

ISSN 2319-8419

Published by



Bi- Annual and Bi-Lingual International Journal

VOL-12

ISSUE- 16

# GYAN BHAV

Peer Reviewed Journal of Teacher Education

FEBRUARY-2023

In Collaboration With Up Self Finance Colleges' Association



# GYAN BHAV JOURNAL OF TEACHER EDUCATION

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**Gyan Bhav** : Journal of Teacher Education is an Bi Annual and bi-lingual periodical published every year in February and August by Gyan Mahavidyalaya, Aligarh. Department of Teacher Education of Gyan Mahavidyalaya is accredited 'A' Grade with CGPA 3.16 by National Assessment and Accreditation Council (NAAC) on 5<sup>th</sup> July, 2012.

The Journal aims to provide teachers, teacher-educators, educationists, administrators and researchers a forum to present their work to community through original and critical thinking in education.

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# ‘ज्ञान भव’ जर्नल के बारे में लेखक एवं पाठकों के विचार



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पत्रांक सं० .....

दिनांक .....

25/01/2023

TO

THE EDITOR IN CHIEF  
GYAN BHAV JOURNAL OF TEACHER EDUCATION, ISSN 2319-8419  
(Published by: GYAN MAHAVIDYALAYA)  
Agra Road, Aligarh, U.P. - Pin 202001

Dear Sir,

First and foremost I express heartfelt appreciation to all members of the editorial board and reviewers of the **GYAN BHAV JOURNAL OF TEACHER EDUCATION**. Thank you very much for accepting our manuscript many times for the publication in **GYAN BHAV JOURNAL OF TEACHER EDUCATION**. Thank you for handling the paper and getting it reviewed. We also thank the Reviewers for their valuable work, which helped us to improve the manuscript. We have addressed all suggestions, questions and corrections in this final version every time. I have been associated with this prestigious journal for the last more than five years. The papers published in the journals are really quality research papers. As a regular reader of this journal I learned a lot in the field of research paper writing.

Due to this journal only we got the opportunity to enhance our API up to a good score which helped us to get our promotion in due time. I would like to thank for its unique system. Your general offers clarity, brevity and integration is keys to effectiveness. It also provides and ability to ignite any academicians/researcher into action is remarkable, and makes him most thrilling and relevant. I welcome your unlock reviews process and freedom to suggest reviewers. This is going to be a new innovation in the world of research Publication. I wish and hope that this research general will grow one of the best general in future

I wish to the entire team of the **GYAN BHAV JOURNAL OF TEACHER EDUCATION** specially **Dr. Ratna Prakash Ji** all the very best in all their future endeavors who took enough pain in communicating the learned referees' comments in the process of making the research paper a quality piece of work..

**Prof. Rakesh Kumar Sharma**

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(no subject)

1 message

Reena Agarwal <reenaagarwal\_lu@rediffmail.com>  
To: publicationgyan <publicationgyan@gmail.com>

Thu, Jan 26, 2023 at 5:17 PM

To,  
The Chief Editor  
Gyan bhav journal

Sir/madam,

I, Reena Agarwal Professor Department of Education, University of Lucknow, find pleasure to express my views regarding Gyanbhav Journal of Teacher Education. I am regular contributor and reader of the journal since its inception for two reasons. First one is that it always provide me learning opportunities by providing feedback to improve the paper in some way or other alongwith appreciation about the paper .and its organisation. Second one is that there is no publication charges.

I wish that the journal will maintain its quality and will improve its status in future from peer reviewed to UGC care listed.



gyan publication <publicationgyan@gmail.com>

Message for Gyan Bhav journal

1 message

Anita Priyadarshini <anitapriyadarshini@ignou.ac.in>  
To: publicationgyan@gmail.com

Thu, Jan 26, 2023 at 11:52 PM

Dear Sir

My message for Gyan Bhav Journal is as below:

The Gyan Bhav journal provides a valuable platform for sharing research in the area of teacher education. The Journal effectively captures many different perspectives on educational policy, processes and practices at different levels. Being a bi-lingual Journal, Gyan Bhav is able to reach a wider audience. As a contributor, I have found the Journal to be very beneficial for sharing my work.

I wish Gyan Bhav Journal all success in the future.

Prof Anita Priyadarshini

Professor of Distance Education  
STRIDE  
Indira Gandhi National Open University,  
New Delhi

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(no subject)

1 message

Savita Kaushal (IASE) <skaushal@jmi.ac.in>

Fri, Jan 27, 2023 at 11:16 AM

To: "publicationgyan@gmail.com" <publicationgyan@gmail.com>

The journal Gyan Bhav is very much useful from the perspective of a researcher . It provides number of articles from different regional areas. It provides number of articles from different states and varied topics concerning areas of education. Its a very fruitful journal for teachers and educators. I would highly recommend this journal to all.

Dr Savita Kaushal  
Assos Professor,  
Faculty of Education,  
Jamia Milia Islamia



gyan publication <publicationgyan@gmail.com>

In regard of journal

1 message

Lata Kumari <latika248@gmail.com>

Tue, Jan 24, 2023 at 5:56 PM

To: publicationgyan@gmail.com

To,  
The Editor  
Gyan Bhav Journal

I (Lata, Assistant Professor, S.S.S.V.S. Govt. PG College, Chunar) am a contributor and reader of Gyan Bhava Journal. This journal provides quality based research content in the field of Teacher education and does not compromise on its values for the sake of more content and money. Continuous reading of the magazine ignites innovative ideas and suggests new ways to improve the teaching-learning process. It's contribution is remarkable.



gyan publication <publicationgyan@gmail.com>

## Acknowledgement

1 message

Dr. Bal Govind Maurya <balgovindmaurya1001@gmail.com>  
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Fri, Jan 27, 2023 at 8:46 AM

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शिक्षक शिक्षा विभाग, ज्ञान महाविद्यालय, अलीगढ़ द्वारा प्रकाशित Gyan Bhav peer Reviewed Journal of Teacher Education एक प्रतिष्ठित अन्तर्राष्ट्रीय शोध पत्रिका है। इसमें शिक्षा से सम्बन्धित समस्याओं एवं उसके विविध आयामों पर शोध पत्र प्रकाशित किये जा रहे हैं, जिसका लाभ सम्बन्धित छात्रों, शोधकर्ताओं, शिक्षकों, प्रधानाध्यापकों, प्रशासकों एवं शिक्षा के क्षेत्र से जुड़े हितधारकों को मिल रहा है। शिक्षा में व्यापक बदलाव हेतु भारत सरकार द्वारा राष्ट्रीय शिक्षा नीति 2020 को लागू किया गया है, जिसमें उसके क्रियान्वयन और प्रभावशीलता के साथ ही पूर्व प्राथमिक, प्राथमिक, माध्यमिक अथवा उच्च शिक्षा पर सर्वेक्षात्मक अध्ययन, दिव्यांगजन, ग्रामीण एवं पर्वतीय क्षेत्रों, महिलाओं एवं वंचित वर्ग के लोगो पर विद्वत्तजनों के शोधपत्र आपके जर्नल में समय-समय पर प्रकाशित होते रहते हैं। मुझे विश्वास है कि आपके शोध जर्नल में बुद्धि जीवियों, उत्कृष्ट शिक्षकों तथा शोधकर्ताओं के योगदान से शिक्षा के प्रांगण में बहुमूल्य विकास तथा प्रगति होगी और महाविद्यालय अपनी शिक्षा यात्रा उत्तम प्रकार से पूर्ण करते हुए अपना लक्ष्य पा लेगा।

डॉ० बाल गोविन्द मौर्य  
असिस्टेंट प्रोफेसर, शिक्षाशास्त्र विभाग  
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## AN ANALYSIS OF EVALUATION SYSTEM OF CENTRAL UNIVERSITIES IN U.P.

\* Ms. Lata

\*\* Prof. Reena Agarwal

### ABSTRACT

*Evaluation of students' behavior is an integral part of any teaching-learning process. Evaluation refers to effectiveness of the learning experiences provided in the classroom, how well the goals of education have been achieved. Therefore, it is essential for teachers to be well versed with both subjective and objective techniques of evaluation so that they can make changes in their strategy from time to time to make teaching-learning process more effective. Present study aims to analyze the Evaluation System of central university. For this, Ordinance of the programme, question paper, mark sheets and other related documents of M.A. Education Program of Allahabad University has been analyzed in reference of weightage given to different aspects of evaluation i.e. internal, external, theory and practical. Conclusions have been drawn and discussed in reference of NEP 2020.*

**Introduction :** Research in the field of Evaluation system of higher education has gained impetuous in the last few decades and is yet to attain its maturity. Evaluation system is not only a part of education but also a system whose primary concern is learning rather than teaching. The main motto of evaluation system is to put emphasis on continuous comprehensive evaluation of students and in-depth learning aiming at capacity building of the students by developing required knowledge, skills and attitude to become efficient and effective citizens. It provides opportunity to students for continuous learning and assessment and paced understanding. In sphere of Evaluation system, work has been done by Karthieyan, 2015; Biswas, 2018; Sarkar, 2019; A. Sarkar, 2019; Howlader & Roy, 2021. They found that Credit Based Choice System (CBCS) is essential for higher education in the present context and students, teachers and stakeholders have positive attitude towards CBCS but it is also indicated that CBCS is in its infancy stage and will take time to reach the desired outcomes. Mehar, (2018) studied about semester system and found that it is better than traditional evaluation system. Numerous research studies have shown that examinations have an influence on the learning and teaching process which could be either positive or negative. It is imperative to analyze the evaluation system of university to know its pros and cons. This paper is an attempt in this direction.

### Definitions of Key Words :

**Programme :** An educational programme leading toward a Degree, diploma or certificate.

**Semester :** Each semester consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

---

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**Course :** Usually referred to, as ‘papers’ is a component of an educational programme. All courses of a programme need not carry the same weightage. In present study, a course designed to comprise lectures/ tutorial/ field work/ dissertation and a combination of practical activities.

**Types of courses :** There are mainly two type of courses has been used for the programme, which are given below-

- **Core Courses :** There is core courses in every semester of the programme, which are compulsory to study by a student as a core requirement to complete the programme.
- **Elective Courses :** Elective course is a course which can be chosen from a pool of papers. It may be supportive to the discipline of study, providing an expanded scope, enabling an exposure to some other discipline and nurturing students’ proficiency/skill.

**Credit :** A unit by which course is measured and determined in the number of hours of instruction required per week.

**Field Work and Practical/ Dissertation :** It is provided during the programme and considered as a special course involving application of knowledge in analyzing / exploring a real life situation.

**Objective of the study :**

To analyze the Evaluation system of Central University

**Research Methodology :**

**Type of research :** The present study is analytical research. Analytical research is a specific type of research that aims to evaluate the facts and information relative to the research being conducted.

**Population:** All the central universities of Uttar Pradesh

**Sample:** One single university was selected randomly from all the central universities of Uttar Pradesh. Therefore, the sample of the study is Allahabad University.

**Delimitation of the study:** The study limited to M.A. Education Program of Allahabad University.

**Method of Data collection:** For the analyses of the evaluation system of M.A. Education Programme of CU (AU) Ordinance of the programme, question paper and result were studied([www.allduniv.ac.in](http://www.allduniv.ac.in)). The programme has been divided in 4 semesters consisting of different type of courses i.e. Core, Elective and Practical activities, so all 4 semester were analyzed in reference of different aspect of Evaluation system i.e. Theory, Practical, Internal, External, Semester End exam and expressed as percentage of a total marks of semester and Course categorization of M.A. Education programme has also been prepared to know the weightage to be given to different aspects of Evaluation in the programme.

**Statistical technique:** In the present study, the obtained data was analyzed quantitatively in terms of weightage given to each course category and activities, the weightage is determined in terms of percentage-

**Weightage % of the course category for Semester** = 
$$\frac{\text{Total marks of category}}{\text{Total marks of Semester}}$$

**Weightage % of the course category for Academic Programme**

$$= \frac{\text{Total marks of category}}{\text{Total marks of Academic Programme}}$$

The data sheets prepared for the analysis consist of separate columns depicting Papers, Courses type, credits, Practical, External, Internal, Theory, Semester End Exam, Mid-term test, Best of the test and

Assignment, and percentage and. Analysis procedure is done by analyzing each type of courses of all Semesters. The programme do not only consists different type of theory courses i.e. Core, Elective but also different type of practical activities. Analysis of only course categories does not provide a clear picture of emphasis given to any aspect of Evaluation system. Hence, separate data sheets were prepared for the course categorization of the programme to analyze the complete weightage, given to any type of course or any aspects in form of External/ End semester exam and Internal, keeping in view various indicators of evaluation system. Each information unit is selected from the content and was added. Later total of each course category and activities were converted into Percentage to draw conclusions.

### Analysis of Data:

The data has been tabulated, interpretation has been done accordingly and conclusions have drawn with the help of percentage which are shown in the following tables-

**Table-1**  
**Evaluation scheme of M. A. Education - Semester I of CU (AU)**

S. NO.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					Semester End Exam	Internal			
						Best of the test and Assignment (a)	Mid Term Examination (b)	Total (a+b)	
1.	Paper - 1	Core	05	-	60	20	20	40	100
2.	Paper - 2	Core	05	-	60	20	20	40	100
3.	Paper - 3	Core	05	-	60	20	20	40	100
4.	Paper - 4	Core	05	-	60	20	20	40	100
	Total		20	-	240	80	80	160	400
	Total in percentage			-	60%	20%	20%	40%	100%

\*SEE = Semester End Exam

It is evident from the **Table-1** that M.A. Education- Semester I of CU (AU) consists of, 4 Core theory papers of 5 credits each and overall of 20 credits. Theory has given 100% weightage out of which 60% weightage has given to Semester end exam and 40% weightage to Internal. Theory internal is further subdivided into Best of the test & Assignment and Mid-term examination, which carries weightage of 20 % each.

**Table-2**  
**Evaluation scheme of M. A. Education - Semester II of CU (AU)**

S. NO.	Paper	Course Type	Credit	Practical		Theory				Total (Practical + SEE + Internal)
				External	Internal	Semester End Exam	Internal			
							Best of the test and Assignment (a)	Mid Term Examination (b)	Total (a+b)	
1.	Paper - 1	Core	05	-	-	60	20	20	40	100
2.	Paper - 2	Core	05	-	-	60	20	20	40	100
3.	Paper - 3	Core	05	-	-	60	20	20	40	100
4.	Paper - 4 (field work and Practical)	Core	05	60	40	-	-	-	-	100
	Total		20	60	40	180	60	60	120	400
	Total in %			15%	10	45%	15%	15%	30%	100%

It is evident from the Table-2 that M.A. Education- Semester II of CU (AU) consists of 3 theory core papers and one Field work & practical paper, each carries 5 credits and in this way 20 credits in overall. The programme has given 75% weightage to theory out of which 45% weightage has given to Semester End Exam and 30% weightage to Internal. Theory Internal is further subdivided into Best of the test & Assignment and Mid-term examination of 15% weightage each. Field work and Practical has given 25% weightage, out of which 15% weightage has been given to External and 10% weightage to Internal, which includes review of book of an eminent educationist, quantitative analysis through MS-Excel, testing of Intelligence/personality/Creativity/ Learning Style and Survey of any one educational institution.

**Table-3**  
**Evaluation scheme of M. A. Education - Semester III of CU (AU)**

S. NO.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					Semester End Exam	Internal			
						Best of the test and Assignment (a)	Mid Term Examination (b)	Total (a+b)	
1	Paper - 1	Core	05	-	60	20	20	40	100
2	Paper - 2	Core	05	-	60	20	20	40	100
3	Paper -3	Core	05	-	60	20	20	40	100
4	Paper - 4	Core	05	-	60	20	20	40	100
	Total		20	-	240	80	80	160	400
	Total in %			-	60%	20%	20%	40%	100%

It is evident from the Table-3 that M.A Education- Semester III of CU (AU) consists of 4 Core theory papers of 5 credits each and it is of 20 credits in overall. Theory has given 100% weightage out of which 60% weightage has been given to Semester End Exam and 40% weightage to Internal. Theory Internal is further subdivided into Best of the test & Assignment and Mid-term examination of 20% weightage each.

**Table- 4(a)**  
**Evaluation scheme of M. A. Education - Semester IV of CU (AU)**

S. NO.	Paper	Course Type	Credit	Practical		Theory				Total (Practical + SEE + Internal )
				External	Internal	Semester End Exam	Internal			
							Best of the test and Assignment (a)	Mid Term Examination (b)	Total (a+b)	
1.	Paper - 1	Core	05	-		60	20	20	40	100
2.	Paper - 2	Core	05	-		60	20	20	40	100
3.	Paper - 3 (Dissertation/ theory paper*)	Elective	05	60	40	-	-	-	-	100
4.	Paper - 4 (Field work and Practical)	Core	05	60	40	-	-	-	-	100
	Total		20	120	80	120	40	40	80	400
	Total in percentage			30%	20 %	30%	10%	10%	20%	100%

\*Candidates scoring 60% and above will be allowed for opting dissertation.

Table- 4 (b)

**Course Categorization of M. A. Education - Semester IV of CU (AU)**

Theory/practicum/ /Dissertation/activities	Course Type	Semester End Exam /Internal	Marks	Percentage	Total %
Theory (10 Credit)	Core (10 Credit)	SEE	120	30%	50%
		Internal	80	20%	
Dissertation/ Theory Electives	Elective (05 credit)	External	60	15%	25%
		Internal	40	10%	
Field work and practical	(05 credit)	External	60	15%	25
		Internal	40	10%	
Total	(20 Credit)		400	100%	100%

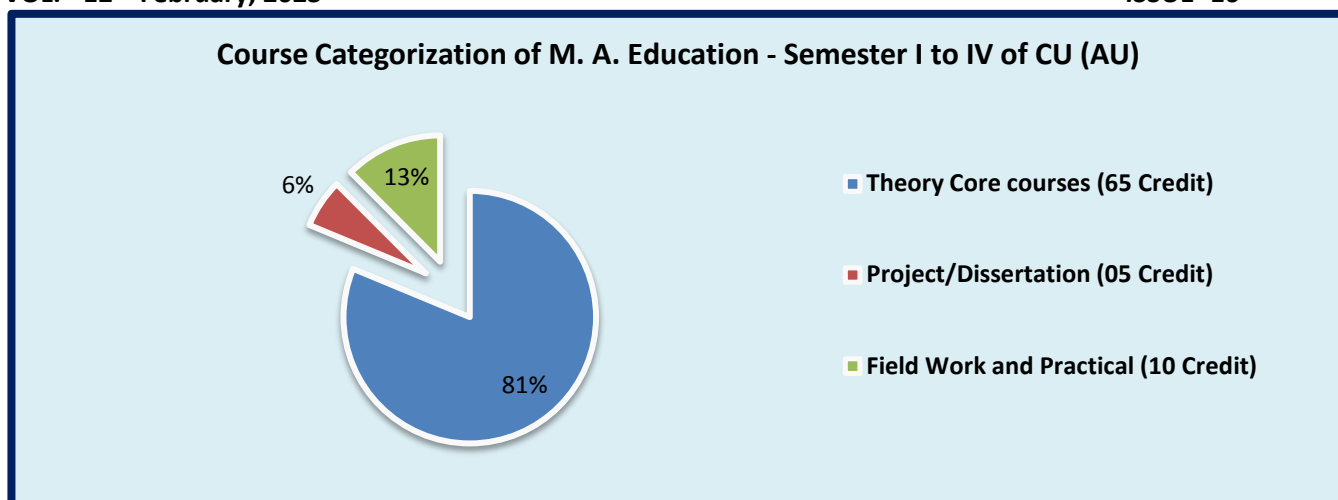
It is evident from the Table 4 (a) and (b) that M.A Education. - Semester IV of CU (AU) consists of 2 Core theory courses, 1 Elective course and 1 Field work & practical of 5 credits each. It is 20 credits in overall.

It is evident from the Table 4 (a) and (b) that in the programme, theory core courses has given 50% weightage out of which 30% weightage has given to Semester end exam and 20% weightage to internal evaluation. Theory Internal is further subdivided into Best of the test and Assignment of 10% weightage and Mid-term examination of 10% weightage. Candidates scoring 60% and above till Semester III are allowed for opting Dissertation as their Elective. Elective course has given 25% weightage out of which 15% weightage has given to End Semester exam and 10% weightage to internal. Field work and Practical has given 25% weightage out of which which 15% weightage has given to End Semester exam and 10% weightage to internal. Field Work & Practical included Review of five research papers published in the current issue of any reputed journal of Education field, Construction of Achievement Test and its' item analysis, Critical review of any two video presentation of Massive Open Online Course(MOOCs) and Development of Programme Learning Material on any two lessons at school stage.

Table-5

**Course Categorization of M. A. Education - Semester I to IV of CU (AU)**

Theory/ Practical	Dissertation/ Practical	Course Type	Semester End Exam /Internal	Marks	Percentage	Total %	Total %
Theory (65 Credit)		Core (65 Credit)	Semester End Exam	780	48.75%	81.25%	81.25%
			Internal	520	32.50%		
Project/Dissertation		(05 credit)	External	60	3.75%	06.25%	18.75%
			Internal	40	2.50%		
Field work and practical		(10 credit)	External	120	7.50%	12.50%	
			Internal	80	5.00%		
Total		(80 Credit)		1600	100%	100%	100%



**Pie Diagram**

It is evident from the **Table-5** and Pie Diagram that M.A. Education Programme (Semester I to IV) consists of Core theory papers carrying 65 credits, Project/Dissertation as Elective course carrying 5 credits and Field work & Practical carrying 10 credits. It is of 80 credits in total. In the programme, theory core courses have been given 81.25% weightage out of which 48.75% weightage given to End Semester exam and 32.50% weightage to Internal. Project/Dissertation has been given 6.25% weightage out of which 3.75% weightage given to External and 2.5% weightage to internal. Field work and Practical has been given 12.5% weightage, out of which 7.5% weightage given to External and 5% weightage to internal. Practical has given 18.75 % weightage in total.

### Conclusions:

After analysis and its interpretation of collected data following conclusions have been drawn-

- In CU (AU), The M.A. Education programme more weightage has been given to theory courses (81%) while the practical (19%) has less weightage.
- In CU (AU), M.A. Education more weightage has been given to External (60%) in comparison to internal (40%) in each theory, Dissertation, Field work and Practical.
- In CU (AU), M.A. Education has Field work and Practical in Semester II and IV of 12.5% weightage. Dissertation has been given 6.25% weightage which is included only in IV semester as Elective course only for those students who have scored 60% or above till Semester III. Field Work and Practical have different activities in both II and IV semester.

### Discussion :

From the analysis of evaluation system of CU it can be observed that Post Graduate students are provided with such an academically rich, flexible and provision for skill-practice for in-depth learning but still it has given more weightage to theory than practical which is not according to the recommendations of NEP - 2020. Thus it should reform its present structure of Evaluation to meet the need of present and future. It should be more dynamic, Practical based and adaptive for the promotion of competence, quality and excellence. In CU (AU), The M.A. Education programme more (81%) weightage has been given to theory courses in comparison to practical (19%) weightage but there is

need to increase practical based activities as NEP 2020 recommends to revamping curriculum, pedagogy, assessment, and student support for enhanced students experiences.

It has also been observed that in CU (AU), M.A. Education more weightage is given to External (60%) in comparison to internal (40%) in all theory paper, Dissertation, Field work & Practical. There is need to increase internal weightage as it makes evaluation system more continuous and comprehensive on which the National Education Policy (NEP) 2020 has emphasized lot.

As per NEP 2020 for the attainment of holistic, multidisciplinary education, flexible and innovative curricula, all HEIs need to include credit-based courses and projects. In the present study, it has been observed that some courses like Value Added, Inter-departmental, open elective did not included and Elective courses have also given less weightage. For achieving academic excellence the evaluation system need to improvised and include every type of course with sufficient weightage.

### **Educational Implications:**

The present study reveals that the CU (AU) has given different weightage to different aspects of Evaluation system and it has to modify its present structure as per NEP 2020 recommendations to make it more flexible and to achieve excellence. The study is helpful for the students to improve their performance and develop positive attitude towards Evaluation system and education. The present study is also useful for the administrators and teachers related to evaluation to make the system more flexible, multidisciplinary and learning outcome oriented.

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## A STUDY OF VERBAL BEHAVIOUR OF TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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### ABSTRACT

*The, behaviour is not only a response to stimuli from another person, but actions are constructed through shared symbols in a reciprocal interaction, in which we use our senses, insight and thoughts. Through this interaction, individuals may acquire the basis for cooperative and social activity. Both teachers and students are concerned with their 'selves' and each individual has a unique sense of self and a degree of free will in acting and in developing understanding with others. On the other hand emotions have been largely viewed as disorganizing forces that disrupt one's ability to reason and think. They are held as interfering with attempts to function rationally in the world. Recent research work, however, refutes this perspective. Professional commitment plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be performing teacher. Professional committed teachers are required in order to increase the quality of secondary education. This fact motivated to the researcher to study the effect of emotional intelligence and professional commitment on teachers effectiveness. This study focuses on the study of verbal behaviour of teachers in relation to their emotional intelligence and on the basis of findings of this research it may be said that High Emotional Intelligent Teachers have significantly high verbal behaviour in comparison to Low Emotional Intelligent Teachers. Therefore one can say that the findings of this study are very important from this view point that if we increase the emotional intelligence of a teacher the class room verbal behaviour of teacher improves proportionately and this results the simultaneous increase in amount of learning by the students.*

**Introduction:** Historically emotions have been largely viewed as disorganizing forces that disrupt one's ability to reason and think. They are held as interfering with attempts to function rationally in the world. Recent research work, however, refutes this perspective. Now, it is held that emotions facilitate the attainment of goals if emotionally laden relevant information is processed perspicaciously keeping the goal of adaptation constantly in mind and not be swayed away by the caprice of the emotions (Salovey and Mayer, 1990). Emotions guide one's overall assessment and experience of the world and persons who ignore their own affective feedback are not well suited to behave adaptively (Greenberg and Safran, 1989).

In the early part of 20th century psychologists used intelligence to explain individual differences in order to facilitate schooling. Since then, the issue of the nature of intelligence has not been settled. Even today we do not have any commonly agreed upon definition. EI is one of the

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recent developments in the area of intelligence. Though EI gained popularity towards the end of the twentieth century, its origin can be traced to early philosophical discourses. EI has its roots in the concept of social intelligence, first identified by Thorndike (1920) who defined social intelligence as the ability to understand and manage men and women, boys and girls to act wisely in human relations.

**Concept of emotional intelligence:** Historically emotions have been largely viewed as disorganizing forces that disrupt one's ability to reason and think. They are held as interfering with attempts to function rationally in the world. Recent research work, however, refutes this perspective. Now, it is held that emotions facilitate the attainment of goals if emotionally laden relevant information is processed perspicaciously keeping the goal of adaptation constantly in mind and not be swayed away by the caprice of the emotions (Salovey and Mayer, 1990). Emotions guide one's overall assessment and experience of the world and persons who ignore their own affective feedback are not well suited to behave adaptively (Greenberg and Safran, 1989).

Peter Salovey and John Mayer (1990) had defined EI as a mental ability that consists of "ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It was however modified by New York Times behavioural science journalist, Daniel Goleman (1995). His model of EI includes (a) knowing one's emotions (b) managing emotions (c) motivating one (d) recognizing emotions in other and (e) handling relationship. Later Mayer and Salovey (1997) revised their theory a bit to emphasize the cognitive component and talked about a hierarchy of mental abilities. Raeven Bar-on (1997) defined EI as on "array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in coping with environmental demands and pressures."

**Concept of verbal behaviour of teacher:** Interaction has been defined as reciprocal communication in which each person reacts to and communicates with the other. From sociological viewpoint, the conscious mind, self-awareness and self-regulation are central to this interaction viewed human thought, experience and behaviour as being basically social. When people are interacting, they are constantly interpreting the acts of themselves and others and responding to them. Symbolic interactionists argue that we perceive ourselves through the eyes of others and that through this process we gradually come to perceive the world. Each time we enter a new social situation or relationship, we learn to behave by watching, asking and listening. Thus, behaviour is not only a response to stimuli from another person, but actions are constructed through shared symbols in a reciprocal interaction, in which we use our senses, insight and thoughts. Through this interaction, individuals may acquire the basis for cooperative and social activity. Both teachers and students are concerned with their 'selves' and, as put it, each individual has a unique sense of self and a degree of free will in acting and in developing understanding with others.

Teachers' sense of self is particularly important, because of the way in which it influences their perspectives of, strategies with and actions towards children. Through language, teachers and students express themselves, but although language provides the key set of symbols, not all symbols take the form of spoken or written words.

**Need of the study:** An ingredient of a successful organization is a healthy dose of emotional intelligence. As noted by Golman, at the individual level, emotional intelligence can be identified, assessed, and upgraded. Because the responsibilities of teachers are to incorporate programs that enable students to learn, to cope, understand their own value, gain empathy for others, land manage and control their emotions. These factors of emotion, this insight into oneself as well as into the emotions of others, constitute the first step in gaining essential skills for a successful life. Professional

commitment plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be performing teacher. Professional committed teachers are required in order to increase the quality of secondary education. This fact motivated to the researcher to study the effect of emotional intelligence and professional commitment on teachers effectiveness.

Only emotionally intelligent and Professionally Committed teachers inculcate above described traits among students. Teachers can facilitate learning by molding the behaviour they expect learners to demonstrate in every aspect of life. The behaviour of a teacher is crucial for the transfer and maintenance of new emotional and social competencies. Teaching strategies should address different learning styles and incorporate visual, sensory, auditory, and interactive elements such as role-playing, group discussions, and simulations, special recommendation is the use of self-disclosure in which teachers use their own stories to communicate how they deal with an emotion. Sharing stories that reflect the teacher's self-awareness, motivation and persistence provides a model of behaviour that learners can emulate in their own efforts to form mutually satisfying relationships and become more emotionally strong.

Very few researches have been developed to study the verbal behaviour of teachers in relation to emotional intelligence and Self-concept. Emotional intelligence is less explored because many psychologists and researchers have devoted thousands of hours to cognitive intelligence while it is true that cognitive intelligence has been immensely implored. Studies have shown that three are more people with average cognitive intelligence who become successful in life while those having high cognitive intelligence are not. Where does the difference lie? Psychologists point to emotional intelligence as the key factor for this spells the ability of an individual to cope up with lives many pressures and surprises. The importance of Verbal behaviour of teachers has aroused several important questions for educational researchers. What phenomenon effects verbal behaviour of teachers of the secondary school teachers?

What factors enhance verbal behaviour of teachers? After reviewing existing literature, the investigator has come to know that there are various phenomena and factors that effect and enhance verbal behaviour of teachers. Emotional Intelligence is one of them. The researcher felt a dearth in the area of emotional intelligence. The above facts motivated the investigator to investigate verbal behaviour of teachers in relation emotional intelligence at secondary level.

The present study was an attempt towards filling up the gap existing in educational research in India as regards the phenomenon of Emotional Intelligence of teachers and its implications for verbal behaviour of teachers.

**Objectives of the study:** The present study aimed at realizing the following objectives:

1. To identify teachers with high emotional intelligence, moderate emotional intelligence and low emotional intelligence.
2. To study the verbal behaviour of teachers in relation to their Emotional Intelligence.

**Significance of the study:** The concept of emotional intelligence has raised the issue of how success might be predicted. Although success may not be optimally predicted by emotional intelligence alone, the prediction of success was unleashed by the concept of emotional intelligence.

Although there may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life, there is no denying the fact that one's emotional make up count significantly towards success in life, so emotional intelligence may affect the success of teachers also.

It is unanimously accepted by eminent scholars and researchers of different fields such as educationists, sociologists, psychologists, policy makers, politicians, administrators etc. that in our country there is an unprecedented need for successful teachers to lead the multitudes of school children and adolescents. Successful teachers can contribute significantly to the process of improving education. The explosion of knowledge at very fast pace is bringing about economic, social, political and technological upheaval in the country. These in turn is reflected in the classroom teaching and necessitate the requirement in the classroom teaching of a competent and effective teacher.

The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovations or merely remaining mute in the face of a growing need for reform. On the other hand he can participate actively as an initiator himself or on interpreter of the plans devised by others. The lack of professionalism and supply of poor teachers are the two points effecting he quality of teaching in the country.

The advantage of sharing emotions for both teachers and students is the establishment of a rich emotional flexibility that allows them to look at one emotional experience. Acknowledging the power of emotions enables teachers to better transform their relations with their students and to the subject-matter itself so that they can create emotional connections with student.

Therefore this study is significant because it indicates the relationship of emotional intelligence with verbal behaviour of teachers.

**Method of the study:** Present study is descriptive in nature. The researcher is interested in knowing the influence of the independent variable (emotional intelligence) on the dependent variable (verbal behaviour of teachers) without necessarily manipulating the independent variables.

For this purpose a number of related research studies conducted, so far, were reviewed by the investigator and it was found that in most of the research studies of this kind the research have used the ex-post-facto design. Therefore, the Ex-Post-Facto design was adopted in this study.

**Population:** Population of the present study consist all secondary teachers teaching in Government Aided secondary Schools of Meerut District in Uttar Pradesh.

**Sampling:** The location of the study area was Meerut District. For the purpose of the study the investigator selected four hundred (400) secondary teachers through purposive random sampling from various areas/schools of Meerut District.

**Tools used:** In order to collect relevant data for the fulfillment of the proposed objectives the following tools were administered by the investigator:

1. Emotional Intelligence Scale (EIS)	Anukool Hyde, SanjyotPethe and UpindherDhar
2. Teacher Behaviours Inventory (TBI)	Harry G. Murray

**Analysis and interpretation of data:** After the classification of teachers in terms of their status as high, moderate and low emotional intelligent teachers in relation to their verbal behaviour was studied as under the statistical values so obtained are demonstrated in the succeeding tables and graphs.

### Classification of emotional intelligent of teachers at secondary level :

To achieve the objectives, the Classification of the secondary teachers on the basis of emotional intelligence was needed. The classification of teachers as high, average and low emotionally intelligent teachers has been taken as per the norms given in the manual of Emotional Intelligent Scale (E.I.S.). The teachers who attained scores above 85 were considered as high emotionally intelligent teachers. They were found 110 out of 400. The score obtained by the teachers below 53 were considered as low emotionally intelligent teachers. They were found 86 out of 400, and the score obtained by the teachers in between 85-53 were considered as average emotionally intelligent teachers. They were found 204 out of 400. This classification in terms of statistical values has been displayed in Table-1 and Graph-1 for more clear presentation.

### Status of the high, moderate and low emotional intelligent teachers in relation to their verbal behaviour scores :

After the classification of teachers as high, average and low emotionally intelligent teachers, the status of the high, moderate and low emotional intelligent teachers in relation to their verbal behaviour of teachers was studied.

To amount for the variation existing between two groups and dispersion within the groups, is of greater importance. Hence as regard the present study, the mean, and S.D. were computed. The derived results are presented in the Table-1.

**Table-1**

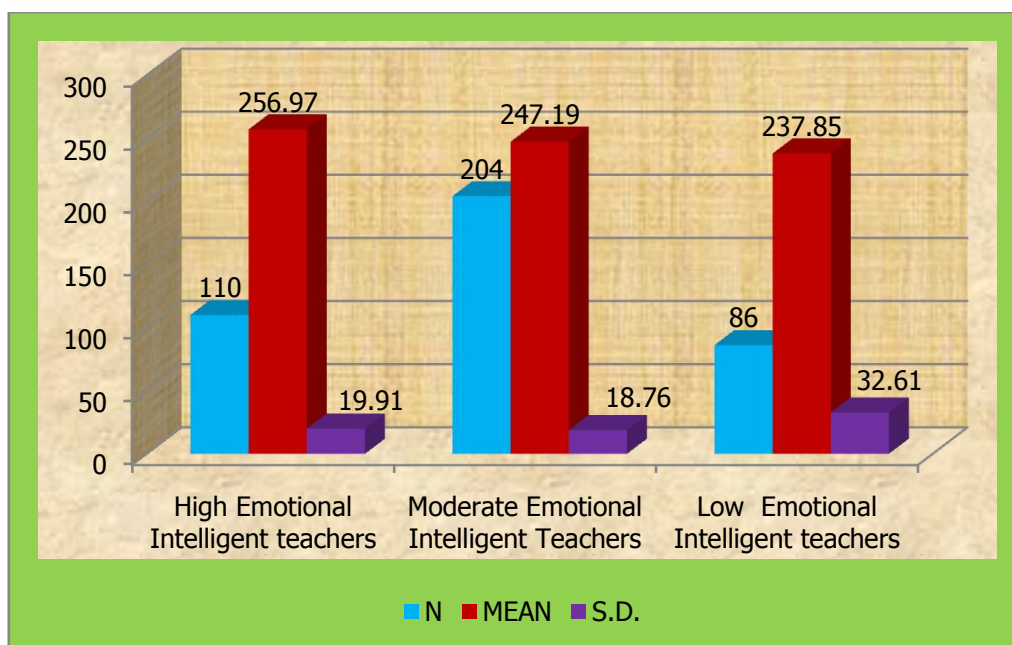
#### Statistical values for high, moderate and low emotional intelligent teachers

S.NO.	NAME OF GROUP	N	MEAN	S.D.
1.	High Emotional Intelligent teachers	110	256.97	19.91
2.	Moderate Emotional Intelligent Teachers	204	247.19	18.76
3	Low Emotional Intelligent teachers	86	237.85	32.61
	<b>TOTAL</b>	<b>400</b>		

Graphical representation of the statistical values displayed in Table-1 for high, moderate and low emotional intelligent teachers to have a diagrammatic depiction has been made as under in the following Graph-1:

**Graph-1**

**Status of the high, moderate and low emotional intelligent teachers in relation to their verbal behaviour scores**



For the sake of comparison between the mean scores of the verbal behaviour of two groups' i.e. high and low emotional intelligent teachers, t-test was used and the so obtained t-value has been displayed in the following Table-2:

**Table-2**  
**Verbal behaviour scores for high and low emotional intelligent teachers**

S.No.	NAME OF GROUP	N	MEAN	S.D.	D.F.	't'
1.	High Emotional Intelligent Teachers	110	256.97	19.91	194	4.79**
2.	Low Emotional Intelligent Teachers	86	237.85	32.61		

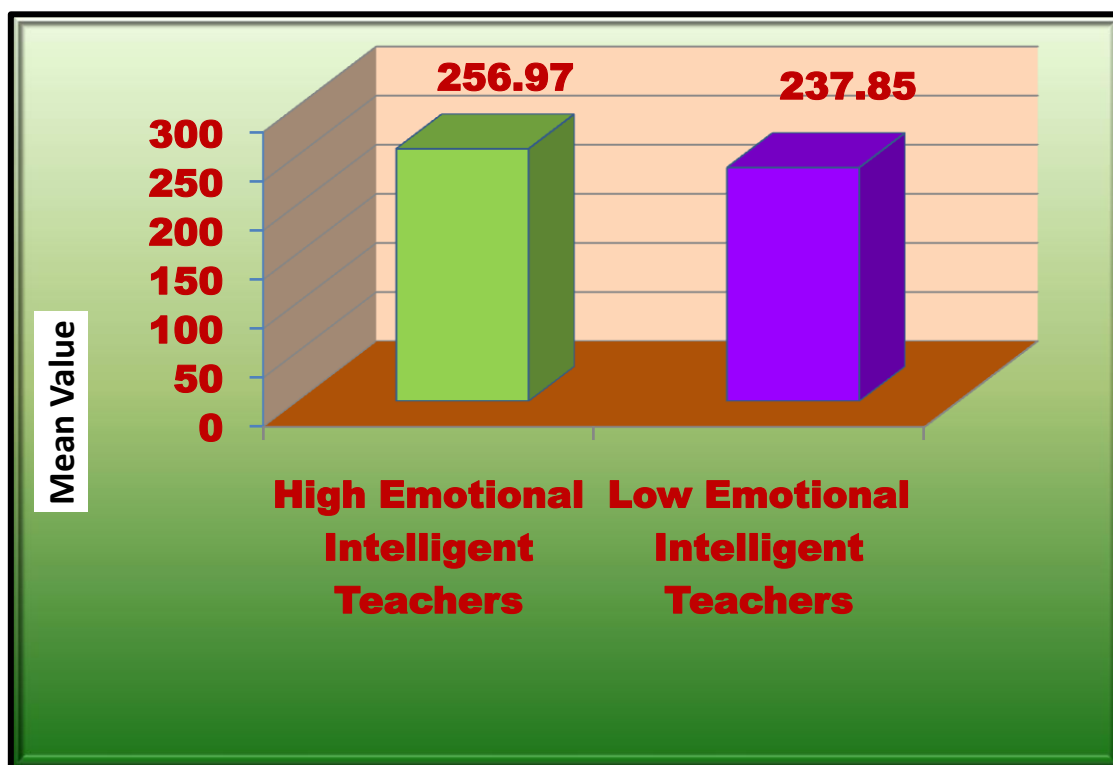
**\*\*Significant at 0.01 level**

The Perusal of Table-2 reveals the value of 't' was found to be 4.79 with df 194. This value was significant at 0.01 level of significance. Thus the null hypothesis "There is no significant difference in verbal behaviour of teachers between high emotional intelligent teachers and low emotional intelligent teachers", was rejected. It may be stated that there exists significant difference between High and Low Emotional Intelligent Teachers with regard to their Verbal Behaviour.

Table-2 also reveals that the mean score of High Emotional Intelligent Teachers is higher than Low Emotional Intelligent Teachers on Verbal Behaviour. This shows that High Emotional Intelligent Teachers have significantly high verbal behaviour in comparison to Low Emotional Intelligent Teachers.

The bar-diagram of the relative comparison of mean scores has been represented in the Graph-2 which gives more clear view about the relative verbal behaviour of High Emotional Intelligent teachers and Low Emotional Intelligent Teachers.

**Graph-2**  
**Comparison between high and low emotional intelligent teachers in relation to their verbal behaviour**



**Conclusions:** On the basis of the analysis and interpretations of the so obtained data it was concluded that there exists significant difference between High and Low Emotional Intelligent Teachers with regard to their Verbal Behaviour. High Emotional Intelligent Teachers have significantly high verbal behaviour in comparison to Low Emotional Intelligent Teachers. It is now well established that emotional intelligence plays a key role in the process of management of behaviour of an individual in general and class room verbal behaviour in particular. Therefore the findings of this study are very important from this view point that if we enhance the emotional intelligence of a teacher the class room verbal behaviour of teacher improves proportionately. Emotional Intelligence could be increased or improved by a certain kind of training, so it is proposed that training of improving emotional intelligence should be the mandatory part of a teacher training curriculum.

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## A STUDY OF COMPETITIVE STRESS OF ATHLETES IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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### ABSTRACT

*The psychology of sport is the scientific study of people and their behaviors in sports contexts and the practical application of that knowledge. The competition can cause athletes to react both physically (somatic) and mental (cognitive) in a way that can negatively affect their performance skills. Stress, excitement, and anxiety are the terms used to describe this condition. We all know someone who is incredibly bright and, however, it cannot seem like a life together. "We know about our familiarity with them that they have a good level of superior intelligence, but that does not seem to be enough to ensure success. In this study the researcher investigated that whether the emotional intelligence play any role on the competitive stress of athletes or not and on the basis of statistical analysis of the data so obtained it was found that there exists positive correlation between competitive stress and emotional intelligence. Therefore it is concluded that the athletes should undergo a kind of training programme in which a blend of specific training of their specialized sport along with the skills related to the emotional intelligence must be provided to them.*

**Introduction:** Emotional Intelligence (EI) is a term that has attracted researchers' attention in the last decade. Athletes and coaches experience different emotions when they try to reach a high performance (Chan & Mallett, 2011). The pressure and the subsequent stress and emotions experienced by athletes are more intense when highly valued goals are at stake. Sports in India go back to antiquity with references found in the civilization of Vedas and Indus Valley. The archaeological excavations of Mohenjodaro and Harappa reveal that people delivered to some kind of physical activity and also played a variety of games with marbles, balls, and dice. Therefore, emotional intelligence could enhance player-to-player interactions within the team and, consequently, improve team performance. (Koch et al., 2010). Daniel Goleman claimed it is the best predictor of success in life since it accounts for 85- 90% of outstanding performance compared to Intelligence Quotient which accounts for 10 30 % (Crabbe, 2007).

A study investigated the effectiveness of EI program on the performances of amateur athletes from 4 selected sports, which include basketball, handball, volleyball and weightlifting. Results showed that the amateur athletes from all the sports groups equally utilized and benefited from the treatment programs (Ajayi, Fatokun 2008). Campbell investigated the relationship between EI and the experience of psychological distress in Australian high school students by using Kessler Psychological Distress Scale (Kessler et al., 2003) and Emotional Intelligence self-report questionnaire by Schutte et al. (1998). There was no direct association between Emotional Intelligence and Psychological distress (Campbell, Ntobedzi, 2007).

**Psychology in Sports Performance and Sports Training:** The psychology of sport is the scientific study of people and their behaviors in sports contexts and the practical application of that

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knowledge. Sports psychologists identify the principles and guidelines that professionals can use to help adults and children participate and benefit from sports activities and exercises both as a team and in individual environments. Sports psychologists have two objectives in mind:

- A. Understanding how psychological factors affect the physical performance of an individual
- B. To understand how participation in sports and exercise affects the psychological development, health, and well-being of a person.

The psychology of sport is about increasing performance through the management of emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills that are taught are the establishment of objectives, relaxation, visualization, self-production, consciousness and control, concentration, trust, the use of rituals, attribution training, and periodization.

The science of sports psychology does end with the athlete on the field of play only. It spill to other aspects of the competitor ranging from the field of play to his/her domestic activities which in turn will affect sports performance. Hence it becomes necessary to apply this science of sports to competitors. However, there have been cases where psychologists and Psychiatrists work with athletes. The concern has been to make the athlete better.

**Competitive Stress:** The competition can cause athletes to react both physically (somatic) and mental (cognitive) in a way that can negatively affect their performance skills. Stress, excitement, and anxiety are the terms used to describe this condition. The main problem in the competition is to let the mind work against an individual. One must accept the symptoms of anxiety as part and plot of the experience of competition; only then the anxiety will begin to facilitate its performance.

Competitive stressors are stressors related directly to the sporting situation the athlete finds themselves in. Essentially, they are the most obvious stressors and are most directly linked to what happens during training or in a game.

Common competitive stressors include;

- Injury
- Returning from injury
- Pressures leading up to game day
- Pressures to perform during a big game
- The opposition
- Competition for places
- Issues with form and/or technique

**Emotional Intelligence:** We all know someone who is incredibly bright and, however, it cannot seem like a life together. We know about our familiarity with them that they have a good level of superior intelligence, but that does not seem to be enough to ensure success. And at the same time, we can probably describe, somehow, so we feel that these people have not been successful. Our descriptions would include certain traits or behaviors that have nothing to do with intelligence.

Over time, scientists have begun to study why standard intelligence is not enough to predict performance in an individual. They have realized that there is another type of intelligence that is not related to standard cognitive intelligence, it's called emotional intelligence.

Emotional intelligence is the ability to recognize our own feelings and those of others, to motivate us, and to manage emotions effectively in ourselves and others. Emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work (Steven B Wolff, 2002).

**Importance of Emotions in Sports:** As Darwin theorized, researchers have learned that emotions serve a biological purpose. They indicate when there is something wrong or when our needs are not fulfilled. When we need something we are not obtaining or that we are not receiving regularly, we will feel a negative emotion. This could be anger, fear, disappointment, depression, or any other negative emotion”.

There are social, mental, and even physical consequences of our ability to deal with our emotions. Since our emotions are a way in which our body can talk to us, we ignore them in our own danger. Not only will ignore emotions will ensure unhappiness, but it can lead to a physical illness and even early death. It has been found that not only people have a high level of EI more successful in their careers, but they are also healthier, happier, and enjoy better relationships with others. Those with a high level of EI tend to experience a healthy balance of feelings like: Motivated, Social, Focused, Fulfillment, Mental Peace, Aware, Balanced, Good Self-control, Freedom, Autonomy, Contentment, Appreciated and Connected.

**Purpose of the Study:** The Purpose of the study was to investigate the relationship of Competitive stress with Emotional Intelligence. The targets of the study was to examine whether or not there exists a relationship between Competitive Stress and Emotional Intelligence; inspect the level of Competitive Stress and Emotional Intelligence in All India Inter-University Athletics Meet compare whether there exist mean score variations between Competitive Stress and Emotional Intelligence; and examine whether or not Competitive Stress predict Emotional Intelligence.

**Objectives of The Study:** To study the proposed problems the following objective was formulated:

- To know the relationship status of competitive stress and emotional intelligence among inter-university athletes.

**Significance of the Study:** It is looking important that when a player has to perform at higher level he must be trained in all aspects i.e., physical, physiological and psychological. Elite athletes repeatedly have to perform under high pressure, and it is therefore not surprising that psychological characteristics often distinguish those successful at the highest standard from their less successful counterparts. Proof of initial research has supported the relationship between psychological characteristics and sports performance. Although many studies have been contributed to the development of training and training programs for athletes but the researcher found a gap that the study like this had not been studied earlier. Thus, the results of the study shall be immense significance in the following ways:

This study might be useful to Coaches and Psychologist in sports training, talent identification, team building and selection of team for national and international tournaments.

**Population of the Study:** 204 Universities had been reported and participated in 78th All India Inter-University Athletics Meet. 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 which was organized at Mangalore University, Andhra Pradesh from 12<sup>th</sup> December-16<sup>th</sup> December 2017.

**Sample of the Study:** Due to the feasibility issue during data collection, finally this research was conducted on 80 male and 80 female athletes. This sample was randomly selected.

**Analysis of data and its interpretation:** This chapter discusses the findings and analysis of the data from questionnaires and physiological test by respondents (Inter-university athletes) in All India Athletic Championship 2018 held in Mangalore University. The purpose of this study was to establish relationship between competitive stress, achievement motivation, physiological response and emotional intelligence

A quantitative investigation using a correlation, t-test employed to determine the relationships of Competitive Stress, Physiological Response and Motivation was the predictor variables and actual Emotional Intelligence was used as the criterion variable. The result of this investigative study was a positive finding, thereby verifying existing studies. The analysis of data as per the said objectives and hypothesis is mentioned below:

**Validation of Hypothesis:** Following hypothesis was made by the researcher:

**Hypothesis :** There is no relation between competition stress and emotional intelligence among inter-university athletes.

The statistical results have been displayed in the following Tables:

**Table-1**

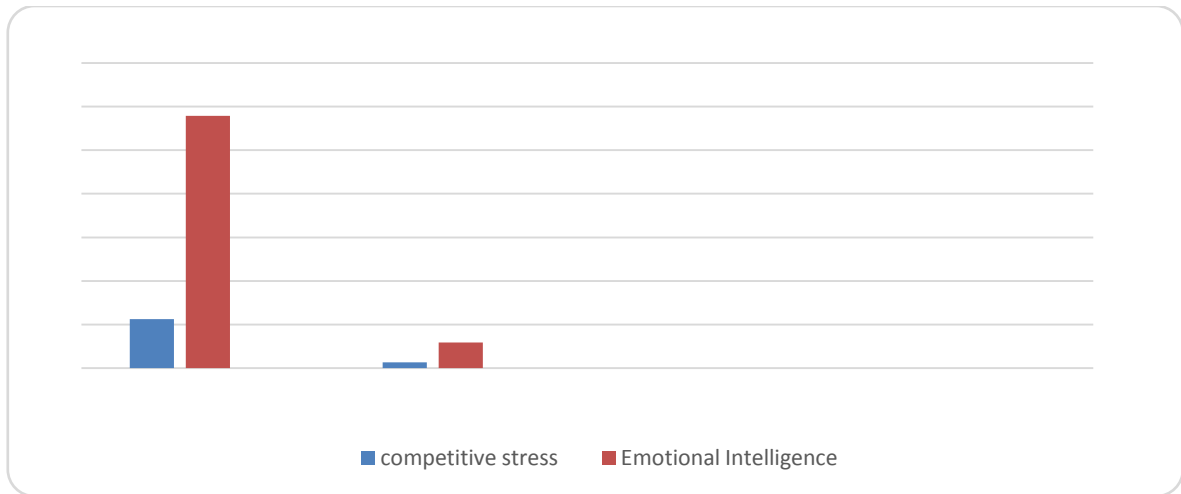
**Competition stress and emotional intelligence among inter-university athletes**

Descriptive Statistics			
	Mean	S.D.	N
Competitive stress	22.48	2.71	160
Emotional Intelligence	115.7	11.69	160

Table 1 reveals the Mean and Standard Deviation between competitive stress and Emotional Intelligence among interuniversity athletes. Mean and standard deviation of competitive stress are 22.48+2.71. Further, the mean and standard deviation of Emotional Intelligence are 115.7+11.69.

**Figure: 1**

**Mean and standard deviation of competitive stress and emotional intelligence**



**Table- 2**

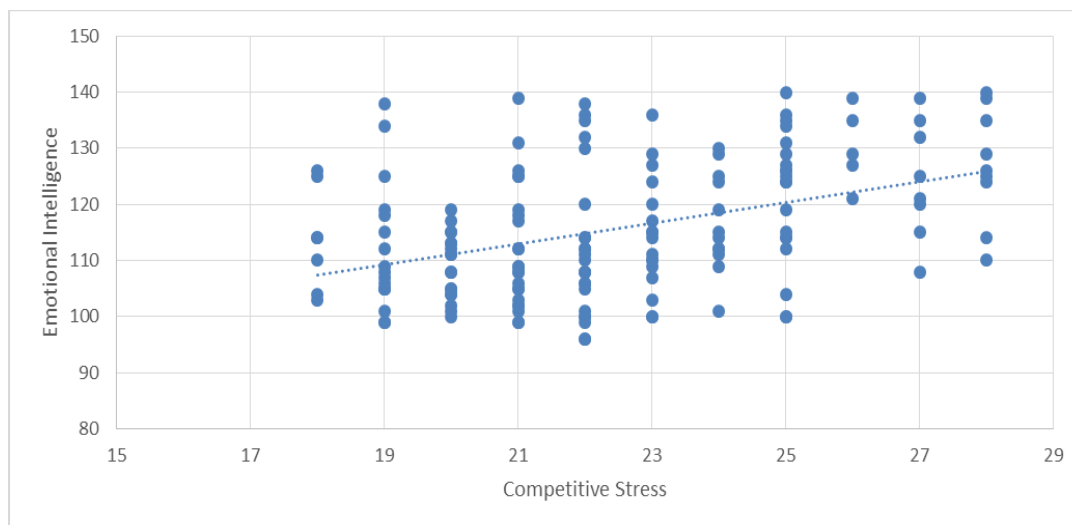
**Correlation analysis between competitive stress and emotional intelligence**

	Emotional Intelligence
Competitive Stress	0.43
N	160
degree of freedom	158
t-statistic	5.99
p-value	0.00

Table 2 reveals the Pearson Correlation ( $r$ ) between competitive stress and emotional intelligence among interuniversity athletes. Where the correlation between competitive stress and emotional Intelligence were  $r = 0.43$  i.e. moderate level of positive relationship between competitive stress and emotional intelligence and also table 1.1 reveals that p-value is  $< 0.05$  we fail to accept the Null Hypothesis of no correlation between competitive stress and emotional intelligence. There exists positive correlation between competitive stress and emotional intelligence.

Figure- 2

**Correlation analysis between competitive stress and emotional intelligence**



**Conclusions:** Based on the above statistical analysis and interpretation of the so obtained data and the theoretical propositions of the related literature, the researcher drew the following conclusions.

- **Relation between competitive stress and emotional intelligence among inter-university athletes.**
  - There exists positive correlation between competitive stress and emotional intelligence.

From the above conclusion it is very clear that the emotional intelligence of sports personnel plays a key role in handling competitive stress for a remarkable performance in their events. It is well established that the emotional intelligence can be developed with the help of certain kind of training. Therefore it is concluded that the sports personnel should undergo a kind of training programme in which a blend of specific training of their specialized sport along with the skills related to the emotional intelligence must be provided to them.

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## जनपद अलीगढ़ के किशोरावस्था के छात्र-छात्राओं की शैक्षिक उपलब्धि का शैक्षिक तनाव के संबंध में तुलनात्मक अध्ययन

\*डॉ. पुष्पेन्द्र सिंह

### शोध सार

वर्तमान अध्ययन का उद्देश्य उत्तर प्रदेश के अलीगढ़ जनपद के किशोरावस्था के सरकारी अनुदानित एवं स्ववित्तपोषित माध्यमिक विद्यालयों में अध्ययनरत शहरी एवं ग्रामीण अंचल के छात्र छात्राओं की शैक्षिक उपलब्धि व शैक्षिक तनाव के संबंध का पता लगाना है। शोध कार्य के लिए 600 विद्यार्थियों का चयन यादृच्छिक विधि द्वारा किया गया है तथा शोध कार्य हेतु डॉ० आभा रानी बिष्ट द्वारा निर्मित बैटरी ऑफ स्ट्रेस स्केल का प्रयोग शैक्षिक तनाव मापने में तथा माध्यमिक शिक्षा परिषद् उ०प्र० (यूपी बोर्ड) के कक्षा 10 के अंकपत्र को शैक्षिक उपलब्धि के मापन हेतु प्रयोग किया गया है। परिणाम बताते हैं कि सरकारी अनुदानित शहरी एवं सरकारी अनुदानित ग्रामीण अंचल के विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है। स्ववित्त पोषित शहरी एवं स्ववित्त पोषित ग्रामीण विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है, जबकि सरकारी अनुदानित शहरी एवं स्ववित्त पोषित शहरी विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर नहीं है तथा सरकारी अनुदानित ग्रामीण एवं स्ववित्त पोषित ग्रामीण विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक तनाव में सार्थक अंतर नहीं है। सरकारी अनुदानित शहरी एवं सरकारी अनुदानित ग्रामीण विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं है। स्ववित्त पोषित शहरी एवं स्ववित्त पोषित ग्रामीण विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है। सरकारी अनुदानित शहरी एवं स्ववित्त पोषित शहरी विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में भी सार्थक अंतर है, जबकि सरकारी अनुदानित ग्रामीण एवं स्ववित्त पोषित ग्रामीण विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं पाया गया।

### 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 उपर्युक्त विधान को कानूनी रूप देने के लिए 4 अगस्त 2009 को संसद ने बच्चों के लिए निःशुल्क तथा अनिवार्य शिक्षा (आर०टी०ई०) 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 प्राथमिक (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 किशोरों 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 (आर०टी०ई०) की शुरुआत के साथ ही हमारे देश में साक्षरता की दर काफी तेजी से बढ़ रही है।

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सरकार द्वारा प्राथमिक और उच्च प्राथमिक स्तर पर तो काफी विद्यालय खोले गए हैं, लेकिन वित्तीय समस्या के कारण सरकार माध्यमिक स्तर पर स्ववित्त पोषित माध्यमिक विद्यालयों को मान्यता प्रदान कर रही है। स्ववित्त पोषित 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 कराया जाता है, लेकिन इन विद्यालयों की परीक्षाएँ सरकारी बोर्ड द्वारा ही कराई जाती हैं।

अधिकांश लोगों की राय है कि स्ववित्त पोषित 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 “स्ववित्त पोषित 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>

सरकारी अनुदानित माध्यमिक विद्यालयों एवं स्ववित्त पोषित माध्यमिक विद्यालयों के अन्तर का प्रभाव शहरी एवं ग्रामीण अंचल के छात्र-छात्राओं के शैक्षिक तनाव एवं शैक्षिक उपलब्धि पर कितना पड़ता है? इस सवाल का सम्भावित हल खोजने हेतु भी इस अनुसंधान परियोजना की योजना बनाई गई है।

### ● 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 स्ववित्त पोषित 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 रूप धारण कर लेती है। किशोरावस्था 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।

प्रतिवर्ष परीक्षाओं के साथ प्रेस द्वारा, टेलीविजन कार्यक्रमों के माध्यम से शैक्षिक तनाव का सवाल उठाया जाता है, कि इस तनाव के बढ़ने का क्या कारण है? यह इतनी तेजी से क्यों बढ़ता है? इसे कम करने के क्या उपाय हैं? उपर्युक्त प्रश्नों का हल जानने हेतु भी प्रस्तुत शोधकार्य की रचना की गई है।

### उद्देश्य :-

1. किशोरावस्था के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं के शैक्षिक तनाव का अध्ययन करना।
2. किशोरावस्था के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं की शैक्षिक उपलब्धि का अध्ययन करना।

3. किशोरावस्था के शहरी एवं ग्रामीण अंचल के छात्र एवं छात्राओं के शैक्षिक तनाव का अध्ययन करना।
4. किशोरावस्था के शहरी एवं ग्रामीण अंचल के छात्र एवं छात्राओं की शैक्षिक उपलब्धि का अध्ययन करना।

### परिकल्पनाएँ :-

1. 12वीं कक्षा में अध्ययनरत सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
2. 12वीं कक्षा में अध्ययनरत स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
3. 12वीं कक्षा में अध्ययनरत शहरी अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
4. 12वीं कक्षा में अध्ययनरत ग्रामीण अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं के शैक्षिक तनाव में कोई सार्थक अंतर नहीं होता है।
5. 12वीं कक्षा में अध्ययनरत सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।
6. 12वीं कक्षा में अध्ययनरत स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।
7. 12वीं कक्षा में अध्ययनरत शहरी अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं होता है।
8. 12वीं कक्षा में अध्ययनरत ग्रामीण अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत छात्र एवं छात्राओं 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, किशोरावस्था के 600 विद्यार्थियों का चयन यादृच्छिक विधि से किया गया है। न्यादर्श केवल सरकारी अनुदानित एवं स्ववित्तपोषित विद्यालयों में अध्ययनरत, शहरी एवं ग्रामीण अंचल के, छात्र-छात्राओं के 75-75 के समूहों में लिया गया है।

### शोध उपकरण :-

1. प्रस्तुत शोधकार्य हेतु डॉ० आभा रानी बिष्ट द्वारा निर्मित बिस्ट बैटरी ऑफ स्ट्रेस स्केल का प्रयोग शैक्षिक तनाव मापने हेतु किया गया है।
2. यू०पी० बोर्ड के कक्षा 10 के अंक-पत्र 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 एवं स्ववित्त पोषित विद्यालय, छात्र एवं छात्रा आदि का एक साथ अध्ययन करना चाहता है, क्योंकि समाज में ऐसी धारणा है कि स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थी सरकारी विद्यालयों में अध्ययनरत विद्यार्थियों से बौद्धिक स्तर में निम्न दर्जे के होते हैं, जबकि बहुधा स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि का स्तर सरकारी अनुदानित विद्यालयों में अध्ययनरत विद्यार्थियों की अपेक्षा उच्च होता 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 खैर, गभाना, इगलास, कोल तथा अतरौली से 12-12 विद्यालयों का चयन न्यादर्श के रूप में किया गया है।
3. केवल 60 विद्यालयों का ही चयन किया गया है।
4. केवल यू0पी0 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 600 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 तालिका

समूह	शैक्षिक तनाव						शैक्षिक उपलब्धि					
	सरकारी अनुदानित			स्ववित्तपोषित			सरकारी अनुदानित			स्ववित्तपोषित		
	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन	संख्या	मध्यमान	मानक विचलन
शहरी	150	293.84	54.47	150	302.31	57.56	150	56.22	7.4	150	53.2	6.05
ग्रामीण	150	342.58	67.71	150	327.85	65.19	150	57.16	7.54	150	59.34	6.51
छात्र	150	325.92	59.21	150	311.92	66.2	150	58.28	8.24	150	56.35	7.82
छात्राएँ	150	310.5	71.57	150	318.24	59.08	150	55.11	6.24	150	56.19	6.06

प्रदत्तों का विश्लेषण एवं व्याख्या

### तालिका संख्या-1

सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों का शैक्षिक तनाव

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थी	150	293.84	54.47	6.87	0.01
सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थी	150	342.58	67.71		

तालिका संख्या-1 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 293.84 तथा सरकारी अनुदानित ग्रामीण विद्यालयों के शैक्षिक तनाव का मध्यमान 342.58 है तथा इनमें परिकलित टी का मान 6.87 है, जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है।

### तालिका संख्या-2

स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों का शैक्षिक तनाव

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थी	150	302.31	57.56	3.59	0.01
स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थी	150	327.84	65.19		

तालिका संख्या- 2 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 302.31 तथा स्ववित्त पोषित ग्रामीण विद्यालयों के शैक्षिक तनाव का मध्यमान 327.84 है तथा इनमें परिकलित टी का मान 3.59 है, जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है।

### तालिका संख्या-3

शहरी अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों का शैक्षिक तनाव

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थी	150	293.84	54.47	1.31	N.S.
स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थी	150	302.31	57.56		

तालिका संख्या-3 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 293.84 तथा स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 302.31 है तथा इनमें परिकलित टी का मान 1.31 है, जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः

2.59 व 1.97 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि शहरी अंचल के सरकारी अनुदानित एवं स्ववित्तपोषित विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

#### तालिका संख्या-4

ग्रामीण अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों का शैक्षिक तनाव

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थी	150	342.58	67.71	1.92	N.S.
स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थी	150	327.84	65.19		

तालिका संख्या-4 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 342.58 तथा स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 327.84 है तथा इनमें परिकलित टी का मान 1.92 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

#### तालिका संख्या-5

सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थी	150	56.22	7.4	1.09	N.S.
सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थी	150	57.16	7.54		

तालिका संख्या-5 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 56.22 तथा सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थियों के शैक्षिक तनाव का मध्यमान 57.16 है तथा इनमें परिकलित टी का मान 1.09 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से कम है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर स्वीकृत होती है। अतः हम कह सकते हैं कि छात्र-छात्राओं के शैक्षिक तनाव में कोई सार्थक अंतर नहीं है।

### तालिका संख्या-6

स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
स्ववित्तपोषित शहरी विद्यालयों के विद्यार्थी	150	53.2	6.05	3.87	0.01
स्ववित्तपोषित ग्रामीण विद्यालयों के विद्यार्थी	150	59.34	6.51		

तालिका संख्या-6 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 53.2 तथा स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 59.34 है तथा इनमें परिकलित टी का मान 3.87 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

### तालिका संख्या-7

शहरी अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थी	150	56.22	7.4	8.41	0.01
स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थी	150	53.2	6.05		

तालिका संख्या-7 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित शहरी विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 56.22 तथा स्ववित्त पोषित शहरी विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 53.2 है तथा इनमें परिकलित टी का मान 8.41 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि शहरी अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

तालिका संख्या-8

ग्रामीण अंचल के सरकारी एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि

न्यादर्श	संख्या (N)	मध्यमान (M)	मानक विचलन (SD)	टी-मूल्य	सार्थकता स्तर
सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थी	150	57.16	7.54	2.69	0.01
स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थी	150	59.34	6.51		

तालिका संख्या-8 में दिए गए प्रदत्तों के अवलोकन से स्पष्ट होता है कि सरकारी अनुदानित ग्रामीण विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 57.16 तथा स्ववित्त पोषित ग्रामीण विद्यालयों के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान 59.34 है तथा इनमें परिकलित टी का मान 2.69 है जो स्वतंत्रता की कोटि 298 पर 0.01 तथा 0.05 सार्थकता के स्तर पर प्राप्त मानों क्रमशः 2.59 व 1.97 से अधिक है। अतः हमारी शून्य परिकल्पना सार्थकता स्तर 0.01 व 0.05 पर अस्वीकृत होती है। अतः हम कह सकते हैं कि ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।

निष्कर्ष :-

1. परिकल्पना संख्या-1 के विश्लेषण से ज्ञात होता है कि सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है।
2. परिकल्पना संख्या-2 के विश्लेषण से ज्ञात होता है कि स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर है।
3. परिकल्पना संख्या-3 के विश्लेषण से ज्ञात होता है कि शहरी अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर नहीं है।
4. परिकल्पना संख्या-4 के विश्लेषण से ज्ञात होता है कि ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों के शैक्षिक तनाव में सार्थक अंतर नहीं है।
5. परिकल्पना संख्या-5 के विश्लेषण से ज्ञात होता है कि सरकारी अनुदानित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं है।
6. परिकल्पना संख्या-6 के विश्लेषण से ज्ञात होता है कि स्ववित्त पोषित विद्यालयों के शहरी एवं ग्रामीण अंचल के विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।
7. परिकल्पना संख्या-7 के विश्लेषण से ज्ञात होता है कि शहरी अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर है।
8. परिकल्पना संख्या-8 के विश्लेषण से ज्ञात होता है कि ग्रामीण अंचल के सरकारी अनुदानित एवं स्ववित्त पोषित विद्यालयों में अध्ययनरत विद्यार्थियों की शैक्षिक उपलब्धि में सार्थक अंतर नहीं है।

शोधकर्ता ने विद्यार्थियों से साक्षात्कार करके शैक्षिक तनाव उत्पन्न होने के कारणों का पता लगाया जो निम्नांकित हैं:-

- शैक्षिक रूप से पिछड़ने पर उत्पन्न शैक्षिक तनाव।
- उचित शैक्षिक रणनीति के अभाव में उत्पन्न शैक्षिक तनाव।

- शैक्षिक प्रतिस्पर्धा के कारण उत्पन्न शैक्षिक तनाव ।
- आकस्मिक शैक्षिक अवरोध उत्पन्न होने के कारण उत्पन्न शैक्षिक तनाव ।
- परीक्षा शब्द के मनोविकार से 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 ।
- जटिल प्रकरणों के समझ में ना आने के कारण उत्पन्न शैक्षिक तनाव ।
- महत्वाकांक्षी (प्रथम स्थान) होने के कारण उत्पन्न शैक्षिक तनाव ।
- अच्छा प्रस्तुतीकरण बनाने के कारण उत्पन्न शैक्षिक तनाव ।
- शिक्षा में अनैतिक कार्यों के कारण उत्पन्न शैक्षिक तनाव ।
- अभिभावक की इच्छा या स्वेच्छा से कार्य करने के कारण उत्पन्न शैक्षिक तनाव ।
- शिक्षण के तरीकों (परंपरागत) के कारण उत्पन्न शैक्षिक तनाव ।
- मूल्यांकन में पक्षपात के कारण उत्पन्न शैक्षिक तनाव ।
- शैक्षिक संसाधनों के अभाव के कारण उत्पन्न शैक्षिक तनाव ।
- उचित मार्गदर्शन न 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 की शैक्षिक रणनीति का समय-समय पर मूल्यांकन करके ।
- ❖ विद्यार्थियों को प्रतिस्पर्धा के प्रति जागरूक करके ।
- ❖ विद्यार्थियों को आकस्मिक आवश्यकताओं के प्रति जागरूक करके ।
- ❖ समय-समय पर मनोचिकित्सकों से परामर्श लेकर ।
- ❖ विद्यार्थियों के प्रति यथासंभव नकारात्मक शब्दों, डांट फटकार का अभाव करके ।
- ❖ गृह कार्य में आवश्यकता अनुसार विद्यार्थियों की मदद करके ।
- ❖ पुस्तकालय के प्रयोग पर बल देकर ।
- ❖ विद्यार्थियों को महत्वाकांक्षा के प्रति जागरूक करके ।
- ❖ विद्यार्थियों की तार्किक एवं सृजनात्मक शक्ति का विकास करके ।
- ❖ समय-समय पर विद्यार्थियों को अनैतिक कार्यों के दुष्परिणामों से अवगत करा कर ।
- ❖ विद्यार्थियों की रुचि का पता लगाकर ।
- ❖ शिक्षण गतिविधियों में विविधता लाकर ।
- ❖ 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

सामान्यतः किशोरावस्था में विद्यार्थियों को अनेक चिंताएँ हो जाती हैं। यह चिंता आगे दबाव, अन्तर्द्वंद्व 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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## सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का अध्ययन

\*डॉ० बालगोविन्द मौर्य  
\*\*प्रो० रीना अग्रवाल

### शोध सार

शिक्षकों के शिक्षण कार्य को प्रभावी बनाने में अन्तर्वैयक्तिक सम्प्रेषण एक महत्वपूर्ण कारक है। शिक्षण में शिक्षक एवं छात्रों के मध्य पारस्परिक अन्तःक्रिया होती है, जिससे वे एक-दूसरे को प्रभावित तथा प्रेरित करते रहते हैं। एक-दूसरे के सम्पर्क में होने के कारण संवेदना के स्तर पर ये परस्पर जुड़ जाते हैं। शैशवावस्था से लेकर जैसे-जैसे मनुष्य समाज के सम्पर्क में आता है, सामाजिक सम्बन्धों में वृद्धि के साथ-साथ अन्तर्वैयक्तिक सम्प्रेषण प्रक्रिया प्रारम्भ हो जाती है और व्यक्ति मुस्कराहट, हँसी, स्पर्श, भाषा, परस्पर अभिवादन आदि को अन्तर्वैयक्तिक सम्प्रेषण के माध्यम से सीखता है। प्रस्तुत अध्ययन में लखनऊ विश्वविद्यालय, लखनऊ एवं उससे सम्बद्ध महाविद्यालयों में प्रशिक्षणार्थ सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के आकलन का प्रयास किया गया है। इस अध्ययन में वर्णनात्मक अनुसंधान के अन्तर्गत 'सर्वेक्षण विधि' का प्रयोग किया गया है। न्यादर्श के रूप में कुल 200 सेवापूर्व-शिक्षकों का चयन बहुस्तरीय यादृच्छिक न्यादर्श चयन विधि द्वारा किया गया है। अध्ययन हेतु उपकरण में अन्तर्वैयक्तिक सम्प्रेषण कौशल के मापन हेतु Millard J. Bienvenu द्वारा निर्मित अन्तर्वैयक्तिक सम्प्रेषण इन्वेंटरी (Interpersonal Communication Inventory) के हिन्दी रूपान्तर का प्रयोग किया गया है। प्राप्त प्रदत्तों को वर्गीकृत करके प्रतिशत के आधार पर सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशलों का विश्लेषण किया गया है।

संकेत शब्द— सेवापूर्व-शिक्षक, अन्तर्वैयक्तिक सम्प्रेषण कौशल।

### प्रस्तावना :-

शिक्षण द्विमार्गीय अन्तःक्रियात्मक प्रक्रिया है, जिसमें शिक्षक (प्रेषक) तथा छात्र (प्राप्तकर्ता) के मध्य अन्तःक्रिया होती है। इस अन्तःक्रिया में पाठ्यचर्या, शिक्षण विधियाँ तथा सहायक सामग्री महत्वपूर्ण भूमिका निभाते हैं। यह कक्षाकक्ष औपचारिक संवादों के आदान-प्रदान पर ही निर्भर नहीं होता, बल्कि जीवन्त सम्बन्धों की स्थापना पर आधारित होता है, जिसके अन्तर्गत ज्ञान, कौशल, अभिवृत्ति, अभिप्रेरणा और सम्बन्धित मानवीय व्यवहारों का सुधारात्मक प्रयास भी शामिल होता है। विद्यालयों या संस्थानों में इन जीवन्त सम्बन्धों की स्थापना के लिए उच्चारण, शब्द चयन, प्रवाह, आवश्यक विराम, उतार-चढ़ाव, स्वर, प्रसन्नता, हाव-भाव, संकेत, बैठने या खड़े होने का ढंग एवं नवीन तकनीक के प्रयोग का औचित्य भी सिखाया जाता है, जो कि सबसे अधिक आवश्यक है। जे०एस० वर्मा कमेटी (2012) ने सेवापूर्व-शिक्षकों की सम्प्रेषण कौशल का स्तर निम्न होने के

\*असिस्टेंट प्रोफेसर, शिक्षाशास्त्र विभाग, लाल बहादुर शास्त्री स्मारक पी० जी० कालेज आनन्दनगर, महाराजगंज (उ०प्र०), E-mail- govindlbs21@gmail.com, मो०नं०-9532748751

\*\*प्रोफेसर, शिक्षाशास्त्र विभाग, लखनऊ विश्वविद्यालय, लखनऊ (उ०प्र०), E-mail- reenaagarwal\_lu@rediffmail.com, मो०नं०-9415300615

कारण बी0एड0 पाठ्यक्रम को एक वर्ष के स्थान पर दो वर्ष करने एवं छः महीने का इन्टर्नशिप कार्यक्रम अनिवार्य किये जाने के सुझाव दिये, जिससे भावी शिक्षकों में व्यावसायिक क्षमता के विकास के साथ-साथ सम्प्रेषण कौशल के स्तरों में वृद्धि की जा सके। राष्ट्रीय शिक्षा नीति 2020 में सेवापूर्व-शिक्षकों के प्रवेश हेतु राष्ट्रीय परीक्षण एजेंसी द्वारा आयोजित शिक्षण अभिक्षमता, विषय ज्ञान एवं सम्प्रेषण कौशल पर आधारित योग्यता परीक्षणों के माध्यम से उत्कृष्ट उम्मीदवारों के चयन किये जाने पर बल दिया, साथ ही सम्प्रेषण कौशल के स्तरों की जाँच के लिए साक्षात्कार अनिवार्य किये जाने की बात कही गयी है। इससे यह सिद्ध होता है कि जिन शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च होता है, उनका शिक्षण कार्य भी प्रभावी होता है। अन्तर्वैयक्तिक सम्प्रेषण में आपसी बातचीत से एक-दूसरे के करीब जाकर आन्तरिक सूचनाओं की जानकारी प्रभावी तरीके से प्राप्त की जा सकती है। इसकी प्रकृति भावनात्मक होने से इसमें भावुकता का पुट डालकर एक-दूसरे को प्रभावित, प्रोत्साहित एवं प्रेरित किया जा सकता है। अन्तर्वैयक्तिक सम्प्रेषण सामाजिक सम्बन्धों के निर्वहन में महत्वपूर्ण भूमिका निभाता है, जिससे सामूहिक जीवन को बढ़ावा मिलता है।

### अध्ययन के उद्देश्य : -

- सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का अध्ययन करना।
- पुरुष सेवापूर्व-शिक्षकों एवं महिला सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का अध्ययन करना।
- ग्रामीण सेवापूर्व-शिक्षकों एवं शहरी सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का अध्ययन करना।
- अनारक्षित वर्ग के सेवापूर्व-शिक्षकों, अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों एवं अनुसूचित जाति के सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का अध्ययन करना।

### अध्ययन का सीमांकन : -

प्रस्तुत अध्ययन लखनऊ विश्वविद्यालय, लखनऊ एवं उससे सम्बद्ध महाविद्यालयों में प्रशिक्षणार्थ सेवापूर्व-शिक्षकों (बी0एड0 प्रशिक्षुओं) तक सीमित है।

### अनुसंधान के प्रकार :-

यह अनुसंधान वर्णनात्मक प्रकार का है।

### अनुसंधान की विधि :-

इस अनुसंधान में सर्वेक्षण विधि का प्रयोग किया गया है।

### जनसंख्या :-

जनसंख्या के रूप में लखनऊ विश्वविद्यालय, लखनऊ एवं उससे सम्बद्ध महाविद्यालयों में प्रशिक्षणार्थ सेवापूर्व-शिक्षक हैं।

### न्यादर्श एवं न्यादर्श चयन विधि :-

प्रस्तुत अध्ययन में लखनऊ विश्वविद्यालय, लखनऊ एवं उससे सम्बद्ध महाविद्यालयों में प्रशिक्षणार्थ 200 सेवापूर्व-शिक्षक न्यादर्श के रूप में चयनित हुए। अध्ययन में न्यादर्श का चयन बहुस्तरीय न्यादर्श प्रविधि के अन्तर्गत दो स्तरों में किया गया है— 1. महाविद्यालयों का चयन 2. सेवापूर्व-शिक्षकों का चयन। प्रथम स्तर पर शोधकर्ता लखनऊ विश्वविद्यालय, लखनऊ एवं उससे सम्बद्ध बी0एड0 महाविद्यालयों का यादृच्छिक चयन प्रविधि के अन्तर्गत लॉटरी विधि द्वारा 63 महाविद्यालयों में से 12 महाविद्यालयों का चयन किया एवं द्वितीय स्तर पर चयनित 12 महाविद्यालयों से यादृच्छिक चयन विधि के माध्यम से 200 सेवापूर्व-शिक्षकों, जिसमें यौन-भिन्नता के आधार पर (80 पुरुष एवं 120 महिला), निवास स्थान के आधार पर (91 ग्रामीण एवं 109 शहरी) एवं जाति वर्ग के आधार पर (77 अनारक्षित वर्ग, 77 अन्य पिछड़ी जाति एवं 46 अनुसूचित जाति)के सेवापूर्व-शिक्षक चुने गये।

### शोध उपकरण:-

प्रस्तुत अध्ययन में अन्तर्वैयक्तिक सम्प्रेषण कौशल के मापन हेतु Millard J. Bienvenu द्वारा निर्मित अन्तर्वैयक्तिक सम्प्रेषण इन्वेंटरी (Interpersonal Communication Inventory) का प्रयोग किया गया है। इसका हिन्दी रूपान्तर शोधकर्ता द्वारा किया गया है।

### ऑकड़ों का संकलन एवं विश्लेषण : -

प्रस्तुत अध्ययन में अन्तर्वैयक्तिक सम्प्रेषण इन्वेंटरी का प्रशासन सेवापूर्व-शिक्षकों पर करके ऑकड़ों का संकलन किया है एवं सांख्यिकीय विश्लेषण हेतु प्रतिशत का प्रयोग किया गया है।

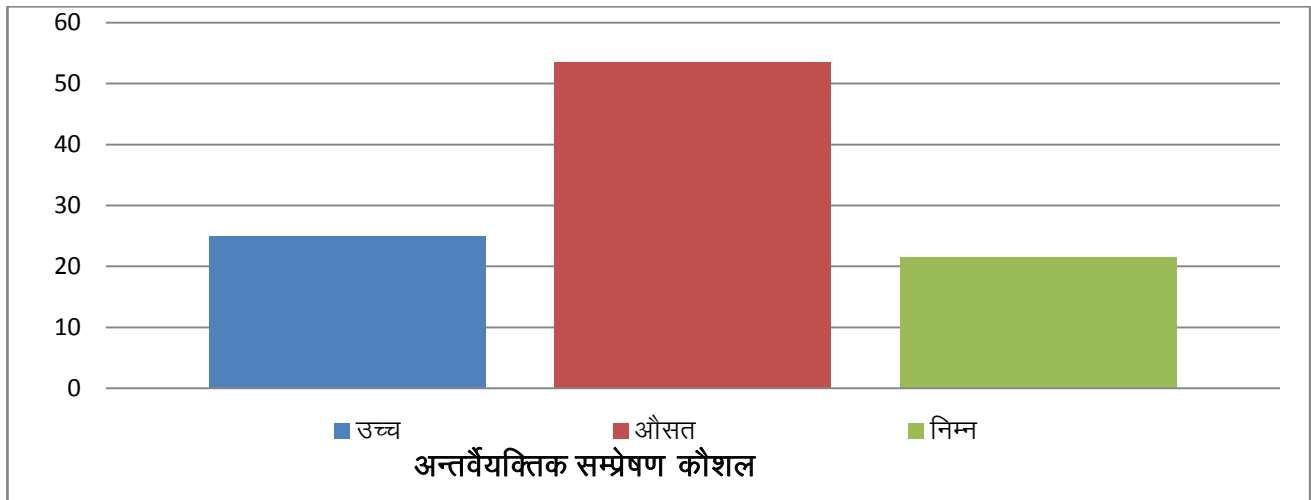
### परिणाम :-

प्रस्तुत अध्ययन में अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर सेवापूर्व-शिक्षकों के प्रतिशत का विश्लेषण किया गया एवं प्राप्त परिणामों को निम्न तालिका एवं दण्डआरेख में दर्शाया गया है—

#### तालिका संख्या-01

#### अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर सेवापूर्व-शिक्षकों का प्रतिशत

अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर	सेवापूर्व-शिक्षक	प्रतिशत
उच्च	50	25.00
औसत	107	53.50
निम्न	43	21.50
कुल	200	



#### दण्डआरेख संख्या-01

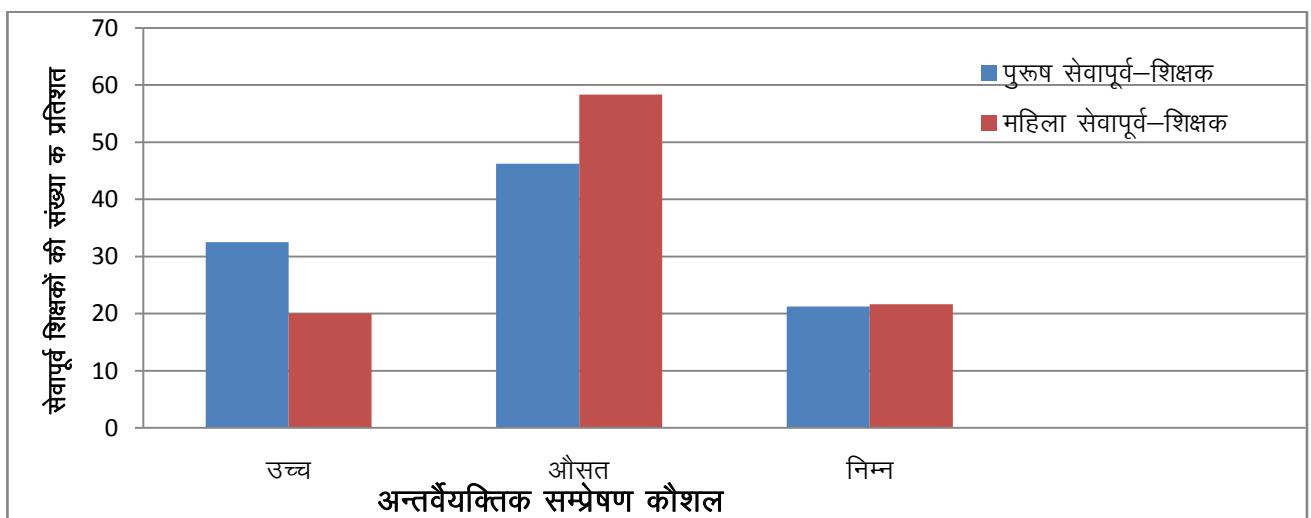
अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर सेवापूर्व-शिक्षकों के प्रतिशत का दण्डआरेख

तालिका संख्या-01 एवं दण्डआरेखसंख्या-01 से यह प्रदर्शित होता है कि 25.00 प्रतिशत सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 53.50 प्रतिशत सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 21.50 प्रतिशत सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है।

#### तालिका संख्या-02

अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर पुरुष सेवापूर्व-शिक्षक एवं महिला सेवापूर्व-शिक्षकों का प्रतिशत

अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर	पुरुष सेवापूर्व-शिक्षक		महिला सेवापूर्व-शिक्षक	
	संख्या	प्रतिशत	संख्या	प्रतिशत
उच्च	26	32.50	24	20.00
औसत	37	46.25	70	58.33
निम्न	17	21.25	26	21.66
कुल	80		120	



#### दण्डआरेख संख्या-02

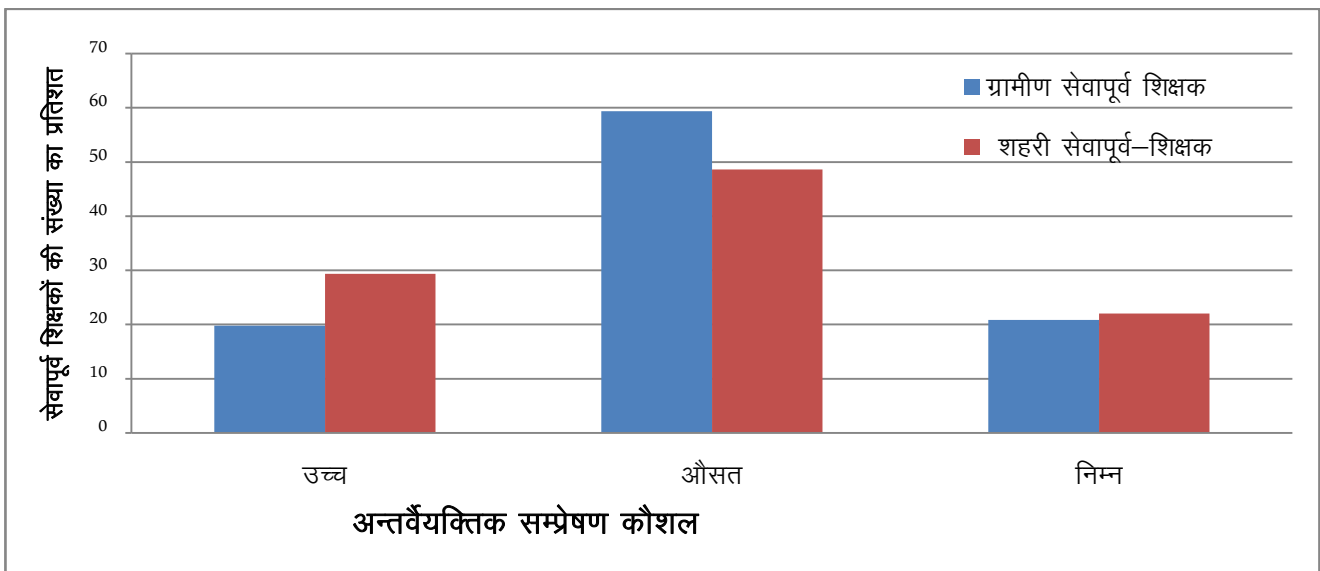
### अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर पुरुष सेवापूर्व-शिक्षक एवं महिला सेवापूर्व-शिक्षकों के प्रतिशत का दण्डआरेख

तालिका संख्या-02 एवं दण्डआरेख संख्या-02 से यह प्रदर्शित होता है कि 32.50 प्रतिशत पुरुष सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 46.25 प्रतिशत पुरुष सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 21.25 प्रतिशत पुरुष सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है, जबकि 20.00 प्रतिशत महिला सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 58.33 प्रतिशत महिला सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 21.66 प्रतिशत महिला सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है।

#### तालिका संख्या-03

अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर ग्रामीण सेवापूर्व-शिक्षक एवं शहरी सेवापूर्व-शिक्षकों का प्रतिशत

अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर	ग्रामीण सेवापूर्व-शिक्षक		शहरी सेवापूर्व शहरी-शिक्षक	
	संख्या	प्रतिशत	संख्या	प्रतिशत
उच्च	18	19.78	32	29.35
औसत	54	59.34	53	48.62
निम्न	19	20.87	24	22.02
कुल	91		109	



#### दण्डआरेखसंख्या-03

अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर ग्रामीण सेवापूर्व-शिक्षक एवं शहरी सेवापूर्व-शिक्षकों के प्रतिशत का दण्डआरेख

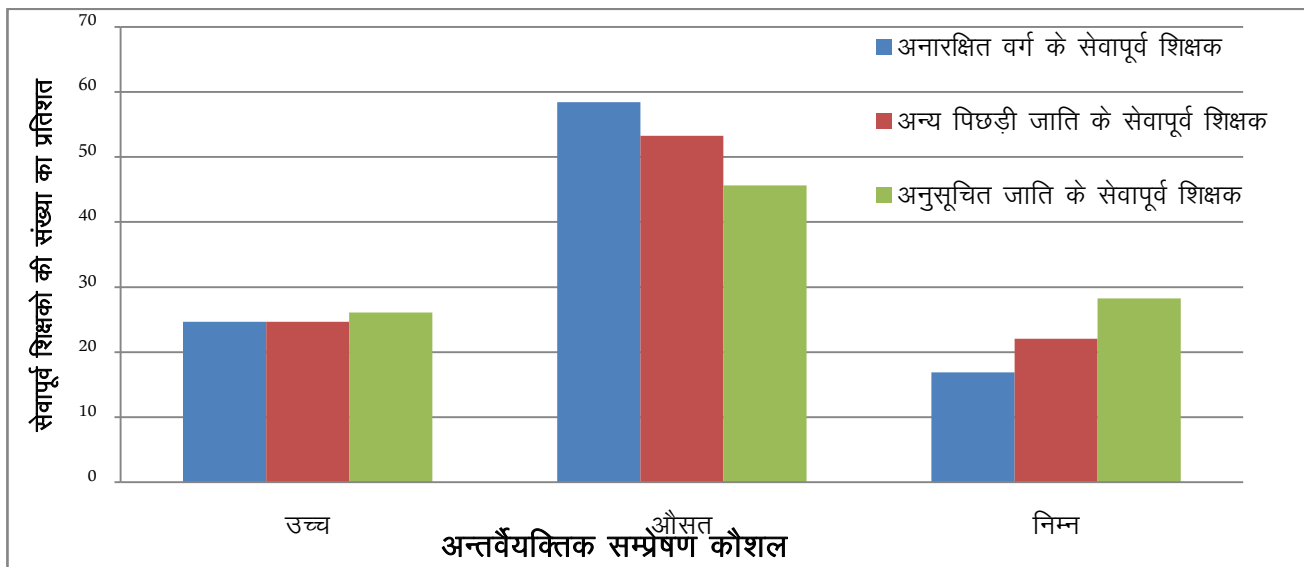
तालिका संख्या-03 एवं संख्या-03 से यह प्रदर्शित होता है कि 19.78 प्रतिशत ग्रामीण सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 59.34 प्रतिशत ग्रामीण सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 20.87 प्रतिशत ग्रामीण सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर

निम्न है, जबकि 29.35 प्रतिशत शहरी सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 48.62 प्रतिशत शहरी सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 22.02 प्रतिशत शहरी सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है।

#### तालिका संख्या-04

अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर अनारक्षित वर्ग, अन्य पिछड़ी जाति एवं अनुसूचित जाति के सेवापूर्व-शिक्षकों के मध्य प्रतिशत

अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर	अनारक्षित वर्ग के सेवापूर्व-शिक्षक		अन्य पिछड़ी जाति के सेवापूर्व-शिक्षक		अनुसूचित जाति के सेवापूर्व-शिक्षक	
	संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
उच्च	19	24.67	19	24.67	12	26.08
औसत	45	58.44	41	53.24	21	45.65
निम्न	13	16.88	17	22.07	13	28.26
कुल	77		77		46	



#### दण्डआरेख संख्या-04

अन्तर्वैयक्तिक सम्प्रेषण कौशल के आधार पर अनारक्षित वर्ग, अन्य पिछड़ी जाति एवं अनुसूचित जाति के सेवापूर्व-शिक्षकों के मध्य प्रतिशत का दण्डआरेख

तालिका संख्या-04 एवं दण्डआरेख संख्या-04 से यह प्रदर्शित होता है कि 24.67 प्रतिशत अनारक्षित वर्ग के सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 58.44 प्रतिशत अनारक्षित वर्ग के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 16.88 प्रतिशत अनारक्षित वर्ग के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है, तथा 24.67 प्रतिशत अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 53.24 प्रतिशत अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत एवं 22.07 प्रतिशत अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है, जबकि 26.08 प्रतिशत अनुसूचित जाति के

सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च, 45.65 प्रतिशत अनुसूचित जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत तथा 28.26 प्रतिशत अनुसूचित जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर निम्न है।

### निष्कर्ष-

1. अधिकतर सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर औसत पाये गए।
2. महिला सेवापूर्व-शिक्षकों की तुलना में अधिकतर पुरुष सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर उच्च पाये गए।
3. ग्रामीण सेवापूर्व-शिक्षकों की तुलना में अधिकतर शहरी सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर उच्च पाये गए।
4. अनारक्षित वर्ग एवं अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों की तुलना में अधिकतर अनुसूचित जाति के सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर उच्च पाये गए।
5. अधिकतर अनारक्षित वर्ग एवं अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर औसत पाये गए।

### विवेचना :-

प्रस्तुत अध्ययन में अधिकतर सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर औसत प्राप्त हुआ। **P. Tripathi & T. Malik (2021)** ने उच्चतर माध्यमिक विद्यालयों के छात्रों का सकारात्मक बुद्धि और सम्प्रेषण कौशल के मध्य सम्बन्धों का अध्ययन किया और पाया कि अधिकतर उच्चतर माध्यमिक विद्यालयों के छात्रों का सम्प्रेषण कौशल का स्तर औसत होता है। इसमें सुधार के लिए सेवापूर्व-शिक्षकों को सूक्ष्म शिक्षण द्वारा विभिन्न शिक्षण कौशलों का अभ्यास कराया जाये, समूह चर्चा, संगोष्ठी, वाद-विवाद, परिचर्चा, भाषण प्रतियोगिता एवं सामुदायिक सहभागिता जैसे कार्यक्रमों का आयोजन किया जाये। संस्थान में सेवापूर्व-शिक्षकों के व्यक्तित्व विकास एवं सम्प्रेषण कौशल के उन्नयन हेतु विशेष प्रशिक्षण दिया जाये, परस्पर तर्क-वितर्क, संवाद, सक्रिय सुनना, दूसरों की भावनाओं को समझना एवं रचनात्मक/तर्कसंगत आलोचना को स्वीकार करना आदि बढ़ावा देकर सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल के स्तर को उच्च किया जा सकता है।

महिला सेवापूर्व-शिक्षकों की तुलना में अधिकतर पुरुष सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च पाया गया। **P. Tripathi & T. Malik (2021)** ने उच्चतर माध्यमिक विद्यालयों के छात्रों का सकारात्मक बुद्धि और सम्प्रेषण कौशल के मध्य सम्बन्धों का अध्ययन किया और पाया कि महिला छात्रों की तुलना में अधिकतर पुरुष छात्रों का सम्प्रेषण कौशल का स्तर उच्च होता है। इसका कारण यह हो सकता है कि भारतीय समाज पुरुष प्रधान समाज माना जाता है। पुरुषों को घर, परिवार, पास-पड़ोस, मित्र-मंडली, अतिथियों एवं समुदाय के अन्य लोगों से मिलने-जुलने, परस्पर संवाद, तर्क-वितर्क एवं सामाजिक सहभागिता आदि के लिए पर्याप्त समय मिलता है वह स्वतंत्र रूप से अपनी बात को दूसरों के समक्ष दृढ़ता से रखते हैं, जिससे उसमें सामाजिकता के गुण विकसित होते हैं। परस्पर बातचीत एवं संवाद से सामाजिक सम्बन्धों में प्रगाढ़ता आती है एवं व्यक्तियों के बीच घनिष्टता बढ़ती है, जिससे अन्तर्वैयक्तिक सम्बन्ध सुदृढ़ होते हैं।

ग्रामीण सेवापूर्व-शिक्षकों की तुलना में अधिकतर शहरी सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च पाया। **V. Balakrishnan & A. Anbuthasan (2016)** ने शिक्षकों के 'सॉफ्ट स्किल्स' का उसके स्थानीयता के सम्बन्ध में अध्ययन किया और पाया कि ग्रामीण शिक्षकों की अपेक्षा शहरी शिक्षकों में **Team-building skill** का स्तर सार्थक रूप से उच्च पाया गया है, इसका कारण यह हो सकता है कि शहरी सेवापूर्व-शिक्षकों को पत्र-पत्रिकाएँ, मैगजीन, सिनेमा, सामाजिक क्लबों आदि की पर्याप्त उपलब्धता होती है। साथ ही विद्यालयी स्तर पर पाठ्येत्तर क्रियाओं द्वारा प्रभावी सम्प्रेषण हेतु विशेष अवसर मिलता है। साधन सम्पन्न

शिक्षण संस्थाएँ व्यक्तित्व विकास एवं अन्तर्वैयक्तिक सम्प्रेषण कौशल को समृद्धि करने हेतु विशेष प्रशिक्षण दिया जाता है, जिसका लाभ शहरी सेवापूर्व-शिक्षकों को अधिकाधिक प्राप्त होता है।

अनारक्षित वर्ग एवं अन्य पिछड़ी जाति के सेवापूर्व-शिक्षकों की तुलना में अधिकतर अनुसूचित जाति के सेवापूर्व-शिक्षकों का अन्तर्वैयक्तिक सम्प्रेषण कौशल का स्तर उच्च है। इसका सम्भवतः कारण यह हो सकता है कि अनुसूचित जाति के सेवापूर्व-शिक्षकों को भारतीय संविधान द्वारा शैक्षणिक संस्थाओं में प्रवेश तथा सरकारी नौकरियों हेतु आरक्षण का प्रावधान किया गया है। अनुसूचित जाति के सेवापूर्व-शिक्षकों को सरकार द्वारा निःशुल्क कोचिंग की सुविधा, निःशुल्क हॉस्टल की व्यवस्था एवं पर्याप्त छात्रवृत्तियाँ दी जा रही हैं, जिसका लाभ अनुसूचित जाति के सेवापूर्व-शिक्षकों को मिल रहा है। अधिकांश अनुसूचित जाति के छात्र पढ़ाई हेतु शहरों में रहने लगे, और उन्होंने सरकारी नौकरी प्राप्त करके अपनी आर्थिक स्थिति मजबूत कर ली। अतः धीरे-धीरे समाज में जातीय संकीर्णता, छूआछूत एवं भेदभाव की जंजीरें टूट रही हैं। वे समाज के सभी वर्गों के छात्रों के साथ रहने, तर्क-वितर्क करने, वार्तालाप करने से उनके अन्तर्मन में ऊँच-नीच की भावना धीरे-धीरे समाप्त हो रही है तथा संकोच, डर, झिझक आदि को छोड़कर अनुसूचित जाति के सेवापूर्व-शिक्षकों के अन्तर्वैयक्तिक सम्प्रेषण कौशल में सुधार हो रहा है।

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## BLISS: AUTHENTIC HAPPINESS

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### ABSTRACT

*Human life is very complex as every human being has unique identity due to different nature, but one thing common in all human being is the motive of all action, the happiness. The purpose of this study is to understand authentic happiness i.e., its meaning, how it evolved and how we can learn & teach happiness in general school classroom. The significance of this study is that, it will present the clear picture of all the synonym words of happiness and clearly specify how one differs from other and how changes happened in societies and culture affected its meaning and interpretation. To discuss this paper systematically four research questions are addressed. First, what is happiness in general meaning? Second; why and how with the passage of time meaning and interpretation of happiness has changed? Third, what authentic Happiness is? And how does it differ from others related terms? Fourth, How Education and authentic happiness relates?*

### 1. Introduction :

Happiness was a matter of concern for human of all time and in present it's become more important than ever. It was another thing, that people of early period did not specifically use the term happiness to talk about it but, at different places, in different time, different words have been used to denote the happiness; like Bliss, eudemonia, quality of life, good life, well-being, psychological well-being, subjective well-being, contentment, satisfaction, flourishing, optimal functioning, and health and life-satisfaction etc. Around the world over a time happiness is defined by various religious gurus, philosophers, psychologist, sociologist, and economist; which did not only change the words to indicate their happiness but, also its meaning and interpretation. So whenever try to know what happiness is? Use of Lots of words around the world to define happiness confuses us as Jayawickreme et al. (2012b) clears it, increased researches in happiness area, have also increased confusion. Diener (1984) Suardi; Costa, Sotgiu, & Cauda, (2016), accepted that the use of word happiness in daily discourse is confusing while Jayawickreme, Forgeard & Seligman (2012b) says that particularly psychologists have lack of clarity over the use of terms like happiness, quality of life, well-being etc. In Zhou (2013) words, researchers are not agreed-upon definition of happiness while Shine & Johnson (1978) says although everyone is sure that happiness is desirable, but no one know exactly what it is or how it can be achieved. These are the basic issues that give rise to this problem, to study.

### 2. Review of literature :

Shine, & Johnson, (1978) tried to clarify the meaning of 'happiness' & its proper use in scholarly research, Diener, (1984) reviewed the literature of well-being; Diener, et al. (1999) reviewed several major theoretical approaches to well-being & clarify demographic correlates of subjective well being (SWB); Bremner, (2011) enquired the history of happiness and need of theories of happiness,

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philosophical background of happiness; Jayawickreme et al. (2012b) analyzed well-being according theories of: “Liking”, “Wanting” and “Needing”, discuss the major theories of happiness & well-being currently prevalent in psychology and in economics; Jashanloo, (2014) reviewed the western and eastern conceptualization of happiness; Diener, & Scollon, (2014), what, why, when and how teach of science of well being; Lee, (2020) explored the happiness principles and thoughts of Buddha and Laozi; Egbekpalu, (2021) Aristotelian Concept of Happiness (Eudaimonia).

The review makes it clear that these studies tried their best to describe happiness from different perspective (philosophical, psychological, sociological and economic) by using different words and developed new theories. Many studies have discussed, that the use of various alternatives or synonym words to happiness is puzzling, but rare studies tried to solve this ambiguity. Rare researches discussed why and how various happiness terms evolved? But neither a single study had comparatively or separately discussed all the alternative words to happiness nor discussed which term is best and authentic to define happiness that could be accepted universally. Use of 'life-satisfaction', 'happiness', 'well-being', and 'subjective well-being' alternatively by Veenhoven, 1997; Diener, 1984; Suardi, Costa, Sotgiu, & Cauda, 2016; De Neve, et al. 2013; Diener & Scollon, 2014; and Ryff, & Keyes, 1995 more confuses. So, this study is just a step to answer all these questions. To discuss this paper systematically four research questions have been addressed. First, what is happiness in general terms? Second; why and how with the passage of time meaning and interpretation of happiness has changed? Third, what authentic Happiness is? And how does it differ from others related terms? Fourth, How Education and authentic happiness relates?

### **3. General meaning of happiness :**

Having fun with friends, spending good time with family, doing things what like, getting achievement or appreciation, new technological and scientific inventions, behinds all these actions one thing common that is Happiness. The ultimate purpose of each action of an individual is just to attain happiness and in this way, meaning of happiness varies from person to person. But does it really authentic happiness? Chekola, (1974) considered that some words like ‘happy’, ‘happily’ and ‘happiness’ in ordinary language are look similar but different in its use like, ‘Happy’ is a state of consciousness, feeling or glad and sometimes also use to indicate mood while ‘happily’ indicates to a particular behavior and “happiness is an activity of soul in conformity with virtue”. Happiness is used to indicate long term feeling and emotions which are mostly related to the people’s whole life or part and not relate to particular moment like feeling of joy on eating favorite food. In other words we should also do not consider the feeling happy and being happy same because both are different in the same way as happy person and happy life is. Feeling happy is same as a happy person both indicates momentary happiness or happiness of short duration. Epicurus (2020) defined happiness as a pleasure, “the absence of pain in the body and of trouble in the soul” they recommended people to seek friendship, live simple & virtuous life, use of wisdom, sober reasoning and avoid those beliefs that confuses soul, to get happiness. Shine & Johnson, (1978) “Happiness is primarily a product of the positive assessment of life situation and the favorable comparison of these life situations with those of others and the past”. The Triad of Happiness, a scientifically designed happiness course by Agrahar Nagraj (1999, as cited in SCERT, Delhi, 2019) discussed three kinds of happiness first, momentary receives from senses; second deeper happiness receives from relationship; while the third sustainable happiness is get by learning and awareness.

### **4. How and why meaning and interpretation of happiness has changed?**

#### 4.1 Early religious evolution of happiness :

From very early there has been someone or the other in the world, who taught people the important things of life. Religion comes first in this list, which has worked to guide the people. It was first the Religion and religious gurus around the world which guided people on various topics such as to differentiate between right and wrong, right way of living and purpose of life etc. One proof of all these can be seen in ancient religious literature of India like Upanishad, Bhagavad Geeta. These ancient literatures of India guide general public at every step of life for almost everything and happiness is one of them. Chandogya Upanishad Verse, 7.23.1 ([www.wisdomlib.org](http://www.wisdomlib.org), 2019); Taittiriya Upanishad sloka 2.8.1-4 (Taittiriya Upanishad-Hinduism Made Simple, n.d.) and Bhagavad Gita Chapter II, Verse 7 & Chapter 18, Verse 36, 37, 38, 39 (Mukundananda, n.d.) talks about what happiness is? How it can be achieved In these literatures particularly, Ananda & sukh words have been used in reference to happiness. Ananda (Bliss) is the highest level of happiness. In the Bhagavad Gita (Chapter 18, Verse 36), Krishna has talked about three kinds of happiness; first, Tamasic sukh or slothful happiness; second, Rajasik sukh or result-oriented happiness and third, Satvik sukh or pure happiness. Bhagavad Gita (Chapter 18, Verse 37) has considered satvik sukh as the highest level of happiness which looks like poison at the beginning as it require to follow disciplined life and knowledge of pure-self but become nectar at the end. These literatures believe that by birth human have trait of bliss, it's not a quality or skill that need to learn or attain, it is the core of personality, basic nature as Veeraiah (2015) clarifies "You are the very embodiment of bliss". Knowing one's inner potentialities, capacities and abilities and attaining perfection in it, is Bliss; as Krishananda (1972, as cited in Veeraiah, 2015) wrote "absolute being is the highest perfection and this perfection is only Bliss". Bliss is a state of SatChitAnanda; Sat is a pure being without desire; Chit is a consciousness, being aware of self-actions and its effect; and Ananda (bliss), is a feeling that is enjoyed by a pure and conscious being.

Second very popular ancient India spiritual guru who taught people lesson of happiness and who founded the Buddhism, is Gautam Buddha (around 480 BCE - c. 400 BCE). For Buddha happiness means good life, which can be attain by understanding the root causes of suffering, and following the "Middle Path" (avoiding extremes, specially self indulgence and self-torture) (Alexander et al., 2021). Buddha taught people the four noble truth of human life first, life is full of suffering, (dukkha); there is cause behind these sufferings (Dukh samudaya); it's possible to end (nirodha) these sufferings, and the way is Noble Eightfold Path. The Noble Eightfold Path as advocated by Buddha consists of eight practices: right views, right resolve/aspiration, right speech, right action/conduct, right livelihood, right effort, right mindfulness, and right meditative. By following the Noble Eightfold not only the desire or craving that is the main cause of suffering but also "the three unwholesome roots" the three poisons"- raga (greed, avarice, sensual attachment), dvesha (aversion, anger, hatred), and moha (ignorance, stupidity, delusion) extinguish and peace of mind, the true happiness (nirvana or nibbana) attained (Lee, 2020).

#### 4.2 Philosophical evolution of Happiness :

After Religion and religious gurus happiness was discussed by the philosophers because after religion these intellects studied the world around them question everything to know the reality and tried to guide people by his knowledge. They played the same role as earlier religion played. Among all the philosophers' views of happiness Aristotle's Eudaimonia concept of life which was later used as happiness is the most discussed in happiness literature. The term eudaimonia was used in ancient

Greece and popularized by Aristotle in the 4<sup>th</sup> century BC in his essay called *Nicomachean Ethics* (Huta, 2013). This term is used by Aristotle in reference to leading a moral and a virtuous life, but by this he did not mean that virtuous leads to feeling of joy rather he prescribed it as a basic standard against which individuals life can be judge as good or bad. Such virtues include bravery, equity, sobriety, kindness, and wisdom (Shine, & Johnson, 1978). In Aristotle's views every human action is finally directed to attainment of happiness and in this way it is the ultimate aim of human life but this happiness is far from instant gratification or pleasure movement. Aristotle pursuit of happiness, presupposes that the inner drive of an individual continuously drive for good and moral character. The motive of human life is not just to live but to live well and attain perfection, in this way achieving happiness is not a momentary or short time goal but a lifetime Endeavour, denoted as good life (Egbekpalu, 2021). In modern time eudaimonia is not preferred to use in reference to happiness; instead it is a desirable criterion, judged from a particular value framework (Diener, 1984).

### **4.3 Psychological Evolution of Happiness :**

Basically empirical research on happiness began in the 1960 with Gurin's survey of the American population and evolved in the 2000s with the inception of Positive Psychology (Suardi et al. 2016). This shift was the result of two things first, the overwhelming focus of psychology on negative states (Joshnloo, 2014) and second, the belief that social indicators that was earlier used by philosophers are alone unable to define quality of life as people react differently to the same circumstances and evaluate things and conditions on the basis of their unique experiences, values and expectations (Diener, et al. 1999) When, happiness become subject of psychology or positive psychology new words like well-being, subjective well-being, and psychological well-being evolved.

#### **4.3.1 Well-being :**

Abdullah, (2016) "high level of well-being means in some sense the individual or group's experience is positive, while low well-being is associated with negative happenings". Traditionally two widely accepted analysis of well-being is eudaimonic and hedonic, being apposite to each other in quality and construct both together completely measures the well-being. Eudaimonia is here same as Aristotle defined represents virtues, skills, and positive functioning while apposite to this hedonic refers to pleasure or positive feeling (Jashnloo, 2014). Anyone high in both eudaimonia and hedonia has high level of well-being (Huta, & Ryan, 2010). With these two components well-being is much analyzed and interpreted. Latter, Gallagher, et al., (2009) presented second order construct of well-being in which along with hedonic and eudaimonic they introduced third component that is social well-being. This triangle in many ways completes the well-being measurement by considering individual internal (eudaimonic), external (hedonic) and societal (social well-being) element of well-being.

#### **4.3.2 Subjective well-being :**

Diener & Scolon (2014) "Subjective well-being (SWB) refers to people's evaluations of their lives—how they appraise their lives in thoughts and feelings". This evaluation or appraisal may be in respect of current situations or in long term perspective. Further Diener & Scolon (2014) explains that as meaning of happiness varies from person to person so most often people prefer to use subjective well-being (a scientific term for happiness) to indicate their happiness. The concept of subjective well-being to measure the happiness is not new as Marcus Aurelius words "no man is happy who does not think himself so" clear it (as cited in Diener, 1984). Diener, (1984), has mentioned three hallmark of subjective well-being- first it is subjective, as chosen criterion of assessment depends on the individual

choice, second, it includes positive measures, third, includes a global assessment of all the aspects of person's life & this judgment should be integration of person's all life. Jayawickreme et al. (2012b) called it hedonic psychology measures. Andrews and Withey (1976) have found three general components of subjective well-being: Life Satisfaction judgment, Positive affect and Negative affect.

### **4.3.3 Psychological Well-being :**

Bradburn, (1969) "person's position on the dimension of psychological well-being is seen as a resultant of the individual position on two independent dimensions-one of positive affect and the other of negative affect". As per this model individual's subjective well-being lies on the extent to which positive affect excess over negative affect and vice-versa. So, basically in many ways this model looks similar to old pleasure-pain or utility model. Ryff & Keyes, (1995) presented theoretical model of psychological well-being which includes 6 different dimensions of wellness (Autonomy, Environmental Mastery, Personal Growth, Positive Relations With Others, Purpose in Life, Self-Acceptance). Huppert, (2009) defined it as "the combination of feeling good and functioning effectively". Huppert, positive affect concept is much broader as it did not only include the positive emotions and contentment but also emotions like interest, engagement, confidence, and affection. The concept of functioning effectively is some or other way looks similar to eudaimonia as it covers development of one's potential, sense of control over one's action and activities, having a sense of purpose and positive relationships.

After psychologist, social scientists came in action and presented relative concept of happiness and said that happiness is a relative to the culture in which they functions and relative to their personal life history (Shine & Johnson, 1978). Currently the issue of happiness is emerging in medical research as well (Veenhoven, 1997).

## **5. Authentic Happiness :**

Happiness has come a long way since its inception, from earlier religious and philosophical conception of happiness which focused on, well-being, welfare, flourishing, self-perfection or living a good life and use the happiness in developing a theory of obligation as Feldman, (2021) said "Happy life" in philosopher's terms refers to "good life, life high in welfare and prudential value". They don't considered happiness outside the individual, in material things (sensual pleasure) and even don't ignore the society while discussing the individual happiness. Religious and philosophical happiness concepts are much individualistic as achieving self-perfection with continuous right and moral efforts is the core. Happiness focus of which was virtuous and moral life when become a subject of psychology evolved new confusing words like well-being, subjective well-being, and psychological well-being. These terms are very confusing in their meaning and construct. Well-being basically covers two components eudaimonia and hedonic. It is much nearer to Aristotle's eudaimonia and Bliss concept of happiness as these terms do not only focus on fulfillment of individual's basic pleasure need but also equally focuses on individual self actualization, self-perfection, with having moral and virtuous living. The Subjective well-being is quite different from other two as it include self-evaluation of their life on own chosen criterion. With this the normative happiness measurement shifted to subjective or self- assessment happiness. Diener & Scolon (2014) subjective well-being cannot be culture free as criterion of self-assessment varies from culture to culture. Criticizing the psychological perspective of happiness, Daniel Haybron points out that if happiness is being a purely psychological affair, then it could not be more than "smiley-face" (as cited in Bremner, 2011).

Bremner, (2011) was only a researcher who openly criticized the use of alternative or synonym words of psychology and social sciences to define happiness, as he considered happiness purely a philosophical subject that helpful to distinguish between happiness, on the one hand and well-being or welfare on the other. Shine & Johnson, (1978) while criticizing the social scientist says that they mistakenly identified happiness with feeling of pleasure.

Bliss (Anand or Satvik Sukh) is an authentic happiness. It is a state where an individual have no desire, attained self-perfection, self-conscious. Before reaching this stage an individual passes through two stages Tamsic Sukh and Rajasik Sukh. Without passing through these two stages reaching to Bliss is unexpected as only passing through these stages understanding and experience of true and authentic happiness realized. So basically Bliss indicates to the authentic happiness, it is other thing, it is not empirically tested and used as descriptive and normative form.

## **6. Education and authentic happiness (Bliss or Ananda) :**

Teaching and learning are two important aspects of human life that continue throughout the life. Teaching and learning are not limited to schools, but schools were established to systematise and simplify this. Today, the gap that exists between education and society has become more wide; if we see it through Gandhiji's educational point of view, "By education I mean an all-round drawing out of the best in the child and man—body, mind, and spirit." Today's education is mostly mind-centered as it just promoting cramming among student. It focuses little on the body while fully ignoring the heart (spirit). The generation prepared by this education is heartless and poor in physique and is suffering from anxiety and depression. Happiness (Bliss or Ananda) can be considered a part of the heart; it can be nurtured if students learn and understand the concept of authentic happiness well. It is urgently needed to introduce authentic happiness (bliss or ananda) education, especially at the secondary and senior secondary levels, as this is the turning point of every individual's life. As happiness is currently the dominant interest area of positive psychology, it has given numerous suggestions for teaching happiness or flourishing in the general classroom through positive education. Bliss or anand (authentic happiness) can also be teach in a general classroom or school setting; It is another thing that previously it has not been taught. Basically, two approaches of teaching well-being, explicit and implicit, can also be applied to teach the concept of bliss. In explicit (formal) teaching, students attend regular, timetabled lessons (Norrish et al., 2013), while in implicit (informal) teaching, it is indirectly part of all activities like assemblies, chapel services, projects, workshops, etc. (Norrish et al., 2013). Teacher pedagogy can facilitate learning happiness if exploration, reflection, group discussion, and mindfulness practises are used by them (Au & Kennedy, 2018). There is a very popular cyclical process whole-school approach (Hoare, Bott & Robinson, 2017) used in positive psychology to teach flourishing. It includes basically four processes: learn it, live it, teach it, and embed it. it can also be applied to teach authentic happiness. Once Authentic happiness is being part of students' daily routine, it will not be far to attain Ravindranath Tagor's educational idea "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us wealth not of things but of inner light, not of power but of love".

## **7. Limitations of the study :**

This study have some limitations; first, while discussing the religion concept of authentic happiness researcher covered only Indian religious concept and second, this study has discussed only the

religious, philosophical and psychological evolution of happiness in details and do not discuss sociological and economic evolution of happiness. In terms of how education and authentic happiness relates, only Indian classroom context considered.

## Conclusion :

Happiness, bliss, eudaimonia, and good life are broader concept and a lifelong endeavor. Whatever psychologist, sociologist or economist considered for defining happiness is just one of the components or dimension of the happiness which is easy to assess but it's not the complete measurement of happiness. In present time, doctrines and practices of Buddhism has not only been accepted by east and west world but also it influenced the development of modern psychology practice of mindfulness based modalities, some forms of modern psychoanalysis and psychotherapy (Lee, 2020). So, if this can happen with one old philosophical or religious thought of happiness than why can't with other similar thought like Bliss (Aanand) and Eudaimonia. So, in this context Bliss (Aanand) and eudaimonia are authentic terms to define happiness. We just need to test and establish its authenticity.

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