated t-Value is 1.86. It shows that there is no significant difference between male and female educators.

## CONCLUSION

After the collecting Response from 200 Teacher Educators (100 from male teacher Educators and 100 from female teacher Educators) of the questionnaires <sup>4</sup> which consists of 48 questions which test Emotional maturity scale. We find that our hypothesis get supported by t-test i.e. "There is no significant difference between male and female teacher educators in Relation to their extreme Emotional maturity, Moderately Emotional Maturity, Emotionally Immaturity and extreme emotional immaturity." The reason can be that with the teaching experience, educators develop require amount patience, self discipline and understanding toward student, which they use efficiently to control their emotions.

Emotional mature person have emotional stability and good social adjustment and good personality.

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## श्रद्धांजलि

धर्म समाज महाविद्यालय अलीगढ़ के शिक्षक प्रशिक्षण विभाग के पूर्व प्रभारी, आगरा विश्वविद्यालय के शिक्षक प्रशिक्षण संकाय के पूर्व डीन एवं हमारे महाविद्यालय द्वारा प्रकाशित शिक्षक शिक्षा के अन्तर्राष्ट्रीय जर्नल 'ज्ञान भव' के सलाहकार मण्डल के वरिष्ठतम् सदस्य डॉ० वेदराम शर्मा 'वेदार्थी' का 98 वर्ष की आयु में 14 जुलाई, 2023 को अचानक हृदय गति रुकने के कारण देहावसान हो गया। ईश्वर दिवंगत आत्मा को शांति एवं शोक संतप्त परिवार को सांत्वना प्रदान करें।



The image features a background of 3D cubes in blue and green, scattered across the corners. The word "JOURNAL" is written in a bold, red, sans-serif font, slanted upwards from left to right. The background is white with a faint, light gray grid pattern.

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