

3.2.2 Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

| Year | Title of the book/chapters published | Title of the paper | Name of the conference | National / international | Year of publication | ISBN number of the proceedings | Affiliating Institution of teacher at the time of publication | Name of publisher | Relavant link |
|------|---|---|------------------------|--------------------------|---------------------|--------------------------------|---|-------------------|---|
| 2022 | World Translation: An International Multidisciplinary Peer Reviewed Refereed Research Journal | World Translation: An International Multidisciplinary Peer Reviewed Refereed Research Journal | NA | National | 2022 | 2278-0408 | MMADSTTC | | http://www.mmadaavalsinghtcollege.org/NAAC.aspx |
| 2022 | International Literary Quest | International Literary Quest | NA | National | 2022 | 2319-7137 | MMADSTTC | | |
| 2022 | Religion and Vlues | Religion and Vlues | NA | National | 2022 | 0974-0562 | MMADSTTC | | |
| 2022 | Educational and social Support for Learning Disabled Children (Page 143-149) | Educational and social Support for Learning Disabled Children (Page 143-149) | NA | National | 2022 | 0974-0562 | MMADSTTC | | |
| 2022 | Educational for All through continuing Education (Page 25-32) | Educational for All through continuing Education (Page 25-32) | NA | National | 2022 | 02231-0207 | MMADSTTC | | |
| 2022 | Issues and initiatives in quality Management of Higher Education (Page 81-84) | Issues and initiatives in quality Management of Higher Education (Page 81-84) | NA | National | 2022 | 978-81-922572-3-5 | MMADSTTC | | |
| 2022 | Human relation in teacvher Education (Page 75) | Human relation in teacvher Education (Page 75) | NA | National | 2022 | SBN 9784384224-00- | MMADSTTC | | |
| 2021 | Attma Tracks: International research journal for multidisciplinary studies | Attma Tracks: International research journal for multidisciplinary studies | NA | National | 2021 | 2234-2364 | MMADSTTC | | |
| 2018 | 0976-9331 | 0976-9331 | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Condition of Modern Education Before The Advent... | Condition of Modern Education Before The Advent... | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Connotation of Freedom in Malamute the fixer: A Reappraisal | Connotation of Freedom in Malamute the fixer: A Reappraisal | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | V.S.Naipaul's Dispassionate Criticism of the contemporary | V.S.Naipaul's Dispassionate Criticism of the contemporary | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Changing Pattern of Commercial Banking System in India | Changing Pattern of Commercial Banking System in India | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Impact of Emotional Intellegence on Creativity | Impact of Emotional Intellegence on Creativity | NA | National | 2018 | 0976-9331 | MMADSTTC | | |

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| 2018 | Effect of culture media, temperature and pH on Growth and | Effect of culture media, temperature and pH on Growth and | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Remediation Strategies and Technologies for | Remediation Strategies and Technologies for | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Micro small and meddium enterprise (MSMES) in India | Micro small and meddium enterprise (MSMES) in India | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Effect of Population on growth of Indian Economy | Effect of Population on growth of Indian Economy | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Reading Habits and its effect on Academic Performance | Reading Habits and its effect on Academic Performance | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Transition in Post-1947 Societ of India As seen in | Transition in Post-1947 Societ of India As seen in | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | Trends in India's Foreign Trade | Trends in India's Foreign Trade | NA | National | 2018 | 0976-9331 | MMADSTTC | | |
| 2018 | International Journal of Research Thought | International Journal of Research Thought | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Study of cropping Pattern Under Defferent.. | Study of cropping Pattern Under Defferent.. | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Incidence of Alternaria Leaf Blight Disease | Incidence of Alternaria Leaf Blight Disease | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Customer Relationship Management | Customer Relationship Management | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Study of Information Technology | Study of Information Technology | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Terrorism in south Asia : Internal Challenges of | Terrorism in south Asia : Internal Challenges of | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | A study of Attitude towards moderninty and Academic | A study of Attitude towards moderninty and Academic | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Attitude of Trained and Untrained Secondary | Attitude of Trained and Untrained Secondary | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Communalism In Kanpur | Communalism In Kanpur | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | GST Impact of Indian Economy | GST Impact of Indian Economy | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Environment And Sustainable Economic | Environment And Sustainable Economic | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | A comparative study to see | A comparative study to see | NA | National | 2018 | 2229-7995 | MMADSTTC | | |
| 2018 | Nepal's Relationship with | Nepal's Relationship with | NA | National | 2018 | 2229-7995 | MMADSTTC | | |

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| 2017 | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.4844 1) | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.4844 1) | NA | National | 2017 | 2395-0390 | MMADSTTC | | |
| 2017 | Research Highlights: An International Research Refereed Journal (Approved) | Research Highlights: An International Research Refereed Journal (Approved) | NA | National | 2017 | 2350-0611 | MMADSTTC | | |
| 2016 | Printing Arca International multilingual Research Journal (Approved by UGC Journal no.43053) | Printing Arca International multilingual Research Journal (Approved by UGC Journal no.43053) | NA | National | 2016 | 2394-5303 | MMADSTTC | | |
| 2016 | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | NA | National | 2016 | 2319-9318 | MMADSTTC | | |
| 2016 | Varanasi Review: An (Approved by UGC Journal no.48402) | Varanasi Review: An (Approved by UGC Journal no.48402) | NA | National | 2016 | 2395-0390 | MMADSTTC | | |
| 2015 | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no 48818) | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no 48818) | NA | National | 2015 | 2278-5655 | MMADSTTC | | |
| 2015 | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | NA | National | 2015 | 2394-5303 | MMADSTTC | | |
| 2015 | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | NA | National | 2015 | 2319-9318 | MMADSTTC | | |

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| 2014 | Asian Academic Research Journal of Multidisciplinary | Asian Academic Research Journal of Multidisciplinary | NA | National | 2014 | 2319-2801 | MMADSTTC | | |
| 2013 | Conflux: Journal of Education | Conflux: Journal of Education | NA | National | 2013 | ISSN 2320-9305 | MMADSTTC | | |
| 2022 | Study on problem solving ability of senior secondary school student | Conflux | NA | National | 2022 | 2320-9305 | MMADSTTC | Conflux | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | The Impact of Achievement motivation on Ccreative thinking of class tenth students | Edu. World | NA | National | 2022 | 2319-7129 | MMADSTTC | Edu. World | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | A comparative Study of measurement of value Orientation Affected byMovies among Adolescents of government and non government schools | Excellence in Education | NA | National | 2022 | 2320-7019 | MMADSTTC | Excellence in Education | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Impact of achievement Motivation on scientific creativity of grade 10th student | Periodic Research | NA | National | 2022 | 2231-0045 | MMADSTTC | Periodic Research | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | 16 | Education Times | NA | National | 2022 | 2319-8265 | MMADSTTC | Education Times | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | A comparative study of vocational Interests of speech impaired and normal adolescents | Education At the crossroads | NA | National | 2022 | 2320-0316 | MMADSTTC | Education At the crossroads | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Perception of school teachers towards CCE | Education and welfare | NA | National | 2022 | 2320-1762 | MMADSTTC | Education and welfare | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Impact of micro-teaching on the teaching competence of pupil teachers. | Scholaely research journal for Interdisciplinary studies | NA | National | 2022 | 2278-8808 ON LINE 2319-4766 PRINTED | MMADSTTC | Scholaely research journal for Interdisciplinary studies | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Study personality in relation to emotional intelligence of pupil teachers. | BRICSJER | NA | National | 2022 | 2231-5829 | MMADSTTC | BRICSJER | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Study of Academic Achievement in relation to emotional Intelligence and Mental Health of Adolescents. | ASIAN RESONANCE | NA | National | 2022 | 0976-8602 | MMADSTTC | ASIAN RESONANCE | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | A study of the effect of school environment on academic achievement of 10th class students. | INDIAN JOURNAL OF HEALTH & WELLBING | NA | National | 2022 | 2229-5356 | MMADSTTC | INDIAN JOURNAL OF HEALTH & WELLBING | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | A study of adjustment pattern of school going orphan children in relation to enxiety | EDUCATION & DEVELOPMENT | NA | National | 2022 | 2320-3684 | MMADSTTC | EDUCATION & DEVELOPMENT | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | Academic Achievement of Adolescent in relation to Learning Environment and Emotional Intelligence | Academicia | NA | National | 2022 | 2249-7137 | MMADSTTC | Academicia | http://www.mmadaavalsinghcollege.org/NAAC.aspx |

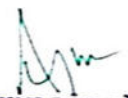
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| 2022 | Study of socio-economic status and the academic achievement of Xth grade students. | International journal of behavioral social & movement science. | NA | National | 2022 | ISSN: 2277-7547 | MMADSTTC | International journal of behavioral social & movement science. | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2022 | Study of Social Maturity among Male and Female M.Ed. Students | Abhinav National Monthly Refereed Journal of Research in Arts & Education | NA | National | 2022 | Online ISSN-2277-11 | MMADSTTC | Abhinav National Monthly Refereed Journal of Research in Arts & Education | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2022 | Study the relationship among the Creativity, self-concept and Locus of control of X-Class students | Internal journal of Research in Social Science | NA | National | 2022 | | MMADSTTC | Internal journal of Research in Social Science | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2022 | Study of Parental Encouragement in relation to Mental Health of Senior Secondary School Students | | NA | National | 2022 | ISSN-2320-5088 | MMADSTTC | | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2022 | Comparative study of the level of Achievement in Environmental Science of VI- grade Boy and Girl Students | Asian academic research journal of multidisciplinary | NA | National | 2022 | Online ISSN- 2319-2801 | MMADSTTC | Asian academic research journal of multidisciplinary | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2022 | Girls' Access to science education at senior secondary level : An Exploratory study in Kangra District, Himachal Pradesh | Journal of International Academic Research for multidisciplinary | NA | National | 2022 | ISSN-2320-5083 | MMADSTTC | Journal of International Academic Research for multidisciplinary | http://www.mmadayalsinghcollege.org/NAAC.aspx |
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| 2018 | Condition of Modern Education Before The Advent... | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9331 | MMADSTTC | NA | www.kalamonline.in |
| | Connotation of Freedom in Malamute the fixer: A Reappraisal | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9331 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | V.S.Naipaul's Dispassionate Criticism of the contemporary | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9332 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Changing Pattern of Commercial Banking System in India | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9333 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Impact of Emotional Intellegence on Creativity | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9334 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Effect of culture media, temperature and pH on Growth and | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9335 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Remediation Strategies and Technologies for | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9336 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Micro small and meddium enterprise (MSMES) in India | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9337 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Effect of Population on growth of Indian Economy | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9338 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Reading Habits and its effect on Academic Performance | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9339 | MMADSTTC | NA | www.kalamonline.in |

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| 2018 | Transition in Post-1947 Society of India As seen in Trends in India's Foreign Trade | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9340 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Study of cropping Pattern Under Defferent.. | UGC No.-64368 RNIUPHIN/38677 | NA | National | 2018 | ISSN-0976-9341 | MMADSTTC | NA | www.kalamonline.in |
| 2018 | Incidence of Alternaria Leaf Blight Disease | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-7995 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Customer Relationship Management | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-7996 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Study of Information Technology | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-7997 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Terrorism in south Asia : Internal Challenges of | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-7998 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | A study of Attitude towards moderninity and Academic | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-7999 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Attitude of Trained and Untrained Secondary | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8000 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Communalism In Kanpur | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8001 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | GST Impact of Indian Economy | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8002 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Environment And Sustainable Economic | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8003 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | A comparative study to see | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8004 | MMADSTTC | NA | www.jrtindia.org |
| 2018 | Nepal's Relationship with | Journal of Reseach Thought | NA | International | 2018 | ISSN 2229-8005 | MMADSTTC | NA | www.jrtindia.org |
| 2015 | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no.48818) | बी"एड" कक्षा में अध्ययनरत सामान्य जातित एवअनुसृतित जातित का छात्राध्यापक तथा छात्राध्यातपकाओतुनाव एवआकाश स्तर का तुलनात्मक अध्ययन | NA | National | June-July- 2015 Page no-114-123 | ISSN 2278-5655 | MMADSTTC | Online | http://www.mmadavalsinghtcollege.org/NAAC.aspx |
| 2015 | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | नवीदया तवद्यालय, कान्द्रीय तवद्यालय एवअ माध्यतमक तवद्यालय का तवद्यातथियोका पयािवरणीय ज्ञान का प्रतत द्रतिकोण का तुलनात्मक अध्ययन | NA | National | Nov-2015 Page no-155-162 | ISSN 2394-5303 | MMADSTTC | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept,2016 | http://www.mmadavalsinghtcollege.org/NAAC.aspx |
| 2015 | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | व्यावसायिक शिक्षा क्षेत्र में अध्ययनरत छात्र व छात्राओमाध्य रहती निष्की प्रव्रति का अध्ययन | NA | National | Oct-Dec-2015 Page no-190-194 | ISSN 23199318 | MMADSTTC | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept 2016 | http://www.mmadavalsinghtcollege.org/NAAC.aspx |
| 2016 | Printing Area International multilingual Research Journal (Approved by UGC Journal no.43053) | छत्रपत िहू जो महाराज तवश्रुतवद्यालय कानपुर नगर का छात्राध्यापक तथा छात्राध्यातपकाओका आत्म सप्रत्यय, समायोजन तथा सामातजक- आतथिक स्थथतत का मध्य सञ्च का अध्ययन | NA | National | July-2016 Page no-215-219 | ISSN 2394-5303 | MMADSTTC | Harshwardhan Publication, Limbaganesh, District-Beed, India | http://www.mmadavalsinghtcollege.org/NAAC.aspx |

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| 2016 | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | बौद्ध कक्षा में अध्ययनरत सामान्य जाति व अनुसूचित जाति व छात्राध्यापक तथा छात्राध्यापिकाओं का तृतीय वार्षिक अद्ययन | NA | National | Sept-2016 Page no-194-197 | ISSN 2319-9318 | MMADSTTC | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept,2016 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2016 | Varanasi Management Review: An International Research Refereed Journal (Approved by UGC Journal no.48402) | Vedanta Philosophy: A View of Swami Vivekananda Ji | NA | National | March-2016 Page no-128-130 | ISSN 2395-0390 | MMADSTTC | Future Fact Society, Varanasi Up India, Jan-March 2016 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Varanasi Management Review: An International Research Refereed Journal (Approved by UGC Journal no.48402) | Concept of Teacher Education in The Context of Indian Society | NA | National | Sept-2017 Page no-95-102 | ISSN 2395-0390 | MMADSTTC | Future Fact Society, Varanasi up India, Jan- March 2016 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.48441) | Global Education: Teaching, Learning and Curriculum in Perspective of India | NA | National | Sept-2017 Page no-99-103 | ISSN 2350-0611 | MMADSTTC | Future Fact Society, Varanasi up India, July-Sept 2017 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.48441) | Implementation of the Philosophy of shri Mad Bhagwat Gita in Education | NA | National | Dec-2017 | ISSN 2350-0611 | MMADSTTC | Future Fact Society, Varanasi Up | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| | by UGC Journal no.48441) | | NA | National | Page no-61-68 | | MMADSTTC | India, Oct-Dec 2017 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Shodhprerak: A Multidisciplinary Quarterly International Research Refereed Journal (Approved by UGC Journal 47168) | Swami Vivekananda's Concept of Education: Message for Teacher Educators | NA | National | Oct-2017 Page no-156-162 | ISSN 2231-413x | MMADSTTC | VEER BAHADUR SEVA SANSTHA, LUCKNOW, | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Annals of Multi-Disciplinary Research: A Multidisciplinary Quarterly International Research Refereed Journal (Approved by UGC Journal 48728) | Implementation of Educational Philosophy of Shri Aurobindo Ghosh In Present Education System of India | NA | National | Dec.2017 Page no-178-183 | ISSN 2249-8893 | MMADSTTC | In charge Director, School of Humanities UPRTOU, Allahabad, Dec,2017 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | SHODH PRAVAHA: A Multidisciplinary Research Refereed Journal (Approved by UGC Journal 49297) | Qualities of A Good Teacher: Merits and Problems | NA | National | Oct-2017 Page no-128-136 | ISSN 2231-4113 | MMADSTTC | Academic Staff College, BHU, Varanasi | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Vaichariki: A Multidisciplinary Refereed International Research Journal (Approved by UGC Journal 47299) | Quality Improvement in Higher Education: Challenges and Suggestions | NA | National | Dec-2017 Page no-88-99 | ISSN 2249-8907 | MMADSTTC | Department of Sanskrit, B.R.A. Bihar University, Mujafferpur | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | Academic social research: An International Research Journal (Approved by UGC Journal 47715) | Changing Scenario of Higher Education in Progressive India | NA | National | Dec-2017 Page no-92-96 | ISSN 2456-2645 | MMADSTTC | Sarswati Mahila Mahavidhyalay, Kanpur Oct- Dec,2017 | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | JIGYASA: An Interdisciplinary Refereed Research Journal (Approved by UGC Journal 40957) | Peace Education as Master Key of Social Problems | NA | National | Dec-2017 Page no137-146 | ISSN 0974-7648 | MMADSTTC | Poddar Foundation, Tara Nagar Colony, Chhittapur, BHU, Varanasi | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2017 | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal 49319) | Need of Implementation of Buddhist Philosophy in Present Education System of India | NA | National | Dec-2017 Page no-113-119 | ISSN 0973-8762 | MMADSTTC | Manvi Seva Samiti, Marandi, BHU, Varanasi | http://www.mmadaavalsinghcollege.org/NAAC.aspx |

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| 2018 | JIGYASA: An Interdisciplinary Refereed Research Journal (Approved by UGC Journal 40957) | Relevance of Educational Philosophy of Mahatma Gandhi in Present Education System of India | NA | National | July-2018 Page no-300-308 | 0974-7648 | MMADSTTC | Poddar Foundation, Tara Nagar Colony, Chhittapur, BHU, Varanasi | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | MANAVIKI: An International Journal of Humanities & Social Sciences (Approved by UGC List No. 42515) | Anger of Students and Its Causes Towards Present Educational and Social Scenario of Banaras Hindu University | NA | National | Janu-June-2018 Page no-333-341 | ISSN 0975-7880 | MMADSTTC | A Refereed Journal of the Society for Education & Social Welfare, Varanasi-221005 | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | अयन Ayan: An International Multi-Disciplinary Quarterly | Attitude of Prospective Teachers towards Teaching of the Faculty of Teacher | NA | National | Sept-2018 | ISSN 2347-4491 | MMADSTTC | Lok Manav Samaj Kalyan Sans than | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| | Refereed Research Journal (UGC List No. 49095) | Education, BHU. | NA | National | Page no-313-319 | | MMADSTTC | Aurangabad (Bihar)-824101, | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | अयन Ayan An International Multi-Disciplinary Quarterly Refereed Research Journal (UGC List No. 49095) | Relevance of Yoga in Present Education System of Global Organization. | NA | National | Dec-2018 Page no-107-115 | ISSN 2347-4491 | MMADSTTC | Lok Manav Samaj Kalyan Sans than Aurangabad (Bihar)-824101 | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2019 | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal 49319) | Implementation of The Philosophy of J. Krishna Murti In Education | NA | National | Dec-2018 Page no-105-110 | ISSN 0973-8762 | MMADSTTC | Manvi Seva Samiti, Marandi, BHU, Varanasi | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2019 | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal - 49319) | A Study of Attitude of Secondary School Teachers Towards Teaching Profession | NA | National | Dec-2019 Page no-101-107 | ISSN 0973-8762 | MMADSTTC | Manvi Seva Samiti, Marandi, BHU, Varanasi | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | ABHIVYAKTI An International Refereed Research Journal (Approved by UGC Journal - 49370) | A Study of the Attitude of Teachers (CBSE & U.P. Board) toward Slow Learners | NA | National | June-2018 Page no-89-92 | ISSN 0975-8801 | MMADSTTC | Kusum Jan Kalyan Samiti, Deoria, U.P. (India) | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | Sodha MIMANSA An International Refereed Research Journal (Approved by UGC Journal - 48923) | A Study on The Awareness of Human Right Among the Graduate Students of Banaras Hindu University | NA | National | Janu- March-2018 Page no-34-36 | ISSN 2348-4624 | MMADSTTC | Kusum Jankalyan Samiti, Deoria, U.P. (India) | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | Unmesh An International Half Yearly Peer Review Refereed Research Journal (Art & Humanities) | The Significance of Rational thoughts of Dr. B.R. Ambedkar on Education | NA | National | Oct-2018 Page no-27-31 | ISSN 2394-2207 | MMADSTTC | Jan Seva Evam Shodh Shiksha Sans than Pratapgarh U.P. | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | Research Discourse An International refereed research Journal (Approved by UGC Journal - 63580) | A Study of Attitude of Higher Secondary School Teacher's Towards Teaching Profession | NA | National | Supplement-2018 Page no-9-12 | ISSN 2277-2014 | MMADSTTC | South Asia Research & Development Institute | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | Tripthaga International Refereed Research Journal (Approved by UGC Journal - 45314) | Attitude of Higher Secondary School Teachers towards the Inclusion of Children with Special Needs in Mainstream Schools | NA | National | June-2018 Page no-26-28 | ISSN 2395-4280 | MMADSTTC | South Asia Research & Development Institute Manas Mandir, Durgakund, Varanasi | http://www.mmadayalsinghcollege.org/NAAC.aspx |
| 2018 | ADVALOREM An International Peer Reviewed Research Refereed Journal (UGC Listed Journal no-41336) | Tolerance of Prospective Teachers towards Present Educational and Social Scenario of University | NA | National | Dec.-2018 Page no-22-29 | ISSN 2348-5485 | MMADSTTC | Future Fact Society Varanasi (U.P.) India | http://www.mmadayalsinghcollege.org/NAAC.aspx |

| | | | | | | | | | |
|------|--|---|----|----------|---------------------------------------|--------------------|----------|---|---|
| 2018 | ADVALOREM An International Peer Reviewed Research Refereed Journal (UGC Listed Journal no-41336) | Implementation of Internship in Two Years Teacher Education Program | NA | National | Sept-2018 Page no-43- 51 | ISSN 2348- 5485 | MMADSTTC | Future Fact Society Varanasi (U.P.) India | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2018 | ADVALOREM An International Peer | The Impact of the Spiritual Philosophy of Jainism on | NA | National | June-2018 Page no-24- 33 | ISSN 2348- 5485 | MMADSTTC | Future Fact Society | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2021 | Reviewed Research Refereed Journal (UGC Listed Journal no- 41336) | Education | NA | National | | | MMADSTTC | Varanasi (U.P.) India | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2021 | Shodh Drishti: An International Peer Reviewed Refereed Research Journal (Approved by UGC Journal - 49321) | Anger and Tolerance of Prospective Teachers and Teacher Educators towards Present Educational and Social Scenario of Central Universities | NA | National | Oct-2021 Page no-13-21 | ISSN 0976- 6650 | MMADSTTC | Srijan Samiti Publication Varanasi | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2021 | Interdisciplinary Journal of Contemporary Research An International Peer Reviewed Refereed Research Journal (Approved by UGC Journal - 48416) | Tolerance and Attitude of Prospective Teachers and Teacher Educators towards Present Educational and Social Scenario of Central Universities | NA | National | June-2021 Page no-133-140 | ISSN 2393- 8385 | MMADSTTC | VPO Nandpur, Tehsil- Jubbal, District- Shimla, Himanchal Pradesh | http://www.mmadaavalsinghcollege.org/NAAC.aspx |
| 2022 | International Literary Quest | International Literary Quest | NA | National | VOL-15, ISSUE-I, January-June 2022 | ISSN : 2319-7137 | MMADSTTC | copy attached | http://www.mmadaavalsinghcollege.org/NAAC.aspx |


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3.2.1 Average number of research papers/articles per teacher published in journals notified on UGC website during the last five years

| Year | Title of paper | Name of the author/s | Name of journal | Year of publication | ISBN/ISSN number | Link for the UGC recognized Journals |
|------|--|------------------------|---|---------------------|----------------------|--------------------------------------|
| 2022 | World Translation An International Multidisciplinary Peer Reviewed Refereed Research Journal | ATUL KUMAR SINGH | World Translation An International Multidisciplinary Peer Reviewed Refereed Research Journal | 2022 | 2278-0408 | NA |
| 2022 | International Literary Quest | ATUL KUMAR SINGH | International Journal Literary Quest An International Multidisciplinary Peer Reviewed Refereed Research Journal | 2022 | 2319-7137 | NA |
| 2022 | Religion and Values | Dr. Jayshree Rajput | Shikshak Shiksha Sodh Patrika Faizabad | 2022 | 0974-0562 | NA |
| 2022 | Educational and social Support for Learning Disabled Children (Page 143-149) | Dr. Jayshree Rajput | Shikshak Shiksha Sodh Patrika Faizabad | 2022 | 0974-0562 | NA |
| 2022 | Educational for All through continuing Education (Page 25-32) | Dr. Jayshree Rajput | Samaj Bodh | 2022 | 02231-0207 | NA |
| 2022 | Issues and initiatives in quality Management of Higher Education (Page 81-84) | Dr. Jayshree Rajput | Quality Management in Education | 2022 | 978-81-922572-3-5 | NA |
| 2022 | Human relation in teacher Education (Page 75) | Dr. Jayshree Rajput | Teacher Education in India | 2022 | ISBN 9784384224-00-4 | NA |
| 2021 | Attma Tracks: International research journal for multidisciplinary studies | AMIR SINGH | Attma Tracks: International research journal for multidisciplinary studies | 2021 | 2234-2364 | NA |
| 2018 | 0976-9331 | Dr. Vipin Kumar Shukla | Kalam the power of truth | 2018 | 0976-9331 | NA |

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| | | | | | | |
|------|--|---------------------|--|------|-----------|----------------|
| 2018 | Condition of Modern Education Before The Advent | Dr. Jayshree Rajput | Condition of Modern Education Before The Advent | 2018 | 0976-9331 | NA |
| 2018 | Connotation of Freedom in Malamute the fixer A Reappraisal | Dr. Jayshree Rajput | Connotation of Freedom in Malamute the fixer A Reappraisal | 2018 | 0976-9331 | NA |
| 2018 | V S Naipaul's Dispassionate Criticism of the contemporary | Dr. Jayshree Rajput | V S Naipaul's Dispassionate Criticism of the contemporary | 2018 | 0976-9331 | NA |
| 2018 | Changing Pattern of Commercial Banking System in India | Dr. Jayshree Rajput | Changing Pattern of Commercial Banking System in India | 2018 | 0976-9331 | NA |
| 2018 | Impact of Emotional Intelligence on Creativity | Dr. Jayshree Rajput | Impact of Emotional Intelligence on Creativity | 2018 | 0976-9331 | NA |
| 2018 | Effect of culture media, temperature and pH on Growth and | Dr. Jayshree Rajput | Effect of culture media, temperature and pH on Growth and | 2018 | 0976-9331 | NA |
| 2018 | Remediation Strategies and Technologies for | Dr. Jayshree Rajput | Remediation Strategies and Technologies for | 2018 | 0976-9331 | NA |
| 2018 | Micro small and meddium enterprise (MSMES) in India | Dr. Jayshree Rajput | Micro small and meddium enterprise (MSMES) in India | 2018 | 0976-9331 | NA |
| 2018 | Effect of Population on growth of Indian Economy | Dr. Jayshree Rajput | Effect of Population on growth of Indian Economy | 2018 | 0976-9331 | NA |
| 2018 | Reading Habits and its effect on Academic Performance | Dr. Jayshree Rajput | Reading Habits and its effect on Academic Performance | 2018 | 0976-9331 | NA |
| 2018 | Transition in Post-1947 Societ of India As seen in | Dr. Jayshree Rajput | Transition in Post-1947 Societ of India As seen in | 2018 | 0976-9331 | NA |
| 2018 | Trends in India's Foreign Trade | Dr. Jayshree Rajput | Trends in India's Foreign Trade | 2018 | 0976-9331 | NA |
| 2018 | International Journal of Research Thought | Dr. Sarika Shukla | International Journal of Research Thought | 2018 | 2229-7995 | UGC No - 64311 |

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| | | | | | | |
|------|--|----------------------------|--|------|-----------|----------------|
| 2018 | Study of cropping Pattern Under Different | Dr. Sarika Shukla | Study of cropping Pattern Under Different | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Incidence of Alternaria Leaf Blight Disease | Dr. Sarika Shukla | Incidence of Alternaria Leaf Blight Disease | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Customer Relationship Management | Dr. Sarika Shukla | Customer Relationship Management | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Study of Information Technology | Dr. Sarika Shukla | Study of Information Technology | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Terrorism in south Asia Internal Challenges of | Dr. Sarika Shukla | Terrorism in south Asia Internal Challenges of | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | A study of Attitude towards modernity and Academic | Dr. Sarika Shukla | A study of Attitude towards modernity and Academic | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Attitude of Trained and Untrained Secondary | Dr. Sarika Shukla | Attitude of Trained and Untrained Secondary | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Communalism In Kanpur | Dr. Sarika Shukla | Communalism In Kanpur | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | GST Impact of Indian Economy | Dr. Sarika Shukla | GST Impact of Indian Economy | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Environment And Sustainable Economic | Dr. Sarika Shukla | Environment And Sustainable Economic | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | A comparative study to see | Dr. Sarika Shukla | A comparative study to see | 2018 | 2229-7995 | UGC No - 64311 |
| 2018 | Nepal's Relationship with | Dr. Sarika Shukla | Nepal's Relationship with | 2018 | 2229-7995 | UGC No - 64311 |
| 2017 | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.4844 1) | Dr. Shishupal Singh | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.4844 1) | 2017 | 2395-0390 | NA |

NA

| | | | | | | |
|------|--|---------------------|--|------|-----------|----|
| 2017 | Research Highlights An International Research Refereed Journal (Approved) | Dr. Shishupal Singh | Research Highlights An International Research Refereed Journal (Approved) | 2017 | 2450-0644 | NA |
| 2016 | Printing Area International multilingual Research Journal (Approved by UGC Journal no.43053) | Dr. Shishupal Singh | Printing Area International multilingual Research Journal (Approved by UGC Journal no.43053) | 2016 | 2394-5303 | NA |
| 2016 | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | Dr. Shishupal Singh | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | 2016 | 2319-9318 | NA |
| 2016 | Varanasi Review: An (Approved by UGC Journal no 48402) | Dr. Shishupal Singh | Varanasi Review: An (Approved by UGC Journal no.48402) | 2016 | 2395-0390 | NA |
| 2015 | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no 48818) | Dr. Shishupal Singh | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no 48818) | 2015 | 2278-5655 | NA |
| 2015 | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | Dr. Shishupal Singh | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | 2015 | 2394-5303 | NA |

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| | | | | | | |
|------|---|----------------------|---|------|-----------------|----|
| 2015 | Vidhyavarta: International Multilingual Research Journal (Approved by U.G.C Journal No.62759) | Dr. Shishupal Singh | Vidhyavarta: International Multilingual Research Journal (Approved by U.G.C Journal No.62759) | 2015 | 2319-9318 | NA |
| 2014 | Asian Academic Research Journal of Multidisciplinary | Dr. Ramprakash Gupta | Asian Academic Research Journal of Multidisciplinary | 2014 | 2319-2801 | |
| 2013 | Conflux Journal of Education | Dr. Ramprakash Gupta | Conflux Journal of Education | 2013 | ISSN: 2320-9305 | NA |
| 2012 | Surya (PG) college of education | Dr. Arjun Lal | Family Education problems issues and possibilities | 2012 | NA | NA |
| 2012 | Bharat Teachers Training college, Nadbal, Bharatpur | Dr. Arjun Lal | National Seminar in topic Condition and direction of education in future prespective | 2012 | NA | NA |
| 2012 | | Dr. Arjun Lal | | | NA | NA |
| 2012 | Department of Education Govt. (PG college Ranikhet, Uttarakhand) | Dr. Arjun Lal | National seminar in topic present scenerio of teacher education, issues and changes. | 2012 | NA | NA |
| 2012 | Kanya Mahavidyalaya, Jalandhar | Dr. Arjun Lal | International conference on role of technology in enhancing quality of higher education | 2012 | NA | NA |
| 2013 | Jan Nayak Ch. Devi Lal (PG) College of education, Sirsa | Dr. Arjun Lal | National Seminar on "Today's Quality, Tomorrow's Success | 2013 | NA | NA |
| 2013 | St. Anee's College og Education & Research Centre (Pondicherry) | Dr. Arjun Lal | National Seminar on "Holistic Teacher Education: Challenges & Remedies | 2013 | NA | NA |

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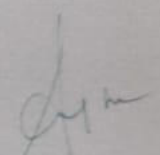
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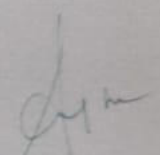
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Abstract

Of the 163 articles on HIV/AIDS, an overwhelming 70% were news stories, 17% were features and four were editorials. Fifty three stories had accompanying photographs while 11 items were photographs only. Most stories (83%) were placed on the inside pages of newspaper with seven stories however appearing on the front pages. Eleven stories were published in newspaper supplements. The media plays a critical role in creating public opinion, in spearheading social change. In the case of HIV/AIDS a clear understanding of the nuances of the subject, a concern for human rights, sensitive handling among journalists to understand and report on such a sensitive issue, and clear editorial oversight will enable the media to play a key role in facilitating a holistic and effective response to the HIV/AIDS epidemic in the state of Uttar Pradesh. (Dr. R. P. Singh, Varanasi) Uttar Pradesh, the most populous state of India, is a highly vulnerable region with regard to spread of the HIV/AIDS virus. The epidemic is presently low in visibility here, with the state having just 1.47% of the total number of AIDS cases reported countrywide. Statistics for 2005 of U.P. reveals 10,896 people infected with HIV/AIDS. The prevalence rate is 0.8 in groups considered high-risk and 0.23% in the rest of the population. Districts with high levels of infection include Allahabad, Lucknow, Agra and Gorakhpur. The analysis of HIV/AIDS reporting in U.P. shows that the issue has high visibility in the press with a large number of stories. Except for a single day when no story on the subject appeared in the media during the one month intensive analysis in May/June, in fact the coverage peaked up as many as 14 articles on one particular day. An average of 3-4 articles appeared daily. Of the 163 articles on HIV/AIDS, an overwhelming 70% were news stories, 17% were features and four were editorials. Fifty three stories had accompanying photographs while 11 items were photographs only. Most stories (83%) were placed on the inside pages of newspapers with seven stories however appearing on the front pages. Eleven stories were published in newspaper supplements. The state has in recent years grown exponentially into a frightening worldwide epidemic. WHO estimates that more than 10 million people are currently infected with human immune deficiency virus. UP is considered a low prevalence state for HIV/AIDS but with its large population the problem can become serious if awareness is low. A media study conducted to understand the role of the media in spreading awareness on this issue.

Introduction

Uttar Pradesh, the most populous state of India, is a highly vulnerable region with regard to spread of the HIV/AIDS virus. The epidemic is presently low in visibility here, with the state having just 1.47% of the total number of AIDS cases reported countrywide. Statistics for 2004 show that U.P. has 10,896 people infected with HIV/AIDS. The prevalence rate is 0.8% in groups considered high-risk and 0.23% in the rest of the population. Districts with high levels of infection include Allahabad, Lucknow, Agra and Gorakhpur. A content analysis of the coverage of HIV/AIDS by newspaper published from Uttar Pradesh was carried out from January-June, 2005. For a month from May - June, 2005, an intensive scan was carried out of all major print media in the state. This included 13 daily newspapers and a weekly

publication. All of them either originated from the state or were national papers with editions from Lucknow. The analysis of HIV/AIDS reporting in U.P. shows that the issue has high visibility in the press with a large number of stories. Except for a single day when no story on the subject appeared in the media during the one month intensive analysis in May/June, in fact the coverage peaked up as many as 14 articles on one particular day. An average of 3-4 articles appeared daily.

The frame of reference of the majority of stories was equally divided between National (90 stories) and state-level (78 stories), indicating that local journalists were quite active in reporting on the situation. Thirty stories were about the global HIV/AIDS situation, 25 dealt with the community-level situation and 7 stories looked at individuals affected by the virus. Only 24 stories carried multiple perspective of all affected parties and 19

INDIAN PSYCHOLOGY AND ITS BASICS

Amrendra Kr. Sinha

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Abstract

Paranjali's Ashtanga Yoga is a very systematic presentation of Raja Yoga. Both Bhagavat Gita and Ashtanga Yoga are supported to have been around the turn of 800 B.C. to A.D. Sankara's writings (8th century A.D.) on the different yoga as well as his Advaita Philosophy are considered as classics in the area and are of great value in the psychology of Consciousness as well as personal growth. Modern interest in religion can be traced to studies on Savasana. Rising popularity of meditation practice links psychology to oriental religions practices and philosophy. The term of Indian Psychology refers to the psychologically relevant materials in ancient Indian thought. Usually these terms does not cover modern developments in psychology in India. The major part of ancient Indian Psychology scriptures (Hindu, Buddhist and Jain) emphasis self-realization Samadhi or nirvana.

Introduction :

After 1960 Humanistic psychology emerged and psychologists became interested in para-normal dimensions of growth. Maslow's theory of self-actualization and transcendental self actualization established the link to the major part of ancient Indian theories and methods and almost the whole of ancient Indian writings became psychologically relevant. Psychology of Consciousness, Parapsychology, Psychology of Mysticism, Psychology of Religion and transpersonal Psychology borrow extensively from Indian writings. The term Oriental Psychology, Buddhist Psychology, Yoga Psychology, Jain Psychology etc. are frequently found in modern psychological literature now. There seems to be a paradigm shift to Western Psychology, a shift from the nation of mental disease and healing to personal growth, the reference point shifting from the statistical average or "normal" to the ideal or upper limit of man's potentiality. The importance of psychological doctrines embodied in Upanishads is viewed from the angle that these form the very basis of psychological principles developed in later Indian philosophies. A broad outline is presented fairly and accurately, and upon this foundation a detailed superstructure is constructed, with notable differentiations, in matters of details.

The enumeration of the five factor of personality (the five schedules) with Atman as the

innermost essence and the independent monarch of the physical and mental realm; sets 'mind' as its due place as a mere internal organ of thought and action (antahkarana), without any independent status but being illuminated and governed by the soul. The composition of mind as through the subtle ingredients of matter (the food) is another notable discovery. The chariot parable beautifully illustrates the exact place and functioning of mind in relation to body and soul. The scope of its functioning has been well demarcated through hierarchy of man, buddhi and ahankara, and citta also as the organ of perception, intellectual discrimination (or reflection) and ego (and memory also). Some details have been given regarding the lower functioning of the mind, sensory or motor. Reference has also been made of the storing in the subconscious mind past impressions, desires (vasanas) and abilities, governing the birth of a jiva in a particular environment for purposes of reaping the fruits of action. It has been declared that mind does not perish at the time of death, but accompanies the jiva in a subtle form, as a part of the subtle body (linga sarira) along with pranas (vital airs), retaining in it all the past impressions (samskaras) to be transferred to the next birth. The method of introversion, controlling of thought, deep concentration and meditation has been suggested for attaining higher power of mind as a step towards self-realization and liberation. Mind as an agency of both bondage and liberation has

been emphasized again and again. A few catchy references about perception, attention, reflection, emotion of fear, will, memory, desire, pleasure, pain, faith and determination do not make any headway in explaining the characteristics of day-to-day conduct and behaviour. The number of the organ of perception differs from scripture to scripture (sometimes five, sometimes eight). It suggests that psychology of perception was still vaguely understood. No account of the nervous system is given apart from mentioning some nadis in a mysterious way. References about ignorance (maya) veiling the individual mind are still clothed in mysterious language. A note of optimism, however, prevails everywhere, guaranteeing supreme bliss to every one who makes efforts in realizing the self.

The seeds of all the later philosophies were sown during the Upanisadic period, and hence the principles, though very few in number and pithy and terse in details, form the backbone of Indian Psychology. On account of its direct emergence from Upanisadic philosophy, it offers a great departure, both in matter and method, from the Western psychology. Upanisadic sages proclaimed all the with confidence through intuition and introspection was observation at the super conscious level. They 'saw' and declared and hence their doctrines were called 'darshana'-the vision. The range of their observation was not limited in time and space to the present behaviour in the present wakeful state, but extended to the past and future of the human individual, to all the states of mental consciousness, and to the universe as a whole, as an extension of the Self. Hence the deep relationship of the psychological principles with metaphysics and ethics. Human behaviour and conduct cannot be studied apart from the ultimate goal of human life. Psychology thus becomes both a positive as well as normative science, deeply founded on Darshana.

Human personality, according to Samkhya is the product of conjunction and interaction of a pure Spirit (Purusa) and Matter (Prakriti). The empirical self (jiva) is the composite of Spirit and Matter, the former is sentient and the latter is sentient

The two are interdependent like the lame and the blind. The physical and the mental organism attached to Purusa is the manifestation of Prakriti, and without it the Purusa is inactive, as is the organism lifeless without Purusa. Purusa is neither evolves nor evolves. It is pure eternal and unchangeable. So on the whole the personality has two mutually interdependent constituents: (i) Spirit, Purusa and (ii) the psycho-physical apparatus - the mind-body. Samkhya gives great prominence to Buddhi in the personality of a human being. A similar hierarchy has been presented by Kathopanishad, where the soul is considered to be the charioteer, buddhi the driver, manas the reins and body the chariot.

Samkhya explains in details the intelligent principle (Mahat) acting in the Universe. It explains the interaction between matter and spirit. Thus we have Psycho-physical phenomena at the cosmic level and at the individual level. It attempts to solve the riddle of mind-body relationship, which has given rise to a number of theories in the West. The theory of interaction (Sanghata) is a profound discovery. The theory of mutual reflection of Purusa and Buddhi is a further contribution to this field. The metaphor of lame and blind in explaining the mutual interdependence of matter and spirit is striking. In dealing with the psychological principles found in the Samkhya, we shall mainly depend upon the Samkhya Karika and the commentaries on it, and quote further references from Kapila and his commentators. It is obvious that an account of purely psychological speculations in Samkhya it should be preceded by a brief metaphysical and ontological account which forms the very basis of Samkhya psychology. This system accepts the common postulates of Upanishads namely the principle of soul, law of karma, transmigration, devotion and salvation. It uses the word Purusa for Atman of the Upanishads. The Samkhya Karika expounds dualistic doctrine of Purusa and Prakriti as the ultimate cause of the Universe in action. It gives a clear account of the cosmology and ethics and later on makes new discoveries in the field of

दर्शन में निरीश्वरवाद

पंथारी ताल

एम०ए०(हिन्दी), एम०एस०सी०(रसायन), एम०एड०

एम०एम०ए०सी०एस०टी०टी० कॉलेज

भोजपुर (बिहार) भारत

दार्शनिक निरीश्वरवादी अथवा तत्वमीमांसात्मक अनीश्वरवाद के मतानुसार कोई परमसत्ता नहीं है जिससे हम पूजा या आराधना कर सकें। यह ईश्वर की सत्ता का विरोध करता है इसके मतानुसार ईश्वर के अस्तित्व का कोई प्रमाण नहीं है। प्लिनिय के अनुसार, "अनीश्वरवाद ईश्वर के अस्तित्व और विश्वास का विरोध करने वाला सिद्धान्त है।"

घाबोंको ने अपने दर्शन में ईश्वर को कोई स्थान नहीं दिया है वह ईश्वर के अस्तित्व को नहीं मानते हैं इनका मानना है कि ईश्वर प्रपञ्च रूप में दिखायी नहीं पड़ता है इस कारण वह अस्तु है क्योंकि ज्ञान प्राप्त करने का एक मात्र साधन प्रत्यक्ष ही है। ने ईश्वर के प्रति कटोरा ज्यों का प्रतीत करते हैं। इनका कहना है कि हर बात के पीछे ईश्वर को खींच लेना सही नहीं है ईश्वर कर्मविक्रम वस्तु है। इनके अनुसार जगत भौतिक है तथा इसकी उत्पत्ति भौतिक द्रव्यों से हुई है जगत का उत्पन्न लेना स्वभाव है। इसलिए जगत की कर्त्ता की आवश्यकता नहीं है। कर्त्ता कहता है कि, "आग गर्म है, जल शीतल है, खनु में स्थर है, यह सब विमाने रख है। यह सब स्वयंका होता है। मोर को चिपित कौन करता है, केंचल को मधुर स्वर कौन प्रदान करता है? स्वभाव के अतिरिक्त इनका अन्य कारण नहीं।"

प्राग्मिक दौड़ दर्शन सुलेनार पर अनीश्वरवादी था। बुद्ध ने केवल चार आर्य सत्तों के पालन पर बल दिया है इन्होंने ईश्वर से सम्बन्धित प्रश्नों को अव्याकृत प्रश्न कहा है तथा ईश्वर चिन्तन को अनुपयोगी कहा है। बुद्धधर्म ने बुद्धचरित्र में बुद्ध भगवान के मुख से निकली निरीश्वरवादी सुक्ति को प्रस्तुत किया है कि, "यदि ईश्वर इस विश्व का रचयिता होता, तब सभी वस्तुमें उससे उत्पन्न होकर ज्यों नाशवान होती कन्ते दुःख और विनाश होता क्यो कोई भी कार्य अनुचित होते।"

बौद्ध धर्म में ईश्वर की सत्ता को स्वीकार करना उसी प्रकार हास्यास्पद समझा गया है जिस प्रकार कल्पित सुन्दर रमणी में विश्वास करना। जैन दर्शन का भी प्रारम्भिक स्वरूप बौद्ध दर्शन की तरह निरीश्वरवादी था। यह दर्शन ईश्वर के अस्तित्व सम्बन्धी प्रमाण का खण्डन करता है हम ईश्वर को प्रत्यक्ष या अनुमान किसी भी प्रमाण से सिद्ध नहीं कर सकते हैं और जब उसका अस्तित्व ही नहीं है तो उसके गुणों को भी हम नहीं मान सकते हैं।

उल्लेखनीय है कि जैन एवं बौद्ध दर्शन का आरम्भिक स्वरूप निरीश्वरवादी था परन्तु वैचारिक विकास के साथ ही उन्होंने अपने संस्थापकों में ईश्वर के तत्व को निरूपित किया, जबकि वे प्रत्यक्ष रूप से ईश्वर के अस्तित्व को अस्वीकार करते रहे हैं इस दर्शन में ईश्वर के स्थान पर तीर्थंकरों को माना गया है इनके अनुसार ईश्वरतत्व के पद को ग्रहण करने वाली जो अतीन्द्रिय सत्ता है वह विश्व से उत्पन्न नहीं है मानव का आदर्श स्वयं मानव ही है। वह अपने कर्म के द्वारा ईश्वर के पद को ग्रहण कर लेता है। इनके मतानुसार, "मनुष्य स्वतः ही अपने लिए आदर्श उपस्थित करने में समर्थ है और इसके लिए ईश्वरत्व की कल्पना निरर्थक है।"

सांख्य भी जगत की व्याख्या के लिए ईश्वर को आवश्यक नहीं मानते हैं सांख्य प्रकृति और पुरुष से जगत की व्याख्या करते हैं। इसलिए उसे ईश्वर की आवश्यकता नहीं है। ईश्वर निरव तथा अजीवर्क-शील है फिर इस अनिव्य और परिवर्तनशील जगत की उत्पत्ति ईश्वर कैसे कर सकता है। प्रकृति तथा पुरुष के संयोग से ही जगत की उत्पत्ति हुई है ईश्वर के अस्तित्व को स्वीकार करने से मनुष्य की संकल्प स्वतंत्रता भी अक्षुण्ण नहीं रह पाती।

कार्मकादि के अनुसार, "सांख्य दर्शन की मान्यता की आधारभूमि में निरीश्वरवाद को ही सुनिश्चित रास्ता

माना जा सकता है, अर्थात् प्रकृति द्वारा सृष्टि, जैसी के द्वारा अपने ही प्रवास से अन्तर्गत की प्रकृति और अन्त में विवेक के फलस्वरूप प्रलय। यहाँ अविनाश प्रकृति की सभी प्रकृतिपूर्ण पुरुष को ही संयोग से आरम्भ होकर संचालित होती है, इसलिए सृष्टि के अन्तर्गत रहने पर भी पुरुष मोक्ष प्राप्ति के निमित्त सृष्टि का संचालन होना संगत मान्यता देता है।"

मीमांसा दर्शन में वेदों को अदोषपूर्ण माना गया है वेदों को प्रमाणित करने के लिए भी मीमांसक को ईश्वर की आवश्यकता नहीं महसूस होती है यह दर्शन जगत की उत्पत्ति और प्रलय को नहीं मानता है कुमारिल के मतानुसार सत्ता कभी अन्वया नहीं था इसमें सन्देह नहीं है कि वस्तुमें परिवर्तित होती रहती है परन्तु इसकी व्याख्या वास्तविकता की स्व-परिणामिता से हो जाती है। जगत में जो भी परिवर्तन होता है उसकी प्रेरणा जीवों के पिछले कर्मों से मिल जाती है। इसमें पौराणिक देवताओं को भी स्वीकार नहीं किया गया है।

पद्यों में जिन देवताओं को ऋषि वी जाड़ी है वे सभी काल्पनिक है वास्तविक रूप में उनका कोई अस्तित्व नहीं है। कुमारिल कहते हैं कि शरीर के बिना वासनायें कृतिमात्र उत्पन्न नहीं कर सकती हैं इसी तरह अशरीरी ईश्वर को भी सृष्टि निर्माण के लिए तीव्र इच्छा नहीं उत्पन्न हो सकती है। वह सृष्टि कर्त्ता नहीं हो सकता है यदि वह पूर्ण है तो उसे सृष्टि का निर्माण करने की आवश्यकता ही नहीं है। अद्वैत वेदान्त में ईश्वर को व्यावहारिक सृष्टि से सत्य माना गया है लेकिन पारमार्थिक सृष्टि से उसके सत्य नहीं माना गया है। इनके अनुसार ईश्वर को तर्कों द्वारा सिद्ध करना सम्भव नहीं है ये ईश्वर के अस्तित्व को श्रुति के द्वारा प्रमाणित मानते हैं। इनके दर्शन में ब्रह्म निर्गुण और निराकार है ब्रह्म का प्रतिबिम्ब जब माया पर पड़ता है तब वह ईश्वर हो जाता है ईश्वर माया के द्वारा जगत की रचना करता है। ज्ञान दृष्टी के अनुसार मानव आदर्शपूर्ण पर निर्भर है उसकी किसी दूसरी शक्ति की आवश्यकता नहीं है भौतिक जीवन को सफल बनाना ही उसका मुख्य उद्देश्य है यह प्रकृति को अनुकूलनीय मानते हैं तथा पार-भौतिक जगत को अस्वीकार करते हैं।

ब्लेम्फैट के अनुसार मान्यतावादी किसी दैवीसत्ता को स्थान नहीं देते हैं मान्यतावादी आभावादी हैं। मार्क्सवादी सत्यवाद में मन्त्र किन्हीं को स्वर्गीय स्थान दिया गया है इसे द्रव्यमय भौतिकवाद भी कहा जाता है यह प्रकृति के द्रव्यात्मक विश्वास की प्रकिया से ही मानव के गुणों का विकास मानते हैं। यह ईश्वर जैसे किसी आध्यात्मिक तत्व को स्वीकार नहीं करते हैं। मन्त्रों में कर्म की अर्थम का नष्ट कर्म है जहाँता जब सबूत का सम्बन्ध करते हैं उन्हें आद को अस्मर्त पाता है तब वह निराश होकर ईश्वर जैसी प्रकृति में विश्वास करने लगता है जहाँका वास्तव में ईश्वर जैसी कोई सत्ता नहीं है। इयुन ने ईश्वर सम्बन्धी मन्त्रों का खण्डन किया है इनके अनुसार ईश्वर को विश्वरूपी कर्म का कारण हम नहीं मान सकते हैं यह प्रत्येकनवादी मन्त्र का भी खण्डन करते हैं। वह कहते हैं कि यदि ईश्वर ने प्रत्येकन निर्मित है तो फिर यह सीमित ईश्वर फिर ईश्वर नहीं रह जाता इनका मानना है कि ईश्वर केवल अन्वय और विश्वास का विषय है डेम्ब्रोसिस्ट जगत की वस्तुओं को नहीं बल्कि अन्वय को ही परमानुक्तों से निर्मित मानते हैं। जेम्सवादी ज्ञान की सम्भावना को सृष्टि में रखकर ईश्वर के अस्तित्व को स्वीकार नहीं करते हैं। नीचे के दर्शन में ईश्वर के लिए कोई स्थान नहीं है इन्होंने एक नीति कदा के द्वारा अनीश्वरवाद को बारी में बताया है कि, "एक वास्तव प्राप्त-वेदा में जहाँता सातहने को लेकर बीडगा हुआ वाक्य में पहुँचता है और लगभग चिन्तता है ये ईश्वर को बुद्ध राह हूँ मैं ईश्वर को बुद्ध राह हूँ जब कभी किसी बुद्ध उससे प्रश्न करते हैं तो वह निर्भीकता से उत्तर देता है, मैं मैं जानता हूँ कि ईश्वर कर्म है। हम लेते हैं उसकी तत्वा का ही है, हम ने तुम्हें सबे ने।" इसके माध्यम से नीचे का कथन कहते हैं कि ईश्वर हमारे हृदय में जीवित नहीं है विज्ञान और वैज्ञानिक के युग में ईश्वर का कोई महत्व नहीं है। ईश्वर पर निर्भर होकर मनुष्य सूर को मूल रूप है ये ईश्वर विहीन सत्ता में मानवीय महत्व को स्थापित करने की कोशिश करते हैं उनका मानना है कि अनीश्वरवाद से मनुष्य का अक्षय्य भंडार उत्पन्न होना करने की शक्ति बढ़ेगी।



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“Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.”

Aristotle

dedicated to

**The Ones
Deprived of Education**

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Miscellany

SELF-CONCEPT AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS

A.S. Arul Lawrence¹ and A. Vimala²

Abstract

The present study Self-concept and Achievement Motivation of High School Students was investigated to find the relationship between Self-concept and Achievement Motivation of High School Students. Data for the study were collected using Self-concept Questionnaire developed by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) developed by V.P. Bhargava (1994). The investigator used simple random sampling technique for selecting the sample. The sample consists of 250 high school students. For analyzing data 't' test, ANOVA and Pearson's product moment co-efficient correlation were the statistical techniques used. Finding shows that there is a significant relationship between self-concept and achievement motivation of high school students.

Key words: Self-concept, self-esteem, Achievement Motivation, Achievement, Motivation, High School Students.

INTRODUCTION

Stanley Hall (1904) described adolescence as a period of great “storm and stress”, corresponding to the time when the human race was in a turbulent, transitional stage on the way to becoming civilized (Lama Majed Al-Qaisy and Jihad Turki, 2011). Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Adolescence is the period of transition from a relatively dependant childhood to the psychological, social and economic self sufficiency of adulthood (Shubhangi Kamble, 2009). It is the time during which many developmental changes takes place in the individual like the way he thinks, looks and behaves. Adolescence is the period of time when the surge of life reaches its highest peak (Jersild, 1963). Adolescence can be a time of high risk for children, where newfound freedoms can result in decisions that drastically open up or close off life opportunities. Achievement during this period can be a stepping stone for the forthcoming year. Only if an adolescent has good achievement motivation and self-concept he can succeed in life.

Self-concept is considered by many researchers as the central theme of life which affects all relationships, performances and achievements either positively or negatively. The basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. Academic success or failure appears to be as deeply rooted in concept of self as it is in measured mental ability. Motivation is generally defined as internal condition that stimulates, directs and maintains behavior. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement. At this stage, the urge to learn increases (Woolfolk, 2004). Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. According to Deci and Ryan (2000) motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is self concept, or the way one thinks about oneself to perform a task successfully. There is considerable evidence to support the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve (Riffat-Un-Nisa Awan, Ghazala Noreen & Anjum Naz, (2011).

This study's purpose is to explore student achievement motivation, their self concept and how these factors impact them.

SIGNIFICANCE OF THE STUDY

Self-concept is an important element in the growth and developmental process for individual human beings. High school education is the foundation for higher education. In high schools, curriculum is common; also the students of this age are adolescents. Self-concept at school seems to be affected by the image that other significant persons (teachers, parents, peers) have of the pupil (Burns, 1982; Cugmas, 1992; Harter, 1986) and by social comparison with others in the same setting (Rogers, Smith, Coleman, 1978). Those who have high self-concept can easily develop high level of intrinsic motivation within themselves which leads to great achievement. Achievement motivation, as it relates to students, is very

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important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe and Jenkins, 1993).

All students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge.

Our self-concept and how competent we feel is what gives the motivation to achieve certain goals. Therefore the investigator desires to study the self-concept and achievement motivation in high school students. So, the following topic has been selected by the investigator for the research.

STATEMENT OF THE PROBLEM

“Self-Concept and Achievement Motivation in High School Students”. The investigator adopted the following definitions for the terms used in this title.

Self-concept

Baumeister (1999) defines *self-concept* as "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Self-concept is defined as a “Concept regarding individuals own self-evaluation of himself, feeling that one has about himself” (Prasad and Thakur, 1977).

Self-concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood, 2006).

Self-concept is an individual's awareness of her/his own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what s/he is and what s/he would like to be) (Lawrence, 1996).

Achievement Motivation

Atkinson (1966) defines achievement motivation as the striving to increase one's capacity or activities in which a stand of excellence is to apply and where the execution of such activities can either succeed or fail.

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953).

High School Students

High school students refer to the students those who are studying IX and X standard in high and higher secondary schools.

OBJECTIVE OF THE STUDY

To find the relationship between Self-concept and Achievement Motivation of high school students.

NULL HYPOTHESES

1. There is no significant difference between high school boys and girls in their self-concept.
2. There is no significant difference among rural, sub-urban and urban high school students in their self-concept.
3. There is no significant difference among government, aided and unaided high school students in their self-concept.
4. There is no significant difference between high school boys and girls in their achievement motivation.
5. There is no significant difference among rural, sub-urban and urban high school students in their achievement motivation.

6. There is no significant difference among government, aided and unaided high school students in their achievement motivation.
7. There is no significant relationship between the self-concept and achievement motivation of high school students.

METHOD

Self-concept Questionnaire developed by Raj Kumar Saraswath (1984) and Achievement Motive Test (ACMT) developed by V.P. Bhargava (1994) were used for the collection of data. The reliability of Self-concept questionnaire and Achievement Motive Test were 0.91 and 0.87 respectively. The investigator has adopted survey method for this study.

Population for this study was students studying IX and X standard in high and higher secondary schools in Tirunelveli district.

The investigator used simple random sampling technique for selecting the sample. The sample consists of 250 high school students from 8 schools. Among them 170 are boys and 80 are girls.

For analyzing data 't' test, ANOVA, and Pearson's product moment co-efficient correlation were used as the statistical techniques.

DATA ANALYSIS AND FINDINGS

Findings based on the hypotheses and followed by data analysis are given as follows;

Table 1. Difference in Self-Concept of High School Students with Reference to Gender

| | Gender | N | Mean | SD | df | Calculated 't' value | Table Value | Remarks at 5% level of significance |
|--------------|--------|-----|-------|-------|-----|----------------------|-------------|-------------------------------------|
| Self-concept | Boys | 170 | 19.04 | 4.196 | 248 | 2.617 | 1.96 | Significant |
| | Girls | 80 | 20.37 | 2.587 | | | | |

Table 1 shows that there is significant difference between high school boys and girls in their self-concept.

Table 2. Difference in Self-concept of High School Students with Reference to Locality of School

| | School Locality | Mean | SSb | SSw | df | Calculated 'F' Value | Table Value | Remarks at 5% level of significance |
|--------------|-----------------|-------|--------|---------|-------|----------------------|-------------|-------------------------------------|
| Self-concept | Rural | 19.21 | | | 2,247 | 13.135 | 3.04 | Significant |
| | Semi-urban | 16.24 | 346.28 | 3255.96 | | | | |
| | Urban | 20.24 | | | | | | |

Table 2 shows that there is significant difference among rural, sub-urban and urban high school students in their self-concept.

Table 3. Difference in Self-concept of High School Students with Reference to Type of School

| | Type of School | Mean | SSb | SSw | df | Calculated 'F' Value | Table Value | Remarks at 5% level of significance |
|--------------|----------------|-------|--------|---------|-------|----------------------|-------------|-------------------------------------|
| Self-concept | Govt. | 18.82 | | | 2,247 | 6.362 | 3.04 | Significant |
| | Aided | 19.04 | 176.47 | 3425.77 | | | | |
| | Un-aided | 20.87 | | | | | | |

Table 3 shows that there is significant difference among government, aided and unaided high school students in their self-concept.

Table 4. Difference in Achievement Motivation of High School Students with Reference to Gender

| | Gender | N | Mean | SD | df | Calculated 't' value | Table Value | Remarks at 5% level of significance |
|------------------------|--------|-----|-------|------|-----|----------------------|-------------|-------------------------------------|
| Achievement Motivation | Boys | 170 | 19.46 | 3.45 | 248 | 3.612 | 1.96 | Significant |
| | Girls | 80 | 21.01 | 2.41 | | | | |

Table 4 shows that there is significant difference between high school boys and girls in their achievement motivation.

Table 5. Difference in Achievement Motivation of High School Students With Reference to Locality of School

| Achievement Motivation | School Locality | Mean | SSb | SSw | df | Calculated 'F' Value | Table Value | Remarks at 5% level of significance |
|------------------------|-----------------|-------|-------|---------|-------|----------------------|-------------|-------------------------------------|
| | Rural | 20.27 | | | | | | |
| | Semi-urban | 18.16 | 92.08 | 2515.51 | 2,247 | 4.521 | 3.04 | Significant |
| | Urban | 20.08 | | | | | | |

Table 5 shows that there is significant difference among rural, sub-urban and urban high school students in their achievement motivation.

Table 6. Difference in Achievement Motivation of High School Students with Reference to Type of School

| Achievement Motivation | Type of School | Mean | SSb | SSw | df | Calculated 'F' Value | Table Value | Remarks at 5% level of significance |
|------------------------|----------------|-------|-------|---------|-------|----------------------|-------------|-------------------------------------|
| | Govt. | 20.35 | | | | | | |
| | Aided | 19.34 | 94.88 | 2512.71 | 2,247 | 4.664 | 3.04 | Significant |
| | Un-aided | 20.73 | | | | | | |

Table 6 shows that there is significant difference among government, aided and unaided high school students in their achievement motivation.

Table 7. Relationship between Self-Concept and Achievement Motivation of High School Students

| Self-Concept and Achievement Motivation | N | Calculated 'γ' Value | Table Value | Remarks at 5% level of significance |
|---|-----|----------------------|-------------|-------------------------------------|
| | 250 | 0.194 | 0.139 | Significant |

Table 7 shows that there is significant relationship between the self-concept and achievement motivation of high school students.

CONCLUSIONS

Based on the analysis of data the investigators conclude the finding that there is significant difference in the self-concept of high school students in terms of gender, locality and type of school. There

is significant difference in the achievement motivation of high school students in terms of gender, locality and type of school.

There is significant relationship between the self-concept and achievement motivation of high school students.

From this study, 't' test reveals that the girls (M=20.37) are better than the boys (M=19.04) in their self-concept. This is due to the fact that girls are given much more importance than the boys in family and society. Now they are getting equal opportunities and they occupy high positions in almost all fields.

'F' test reveals that the students studying in the urban schools (M=20.24) are better than the students from rural (M=19.21) and semi-urban (M=16.24) schools in their self-concept. This is due to the fact that the students from urban schools are exposed to great facilities and equipment and they get rich experiences. This may help them in enriching their mind and excel in their self-concept.

'F' test reveals that the unaided school (M=20.87) students are better than the aided school (M=19.04) and government school (M=18.82) students in their self-concept. This is due to the fact that the unaided school students have sound financial assistance to meet their basic needs and they concentrate more on their studies. They may have adequate freedom and motivation for their learning. In their schools, the teachers may also harness their efforts to reach the desired aims and goals.

't' test reveals that the girls (M=21.01) are better than the boys (M=19.46) in their achievement motivation. This is due to the fact that females are hard working, interested in studies, having less distraction due to the technological exposure than the males. So, they have more achievement motivation.

'F' test reveals that the students studying in the rural schools (M=20.27) are better than the students from urban (M=20.08) and semi-urban (M=18.16) schools in their achievement motivation. This is due to the fact that the students from rural schools are not given adequate training and coaching. Their parents may be illiterate and have low income. This motivates them to study well and achieve in life.

'F' test reveals that the un-aided school (M=20.73) students are better than the government school (M=20.35) and aided school (M=19.34) students in their achievement motivation. This is due to the fact that the unaided schools are conducting extra coaching classes, life skills programme to the students in order to bring their talents out. In their schools the teachers may also harness their efforts to reach the desired aims and goals. Un-aided school students realise the importance of studies and the teachers also guide the students properly to gain achievement motivation.

The correlation analysis reveals that there is a significant relationship between self-concept and achievement motivation of high school students. This is due to the fact that the students with high self-concept are aware of their strengths and weaknesses and know about their capabilities. Therefore, they are able to rectify their weaknesses and develop their strengths to achieve higher in this competitive world.

From the present study it is found that the self-concept and achievement motivation of high school students is moderate. It is found out that there is a positive relationship between the self-concept and achievement motivation of high school students. To improve the self-concept of high school students, efforts must be taken by the teachers and parents to provide a good environment both inside and outside the school. By this way, they will develop their self-concept which will further lead to understanding of their capabilities, strengths, weaknesses, interests, attitude, aptitude, emotions, knowledge etc. this will finally lead them to develop a high level of achievement motivation.

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Let us join together to have a time

'No more privileged and the deprived'



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Contact no-9452008880, 7388493677

Email – shishupal.singh10@bhu.ac.in, shishupalsingh1977@gmail.com

1. Academic Qualification

| Exam Passed | Board/University | Year | Subjects | Div. | Percentage | Points of API Score |
|--------------|-----------------------------|------|-------------------|------------------|------------|---------------------|
| High School | U.P. Board, Allahabad | 1993 | Arts | II nd | 46.66% | |
| Intermediate | U.P. Board, Allahabad | 1995 | Arts | II nd | 45.88% | |
| B.A. | C.S.J.M. UNIVERSITY, KANPUR | 1998 | Arts | II nd | 52.00% | |
| M.A. | C.S.J.M. UNIVERSITY, KANPUR | 2010 | Political Science | I st | 65.41% | |

2. Professional Qualification

| Exam Passed | Board/University | Year | Subjects | Div. | Percentage | Points of API Score |
|---------------------------------|-----------------------------|----------|--------------------------------|---------------------------|------------|---------------------|
| B.Ed. | C.S.J.M. UNIVERSITY, KANPUR | 2006 | Education | I st | 76.00% | |
| M.Ed. | C.S.J.M. UNIVERSITY, KANPUR | 2008 | Education | I st | 72.33% | |
| M.Phil. | C.S.J.M. UNIVERSITY, KANPUR | 2011 | Education | I st | 71.05% | |
| PGDHE | IGNOU, NEW DELHI | 2018 | PG Diploma in Higher Education | I st Very Good | 88.00% | |
| PGDVGCC | UPRTOU, ALLAHABAD | 2018 | PG Diploma in VGCC | I st | 66.00% | |
| 1. UGC NET QUALIFIED (15090306) | | DEC-2013 | Education | 58.29% | | |
| 2. UGC NET QUALIFIED (15090314) | | DEC-2014 | Education | 58.86% | | |
| 3. Ph.D. | BANARAS HINDU UNIVERSITY | 2022 | Education | Awarded | | |

3. Teaching Experience: -

| SN. | Name of Institution | Designation | Status | Pay Scale / Salary | From | To | Effective Time Period | Points |
|-----|--|---------------------|-----------|--------------------|------------|------------|-----------------------------|--------|
| 1. | M.M.A.D.S Teachers Training college Jagdishpur Bihar | Assistant Professor | Permanent | 15600-6000-39100 | 07/02/2012 | 15/01/2016 | 03Years, 11 Months, 17 Days | 7.9 |

4. Publications:

| S. No | Name of Journals and Research Papers in Peer-Reviewed or UGC listed Journals | Topic | I.S.S.N | Impact Factor | Publication | Vol No Issues No | Publication & Year |
|-------|--|--|-----------|---------------|---|------------------------|--|
| 1. | Aarhat Multidisciplinary International Education Research Journal (AMIERJ) Peer- Reviewed Journal (Approved by UGC Journal no.48818) | बी०एड० कक्षा में अध्ययनरत सामान्य जाति एवं अनुसूचित जाति के छात्राध्यापक तथा छात्राध्यापिकाओं के तनाव एवं आकांक्षा स्तर का तुलनात्मक अध्ययन | 2278-5655 | 0.948 | Online | Vol No IV Issues IV | June-July- 2015 Page no-114-123 |
| 2. | Printing Area: International Multilingual Research Journal (Approved by UGC Journal No.43053) | नवोदया विद्यालय, केन्द्रीय विद्यालय एवं माध्यमिक विद्यालय के विद्यार्थियों के पर्यावरणीय ज्ञान के प्रति द्रष्टिकोण का तुलनात्मक अध्ययन | 2394-5303 | | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept,2016 | Vol No-01 Issues No-11 | Nov-2015 Page no-155-162 |
| 3. | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | व्यावसायिक शिक्षा क्षेत्र में अध्ययनरत छात्र व छात्राओं में बढ़ रही नशे की प्रवृत्ति का अध्ययन | 23199318 | | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept,2016 | Vol No-05 Issues No-12 | Oct-Dec-2015 Page no-190-194 |
| 4. | Printing Area International multilingual Research Journal (Approved by UGC Journal no.43053) | छत्रपति शाहू जी महाराज विश्वविद्यालय कानपुर नगर के छात्राध्यापक तथा छात्राध्यापिकाओं के आत्म संप्रत्यय, समायोजन तथा सामाजिक- आर्थिक स्थिति के मध्य संबंध का अध्ययन | 2394-5303 | 3.024 | Harshwardhan Publication, Limbaganesh, District-Beed, India | Vol No-01 Issues No-19 | July-2016 Page no-215-219 |
| 5. | Vidhyavarta: International Multilingual Research Journal (Approved by UGC Journal No.62759) | बी०एड० कक्षा में अध्ययनरत सामान्य जाति व अनुसूचित जाति के छात्राध्यापक तथा छात्राध्यापिकाओं के तनाव एवं समायोजन का तुलनात्मक अध्ययन | 2319-9318 | 3.102 | Harshwardhan Publication, Limbaganesh, District-Beed, India Sept,2016 | Vol No-02 Issues No-15 | Sept-2016 Page no-194-197 |
| 6. | Varanasi Management Review: An International Research Refereed Journal (Approved by UGC Journal no.48402) | Vedanta Philosophy: A View of Swami Vivekananda Ji | 2395-0390 | | Future Fact Society, Varanasi Up India, Jan-March 2016 | Vol No-II Issues No-1 | March-2016 Page no-128-130 |
| 7. | Varanasi Management Review: An International Research Refereed Journal (Approved by UGC Journal no.48402) | Concept of Teacher Education in The Context of Indian Society | 2395-0390 | | Future Fact Society, Varanasi up India, Jan-March 2016 | Vol No-III Issues No-3 | Sept-2017 Page no-95-102 |
| 8. | Research Highlights: An International Research Refereed Journal (Approved by UGC Journal no.48441) | Global Education: Teaching, Learning and Curriculum in Perspective of India | 2350-0611 | | Future Fact Society, Varanasi up India, July-Sept 2017 | Vol No-IV Issues No-3 | Sept-2017 Page no-99-103 |
| 9. | Research Highlights: An International Research Refereed Journal (Approved | Implementation of the Philosophy of shri Mad Bhagwat Gita in Education | 2350-0611 | | Future Fact Society, Varanasi Up | Vol No-IV | Dec-2017 |

| | | | | | | | |
|-----|--|--|-----------|-------|---|-------------------------------|-----------------------------------|
| | by UGC Journal no.48441) | | | | India, Oct-Dec 2017 | Issues No-4 | Page no-61-68 |
| 10. | Shodhprerak: A Multidisciplinary Quarterly International Research Refereed Journal (Approved by UGC Journal 47168) | Swami Vivekananda's Concept of Education: Message for Teacher Educators | 2231-413x | | VEER BAHADUR SEVA SANSTHA, LUCKNOW, | Vol No-VII Issues No-4 | Oct-2017 Page no-156-162 |
| 11. | Annals of Multi-Disciplinary Research: A Multidisciplinary Quarterly International Research Refereed Journal (Approved by UGC Journal 48728) | Implementation of Educational Philosophy of Shri Aurobindo Ghosh In Present Education System of India | 2249-8893 | | In charge Director, School of Humanities UPRTOU, Allahabad, Dec,2017 | Vol No-VII Issues No-4 | Dec.2017 Page no-178-183 |
| 12. | SHODH PRAVAHA: A Multidisciplinary Research Refereed Journal (Approved by UGC Journal 49297) | Qualities of A Good Teacher: Merits and Problems | 2231-4113 | | Academic Staff College, BHU, Varanasi | Vol No-VII Issues No-4 | Oct-2017 Page no-128-136 |
| 13. | Vaichariki: A Multidisciplinary Refereed International Research Journal (Approved by UGC Journal 47299) | Quality Improvement in Higher Education: Challenges and Suggestions | 2249-8907 | | Department of Sanskrit, B.R.A. Bihar University, Mujjafferpur | Vol No-VII Issues No-4 | Dec-2017 Page no-88-99 |
| 14. | Academic social research: An International Research Journal (Approved by UGC Journal 47715) | Changing Scenario of Higher Education in Progressive India | 2456-2645 | | Sarswati Mahila Mahavidhyalay, Kanpur Oct-Dec,2017 | Vol No-3 Issues No-IV | Dec-2017 Page no-92-96 |
| 15. | JIGYASA: An Interdisciplinary Refereed Research Journal (Approved by UGC Journal 40957) | Peace Education as Master Key of Social Problems | 0974-7648 | | Poddar Foundation, Tara Nagar Colony, Chhittupur, BHU, Varanasi | Vol No-X Issues No-4 | Dec-2017 Page no137-146 |
| 16. | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal 49319) | Need of Implementation of Buddhist Philosophy in Present Education System of India | 0973-8762 | | Manvi Seva Samiti, Marandi, BHU, Varanasi | Vol No-LXXV I Issues No-13 | Dec-2017 Page no-113-119 |
| 17. | JIGYASA: An Interdisciplinary Refereed Research Journal (Approved by UGC Journal 40957) | Relevance of Educational Philosophy of Mahatma Gandhi in Present Education System of India | 0974-7648 | 4.172 | Poddar Foundation, Tara Nagar Colony, Chhittupur, BHU, Varanasi | Vol No-XI Issues No-3 | July-2018 Page no-300-308 |
| 18. | MANAVIKI: An International Journal of Humanities & Social Sciences (Approved by UGC List No. 42515) | Anger of Students and Its Causes Towards Present Educational and Social Scenario of Banaras Hindu University | 0975-7880 | 3.097 | A Refereed Journal of the Society for Education & Social Welfare, Varanasi-221005 | Vol No-IX Issues No-II | Janu-June-2018 Page no-333-341 |
| 19. | अयन Ayan: An International Multi-Disciplinary Quarterly | Attitude of Prospective Teachers towards Teaching of the Faculty of Teacher | 2347-4491 | 2.382 | Lok Manav Samaj Kalyan Sans than | Vol No-6 | Sept-2018 |

| | | | | | | | |
|-----|--|--|---------------|-------|---|---|---------------------------------------|
| | Refereed Research Journal (UGC List No. 49095) | Education, BHU. | | | Aurangabad (Bihar)-824101, | Issues No-3 | Page no-313-319 |
| 20. | अयन Ayan An International Multi- Disciplinary Quarterly Refereed Research Journal (UGC List No. 49095) | Relevance of Yoga in Present Education System of Global Organization. | 2347- 4491 | 2.382 | Lok Manav Samaj Kalyan Sans than Aurangabad (Bihar)-824101 | Vol No-6 Issues No-4 | Dec-2018 Page no-107-115 |
| 21 | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal 49319) | Implementation of The Philosophy of J. Krishna Murti In Education | 0973- 8762 | | Manvi Seva Samiti, Marandi, BHU, Varanasi | Vol No- LXXX I Issues No-14 | Dec-2018 Page no-105-110 |
| 22. | ANUSILANA: Research Journal of Indian Culture, Social & Philosophical Stream (Approved by UGC Journal - 49319) | A Study of Attitude of Secondary School Teachers Towards Teaching Profession | 0973 8762 | | Manvi Seva Samiti, Marandi, BHU, Varanasi | Vol No- LXXX II Issues No-15 | Dec-2019 Page no-101-107 |
| 23 | ABHIVYAKTI An International Refereed Research Journal (Approved by UGC Journal - 49370) | A Study of the Attitude of Teachers (CBSE & U.P. Board) toward Slow Learners | 0975- 8801 | 3.163 | Kusum Jan Kalyan Samiti, Deoria, U.P. (India) | Vol No- XIX Issues No-II | June-2018 Page no-89-92 |
| 24 | Sodha MIMANSA An International Refereed Research Journal (Approved by UGC Journal - 48923) | A Study on The Awareness of Human Right Among the Graduate Students of Banaras Hindu University | 2348- 4624 | 2.695 | Kusum Jankalyan Samiti, Deoria, U.P. (India) | Vol No- V Issues No- II | Janu- March-2018 Page no-34-36 |
| 25 | Unmesh An International Half Yearly Peer Review Refereed Research Journal (Art & Humanities) | The Significance of Rational thoughts of Dr. B.R. Ambedkar on Education | 2394- 2207 | 2.011 | Jan Seva Evam Shodh Shiksha Sans than Pratapgarh U.P. | Vol No-IV Issues No-II | Oct-2018 Page no-27-31 |
| 26 | Research Discourse An International refereed research Journal (Approved by UGC Journal - 63580) | A Study of Attitude of Higher Secondary School Teacher's Towards Teaching Profession | 2277- 2014 | 2.714 | South Asia Research & Development Institute | Vol No Issues No | Supplement-2018 Page no-9-12 |
| 27 | Tripathaga International Refereed Research Journal (Approved by UGC Journal - 45314) | Attitude of Higher Secondary School Teachers towards the Inclusion of Children with Special Needs in Mainstream Schools | 2395- 4280 | 2.013 | South Asia Research & Development Institute Manas Mandir, Durgakund, Varanasi | Vol No-IV Issues No-VII | June-2018 Page no-26-28 |
| 28 | ADVALOREM An International Peer Reviewed Research Refereed Journal (UGC Listed Journal no-41336) | Tolerance of Prospective Teachers towards Present Educational and Social Scenario of University | 2348- 5485 | 3.523 | Future Fact Society Varanasi (U.P.) India | Vol No-V Issues No-4 | Dec.-2018 Page no-22-29 |
| 29 | ADVALOREM An International Peer Reviewed Research Refereed Journal (UGC Listed Journal no-41336) | Implementation of Internship in Two Years Teacher Education Program | 2348- 5485 | 3.512 | Future Fact Society Varanasi (U.P.) India | Vol No-V Issues No-3 | Sept-2018 Page no-43-51 |
| 30 | ADVALOREM An International Peer | The Impact of the Spiritual Philosophy of Jainism on | 2348- 5485 | 3.512 | Future Fact Society | Vol No-V | June-2018 Page no-24-33 |

| | | | | | | | |
|----|---|--|-----------|-------|--|-----------------------------|------------------------------|
| | Reviewed Research Refereed Journal (UGC Listed Journal no-41336) | Education | | | Varanasi (U.P.) India | Issues No-2 | |
| 31 | Shodh Drishti: An International Peer Reviewed Refereed Research Journal (Approved by UGC Journal - 49321) | Anger and Tolerance of Prospective Teachers and Teacher Educators towards Present Educational and Social Scenario of Central Universities | 0976-6650 | 5.427 | Srijan Samiti Publication Varanasi | Vol No-12 Issues No-10.1 | Oct-2021 Page no-13-21 |
| 32 | Interdisciplinary Journal of Contemporary Research An International Peer Reviewed Refereed Research Journal (Approved by UGC Journal - 48416) | Tolerance and Attitude of Prospective Teachers and Teacher Educators towards Present Educational and Social Scenario of Central Universities | 2393-8385 | 2.314 | VPO Nandpur, Tehsil- Jubbal, District- Shimla, Himanchal Pradesh | Vol No-8 Issues No-6 | June-2021 Page no-133-140 |

5. Article / Chapters Published in Books: -

| S.No | Name of Books | Topic | I.B.S.N | Publication | Authors, I th /II nd | Page no- |
|------|---|---|-------------------|--|--|----------|
| 1. | सामाजिक परिवर्तन के युग पुरुष डॉ॰ अम्बेडकर | डॉ॰ अम्बेडकर एवं सामाजिक न्याय | 987-93-81022-10-6 | आशा प्रकाशन कौशलपुरी कानपुर, (उत्तर प्रदेश) | II nd | 467-472 |
| 2. | भारत की उच्च शिक्षा : चुनौतियाँ एवं संभावनाएँ | उच्च शिक्षा की गुणवत्ता में अध्यापक की भूमिका | 978-81-91096-2-2 | रोशनी पब्लिकेशन , कानपुर, (उत्तर प्रदेश) | II nd | 121-124 |

7. National / International Seminars: -

| Sl.No. | Organization | Topic | National /International | Date |
|--------|---|---|-------------------------|-------------------------|
| 1. | BhartiyaMahavidhyalaya,Farrukhabad | Uchashiksha me satatmulyankan | National | 16-17 Sept,2010 |
| 2. | S.N.Shen B.V.P.G. College, Kanpur | Uchashikshakigunvatta me adhyapakkibhumika | National | 18 Sept,2010 |
| 3. | M.L.K. PG College,Balrampur | ShikshakshikshaevamMulyankan | National | 3-4 Oct,2010 |
| 4. | Balchandra Institute of Education and Management, Lucknow | New educational technologies in promoting learning | National | 3 Oct,2010 |
| 5. | S.S. PG College, Sahjahanpur | Globlization and Education | Internati onal | 26-27 Feb,2011 |
| 6. | D.G. PG College, Kanpur | DrAmbedkarevamsamajikNyay | National | 23 Nov,2010 |
| 7. | Deptt of Education,C.S.J.M.U.Kanpur | Chhatrakesarvanginikas me shikshakkibhumika | National | 3-4 Feb,2012 |
| 8. | Deptt of Education, DDU, Gorakhpur | Uchashiksha: chunautiyaevamsamadhan | National | 29 Feb to 01 March,2012 |
| 9. | D.W.T. PG College,Kanpur | Adhyapakshiksha me mulyaparakshiksha | National | 12-13 March,2011 |
| 10. | S.M. MahilaMahavidhyalay,Kanpur | Changing scenario of higher Education in Progressive India | National | 6-7 Feb,2018 |
| 11. | Deptt of sociology,MBS PG College,Ganagapur, Varanasi | Higher education of Women in contemporary society: challenges and suggestions | National | 17-18, Feb,2018 |

| | | | | |
|-----|--|--|---------------|-------------------|
| 12. | S.K. PG College,Sahjahanpur | Prathmikshiksha me gunvatta | National | 26-27 Nov,2009 |
| 13. | RashtraKaviRamdhari Singh DinkarEsmratiNyas. BHU, Varanasi | Bhartiyashiksha par sanskritikaprabhav | National | 23-25 Sept,2015 |
| 14. | Deptt of Education,M.G.K.V.Varanasi | Bhartiyachitikeanuroopshiksha:chunautiyaevam Samadhan | National | 23 Nov,2017 |
| 15. | Deptt of Urdu,BHU,Varanasi | Education as the powerful weapon for women empowerment | International | 27-29 March,2018 |
| 16. | Faculty of Education, BHU, Varanasi | Global education: perspective of teaching learning | National | 27-28 Oct,2017 |
| 17. | Deptt of Philosophy, DDU, Gorakhpur | Relevance of educational philosophy of Arvind in present educational system of India | National | 04-05 Nov,2017 |
| 18. | Lalta Singh RajkiyaMahila P.G. College Adalhat, Distt. Mirzapur. | The relevance of Moral Values in Higher Education of India | International | 22-23 Sept.,2018 |
| 19. | Deptt. Of Sociology, Iswar Saran P.G. College University of Allahabad. | The Present scenario of Educational System of India | National | 27-28 Oct,2018 |
| 20. | Faculty of Education, AAE BHU, Varanasi | Relevance of Yoga in Present Education System of Global Organization | International | 16-18 Nov,2018 |
| 21. | Deptt of Education, SampurnanandSanskriti University, Varanasi | The Relevance of Values in Teacher Education | National | 23 Nov,2018 |
| 22. | Deptt of Sociology, Mahatma Gandhi Kashi Vidyapith, Varanasi. | Human Values and Education | National | 24-25 Nov,2018 |
| 23. | MahamatiPrannathSahityaParisad, Surat. | MahamatiPrannathkeDarshankaShiksha par Prabhaw | International | 11-12 March, 2019 |
| 24. | Department of Education, M.G.K. Vidyapith, Varanasi | The role of education in development of nationality | National | 6 March, 2019 |
| 25. | Department of History, D.A.V. P.G. College, Varanasi. | The impact of social philosophy of Dr. B.R. Ambedkar on Democracy. | National | 30-31 March, 2019 |

8. National / International Workshop: -

| Sl No. | Organization | Topic of workshop | Date |
|--------|---|--|-----------------------------------|
| 1. | Deptt of Home Science,BHU,Varanasi | Research Methodology | 13 June to 23 June 2017 (11 Days) |
| 2. | Faculty of Education,BHU,Varanasi | Teacher education curriculum revision in Banaras Hindu University | 19-20 March 2018 |
| 3. | Deptt of political science BHU, Varanasi | New dimension in Research methodology and its multidisciplinary applications | 18-24 Dec,2016 (7 Days) |
| 4. | Gita Samiti,BHU, Varanasi | Personality development in the light of Bhagvat Gita | 22-29 June,2017 (8 Days) |
| 5. | Faculty of Education, BHU Varanasi | Personal development and soft skill development program | 29-09-2016 to 02-10-2016 |
| 6. | Prof.H.N.Mishra college of Education, Kanpur -208002 | Value based career management | 4 dec,2015 |
| 7. | MalviyaMulyaAnusheelanKendra,BHU | Higher education and human values | 18-24 April 2018 |
| 8. | Prof.H.N.Mishra college of Education, Kanpur - 208002 | Faculty Development Programmed Research Methodology in Social Science | 21-30 Nov. 2018 (10 Days) |
| 9. | Faculty of Education, BHU Varanasi | Orientation Program on Curriculum Vitae and Resume Preparation. | 26. Jan. 2019 |
| 10. | Kashi Katha -2019, International Workshop | Kashi Ki Sanskratik Samagrata. | 15-28 Feb. 2019 (14 Days) |
| 11. | Faculty of Education, BHU, Varanasi. | Methodology Issues in Social Science Researches | February 17 to 23, 2014. (7 Days) |
| 12. | Department of Education, Sammpurnand Sanskrit University Varanasi | Praroop Rastriya Shiksha Niti-2019 | 26-27 July 2019 |

9. Extramural Lecture Attended: -

| Sl No. | Organization | Topic | | Date |
|--------|-------------------------------|---|---------------|-------------|
| 1. | Diamond Cutter Institute, USA | Learn to find hidden talent | International | 23 Feb,2017 |
| 2. | Ved Vibhag, BHU, Varanasi | Jeevutpatti: vaidik evam vaigyanik sidhant | National | 12 Feb,2018 |

22. References (Three)

| Names & complete postal addresses | Referee-1 | Referee-2 | Referee-3 |
|--------------------------------------|--|--|--|
| | Professor Sanjay Sonkar Faculty of Education (K), BHU, Varanasi | Professor P. C. Shukla Faculty of Education (K), BHU, Varanasi | Professor P.S. Ram Faculty of Education (K), BHU, Varanasi |
| Email: | sanjaysonker72@gmail.com | pradipcshukl@gmail.com | Shanker.prem001@gmail.com |
| Mobile Ph: | 09415372155 | 09415865028 | 9415813442 |

DECLARATION

I hereby declare that the entries in the above columns are true to the best of my knowledge, and belief, and nothing has been concealed or misrepresented.

Place: ...Varanasi.....

Date: .../0 /2022...

(Signature of the Candidate)

Dr. Shishu Pal Singh

Vol-15, ISSUE-I, January-June 2022

ISSN :2319-7137

INTERNATIONAL Literary Quest

An International Multidisciplinary Peer Reviewed Refereed Research Journal



Prof. Ashok Singh
(Editor in Chief)

Dr. Vikash Kumar
(Editor)

Dr. Surendra Pandey
(Editor)

संवेगात्मक बुद्धि के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन

शोध निर्देशक
डॉ० प्रवीन कुमार सिंह
असिस्टेन्ट प्रोफेसर
शिक्षक शिक्षा विभाग (बी०एड०)
सल्तनत बहादुर पी०जी० कालेज,
बदलापुर, जौनपुर (उ०प्र०)

शोधकर्ता
अतुल कुमार सिंह
एम०ए०, एम०एड०, नेट (शिक्षाशास्त्र)
वीर बहादुर सिंह पूर्वान्वल
विश्वविद्यालय,
जौनपुर (उ०प्र०)

सारांश

प्रस्तुत समस्या कथन— संवेगात्मक बुद्धि के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना है। अध्ययन में सहसम्बन्धात्मक सर्वेक्षण विधि का प्रयोग किया गया है। अध्ययन हेतु जनसंख्या में प्रयागराज जनपद में उत्तर प्रदेश माध्यमिक शिक्षा परिषद द्वारा सम्बद्ध माध्यमिक विद्यालयों में कक्षा-11 के विद्यार्थियों को सम्मिलित किया गया है। प्रस्तुत अध्ययन हेतु न्यादर्श का चयन प्रयागराज जनपद के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के समस्त छात्र समष्टि है तथा अध्ययन के लिए चयनित विद्यार्थी न्यादर्श है। प्रस्तुत अध्ययन में प्रयागराज जनपद के 20 उत्तर प्रदेश माध्यमिक शिक्षा परिषद से सम्बद्ध माध्यमिक विद्यालयों का चयन कर माध्यमिक विद्यालयों में से कुल 400 विद्यार्थियों (छात्र एवं छात्राओं) का चयन यादृच्छिक विधि से किया गया है। उपकरण के रूप में शैक्षिक उपलब्धि के लिए विद्यार्थियों की हाईस्कूल परीक्षा में प्राप्त प्राप्तांकों को तथा संवेगात्मक बुद्धि को मापने के लिए डॉ० अरुण कुमार सिंह एवं डॉ० श्रुति नारायण द्वारा निर्मित "संवेगात्मक बुद्धि मापनी" का प्रयोग किया गया है। आँकड़ों के विश्लेषण हेतु एनोवा (प्रसरण विधि) एवं टी-अनुपात सांख्यिकी विधियों का प्रयोग किया गया है। अध्ययन के निष्कर्ष में पाया गया कि— उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि मध्यम एवं निम्न संवेगात्मक बुद्धि वाले विद्यार्थियों की तुलना में अधिक है जबकि निम्न एवं मध्यम संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि एक-समान है अर्थात् माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर उनके संवेगात्मक बुद्धि का सकारात्मक प्रभाव है।

मुख्य-शब्द— संवेगात्मक बुद्धि, माध्यमिक, छात्र-छात्राएँ, शैक्षिक उपलब्धि, प्रभाव

प्रस्तावना—

शिक्षा मनोविज्ञान के क्षेत्र में विगत कुछ समय से विद्वानों के द्वारा "संवेगात्मक बुद्धि" नामक एक नूतन सम्प्रत्यय की प्रचुरता के साथ चर्चा की जा रही है। मनोवैज्ञानिकों के द्वारा किसी घटना के प्रति जीव की प्रतिक्रियाओं को संवेग कहा जाता है। प्रेम, खुशी, स्नेह, प्यार, आश्चर्य, मित्रता जैसे सकारात्मक संवेग व्यक्ति को सामाजिक दृष्टि से वांछनीय क्रियाएँ करने के लिए प्रेरित करते हैं जबकि क्रोध, भय, दुख, घृणा, कामवासना जैसे नकारात्मक संवेग व्यक्ति को सामाजिक दृष्टि से अवांछनीय प्रतिक्रियाएँ करने की ओर अग्रसर करते हैं।

संवेगात्मक बुद्धि से तात्पर्य व्यक्ति विशेष की उस समग्र क्षमता से है जो उसे उसकी विचार प्रक्रिया का उपयोग करते हुए अपने तथा दूसरे के संवेगों को जानने समझने तथा उसका सर्वोत्तम प्रबन्धन करने में उसकी सहायता करती है। यह बुद्धि सामान्य बुद्धि (I.Q.) से स्वतंत्र है। अर्थात्

संवेगात्मक बुद्धि स्वयं के संवेगों को, दूसरे के संवेगों को तथा समूह के संवेगों को चिन्हित करना, मूल्यांकन करना तथा नियन्त्रित करने की योग्यता है।

संवेगात्मक बुद्धि के अनेकों मॉडल एवं परिभाषाओं में से Ability तथा Trait Model की वृद्ध रूप से स्वीकृति प्राप्त है। Ability EI का मापन अधिकांश रूप से निष्पादन परीक्षणों के द्वारा किया जाता है तथा उसका घनिष्ठ सम्बन्ध परम्परागत बुद्धि से है। (बुद्धि जिसमें मुख्य रूप से संज्ञानात्मक शक्तियाँ शामिल हैं) जबकि Trait EI का मापन सामान्य रूप से स्वयं की बनायी गई प्रश्नावली का उपयोग करके किया जाता है तथा इसका घनिष्ठ सम्बन्ध व्यक्ति के व्यक्तित्व से होता है।

संवेगात्मक बुद्धि नामक पद का प्रतिपादन सर्वप्रथम मेयर एवं सेलोवे (1997) ने किया। उनके अनुसार संवेगात्मक बुद्धि में तर्क निहित है परन्तु यह संज्ञानात्मक बुद्धि नहीं कही जा सकती है। सेलोवे तथा मेयर (1997) के अनुसार, "चिन्तन को सुगम बनाने हेतु संवेगों के प्रत्यक्षन, अवबोध, प्रबंधन व प्रयोग की योग्यता संवेगात्मक बुद्धि है।" संवेगात्मक बुद्धि सामाजिक बुद्धि का एक सम्मुख होता है, जिसमें स्वयं तथा अन्यो की भावनाओं और संवेगों को नियंत्रित करने, पृथक् करने और सूचना के अनुसार व्यक्ति के चिन्तन और क्रियाओं को निर्देशित करने की क्षमता निहित होती है। संवेगात्मक बुद्धि में संवेगों के प्रत्यक्षीकरण करने, संवेगों के प्रति पहुँच बनाने एवं उसे उत्पन्न करने की क्षमता शामिल होती है जिससे कि चिन्तन में सहायता हो सके, संवेग को समझा जा सके तथा उसे चिन्तनशील तरीके से नियमित किया जा सके।

बार-ऑन (2005) का विचार है कि संवेगात्मक-सामाजिक बुद्धि स्वयं को समझने, अपने सबल एवं दुर्बल पक्ष को जानने तथा अपनी भावनाओं व चिन्तन को गैर-हानिप्रद रूप में व्यक्त करने की अन्तःवैयक्तिक योग्यता पर आधारित है। अन्तर्वैयक्तिक स्तर पर संवेगात्मक व सामाजिक दृष्टि से बुद्धिमान होने में दूसरे के संवेगों, भावनाओं व आवश्यकताओं से परिचित होने तथा सहयोगात्मक, निर्माणकारी और परस्पर सन्तोषजनक सम्बन्ध स्थापित करने व उन्हें कायम रखने की योग्यता निहित है।

श्री शर्मा ने संवेग को आन्तरिक शक्ति के रूप में स्वीकार किया है। ये हमारे भावों को अचानक तीव्र होने तथा विवेक प्रक्रिया के नियंत्रण से मुक्त व्यवहार के परिलक्षित होने की स्थिति को स्पष्ट व्यक्त करते हैं। संवेग के अत्यन्त जटिल परिस्थिति होती है। इसमें कुछ अंग की प्रतिक्रियाएँ जैसे हृदय की गति में परिवर्तन, साँस लेने छोड़ने की गति में परिवर्तन, रक्तचाप की असामान्य स्थिति आदि होती है। इसके साथ कुछ बाहरी अंगों जैसे हाथ, मुख, आँख, पैर, शारीरिक हाव-भाव आदि में कुछ न कुछ परिवर्तन हो जाते हैं। संवेगात्मक बालक को देखकर लक्षण पहचानना कठिन नहीं है। संवेग के सम्बन्ध में पीटी0 यंग ने लिखा है— "संवेग मनोवैज्ञानिक कारणों से उत्पन्न व्यक्ति का तीव्र उपद्रव है, जिसके अन्तर्गत व्यवहार चेतन अनुभव तथा अन्तरंग क्रियाएँ सम्मिलित रहती हैं।" संवेगात्मक स्थितियाँ मनोवैज्ञानिक होती हैं। इससे माध्यमिक स्तर के विद्यार्थियों पर सकारात्मक एवं नकारात्मक दोनों प्रभाव पड़ता है।

छात्र-छात्राओं ने किस सीमा तक अपनी संवेगात्मक विकास किया है, सही उसकी उपलब्धि का सूचक होता है। यदि किसी परिवार की आर्थिक स्थिति अच्छी है, भौगोलिक दशाएँ उपयुक्त हैं, जनसंचार साधनों की सुविधा उपलब्ध है, बच्चों के लिए पाठ्यक्रम एवं शिक्षण विधियाँ उपयुक्त हैं, विद्यालय एवं घर का वातावरण उपयुक्त है, तो उन बच्चों की शैक्षिक उपलब्धि तथा संवेगात्मक बुद्धि उच्च होगी और यदि उनकी सामाजिक-आर्थिक स्थिति, परिवार का वातावरण उपयुक्त नहीं है प्रेरणा का अभाव है, विविध क्षेत्रों में समायोजन नहीं है या फिर माता-पिता का प्रोत्साहन प्राप्त नहीं होता है, तो उन बच्चों की शैक्षिक उपलब्धि के साथ-साथ उनके संवेगात्मक बुद्धि को प्रभावित करेगा।

समस्या कथन—

संवेगात्मक बुद्धि के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन।

अध्ययन का उद्देश्य—

प्रस्तुत अध्ययन में निम्नलिखित उद्देश्यों का अध्ययन किया गया है—

1. माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।
2. माध्यमिक स्तर के छात्रों की शैक्षिक उपलब्धि पर संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।
3. माध्यमिक स्तर के छात्राओं की शैक्षिक उपलब्धि पर संवेगात्मक बुद्धि के प्रभाव का अध्ययन करना।

अध्ययन की परिकल्पनाएँ—

प्रस्तुत अध्ययन में निम्नलिखित शून्य परिकल्पनाओं का परीक्षण किया गया है—

1. माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।
2. माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।
3. माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

शोध-विधि—

वर्णनात्मक अनुसंधान के उपर्युक्त प्रकारों में से सहसम्बन्धात्मक सर्वेक्षण विधि को अध्ययनकर्ता ने अपनी समस्या के अध्ययनार्थ उपयुक्त पाया। अतः अध्ययन में सहसम्बन्धात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

जनसंख्या—

अध्ययन हेतु जनसंख्या में प्रयागराज जनपद में उत्तर प्रदेश माध्यमिक शिक्षा परिषद द्वारा सम्बद्ध माध्यमिक विद्यालयों में कक्षा-11 के विद्यार्थियों को सम्मिलित किया गया है।

न्यादर्श—

प्रस्तुत अध्ययन हेतु न्यादर्श का चयन प्रयागराज जनपद के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के समस्त छात्र समष्टि है तथा अध्ययन के लिए चयनित विद्यार्थी न्यादर्श है।

न्यादर्श चयन विधि—

प्रस्तुत अध्ययन में न्यादर्श के चुनाव हेतु यादृच्छिक प्रतिदर्शन विधि का प्रयोग किया गया है।

प्रस्तुत अध्ययन में प्रयागराज जनपद के 20 उत्तर प्रदेश माध्यमिक शिक्षा परिषद से सम्बद्ध माध्यमिक विद्यालयों का चयन कर माध्यमिक विद्यालयों में से कुल 400 विद्यार्थियों (छात्र एवं छात्राओं) का चयन यादृच्छिक विधि से किया गया है।

प्रयुक्त उपकरण—

शैक्षिक उपलब्धि

शैक्षिक उपलब्धि के लिए विद्यार्थियों की हाईस्कूल परीक्षा में प्राप्त प्राप्तांकों को सम्मिलित किया गया है।

संवेगात्मक बुद्धि मापनी

संवेगात्मक बुद्धि को मापने के लिए डॉ० अरुण कुमार सिंह एवं डॉ० श्रुति नारायण द्वारा निर्मित "संवेगात्मक बुद्धि मापनी" का प्रयोग किया गया है।

सांख्यिकी विधियाँ—
ऑकड़ों के विश्लेषण हेतु एनोवा (प्रसरण विधि) एवं टी-अनुपात सांख्यिकी विधियों का प्रयोग
किया गया है।

ऑकड़ों का विश्लेषण एवं व्याख्या—

सारणी सं० 1

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि में
अन्तर का एफ-मान

| Source | df | SS | MS | F | Table Value |
|----------------|-----|-----------|----------|--------|-----------------|
| Between Groups | 2 | 94252.97 | 47126.49 | 23.39* | .01(2,397)=4.66 |
| Within Groups | 397 | 799760.99 | 2014.51 | | |
| Total | 399 | 894013.96 | 49141.00 | | |

0.01 पर सार्थक

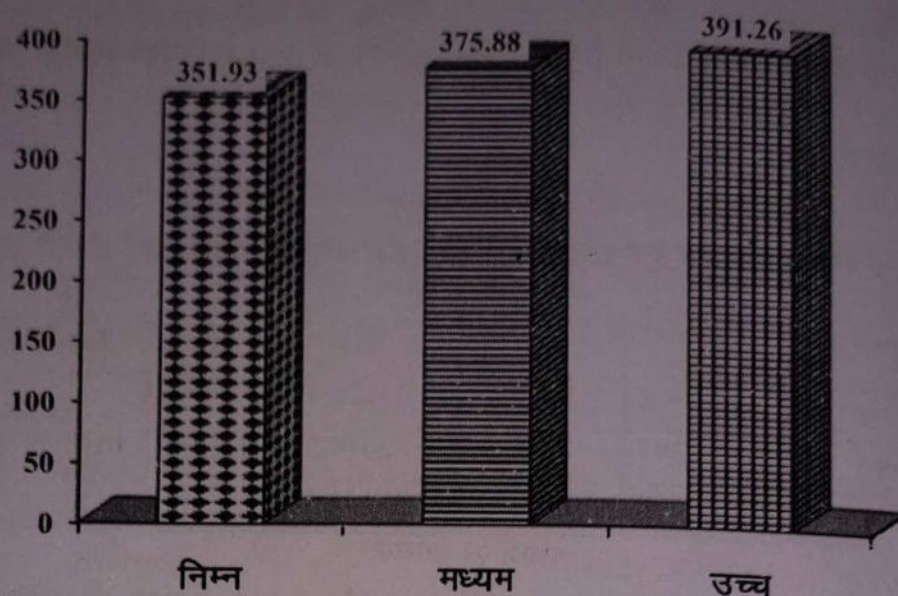
एफ-अनुपात = 23.39 जो कि स्वतंत्रांश = (2, 397) पर एफ-अनुपात के क्रान्तिक मान 4.66 से अधिक है, 0.01 पर सार्थक तथा शून्य परिकल्पना ($H_{01.5}$) अस्वीकृत! परिणामतः निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि के सन्दर्भ में विद्यार्थियों की शैक्षिक उपलब्धि में भिन्नता है।

सारणी सं० 1.1

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि के
मध्यमानों के बीच टी-अनुपात में अन्तर

| S.No. | Level | N | M | S _D | D | t-value |
|-------|----------|-----|--------|----------------|-------|---------|
| 1 | Low | 144 | 355.66 | 5.97 | 15.01 | 2.51 |
| | Moderate | 93 | 370.67 | | | |
| 2 | Low | 144 | 355.66 | 5.13 | 35.81 | 6.98* |
| | High | 163 | 391.47 | | | |
| 3 | Moderate | 93 | 370.67 | 5.83 | 20.80 | 3.57* |
| | High | 163 | 391.47 | | | |

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान क्रमशः 355.66, 370.67 एवं 391.47 तथा तीनों के मध्य टी-मान क्रमशः 2.51, 6.98 एवं 3.57 है। सार्थक युग्म तुलना में उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि मध्यम एवं निम्न संवेगात्मक बुद्धि वाले विद्यार्थियों की तुलना में अधिक है जबकि निम्न एवं मध्यम संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि एक-समान है।



सारणी सं० 2

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि में अन्तर का एफ-मान

| Source | df | SS | MS | F | Table Value |
|----------------|-----|-----------|----------|-------|-----------------|
| Between Groups | 2 | 38672.81 | 19336.41 | 8.82* | .01(2,197)=4.71 |
| Within Groups | 197 | 431969.19 | 2192.74 | | |
| Total | 199 | 470642.00 | 21529.14 | | |

0.01 पर सार्थक

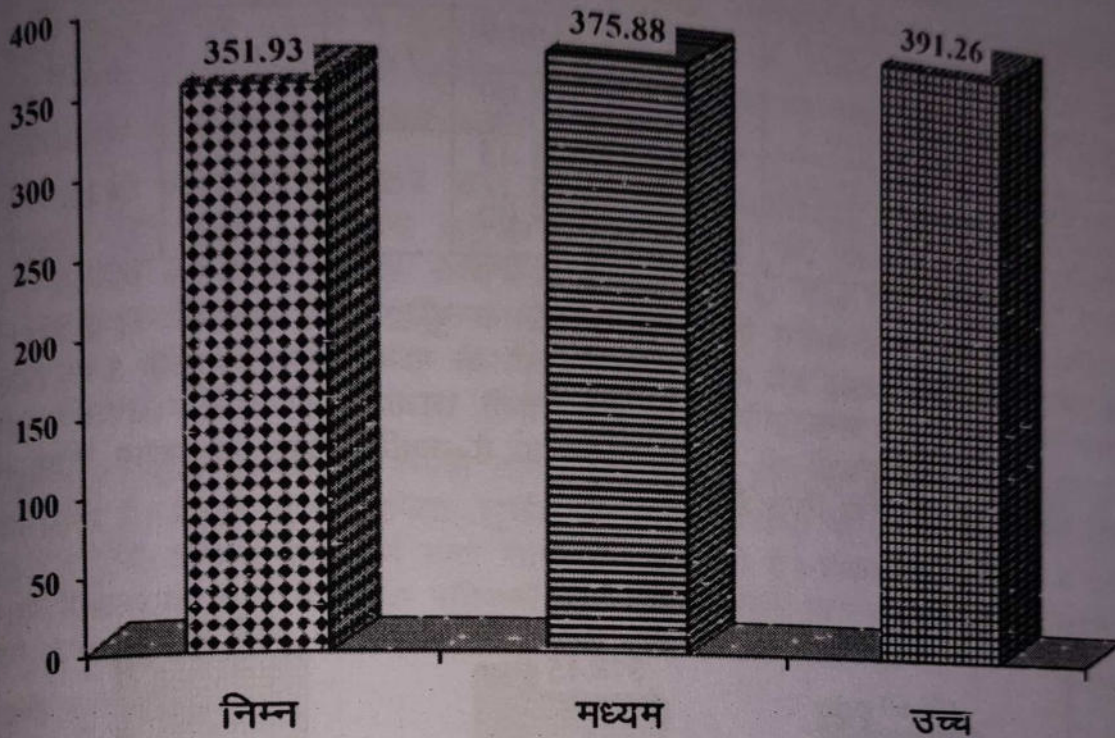
एफ-अनुपात = 8.82 जो कि स्वतंत्रांश = (2, 197) पर एफ-अनुपात के क्रान्तिक मान 4.71 से अधिक है, 0.01 पर सार्थक तथा शून्य परिकल्पना ($H_{02.5}$) अस्वीकृत। परिणामतः निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि के सन्दर्भ में छात्रों की शैक्षिक उपलब्धि में भिन्नता है।

सारणी सं० 2.1

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि के मध्यमानों के बीच टी-अनुपात में अन्तर

| S.No. | Level | N | M | S _D | D | t-value |
|-------|----------|----|--------|----------------|-------|---------|
| 1 | Low | 62 | 349.44 | 8.06 | 20.86 | 2.59 |
| | Moderate | 74 | 370.30 | | | |
| 2 | Low | 62 | 349.44 | 8.34 | 34.83 | 4.17* |
| | High | 64 | 384.27 | | | |
| 3 | Moderate | 74 | 370.30 | 7.99 | 13.97 | 1.75 |
| | High | 64 | 384.27 | | | |

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि का मध्यमान क्रमशः 349.44, 370.30 एवं 384.27 तथा तीनों के मध्य टी-मान क्रमशः 2.59, 4.17 एवं 1.75 है। सार्थक युग्म तुलना में उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि निम्न संवेगात्मक बुद्धि वाले छात्रों की तुलना में अधिक है जबकि निम्न एवं मध्यम तथा उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि एक-समान है।



सारणी सं० 3

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि में अन्तर का एफ-मान

| Source | df | SS | MS | F | Table Value |
|----------------|-----|-----------|----------|--------|-----------------|
| Between Groups | 2 | 80113.91 | 40056.96 | 23.81* | .01(2,197)=4.71 |
| Within Groups | 197 | 331421.61 | 1682.34 | | |
| Total | 199 | 411535.52 | 41739.30 | | |

0.01 पर सार्थक

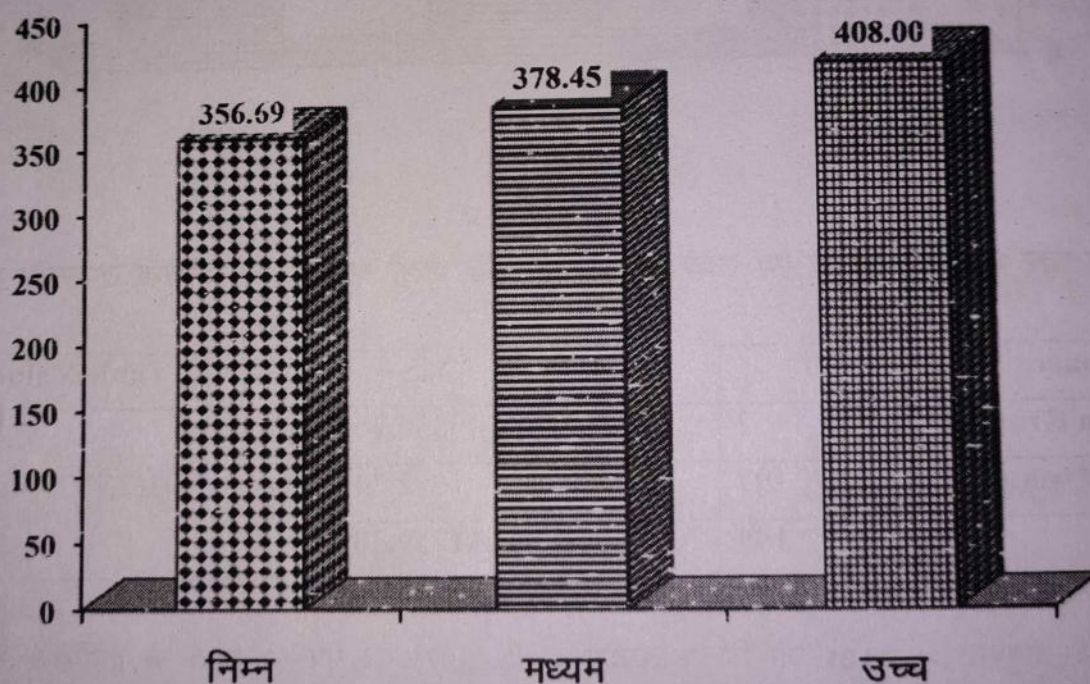
एफ-अनुपात = 23.81 जो कि स्वतंत्रांश = (2, 197) पर एफ-अनुपात के क्रान्तिक मान 4.71 से अधिक है, 0.01 पर सार्थक तथा शून्य परिकल्पना ($H_{0.5}$) अस्वीकृत। परिणामतः निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि के सन्दर्भ में छात्राओं की शैक्षिक उपलब्धि में भिन्नता है।

सारणी सं० 4.15.1

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि के मध्यमानों के बीच टी-अनुपात में अन्तर

| S.No. | Level | N | M | S _D | D | t-value |
|-------|----------|----|--------|----------------|-------|---------|
| 1 | Low | 68 | 356.69 | 6.83 | 21.76 | 3.19* |
| | Moderate | 77 | 378.45 | | | |
| 2 | Low | 68 | 356.69 | 7.44 | 51.31 | 6.90* |
| | High | 55 | 408.00 | | | |
| 3 | Moderate | 77 | 378.45 | 7.24 | 29.55 | 4.08* |
| | High | 55 | 408.00 | | | |

माध्यमिक स्तर के निम्न, मध्यम एवं उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि का मध्यमान क्रमशः 356.69, 378.45 एवं 408.00 तथा तीनों के मध्य टी-मान क्रमशः 3.19, 6.90 एवं 4.08 है। सार्थक युग्म तुलना में उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि मध्यम एवं निम्न संवेगात्मक बुद्धि वाली छात्राओं की तुलना में अधिक है जबकि निम्न एवं मध्यम संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि भिन्न है।



निष्कर्ष एवं सुझाव-

अध्ययन में आँकड़ों के विश्लेषण के पश्चात् निम्नलिखित निष्कर्ष प्राप्त हुये-

- उच्च संवेगात्मक बुद्धि वाले विद्यार्थियों की शैक्षिक उपलब्धि मध्यम एवं निम्न संवेगात्मक बुद्धि वाले विद्यार्थियों की तुलना में अधिक है जबकि निम्न एवं मध्यम संवेगात्मक बुद्धि वाले

विद्यार्थियों की शैक्षिक उपलब्धि एक-समान है अर्थात् माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर उनके संवेगात्मक बुद्धि का सकारात्मक प्रभाव है।

- उच्च संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि निम्न संवेगात्मक बुद्धि वाले छात्रों की तुलना में अधिक है जबकि निम्न एवं मध्यम तथा उच्च एवं मध्यम संवेगात्मक बुद्धि वाले छात्रों की शैक्षिक उपलब्धि एक-समान है अर्थात् माध्यमिक स्तर के छात्रों की शैक्षिक उपलब्धि पर उनके संवेगात्मक बुद्धि का सकारात्मक प्रभाव है।
- उच्च संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि मध्यम एवं निम्न संवेगात्मक बुद्धि वाली छात्राओं की तुलना में अधिक है जबकि निम्न एवं मध्यम संवेगात्मक बुद्धि वाली छात्राओं की शैक्षिक उपलब्धि भिन्न है अर्थात् माध्यमिक स्तर के छात्राओं की शैक्षिक उपलब्धि पर उनके संवेगात्मक बुद्धि का सकारात्मक प्रभाव है।

अध्ययन के पश्चात् जो निष्कर्ष प्राप्त हुये उनकी सार्थकता पूर्व के अध्ययनों के आधार पर सिद्ध होती है जिसमें सिंह (2007), पाण्डेय, अनुजा (2008), मूलरी, पी0 (2009), चामुण्डेश्वरी, एस0 (2013), खलेदियन, मोहम्मद एवं अन्य (2013), कोलचैना, अरुणा (2014), दास एवं घोस (2014), एस0 रमेश एवं अन्य (2016), राय, डोना एवं खनाल, युगल किशोर (2017) के परिणाम सामान्य विद्यार्थियों की सम्प्राप्ति उनकी संवेगात्मक बुद्धि से सकारात्मक रूप से सम्बन्धित है। ग्रेस (2012) के परिणाम संवेगात्मक बुद्धि के छः विमा एवं शैक्षिक उपलब्धि के मध्य सार्थक एवं धनात्मक सहसम्बन्ध पाया गया।

संवेगों का सही उपयोग व प्रभावी ढंग से प्रबन्धन व नियंत्रण करने की योग्यता को संवेगात्मक बुद्धि कहा जाता है। किसी सुसमायोजित, सुखी तथा सफल व्यक्ति के जीवन में सामान्य बुद्धि के स्थान पर संवेगात्मक बुद्धि अधिक महत्वपूर्ण तथा सार्थक सिद्ध होती है। बालकों में संवेगात्मक बुद्धि प्रस्फुटन, प्रवर्तन तथा विकास के कार्य में उनके परिजनों, साथियों, शिक्षकों, पास-पड़ोस, विद्यालय तथा जनसंचार के साधनों के द्वारा तरह-तरह से महत्वपूर्ण भूमिका अदा की जा सकती है।

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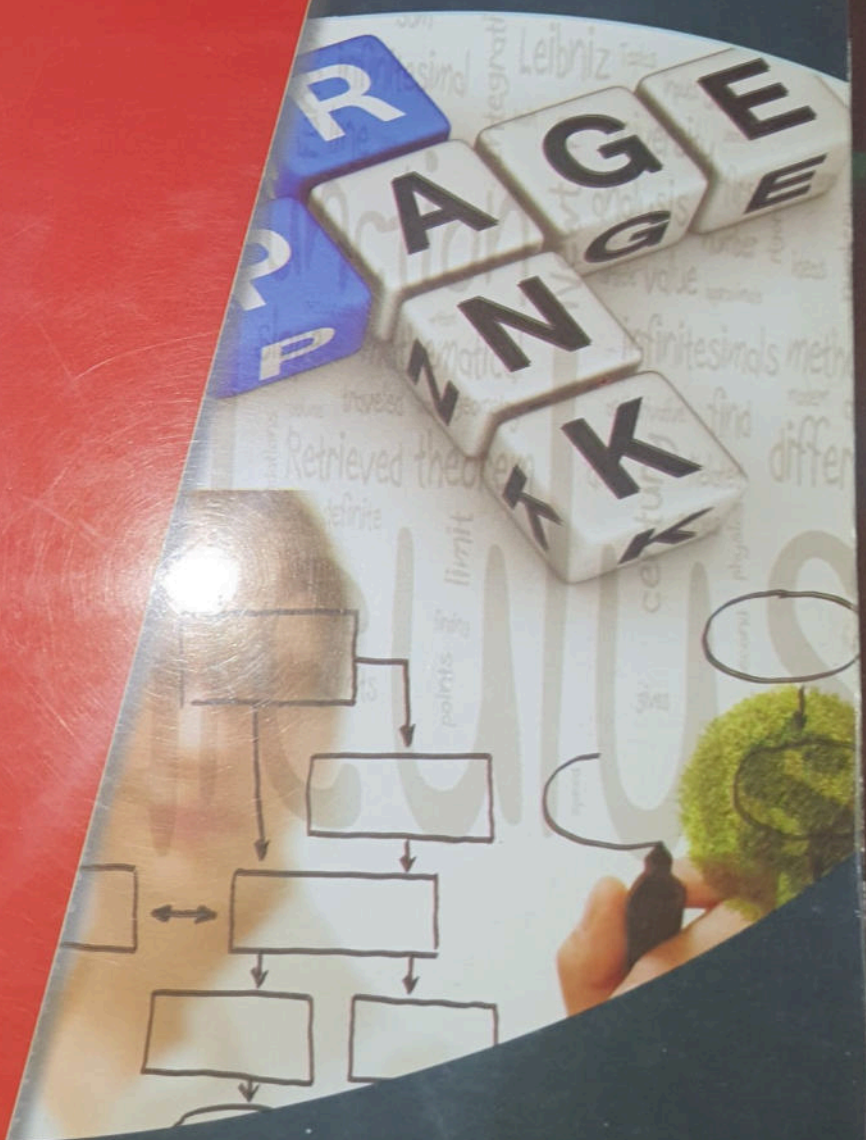
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Environmental Awareness Among High School Students

* Mr. Vidya Prakash Singh

Abstract

The present study investigates the environmental awareness among the high school students in Pondicherry region. The investigators selected 198 students from standard IX, in both urban and rural areas and different types of school by random sampling. Out of this 79 were boys and 119 girls. The tool used for the study is Environmental Awareness Opinionnaire prepared by the investigators. Statistical techniques used for the study were t-test and ANOVA. The results indicate that the environmental awareness among high school students is above average.

The planet, earth is the only place we know of in the whole universe where mankind can live. We need to take care of it.

Today developing and developed countries are facing severe and serious environmental problems. We not only face environmental problems. But also create them. Our environment has an effect on us and is affected by us. For example, our cities are warm during night unlike the villages. This is due to the large concrete buildings, which store heat from the sun. At night, as the air begins to cool, the buildings give off the heat. In addition, pollutants in the air around us create heat. Hence cities take long time to cool off. The quality of our life depends on 3P's namely **population, poverty and pollution**. Among 3P's population is the main problem that affects the environment. Population leads to poverty, unemployment and pollution. From Seeni, S. and Manickam, V.S. (2002) study, we came to know that environmental education is creating awareness only with the help of teachers and NGOs. According to Ramakrishna, A. (2003), children are exposed to environmental activities. Bapat, M.N. and Nagaraja Rao, N.R. (2004) showed that the students' effective interaction with environment is

motivated and guided by the teacher. Sebastian, S. and Nima, D.'s (2005) study showed that the science students have more awareness of biodiversity and its conservation than other students. The study also showed that the boys especially from urban area have more awareness than girls. The study of William Dharma Raja, B., et al (2005) showed that whether the prospective teachers are from rural area or urban area they had very high awareness of environment. Yet they do not put it into practice.

Objectives of the Study

1. To study the environmental awareness among the high school students in Pondicherry region.
2. To study the relationship between the environment awareness of the students in terms of a) gender, b) locality of the school, c) medium of instruction, d) type of the family and e) size of the family.
3. To study the differences in the environmental awareness of the students in term of a) caste, b) type of school and c) religion.

Hypothesis

1. The environmental awareness among high school students is high and the environmental awareness among the girls and boys I also high.

- There are significant differences in the environmental awareness terms of a) gender, b) locale of the school, c) medium of instruction, d) type of the family and e) size of the family.
- There are significant differences in environmental awareness among the students in terms of a) caste, b) type of school and c) religion.

Methodology

Sample

The random sampling technique was used to select 198 students from 10 schools in Pondicherry region. These students are from various types of school (Higher Secondary, High and Matriculation Schools). They are studying in high school (Standard IX).

Tools used

- Environmental awareness opinionnaire** prepared by the investigators consists of 50 items of which 38 are positive and 12 are negative the reliability of the opinionnaire was a found using test-re-test method. The coefficient was found to be 0.85 by using Spearman-Rank Difference method. Statistical techniques like t-test, and ANOVA were used for this study.

b) Proforma Sheet

Statistical techniques used

In order to find out the relationship between the variable t-test and ANOVA were computed.

Result and Discussion

The environmental awareness among high school students is high (81 to 100). Analysis of the responses to the opinionnaire administered on the students showed that the environmental awareness among the high school students is above average (70). Hence the hypothesis is rejected. (Low = 1 to 20, below average = 21 to 40, average = 41 to 60, above average = 61 to 80 and high = 81 to 100). The

Environmental Awareness Among High School Students

environmental awareness among the girls is 71 and boys 69. Hence the hypothesis is rejected.

Difference between Environmental Awareness and Medium of Instruction, Type of the Family, Size of the Family, Gender, and Locality of the Family

| Sl. No. | Variable | Sub-variable | No. | Mean | Standard deviation | t-value |
|---------|------------------------|--------------|-----|-------|--------------------|---------|
| 1. | Medium of instruction | Tamil | 120 | 72.4 | 8.1 | 4.05* |
| | | English | 78 | 67.3 | 9.4 | |
| 2. | Gender | Boys | 79 | 69.06 | 10.6 | 1.7 |
| | | Girls | 119 | 71.31 | 7.6 | |
| 3. | Type of Family | Joint | 50 | 72 | 8.8 | 1.5 |
| | | Nuclear | 148 | 69.85 | 8.97 | |
| 4. | Size of the Family | Large | 85 | 69.2 | 8.3 | 1.6 |
| | | Small | 113 | 7.3 | 9.3 | |
| 5. | Locality of the School | Urban | 107 | 68.52 | 8.8 | 3.3* |
| | | Rural | 91 | 72.64 | 8.7 | |

* Significant at 0.05 level **Table 1**

There are significant differences in the environmental awareness in terms of a) gender, b) locality of the school, c) medium of instruction, d) type of the family and e) size of the family.

Since the obtained value for medium of the school and locality of the school and locality of the school are greater than the table value (1.96) at 0.05 level, it may be inferred that the environmental awareness among the high school students is significant. Hence these hypotheses are accepted. It reveals that the medium of instruction in the school and locality of the school influence the environmental awareness among the students.

But the value for gender, type of family and size of the family are lesser than the table value (1.96) at 0.05 level, it may be inferred that the environmental awareness among high school students is not significant. Hence these hypotheses are rejected. It reveals that the gender, type of the family and size of the family do not affect the environmental awareness among the students.

Significance of the Differences (F-ratio) of Environmental Awareness among the Students' religion, Caste and Type of the Schools

| Sl. No. | Variable | Source of variation | Sum of squares | df | Mean Square | F-value |
|---------|----------------|---------------------|----------------|-----|-------------|---------|
| 1. | Religion | Between group | 18.624 | 2 | 9.312 | 0.103 |
| | | Within group | 15793.416 | 193 | 80.992 | |
| | | Total | 15810.040 | 195 | | |
| 2. | Type of school | Between group | 153.713 | 2 | 77.857 | 0.970 |
| | | Within group | 15634.327 | 193 | 80.279 | |
| | | Total | 15810.040 | 195 | | |
| 3. | Caste | Between group | 738.779 | 2 | 369.390 | 4.779* |
| | | Within group | 15071.261 | 193 | 77.289 | |
| | | Total | 15810.040 | 195 | | |

* Significant at 0.05 level
Table 2
There are significant differences in the environmental awareness among the students in terms of a) caste, b) religion, c) and type of the school.

The obtained value for type of the schools (higher secondary school, high school and matriculation school) and religions (Christians, Hindu and Muslim) of the students are lesser than the table value (3.04) at 0.05 level. It may be inferred that students do not differ significantly in the means of the three groups and their environmental awareness. Hence these hypotheses are rejected. It indicates that the different type of schools and different type of religions do not affect awareness among the students.

As the value for caste of the students is greater than the table value (3.04) at 0.05 level, it may be inferred that the students differ significantly in the means of the three groups (O.C, B.C & S.C) in their environmental awareness among the students.

However, environmental awareness among the high school students is above average. To improve this awareness, the students have to actively and voluntarily participate in the Eco-clubs, green corps, Environment Day, etc. Government should introduce environmental education as a compulsory subject from lower level to higher level.

India faces significant challenges in protecting the environment from further damage. Population growth and urbanization make the task all the more difficult for the Indian government. It

Environmental Awareness Among High School Students
 has made significant efforts in the field of environment standards for both products and processes. The Indian government's ability to safeguard the country's environment depends on policies and educational systems.

The quality of life of people living in urban areas has declined considerably because of pollution. Protection of the environment is one of the major challenges facing the world. Hence human beings are asked to **reduce, reuse and recycle** their resources. Even the learned people do not know which objects are to be reduced, reused and recycled. These three words if followed by each and every person would be helpful to protect our environment.

Conclusion

Poor environmental quality leads to individuals facing serious health problems. Individuals adopt measures to improve their environmental quality only if they perceive the associated health problems. It has been realized recently that the education system alone is a powerful medium to ensure environmental protection. It reaches most parts of the population at a young age; and more environmental-friendly behavior can be practiced on daily basis.

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पर्यावरण संरक्षण एवं कानून

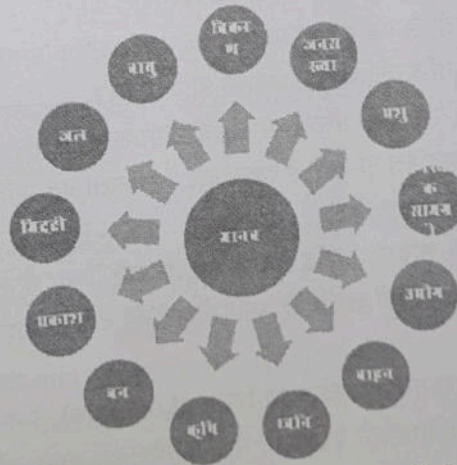
* विद्या प्रकाश सिंह

"पर्यावरण वह बाह्य शक्ति है जो हमें प्रभावित करती है।

पर्यावरण प्रदूषण एक विश्वव्यापी समस्या है इसलिए पर्यावरण संरक्षण करना आज विश्व के सभी देशों के समक्ष एक चुनौती बना हुआ है। पर्यावरण प्रदूषण की कोई परिधि भी नहीं रह गई है। यदि समय रहते इसके निवारण के लिए कदम नहीं उठाए गए तो आने वाले कुछ ही वर्षों में जहरीले एवं विषाक्त वातावरण के घेरे में मानव जाति सर्वदा के लिए नष्ट हो जाएगी।

पर्यावरण हमारी पृथ्वी पर जीवन का आधार है, जो न केवल मानव अपितु विभिन्न प्रकार के जीव-जंतुओं एवं वनस्पति के उद्भव, विकास एवं अस्तित्व का आधार है। सम्यता के विकास से वर्तमान तक मानव ने जो प्रगति है उसमें पर्यावरण की 5वर्षपूर्ण भूमिका है। पर्यावरण (Environment) शब्द फ्रेंच भाषा के शब्द Environer से बना हुआ है, जिसका तात्पर्य 'समस्त पारिस्थितिकी' से होता है। अर्थात् पर्यावरण वह वातावरण है जिससे समस्त जगत या ब्रह्माण्ड या जीव जगत घिरा हुआ है। दूसरे शब्दों में पर्यावरण के अंतर्गत सभी स्थितियाँ, दशाएँ एवं प्रभाव जो कि जैव अथवा जैविकीय समूह पर प्रभाव डाल रहा है सम्मिलित है।

पर्यावरण वह परिवृत्ति है जो मानव को चारों ओर से घेरे हुए है तथा उसके जीवन एवं क्रियाओं पर प्रभाव डालती है। विद्वान टॉन्सले (Tonsley) के अनुसार प्रभावकारी दशाओं का वह संपूर्ण योग जिसमें जीव रहते हैं, पर्यावरण कहलाता है। इस प्रकार स्पष्ट है कि पर्यावरण भौतिक तथा जैविक तत्वों का समूह है, इसमें परिवर्तन की प्रक्रिया निरंतर होती रहती है, पर्यावरण का प्रभाव सभी प्राणियों पर प्रत्यक्ष अथवा अप्रत्यक्ष दोनों रूपों में पड़ता है। यह जीवधारियों का निवास क्षेत्र (Habitat) है। इसमें भौतिक तत्व की अपार शक्ति के भंडार हैं। अतः हमारे पर्यावरण के प्रमुख अवयव निम्नलिखित चित्र में स्पष्ट देखे जा सकते हैं -



प्रकृति ने जब हमें जलवायु, वायु, भूमि, प्रकाश, वन संसाधन आदि के रूप में निःशुल्क उपहार प्रदान किए तो क्या हमारा यह नैतिक कर्तव्य न बनता कि हम उसके परिवेश को सुरक्षित रखते। मानव ने अपनी लापरवाही के कारण स्वयं प्रकृति के साथ छेड़-छाड़ कर प्रदूषण रूपी खतरे को दावत दी है। परिणामस्वरूप आज पूरा विश्व एक ऐसे विस्फोटक दौर से गुजर रहा है कि आगामी कई वर्षों तक क्या विनाशकारी स्थिति होगी इसका अंदाजा नहीं लगाया जा सकता।

पर्यावरण प्रदूषण वह स्थिति है जब भौतिक, रासायनिक और जैविक परिवर्तनों के कारण हवा, जल और धरातल अपनी गुणवत्ता खो बैठते हैं तथा जीवधारियों के लिए पर्यावरण लाभकारी होने के बजाय हानिकारक होने लगता है, जिससे जीवन की प्रगति रुक जाती है।

* प्रवक्ता, बी.टी.सी., जे. पी. सी., महाविद्यालय धूरपुर, इलाहाबाद

प्रदूषण हमारे आसपास का प्रतिकूल परिवर्तन है जिसका ऊर्जा प्रतिमान, विकिरण स्तर, रासायनिक तथा भौतिक संघटक और जैविकों की प्रचुरता में परिवर्तन का प्रत्यक्ष या अप्रत्यक्ष प्रभाव है। (National Environment Research) के अनुसार मनुष्य के क्रियाकलापों से उत्पन्न अवशिष्ट उत्पादों के रूप में पदार्थों एवं ऊर्जा के विभाजन से प्राकृतिक पर्यावरण में होने वाले हानिकारक परिवर्तनों को पर्यावरण प्रदूषण कहते हैं।

पर्यावरण प्रदूषण का वर्गीकरण करना एक कठिन कार्य है क्योंकि प्रदूषक या वे माध्यम जिनसे होकर विभिन्न प्रकार के प्रदूषकों का परिवहन तथा विसरण होता है, आपस में इतने अधिक संबद्ध होते हैं कि किसी विशेष प्रकार के प्रदूषक या प्रदूषण के साधन द्वारा किए गए प्रदूषण की अलग पहचान करना कठिन हो जाता है, फिर भी मुख्य रूप से प्रदूषण के अक प्रकार होते हैं, जो निम्नलिखित हैं—

- (1) वायु प्रदूषण (Air Pollution)
- (2) जल प्रदूषण (Water Pollution)
- (3) ध्वनि प्रदूषण (Noise Pollution)
- (4) नाभिकीय प्रदूषण (Nuclear Pollution)
- (5) भूमि प्रदूषण (Soil Pollution)

पर्यावरण प्रदूषण और मानव स्वास्थ्य

इस प्रकार पर्यावरण प्रदूषण किसी न किसी रूप में मानव स्वास्थ्य पर हानिकारक प्रभाव डाल रहे हैं, उदाहरणार्थ यदि वायु प्रदूषण को देखें तो वायु प्रदूषण का सर्वाधिक प्रभाव मानव स्वास्थ्य पर पड़ता है क्योंकि मानव अपने जीवन को बनाए रखने के लिए औसतन 8000 लीटर हवा अंदर एवं बाहर करता है, परंतु आज पेट्रोल, डीजल और कोयले से चलने वाली मोटर गाड़ियों से निकलने वाले मोनो ऑक्साइड की मात्रा निरंतर बढ़ रही है। औद्योगिक नगरों में विभिन्न प्रकार के रासायनिक गैसों, जहरीले तत्त्व, कार्बन डाइऑक्साइड, कार्बन मोनोऑक्साइड आदि का संकेंद्रण निरंतर बढ़ रहा है। जिसका प्रभाव मानव स्वास्थ्य पर बहुत प्रतिकूल पड़ रहा है जिसे निम्नलिखित बिंदुओं में स्पष्ट किया गया है—

1. कार्बन मोनो ऑक्साइड से मनुष्य रक्त में हीमोग्लोबिन के अणु ऑक्सीजन की तुलना में 200 गुना अधिक तेजी से संयुक्त होने लगते हैं। इससे श्वसन में घुटन होने लगती है अर्थात् वायु प्रदूषण का सबसे अधिक प्रभाव मनुष्य के श्वसन तंत्र पर पड़ता है।
2. ओजोन की अल्पता से त्वचा कैंसर में वृद्धि की आशंका उत्पन्न हो जाती है।
3. सल्फर डाइ-ऑक्सान्ट के द्वारा आँख, गले तथा फेफड़ों में खराबी आने लगती है।
4. अम्लीय वर्षा के कारण जल के भंडार प्रदूषित हो जाते हैं तथा जल में अम्लता बढ़ जाती है जो लोग इस प्रकार के प्रदूषित जल का सेवन करते हैं उनका स्वास्थ्य खराब हो जाता है।
5. वायुमंडल में नाइट्रोजन, ऑक्साइड के सांद्रण में वृद्धि होने से श्वसन की क्रिया में कठिनाई होने लगती है, मसूड़ों में सूजन आ जाती है तथा शरीर के अंदर रक्त का स्राव होने लगता है। ऑक्सीजन की कमी हो जाती है। निमोनिया तथा फेफड़ों का कैंसर हो जाता है।
6. रासायनिक एवं विषैले गैस संयंत्रों से रसायनों के अकस्मात् रिसाव (Leakage) से न केवल वर्तमान समय में मनुष्य को नुकसान होता है बल्कि आगामी पीढ़ियाँ भी प्रभावित होती हैं। भारत में 2-3 दिसंबर, 1984 को भोपाल के यूनियन कार्बाइड से मिथाइल आइसो साइनेट (MIC) के 40 मिनट तक होने वाले रिसाव से लगभग 5000 व्यक्ति मर गए। इस गैस प्रभाव के कारण 200 गर्भवती महिलाओं के गर्भस्थ शिशु मरे हुए पैदा हुए हैं। इस गैस त्रासदी के कारण 10,000 व्यक्ति स्थायी तौर पर अपंग हो गए तथा 30,000 व्यक्ति आंशिक रूप से अक्षम हो गए।

इस प्रकार पर्यावरण प्रदूषण के अंतर्गत वायु प्रदूषण का न केवल मानव स्वास्थ्य अपितु मौसम तथा जलवायु वनस्पतियों तथा जीव जंतुओं पर भी हानिकारक प्रभाव पड़ता है यह तो मात्र वायु प्रदूषण का एक छोटा-सा उदाहरण है। यदि इसके साथ-साथ जल प्रदूषण, ध्वनि प्रदूषण और नाभिकीय प्रदूषण के प्रभाव को देखें तो अनुमान लगाया जा सकता है कि यह कितना खतरनाक होगा। ध्वनि प्रदूषण का एक संक्षिप्त प्रभाव निम्नलिखित तालिका में स्पष्ट किया गया है—

| क्र. | ध्वनि स्रोत | ध्वनि की प्रबलता | मनुष्य पर प्रभाव |
|------|-----------------------|------------------|------------------------|
| 1 | गलियों की खड़खड़ाहट | 10-15 | शांत |
| 2 | फुसफुसाहट | 20 | सहनीय |
| 3 | दीवार घड़ी की टिक-टिक | 30 | सहनीय |
| 4 | वार्तालाप | 60 | तेज प्रभावी |
| 5 | गलियों का शोरगुल | 70 | तेज प्रभावी |
| 6 | टेलीफोन की घंटियाँ | 70 | तेज प्रभावी |
| 7 | आरा मशीन | 100 | अनिद्रा |
| 8 | बिजली की कड़क | 120 | अनिद्रा |
| 9 | जेट वालित विमान | 150 | अनिद्रा |
| 10 | मारक अस्त्र | 200 | अनिद्रा, बहरापन, पीड़ा |

इस प्रकार उपर्युक्त तालिका से स्पष्ट है कि फुसफुसाहट और घड़ी की टिक-टिक तक की ध्वनि तो व्यक्ति सहन कर लेता है परंतु 60 से अधिक ध्वनि की प्रबलता से मनुष्य के स्वास्थ्य पर प्रतिकूल प्रभाव होने के कारण से असहनीय हो जाता है। यही नहीं प्रतिवर्ष क्लिमेनक्यू जैसे अधिक से अधिक जहाज विदेशों से भारत में लाए जाते हैं जिसके तोड़ने से मूल्यवान सामग्री निकाली जाती है, परंतु उसमें कई धातुएँ ऐसी होती हैं जो पर्यावरण को भयंकर नुकसान पहुँचाती हैं। अर्थात्, जहर फैलाती हैं, भले ही उच्चतम न्यायालय द्वारा 13 फरवरी, 2006 तक रोक लगा दी गई है परंतु इसमें पर्यावरण और जीवन को नुकसान हो रहा है।

यह तो स्पष्ट कहा जा सकता है कि पर्यावरण प्रदूषण की समस्या आज विश्व की सबसे ज्वलंत समस्या बन चुकी है। जिसके लिए पर्यावरण संरक्षण की तीव्र आवश्यकता अनुभव की जा रही है।

पर्यावरण संरक्षण

वर्तमान समय में न केवल मानव बल्कि संपूर्ण प्राणी जगत के स्वास्थ्य एवं उसके अस्तित्व से जुड़ा एक अहम् मुद्दा पर्यावरण संरक्षण है। पर्यावरण संरक्षण किसी भी देश के विकास एवं उसकी समृद्धि का द्योतक भी है। अतः पर्यावरण संरक्षण में यह धारणा प्रबल है कि "हमारी प्रकृति और प्राकृतिक संपदा जैसे वन, पहाड़, नदियाँ, झीलें एवं वन्य प्राणी आदि के साथ किसी तरह की छेड़हार नहीं की जाए।" ध्वनि धुआँ आदि के द्वारा प्रदूषित न करके इन्हें अपने मूल स्वरूप में ही रहने दिया जाए।"

वर्तमान समय में पर्यावरण संरक्षण स्वास्थ्य रक्षा के संबंध में जितना महत्वपूर्ण है उतना ही पर्यावरण संरक्षण की दिशा में अभी तक किए गए प्रयासों की सफलता या सार्थकता विवादास्पद बनी हुई है।

पर्यावरण संरक्षण के लिए किए गए प्रयास

पर्यावरण संरक्षण आज विश्व के समक्ष समस्या बन चुका है। अतः पर्यावरण प्रदूषण का समाधान करना किसी एक देश के लिए संभव नहीं। इस कार्य के लिए सभी राष्ट्रों की भागीदारी की आवश्यकता है। आज पर्यावरण मुद्दा अंतर्राष्ट्रीय ऐजेण्डा का सर्वाधिक प्रमुख विषय बन गया है। अंतर्राष्ट्रीय स्तर पर पर्यावरण संरक्षण के लिए अंतर्राष्ट्रीय कानून बनाए गए हैं, जो इस प्रकार हैं—

1. 1949 में लेक सेक्स सम्मेलन
2. 1972 में स्टॉकहोम सम्मेलन
3. 1975 में संयुक्त राष्ट्र संघ पर्यावरण कार्यक्रम

4. 1977 में संयुक्त राष्ट्र संघ जल सम्मेलन
5. 1982 में नैरोबी घोषणा-पत्र
6. 1984 में पर्यावरण पर संयुक्त राष्ट्र विशिष्ट समिति।
7. 1992 में रियो पृथ्वी सम्मेलन
8. 1997 में संयुक्त राष्ट्र पृथ्वी शिखर सम्मेलन
9. 2002 में जोहान्सबर्ग पृथ्वी सम्मेलन आदि

भारत में पर्यावरण के लिए बनाए गए कानून

भारत ने पर्यावरण संरक्षण की दिशा में अनेक प्रयास किए हैं, जिसमें प्रमुख निम्नलिखित हैं—

1. भारतीय मत्स्य कानून, 1987
2. भारतीय बंदरगाह कानून, 1901
3. बंगाल धुंआ कानून, 1905
4. विस्फोटक कानून, 1908
5. मोटरगाड़ी कानून, 1938
6. उड़ीसा नदी एवं निवारण कानून, 1953
7. पर्यावरण संरक्षण अधिनियम, 1986
8. वायु प्रदूषण निवारण कानून, 1987
9. नदी प्रदूषण संरक्षण एवं निवारण कानून, 1997 आदि।

इस प्रकार उपर्युक्त कानून समय-समय पर पर्यावरण संरक्षण हेतु बनाए गए लेकिन इनका निष्ठापूर्वक पालन न किए जाने से समस्या अभी भी बनी हुई है। समुद्र में तेल के बिखराव के कारण पर्यावरण प्रदूषण की रोकथाम हेतु भारतीय तटरक्षक ने तीन बड़े प्रदूषक नियंत्रक जहाज अपने बेड़े में शामिल करने की योजना बनाई है। वर्ष 2004 में देश के 8 तेलवाहक जहाज डूब जाने से न सिर्फ भारी आर्थिक हानि झेलनी पड़ी बल्कि तेल फैलने से समुद्री प्रदूषण का खतरा भी पैदा हुआ। तेल रिसाव के कारण मछलियाँ एवं अन्य जीव जंतुओं पर भी दुष्प्रभाव पड़ता है। इसके अतिरिक्त, भारत और ब्रिटेन ने मिलकर जलवायु परिवर्तन से स्वास्थ्य, वर्षा, कृषि और तटीय इलाकों पर होने वाले प्रभाव के अध्ययन पर बल दिया गया। ओजोन परत को नुकसान पहुँचाने वाले हैलोन गैस का उत्पादन भारत बंद कर चुका है जबकि (सी.डी.एम.) क्लीन डवलपमेंट मैकेनिज्म की दिशा में भारत ने कदम बढ़ाए हैं। पर्यावरण संरक्षण के लिए निम्नलिखित सुझाव हैं—

1. पर्यावरण के प्रति जनजागरूकता पैदा की जाए। इसके लिए टेलीविजन, समाचार पत्रों एवं पाठ्यपुस्तकों जैसे विषय सामग्री उपयोग में लाई जाए।
2. पर्यावरण शिक्षा की योजना इस प्रकार हो कि विद्यार्थी की ज्ञानेंद्रियाँ उसे सहजता से स्वीकार कर सकें।
3. पर्यावरण कार्यक्रम के अंतर्गत अध्यापकों की प्रशिक्षण व्यवस्था का कठोरता से पालन किया जाए। यदि कोई अध्यापक प्रशिक्षण नहीं लेना चाहता है तो उसकी वेतन वृद्धि रोक दी जाए।
4. वैज्ञानिकों द्वारा जल प्रदूषण को समाप्त करने के लिए एक नई योजना बनाई गई है कि कोई भी सीप प्रजाति सर्वोत्तम जल शोधन की क्षमता रखती है। अतः इस योजना को सरकार द्वारा शीघ्रता से लागू किया जाना चाहिए।
5. केंद्रीय भू-जल रिपोर्ट के अनुसार जल प्रदूषण से देश के 23 करोड़ से अधिक लोग पेट के कैंसर और दिल की बीमारियों के खतरे में आ सकते हैं, इसलिए सरकार को कोई ऐसी नीति या व्यवस्था निर्मित करनी चाहिए कि इन भयंकर बीमारियों से बचा जा सके।
6. वायु प्रदूषण पर नियंत्रण पाने के लिए धुंआ उगलने वाले वाहनों की वृद्धि रोकी जाए और कम धुंए के वाहनों का विकास किया जाए।
7. सड़क के दोनों ओर सघन वृक्षारोपण किया जाए तथा अशुद्ध वायु को शुद्ध करने के लिए विभिन्न प्रकार के साधन जैसे चेम्बर वेंटीलेशन की समुचित व्यवस्था की जानी चाहिए।

8. विदेश से आने वाले क्लीमेनक्यू जैसे जहाजों को तोड़ने और अमूल्य धातु निकालने पर प्रतिबंध लगाया जाए।
9. ध्वनि प्रदूषण पर नियंत्रण के लिए शोर के स्रोतों पर ही नियंत्रण लगाया जाए जैसे वायुयान, ट्रक, मोटर साइकिल आदि के शोर नियंत्रण कवच इस प्रकार से ढक दिया जाए जिससे कम से कम शोर उत्पन्न हो।

संदर्भ

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पारिवारिक वातावरण के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन

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सारांश

समस्या कथन "पारिवारिक वातावरण के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन" करना है। अध्ययन में सहसम्बन्धात्मक सर्वेक्षण विधि का प्रयोग किया गया है। अध्ययन हेतु जनसंख्या में प्रयागराज जनपद में उत्तर प्रदेश माध्यमिक शिक्षा परिषद द्वारा सम्बद्ध माध्यमिक विद्यालयों में कक्षा-11 के विद्यार्थियों को सम्मिलित किया गया है। प्रस्तुत अध्ययन हेतु न्यादर्श का चयन प्रयागराज जनपद के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के सगस्त छात्र समष्टि है तथा शोध अध्ययन के लिए चयनित विद्यार्थी न्यादर्श है। प्रस्तुत अध्ययन में न्यादर्श के चुनाव हेतु यादृच्छिक प्रतिदर्शन विधि का प्रयोग किया गया है। प्रस्तुत अध्ययन में प्रयागराज जनपद के 5 उत्तर प्रदेश माध्यमिक शिक्षा परिषद से सम्बद्ध माध्यमिक विद्यालयों का चयन कर माध्यमिक विद्यालयों में से कुल 200 विद्यार्थियों (छात्र एवं छात्राओं) का चयन यादृच्छिक विधि से किया गया है। उपकरण के रूप में शैक्षिक उपलब्धि के लिए विद्यार्थियों की हाईस्कूल परीक्षा में प्राप्त प्राप्तांकों को तथा डा० करुणा शंकर मिश्रा द्वारा निर्मित "पारिवारिक वातावरण अनुसूची" का प्रयोग किया गया है। आँकड़ों के विश्लेषण हेतु मध्यमान, मानक विचलन, मानक त्रुटि एवं टी-अनुपात सांख्यिकी विधियों का प्रयोग किया गया है। निष्कर्ष में पाया गया कि— उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर नहीं है। उच्च एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है। मध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है।

मुख्य-शब्द— पारिवारिक, वातावरण, माध्यमिक, छात्र-छात्राएँ, शैक्षिक उपलब्धि

प्रस्तावना—

अनीपचारिक अभिकरण में परिवार का स्थान सर्वाधिक महत्वपूर्ण स्थान है जहाँ पर बालक माता-पिता से शिक्षा प्राप्त करता है क्योंकि माता-पिता परिवार की धुरी है उन्हीं के इर्द गिर्द सम्पूर्ण परिवार संगठित रहता है। प्रेम स्नेह एवं सौहार्द परिवार के आधार है बालक परिवार में जन्म लेता है वही पर वह उठना बैठना खाना पीना सीखता है अतः बालक के मानसिक पटल पर सीखी गई बातें स्थायी होती हैं। महात्मा पण्डित मदन मोहन मालवीय जी कहते हैं कि मैंने बचपन से ही जो कुछ सीखा था वही मेरी शिक्षा है। महात्मा गांधी ने अपनी माता बचपन में अपनी माता की उक्ति से मिली थी जीजाबाई ने ही शिवाजी में वीरता की भावना भर दी थी। इसलिए परिवार के संदर्भ में प्रसिद्ध समाजशास्त्री आगबर्न निमर्कोफ ने लिखा है— "परिवार वह संगठन है जिसमें पति और पत्नी का कम या अधिक स्थायी संगठन हो, जिसमें बच्चे हो भी सकते हैं और नहीं भी या जिनमें केवल एक पुरुष हो या केवल एक नारी जिन्हें बच्चे हो सकते हैं।" परिवार की यह परिभाषा सदस्यों की

संख्या की दृष्टि से सही है परन्तु आत्मीयता, व्यवस्था, लालन-पालन और यौन सम्बन्धों की निश्चितता का अभाव पाया जाता है। इस कारण इन तत्वों को जोड़कर परिवार की परिभाषा को पूर्ण किया जाता है। इस संदर्भ में डॉ० आर०एस०पी० सिंह ने लिखा है— "पारिवारिक वातावरण से विद्यार्थियों की शैक्षिक प्रगति प्रभावित होना निश्चित है। यह प्रभाव सकारात्मक एवं नकारात्मक दोनों हो सकता है।"

पारिवारिक वातावरण में अभिभावक का बालक के समर्थन, बालकों की बात पर ध्यान देना एवं उनको सुनना, बालकों को स्नेह के साथ-साथ प्यार, बालकों को आराम देना, बालकों की स्वतंत्रता पर विशेष ध्यान देना, बालकों के प्रकटीकरण, विश्वास, बालकों को सुझाव एवं सलाह, बालकों की जरूरतों का पूरा करना, बालकों के जेब एवं शैक्षिक खर्चों का निर्वाह, बालकों के साथ खुले विचार, उनके साथ समय व्यतीत करना तथा विद्यालय के शैक्षिक कार्यों के साथ सामाजिक, सांस्कृतिक कार्यक्रमों में सहयोग प्रदान करना इत्यादि बालकों में उत्साह के साथ-साथ उनके व्यक्तित्व, मानसिक, सांवेगिक तथा शैक्षिक विकास में वृद्धि का सबसे बड़ा कारक बताया गया है।

वैसे भी सामान्यतः यह देखा जाता है कि माध्यमिक स्तर पर अपव्यय तथा अवरोधन की समस्या के अतिरिक्त शैक्षिक उपलब्धि को प्रभावित करने वाले अनेक कारक उत्तरदायी हैं। जैसे— सामाजिक आर्थिक स्थिति, भौगोलिक दशाये, जनसंचार साधनों से पृथक्ता, अप्रासंगिक पाठ्यक्रम, अनुपयुक्त शिक्षण विधियों बालकों के प्रति शिक्षकों की अनिवृत्ति, रुचि, बुद्धि आकांक्षा स्तर, संवेगात्मक बुद्धि तथा उच्च मानसिक स्वास्थ्य एवं निम्न मानसिक स्वास्थ्य, विद्यालय का सामाजिक-मनोवैज्ञानिक पर्यावरण, पारिवारिक पर्यावरण, समायोजन एवं माता-पिता का प्रोत्साहन इत्यादि।

अतः अध्ययनकर्ता द्वारा अपने विषय में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि पर पारिवारिक वातावरण के प्रभाव देखने का प्रयास किया गया है।

समस्या कथन—

"पारिवारिक वातावरण के सन्दर्भ में माध्यमिक स्तर के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन।"

अध्ययन का उद्देश्य—

1. माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना।
2. माध्यमिक स्तर के उच्च एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना।
3. माध्यमिक स्तर के मध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना।

अध्ययन की परिकल्पनाएँ—

अध्ययन में निम्नलिखित शून्य परिकल्पनाओं का परीक्षण किया गया है—

1. माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।
2. माध्यमिक स्तर के उच्च एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।
3. माध्यमिक स्तर के मध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

शोध-विधि—

वर्णनात्मक अनुसंधान के उपयुक्त प्रकारों में से सहसम्बन्धात्मक सर्वेक्षण विधि को अध्ययनकर्ता ने अपनी समस्या के अध्ययनार्थ उपयुक्त पाया। अतः अध्ययन में सहसम्बन्धात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

जनसंख्या—

अध्ययन हेतु जनसंख्या में प्रयागराज जनपद में उत्तर प्रदेश माध्यमिक शिक्षा परिषद द्वारा सम्बद्ध माध्यमिक विद्यालयों में कक्षा-11 के विद्यार्थियों को सम्मिलित किया गया है।

न्यादर्श—

प्रस्तुत अध्ययन हेतु न्यादर्श का चयन प्रयागराज जनपद के माध्यमिक विद्यालयों में से किया है। इन विद्यालयों के 10+2 स्तर के समस्त छात्र सम्मिलित हैं तथा अध्ययन के लिए चयनित विद्यार्थी न्यादर्श हैं।

न्यादर्श चयन विधि—

प्रस्तुत अध्ययन में न्यादर्श के चुनाव हेतु यादृच्छिक प्रतिदर्शन विधि का प्रयोग किया गया है।

प्रस्तुत अध्ययन में प्रयागराज जनपद के 5 उत्तर प्रदेश माध्यमिक शिक्षा परिषद से सम्बद्ध माध्यमिक विद्यालयों का चयन कर माध्यमिक विद्यालयों में से कुल 200 विद्यार्थियों (छात्र एवं छात्राओं) का चयन यादृच्छिक विधि से किया गया है।

प्रयुक्त उपकरण-

शैक्षिक उपलब्धि
शैक्षिक उपलब्धि के लिए विद्यार्थियों की हाईस्कूल परीक्षा में प्राप्त प्राप्तांकों को सम्मिलित किया गया है।

पारिवारिक पर्यावरण अनुसूची
डा० करुणा शंकर मिश्रा द्वारा निर्मित "पारिवारिक वातावरण अनुसूची" का प्रयोग किया गया है।

सांख्यिकी विधियाँ-
औकड़ों के विश्लेषण हेतु मध्यमान, मानक विचलन, मानक त्रुटि एवं टी-अनुपात सांख्यिकी विधियों का प्रयोग किया गया है।

औकड़ों का विश्लेषण एवं व्याख्या-
उद्देश्य-1 माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना-

H_{01} माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है।

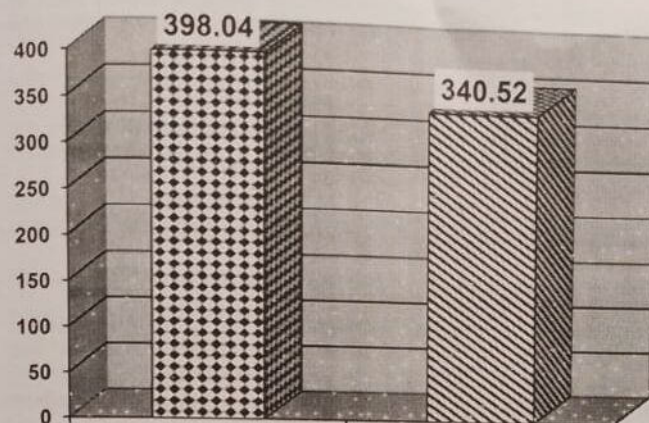
तालिका संख्या-1

माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान, मानक विचलन एवं टी-मान एवं सार्थकता स्तर

| समूह | संख्या (N) | मध्यमान (M) | मानक विचलन (SD) | मुक्तता (df) | टी-मान (t-value) | सार्थकता स्तर |
|-------------------------|------------|-------------|-----------------|--------------|------------------|---------------|
| उच्च पारिवारिक वातावरण | 52 | 398.04 | 53.12 | 145 | 2.20 | .01 |
| मध्यम पारिवारिक वातावरण | 95 | 378.97 | 44.35 | | | |

*.01 सार्थकता स्तर पर असार्थक

सारणी 1 के अवलोकन से ज्ञात होता है कि उच्च पारिवारिक वातावरण एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का मध्यमान क्रमशः 398.04 एवं 378.97 तथा मानक विचलन क्रमशः 53.12 एवं 44.35 है। परिणति टी-अनुपात का मान 2.20 है, जो .01 सार्थकता स्तर पर असार्थक है। अतः शून्य उपपरिकल्पना "माध्यमिक स्तर के उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अन्तर नहीं है" स्वीकृत की जाती है। प्राप्त परिणाम से स्पष्ट है कि, उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर नहीं है।



निष्कर्ष—

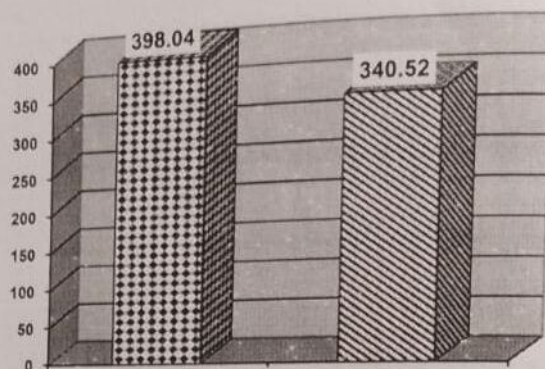
अध्ययन में निम्न निष्कर्ष प्राप्त हुये—

- उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर नहीं है।
- उच्च पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि निम्न पारिवारिक वातावरण के विद्यार्थियों की अपेक्षा उच्च है अर्थात् उच्च एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है।
- मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि निम्न पारिवारिक वातावरण के विद्यार्थियों की अपेक्षा उच्च है अर्थात् मध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है।

अध्ययन में प्राप्त निष्कर्ष के आधार पर पूर्व अध्ययन के निष्कर्ष में साहू, मोनिका (2021) ने अध्ययन में पाया कि— माध्यमिक स्तर के उच्च, मध्यम एवं निम्न पारिवारिक वातावरण वाले विद्यार्थियों, छात्रों, छात्राओं की शैक्षिक उपलब्धि में अन्तर है अर्थात् विद्यार्थियों के पारिवारिक वातावरण का उनके शैक्षिक उपलब्धि पर प्रभाव है। वर्मा, पूनम जगदीश (2017) ने अध्ययन के निष्कर्ष में पाया कि— उच्च पारिवारिक वातावरण वाले किशोरों में उच्च शैक्षिक उपलब्धि पायी गयी। प्राप्त निष्कर्षों के आधार पर कहा जा सकता है कि जिस विद्यार्थी के परिवार में माता-पिता, अभिभावक या सदस्यों द्वारा उनके शैक्षिक कार्यों में संलग्नता के साथ-साथ शैक्षिक वातावरण अच्छा नहीं बना पाते हैं वहीं अभिभावकों, माता-पिता एवं परिवार के सदस्यों द्वारा उनकी शिक्षा में साथ नहीं देते हैं एवं ऐसा वातावरण का निर्माण नहीं करते हैं जिससे विद्यार्थी की पढ़ाई अच्छी तरह से हो सके तब उसका प्रभाव विद्यार्थी के शैक्षिक उपलब्धि पर पड़ना स्वाभाविक है। अतः ऐसे में माता-पिता, अभिभावक एवं परिवार के सदस्यों द्वारा अपने बच्चों की पढ़ाई-लिखाई हेतु ऐसे वातावरण का निर्माण करना चाहिए जिससे बच्चा स्वयं शिक्षा के प्रति अभिप्रेरित हो तथा पढ़ाई में मन लगाकर अच्छे उपलब्धि प्राप्त कर सके।

सन्दर्भ ग्रन्थ सूची

- बन्ना एवं शर्मा, दर्शन, पी. (2012). होम इन्वैमेन्ट, मेन्टल हेल्थ एण्ड ऐकेडमी एचिवमेन्ट एमंग हायर सेकेण्डरी स्कूल स्टूडेंट्स, इण्टरनेशनल जर्नल ऑफ साइस एण्ड रिसर्च पब्लिकेशन, वॉल्यूम-2, इश्यू-5, पृष्ठ 1-4।



उद्देश्य-3 माध्यमिक स्तर के माध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का अध्ययन करना-

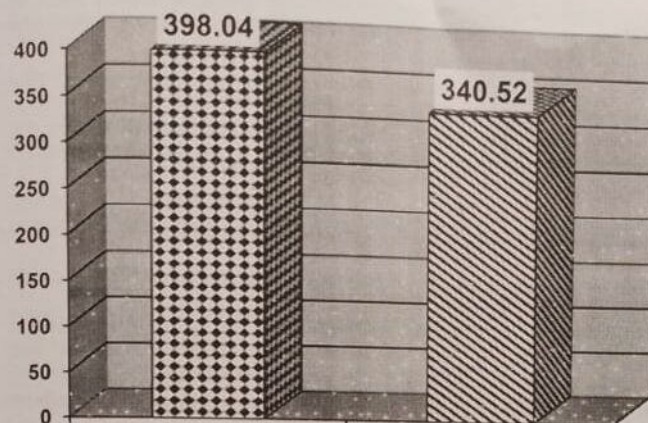
H₀₃ माध्यमिक स्तर के माध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं है।

तालिका संख्या-3
माध्यमिक स्तर के माध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का माध्यमान, मानक विचलन एवं टी-मान एवं सार्थकता स्तर

| समूह | संख्या (N) | माध्यमान (M) | मानक विचलन (SD) | मुक्तांश (df) | टी-मान (t-value) | सार्थकता स्तर |
|--------------------------|------------|--------------|-----------------|---------------|------------------|---------------|
| माध्यम पारिवारिक वातावरण | 52 | 378.97 | 44.35 | 146 | 5.39 | .01 |
| निम्न पारिवारिक वातावरण | 53 | 340.52 | 40.02 | | | |

*.01 सार्थकता स्तर पर सार्थक

सारणी 3 के अवलोकन से ज्ञात होता है कि माध्यम पारिवारिक वातावरण एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि का माध्यमान क्रमशः 378.97 एवं 340.52 तथा मानक विचलन क्रमशः 44.35 एवं 40.02 है। परिगणित टी-अनुपात का मान 5.39 है, जो .01 सार्थकता स्तर पर सार्थक है। अतः शून्य उपपरिकल्पना "माध्यमिक स्तर के माध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में कोई सार्थक अंतर नहीं है" अस्वीकृत की जाती है। प्राप्त परिणाम से स्पष्ट है कि, माध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि निम्न पारिवारिक वातावरण के विद्यार्थियों की अपेक्षा उच्च है।



निष्कर्ष—

अध्ययन में निम्न निष्कर्ष प्राप्त हुये—

- उच्च एवं मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर नहीं है।
- उच्च पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि निम्न पारिवारिक वातावरण के विद्यार्थियों की अपेक्षा उच्च है अर्थात् उच्च एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है।
- मध्यम पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि निम्न पारिवारिक वातावरण के विद्यार्थियों की अपेक्षा उच्च है अर्थात् मध्यम एवं निम्न पारिवारिक वातावरण के विद्यार्थियों की शैक्षिक उपलब्धि में अन्तर है।

अध्ययन में प्राप्त निष्कर्ष के आधार पर पूर्व अध्ययन के निष्कर्ष में साहू, मोनिका (2021) ने अध्ययन में पाया कि— माध्यमिक स्तर के उच्च, मध्यम एवं निम्न पारिवारिक वातावरण वाले विद्यार्थियों, छात्रों, छात्राओं की शैक्षिक उपलब्धि में अन्तर है अर्थात् विद्यार्थियों के पारिवारिक वातावरण का उनके शैक्षिक उपलब्धि पर प्रभाव है। वर्मा, पूनम जगदीश (2017) ने अध्ययन के निष्कर्ष में पाया कि— उच्च पारिवारिक वातावरण वाले किशोरों में उच्च शैक्षिक उपलब्धि पायी गयी। प्राप्त निष्कर्षों के आधार पर कहा जा सकता है कि जिस विद्यार्थी के परिवार में माता-पिता, अभिभावक या सदस्यों द्वारा उनके शैक्षिक कार्यों में संलग्नता के साथ-साथ शैक्षिक वातावरण अच्छा नहीं बना पाते हैं वहीं अभिभावकों, माता-पिता एवं परिवार के सदस्यों द्वारा उनकी शिक्षा में साथ नहीं देते हैं एवं ऐसा वातावरण का निर्माण नहीं करते हैं जिससे विद्यार्थी की पढ़ाई अच्छी तरह से हो सके तब उसका प्रभाव विद्यार्थी के शैक्षिक उपलब्धि पर पड़ना स्वाभाविक है। अतः ऐसे में माता-पिता, अभिभावक एवं परिवार के सदस्यों द्वारा अपने बच्चों की पढ़ाई-लिखाई हेतु ऐसे वातावरण का निर्माण करना चाहिए जिससे बच्चा स्वयं शिक्षा के प्रति अभिप्रेरित हो तथा पढ़ाई में मन लगाकर अच्छे उपलब्धि प्राप्त कर सके।

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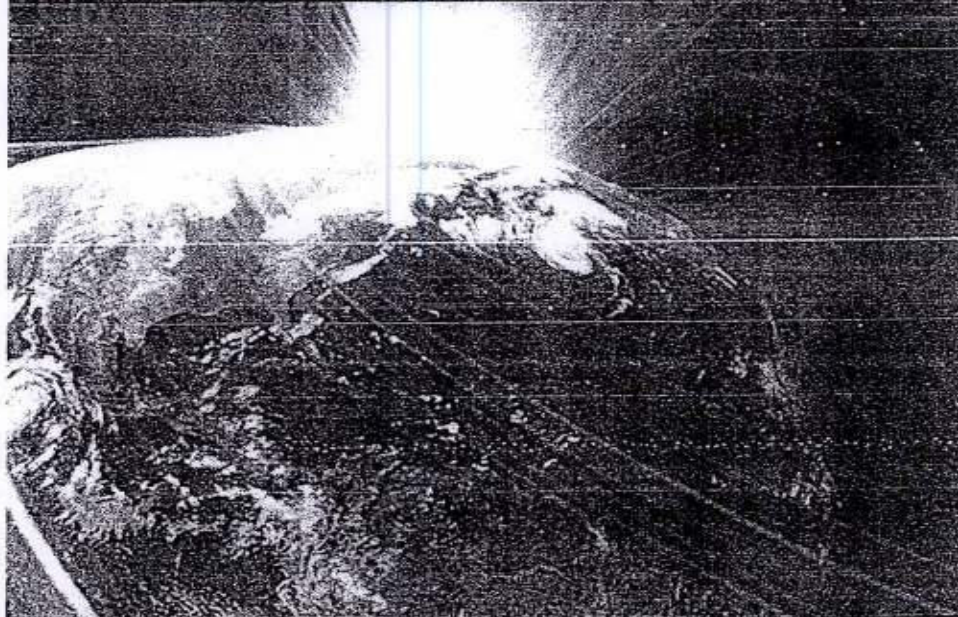
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**SPREAD CONTROL MODEL OF PULMONARY TB MULTILEVEL
MODELLING APPROACH (CASE IN DISTRICT BETUNG AND
DISTRICT MUARA TELANG BANYUASIN REGENCY)
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Abstract

Aim :General purpose of this research is the effect of contents analyze determinants individual, household.

Methods : Troubles in the case of pulmonary tb district in which occurs Telang estuary enhancement of data d ad in health care unit in compare with data d find in field.

Results : All of factors that influence the incidence of pulmonary tuberculosis in the district Muara Telang (wetlands) and sub Betung (dry land) Banyuasinie density residential district on the individual level , the air quality at the household level as well as lighting and temperature at the level of the household environment .

Conclusion : Consider the results show that the model simultaneously acquired models is significant , meaning that these factors simultaneously have a significant effect on the incidence of pulmonary tuberculosis in the district and sub-district estuary gutter BetungBanyuasin district . The next partial test results show the air quality factor and temperature of each household have a significant effect on the incidence of pulmonary tuberculosis in the district and sub-district estuary BetungBanyuasingutter .

Keyword : pulmonary TB, Individual, Household and Environment.



INTRODUCTION

Environment have the effect of the most of public health. one form of environmental conditions affecting the place is condition of human places or settlements. institute for human settlement form takes place to stay or shelter. Increased with science, the society is now in a form can live or residential flat. (Soemirat 2002).

One of environmental health problems in Indonesia to get attention and increase in good quality health problems namely housing (Department of Health, 1993) trending health problems relating to housing problem still very outstanding especially water, garbage disposal, air quality and lighting in the house (Departement of Health, 2005)

This is an environmental integral from human life environment, physically better physical or biological, very allies in the process of health disorders may be in the form of lung disease tuberculosis (Notoatmodjo, 2003) therefore very health conditions affected by whether physical environment, and social.

Environment house is one factor that give effect to the status of health inhabitants (Notoatmodjo, 2003). Environment house is one factor d allies in the spread of germs tuberculosis. tuberculosis can germ life even for 1-2 hours until there beberpa week depending on whether ultraviolet light, yg good ventilation, and density house residents.

Pulmonary TB lead to death in the world, especially in developing countries. there yet so far the successful free from indonesia mycobacterium tuberculosis is the fifth control of 22 countries with loads of pulmonary TB, TB patients with lung total 429 730 New cases and the number of cases 183 366, case number re-treatment and as many cases 6589 (67%) is relapse cases (WHO, 2012.)

Regional water district is Banyuasin, while 25% is the advantage for land in d and rubber rice fields. This study examines the detwerminan effect of various events and see the role of pulmonary tuberculosis new level of risk factors effects of gender role of individual level, density dwelling, and health care attitudes: the role factorrisk household namely(1). consist of air quality indoor air quality covers floor area of temperature and household. (2). density dwelling house consist of densityoccurrence of tuberklosis.



Research Objectives

General purpose of this research is the effect of contents analyze determinants individual, household.

METHOD**Analysis Method****1. New Pattern Events TB Analysis.**

Event Analysis of pulmonary TB in 2 stages do:

1. Troubles in the case of pulmonary tb district in which occurs Telang estuary enhancement of data d ad in health care unit in compare with data d find in field.
2. Audit by laboratory sputum collection d called 3 times with morning when namely SPS.

Interpretation of results sputum examination is 3 times investigation:

1. 3 positive positive or 2 + 1 negatif: BTA positive
2. 1 positive + 2 positive negative a repeat 3 times smear. 1 positive 1 + 2 positive negative but if a BTA 3 negative: BTA negatif.

2. The Analysis Of Factors That Influence With TB Pulmonary Happen.

Analysis done this to see the effect of different determinants of occurrence of pulmonary tuberculosis namely the role of individual level (age, gender, knowledge). Role of risk factors of household namely:

1. Consist of air quality outdoor and indoor air quality spacious floor covering.
2. Densitas consist of density dwelling house and rooms.

2.1 Form Control The Spread Of Pulmonary TB

Description of the disease risk factors of individual, household, and environment through modeling approach multilevel analysis, general model of the occurrence of individual can write:

$$\text{logit } \hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8$$

with

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\hat{Y} is a pulmonary events :

α and $\beta_1, \dots, \beta_{12}$ is parameters

Model :

X_1 is age

X_2 is a gender

X_3 is knowledge

X_4 is a behavior

X_5 is density dwelling

X_6 is indor air quality

X_7 is maid of health

X_8 is the attitude

X_9 is air quality

X_{10} is density dwelling

X_{11} is spacious floor

X_{12} is a type of floor

X_{13} is a roof

X_{14} is ventilation

X_{15} is a roof

X_{16} is the temperature of household

Further , the general model of household can be written as follows:

$$\hat{Y} = \alpha + \beta_1 H_1 + \beta_2 H_2$$

With

\hat{Y} is the occurrence of pulmonary tb :

α and β_1, β_2 is parameters model

X_9 is outdoor air quality

X_{11} is spacious floor

X_{12} is a type of floor

X_{13} is a roof

X_{14} is ventilation

X_{15} is lighting

X_{16} is the temperature of household

3 .Model Development Control

Model development control in field as performed by examination

3.1 Chemical Air

Chemical examination of air in ambient air do is examination by physical and chemical test

3.1.1 Test Physics

Test do is in physics d temperature wind speed direction and noise

influence of humidity air pollutant concentrations. moisture associated with negative air temperature the air temperature high humidity will mak the low. moisture reaches 40-70% moisture not meet standards said if more than 70% or less than 40%. moisture is good for media d pathogenic bacteria, including new germ tb (Department of Health 1999) optimal conditions generally breeding.

3.1.2 Chemical Test

Chemical testIsconductedexamination TSP (*Total Solid Partikulat*)

SNi 19-7119.2-2005 examination method and quality standard refers limits in accordance with NO PPRI 1991 41 th of threshold values for residential areas and settlements.

3.2 Biological Environment

Biology test environment with numbers germ checking the air space, audit done to see total numbers germ diruang d where the re is room such an d the patients taking more commonly used daily activities.

THEORY

A. An understanding of the Environment

1 . The definition of Environment



Environment is everything physical, biological, social and being around humans and external influences that affect the lives and human development (Lennihan and Fletter, 1989)

2. Physical Environment

The physical environment is everything that is to be around people who are not dead, for example, water, soil, air humidity, temperature, wind, houses and other inanimate objects.

3. Biological environment

Biological environment is everything that is life-like plants, animals, including microorganisms.

4. Social Environment

The social environment is everything that govern the actions of human life and its efforts to sustain life, such as education for each individual, sense of responsibility, knowledge of the family, job type, number of occupants and the state of the economy.

5. Home environment

The home environment is everything that was in the house (Walton, 1991). Home environment consists of the physical environment that is ventilation, temperature, humidity, floors, walls and the social environment is the density of occupants. According to the WHO home environment is a physical structure in which people use for shelter. Environment of the structure as well as all the facilities and services necessary, useful equipment for physical and spiritual health and good social conditions for families and individuals.

B. The Protection from diseases' transmission

a. There must be a water source that meets the requirements, both in quality and quantity, so in addition to eating and drinking needs are met, also enough available water to maintain the cleanliness of the home, clothing and occupants.

b. There must be a place to store garbage and toilets are good and qualified, well water disposal must be channeled properly

c. Disposal of human waste and the waste must meet health requirements, yatu should be able to prevent the waste does not seep and contaminate surface water sources.

d. Place cooking and eating should be free from pollution and dust nuisance animals and insects.

e. There should be a prevention of vector-borne diseases can not live and breed in the house, so the house in its construction should be rat proof, fly to fight, fight mosquito.

f. There should be room air (air space) are quite

g . The spacious bedrooms at least 8.5 m² per person and a minimum ceiling height of 2.75 meters .

C. multilevel Models

Multilevel Data Analysis : " any set of analytical procedures that involve; Gathered Data from individuals and from social structure in the which they are embedded and are Analyzed in a manner that models the multilevel structure " (Burnstein , 1985 , dikutip dari Ariawan , 2005)

1. The important thing of analysis Multilevel

Analysis Multilevel or can be called by the other word likes random effects models , random coefficient models , hierarchical linear mixed effects models models needed for;

- a. Calculate the variability at each level (eg , variance and variance student class)
- b . Creating a model at level 1 as the effect of all levels

$$\text{Var total} = f(\text{var. Individuals} + \text{var. Groups})$$
- c . Calculate the interaction between the effects at each level
- d . Responses are not independent of subjects in one cluster have the same risk factors (Snijders , 1999) .

2.The benefit of Analysis Multilevel

The benefits that can by using multilevel analysis are :

- a. analysis of thr data longitudianal ie repeated observations on the same subject .
- b . Analysis of the data is subject groups (level 1) in the group (level 2) (Ariawan , 2005)

Multilevel statistical approach has the advantage of technical and substance (Anderson , 2004) . Substance of the approach , this analysis can solve problems related to :

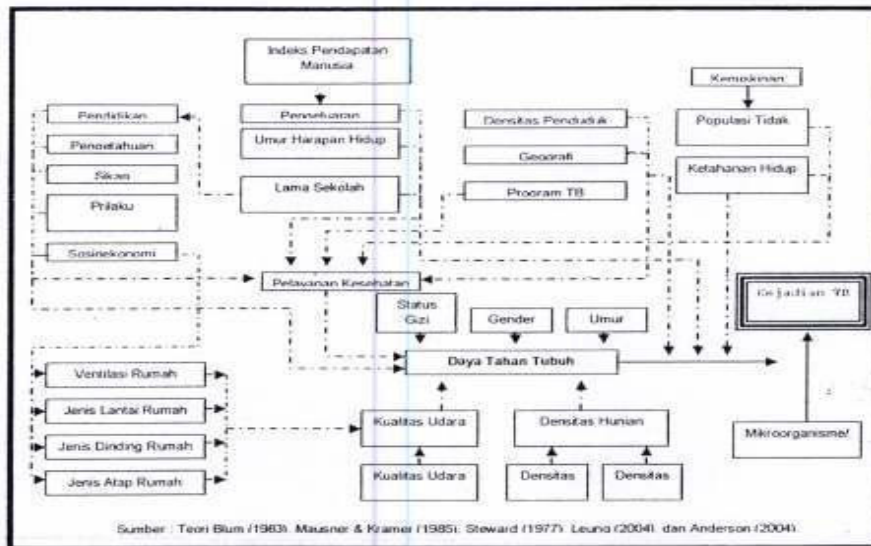
- a. Ecological Fallacy is a mistake in interpreting the results of observations on the ecological level to the individual level
- b . Individualistic fallacy that occurs due to errors in estimating the role of ecological relationships at the individual
- c . Atomistic fallacy that arises when the relationship between the individual variables used to make inferences on the relationship between the variables at the level of ecological analogue / group .

The existence of common errors fallacy is the failure to recognize the unique relationship observed in the data blocks and each level its own important things . The specific manner , have a look only at the individual relationship (example: poor people have worse health risks) : some are seen only on ecological relationships (eg , where the proportion of individuals who are many individuals who are poor usually have a rate higher poor health) and the relationship of individual contextual (eg the possibility of the existence of the greatest bad health status will be found on the individual poor in places with a high proportion of the poor) . Multilevel models are clearly the natural relationship - contingent level (Anderson , 2004) .

From presepektif in teknikal , multi-level analyst allows researchers to efficiently obtain statistical estimates of regression coefficients fixed . Specifically , the use of information clustering , multilevel models provide the correct standard errors , so that will give coonfident intervals and significance robust.Hal results like this will not come if we do not take into account the clustering information . As in the analysis of this konvensional.Dampak will certainly affect the statistical validity . Broader multi- level models also provide an appropriate and realistic specification of the variance structure of the complex on every level.Multilevel models also accurately perform weighting and capitalization of profits that may result in the collection of all aspects of the neighborhood who then made an inference into a specific neighborhood

A. The Skeleton Of The Theory

To see the impact of various determinants on the incidence of pulmonary tuberculosis as well as a look at the role of the level of effect of individual risk factors (age , education and knowledge) , which includes the contextual determinants of domestic risk factors (socio - economic , density houses , home ventilation , home floor , walls , ceiling and roof of the house) , and risk factors Banyuasin district level (population density , geography , HDI (measured by per capita expenditure variables , and old school) and HPI (measured from the population do not access health services and populations are not survive the age of 40 years) on the incidence of pulmonary tuberculosis . then can be seen from Figure.



RESULTS and DISCUSSION

Logistic regression analysis level of individual

Data analysis using logistic regression model intended to see significant factors affecting the occurrence of yg and knowing the amount of pulmonary tb chance of occurrence of such factors based pulmonary TB.

Selection of the best in this research procedures performed using BackwardStepwise. Backward Stepwise variable procedure of removing algorithm based statistical model with a view of an interest rate variable, variable then removed from the rule based model fixed. Important as defined variable variable have the effect of real model.

Table 1 Logostik Regression Analysis Results On Individual Level In District Banyuasin

| District | Peubah | B | S.E. | Wald | Sig. | Exp (B) | Sig. of the Change |
|----------|------------------------|---------|---------|-------|-------|----------|--------------------|
| Betung | X2 (gender) | -40.643 | 2.618E4 | .000 | .999 | .000 | .000 |
| | X4 (behavior) | 40.443 | 2.618E4 | .000 | .999 | 3.664E17 | .001 |
| | X5 (density dwelling) | -1.885 | .785 | 5.771 | .016 | .152 | .020 |
| | X6 (indor air quality) | 1.999 | .728 | 7.541 | .006 | 7.384 | .006 |
| | X7 (maid of health) | -19.538 | 6.151E3 | .000 | .997 | .000 | .001 |
| | Constant | -.731 | 1.045 | .489 | .484 | .481 | |
| Telang | X1 (age) | -3.773 | 1.265 | 8.893 | .003 | .023 | .001 |
| | X2 (gender) | -25.263 | 4.019E4 | .000 | .999 | .000 | .007 |
| | X4 (behavior) | 43.993 | 4.209E4 | .000 | .999 | 1.276E19 | .003 |
| | X5 (density dwelling) | -25.263 | 2.010E4 | .000 | .999 | .000 | .000 |
| | X7 (maid of health) | -42.406 | 4.494E4 | .000 | .999 | .000 | .025 |
| | Constant | 6.246 | 2.367E4 | .000 | 1.000 | 516.030 | |

Based on the table above partial test results showed all real variables (significant).

Logistic regression analysis at the household level

The following is a step that is done in selecting the best model with backward stepwise procedure of level II.

At this step in the modeling done by including all variables in the model: X_9 (air quality) and X_{10} (density residential). Parameter coefficient (B), the value of standard deviation (SE) value of Wald statistic, p-value (Sig), the odds-ratio (exp (B)), and the p-value (Sig) changes in log-likelihood values for each independent variables.

Table 2 Results of LogisticRegression Analysis at The Level of Households in The DistrictBanyuasin.

| District | Peubah | B | S.E. | Wald | Sig. | Exp (B) | Sig. of the Change |
|----------|----------------------------|--------|---------|--------|------|----------|--------------------|
| Betung | X9 (outdoor air quality) | 1.945 | .565 | 11.857 | .001 | 6.994 | .000 |
| | X10 (density dwelling) | .392 | .824 | .227 | .634 | 1.480 | .623 |
| | Constant | -3.159 | .820 | 14.834 | .000 | .042 | |
| Telang | X9 (outdoor air quality) | 24.758 | 2.321E4 | .000 | .999 | 5.654E10 | .000 |
| | X10 (density dwelling) | -4.942 | 1.328 | 13.841 | .000 | .007 | .000 |
| | Constant | 1.386 | 1.118 | 1.537 | .215 | 4.000 | |

The above table is based on the know that the test results showed partial betung in the district, which has a p-variables of change in loglikelihoodadallahvalueterbesar variable X_{10} (residential density) so that the variable is removed, while in the district telang, partial test results showed all real variables (significant) rose X_9 (kualifitas air) and X_{10} (density residential).

At this step in the input variables only variables that air quality in the districts betung X_9 , as in the following table.

Table 3 Results of LogisticRegression Analysis at The Level of Households in The DistrictBanyuasin.

| District | Peubah | B | S.E. | Wald | Sig. | Exp (B) | Sig. of the Change |
|----------|--------------------------|--------|------|--------|------|---------|--------------------|
| Betung | X9 (outdoor air quality) | 1.958 | .564 | 12.048 | .001 | 7.083 | .000 |
| | Constant | -2.833 | .420 | 45.487 | .000 | .059 | |

Based on the table above, partial test results showed all real variables (significant), the variable X_9 (air quality) in the district Betung.

Regresilogistik Analysis at The Level of Environmental

Following in the steps to do in choosing the best model with backward stepwise procedure at the level of the environment:

Table 4 The final Results of Logistic Regression Analysis on The Sub-District Level in the Estuary Environment Gutters Banyuasin District.

| District | Peubah | B | S.E | Wald | Sig. | Exp (B) | Sig. of the Change |
|----------|----------------------------------|--------|---------|-------|------|----------|--------------------|
| Telang | X15 (lighting) | 22.539 | 4.686E3 | .000 | .996 | .000 | .000 |
| | X16 (temperature of household) | 41.485 | 1.573E4 | .000 | .998 | 1.039E18 | .000 |
| | Constant | 1.386 | 1.118 | 1.537 | .215 | 4.000 | |

In this step, all the variables, X_{15} is lighting and X_{16} (temperature households) in the district Telang partially based on test results showed all real variables (significant) until the process is complete.

Table 5 The Final Results of Logistic Regression Analysis on The Environment in The Sub-District Level Betung Banyuasin District.

| District | Peubah | B | S.E. | Wald | Sig. | Exp (B) | Sig. of the Change |
|----------|---------------------------------------|--------|---------|------|------|----------|--------------------|
| Betung | X_{14} (ventilation) | 17,563 | 5,514E3 | ,000 | ,997 | 4,24E7 | ,000 |
| | X_{16} (temperature of household) | 40,339 | 1,100E4 | ,000 | ,997 | 3,305E17 | ,000 |
| | Constant | 20,919 | 5,514E3 | ,000 | ,997 | ,000 | |

In this step all the changes that X_{14} (ventilation) and X_{16} (temperature of households) in the district Betung based persial test results showed all real variables (significant) so that the process is completed

CONCLUSION AND SUGGESTION

Conclusion

1. All of factors that influence the incidence of pulmonary tuberculosis in the district Muara Telang (wetlands) and sub Betung (dry land) Banyuasinie density residential district on the individual level , the air quality at the household level as well as lighting and temperature at the level of the household environment .
2. Consider the results show that the model simultaneously acquired models is significant , meaning that these factors simultaneously have a significant effect on the incidence of pulmonary tuberculosis in the district and sub-district estuary gutter BetungBanyuasin district . The next partial test results show the air quality factor and temperature of each household have a significant effect on the incidence of pulmonary tuberculosis in the district and sub-district estuary BetungBanyuasingutter .

Suggestion

1. For health department

Need to do a home visit by a holder of both pulmonary TB program commissioned in the health care unit in each district as well as commissioned officers in the program of hold health districts , so that pulmonary TB patient can be monitored properly .

2 For The Communities

Advisable for people to pay attention to the environment in the household diligently opened the window so that the air exchange. Also plant trees around the residence to catch the dust that is generated by the air pollution that would result in that fresh.

3. For Individuals

Should also be done at efforts to increase knowledge about pulmonary tuberculosis that would increase the self-reliance in addressing the problem of pulmonary tuberculosis.



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| 1 | Privatization in Higher Education | Changing Vistas in Higher Education | S.N.Sen B.V.P.G. College Kanpur | National | | 15-Nov-08 |
| 2 | Innovation in Higher Education | Innovation in Higher Education | Mahila Mahavidyalaya, Kanpur | National | 12-Dec-08 | 13-Dec-08 |
| 3 | Teacher a Tool for Cultivating Environmental Education | Environmental Education Need & Current Trends | Mahila Mahavidyalaya, Kanpur | National | 24-Oct-09 | 25-Oct-09 |
| 4 | Child Centered Approach for Curriculum Learning in Primary Schools | Quality Concerns in Education | Dept. of Education, S.C.Bose College, Lucknow University | International | 22-Dec-09 | 24-Dec-09 |
| 5 | Changing Role of Education in Modern Era | Revamping Indian System of Education | Unity College, Lucknow | National | | 5-Feb-12 |
| 6 | Teacher Education in 21st Century Objectives and Innovative Approaches | Innovation Practices in Education | Heera Lal Yadav, Balika degree college sitapur | International | 18-Jun-11 | 19-Jun-11 |
| 7 | Value Teaching in Educational Institutions | Mulyaparak Shiksha | A.N.D.T.College, Kanpur | International | | 17-Dec-11 |
| 8 | Repeering Teacher Education for meeting challenges of 21st century | Towards Enhancing Quality in Teacher Education | Dept. of Education, C.S.J.M.U.Kanpur | National | 3-Feb-12 | 4-Feb-12 |
| 9 | Issues and Initiative in Quality Management of Higher Education | Quality Management in Education | Raja Harpal Singh P.G. College, Singrauli Jaurpur | National | 12-Feb-13 | 13-Feb-13 |
| 10 | Human relation in teacher Education | Teacher Education in India | C.S.J.M.U. Kanpur | National | 9-Mar-14 | 9-Mar-14 |
| 11 | Quality issues in Higher Education | Higher Education in India: Issues, Challenges and Emerging trends | C.S.J.M.U. Kanpur | National | 20-Feb-15 | 21-Feb-15 |

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| 1 | Akhika Sahitya | 0974-0836 | National | June 2013 | Yes | 10 |
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Paper Present in Seminar:

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|---|--|---|----------------|-------------------------|----|
| 1 | National Seminar its topic "Family Education Problems, Issues & Possibilities" | Surya (P.G.) College Of Education Tolana | February 2012 | Celebration With CTE | 15 |
| 2 | National Seminar its topic "Condition and Direction of Education In Future Perspective" | Bharat Teacher 's Training College Nadbai (Bharatpur) | June 2012 | | 15 |
| 3 | National Seminar its Topic " Present Scenario of teacher Education, Issues & Changes" | Dept. of Education Govt. (P.G.) College ,Ranikhet (Uttarakhand) | September 2012 | UGB Sponsored | 15 |
| 4 | International conference on "Role of Technology in Enhancing Quality of higher Education" | Kanya Maha Vidyalaya Jalandhar | October 2012 | | 15 |
| 5 | National Seminar on "Today's Quality, Tomorrow's Success" | Jan Nayak Ch.Devi LAL (P.G.) College Of Education Siroa | April 2013 | NAAC Sponsored | 15 |
| 6 | National Seminar On "Holistic Teacher Education Challenger & Remedies" | St. Anne's College of Education & research Centre (Pondicherry) | February 2013 | | 10 |