

State level seminar on

Emotional Management at Work Place

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1. A study of the effect of Yoga programme on Anxiety, Adjustment, Emotional intelligence and Social intelligence of Master of Education students

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***Abstract-**The study aimed at finding the effect of deliberately planned Yoga programme on anxiety, adjustment, emotional intelligence & social intelligence of M.Ed. female students. The study was conducted on 30 M.Ed. female students of S.N.D.T. Women's University, Pune. The students were facing many physical, psychological & emotional problems. Researcher tried to find out solution using yoga treatment. Yoga was practiced regularly for one & half hour daily and implemented continuously for three months. It consisted of • Pranayama—Kapalbhati, Anulomvilom, Bhrasrika, ujjayi • Omkar chanting • Suryanamaskar • Few asana's. The tools used were— Social intelligence scale by Chadha & Ganeshan , Indian Adaptation of Anxiety Scale by Kapoor, S.D., Belle's adjustment inventory by Ojha, R.K., Emotional intelligence scale by Sharma Ekta & a feedback format- It was used to study reactions of the students about the implemented programme. Tools of data analysis used were— percentage, graphs, and Pearson's coefficient of correlation & t- test. The selected variables are very close to each other & have some interdependence. Coefficient of correlation between the studied variables were found out to test whether they were closely related or not, as expected. Researcher used single group pre-post- test design. A significant correlation was found between Anxiety & Adjustment. A significant negative relationship was found between anxiety & social Intelligence. No significant relationship was found between adjustment & emotional intelligence. A positive relationship was observed between Emotional intelligence & Social intelligence but that was not significant. A negative relationship was found between Anxiety & Emotional intelligence but that was not significant. No significant relationship was found between Emotional intelligence & Adjustment ability As a result of yoga programme adjustment ability of the M.Ed. students increased significantly. Social intelligence of the M.Ed. students increased significantly Anxiety of the M.Ed. Students decreased after the implementation of the Yoga programme but it was not significant. Emotional intelligence was increased after the implementation of the Yoga Programme but the increase was not significant. In their feedback forms maximum students admitted that they definitely got physical, mental, emotional & social benefits due to the programme. Thus the study revealed that all the M.Ed. students attending the Yoga classes got maximum physical, mental & emotional benefits due to the regular practice of Yoga. The instructor by giving informal guidance tried to fulfil the root purpose of yoga i.e. coordination between mind, soul and spirit.*

Key terms –Yoga, Anxiety, Adjustment, Emotional intelligence & Social intelligence.

1. Background

Today's life is full of tensions and stresses. Increased tensions cause Anxiety. Anxiety affects adjustment capacity of a person. Person gets disturbed emotionally & socially due to anxiety. All these problems may lead to social conflicts. Yoga may prove to be the right solution to all these problems. Stress is one of the most insidious phenomena of our time & it affects people in all walks of life. Increased stress causes high anxiety & person's feelings get disturbed. In managing the feelings, person's emotional intelligence plays an important role. According to Golman D, "Emotional intelligence refers to the capacity of recognizing our own feelings & those of others for motivating ourselves & for managing emotions well in us and in our relationship." (Goleman, D. 1996). When emotional intelligence is less, people find it difficult to adjust with the environment. But "life is an adjustment." Poor emotional intelligence and adjustment ability both definitely affect the social behaviour. Thorndike, E.L. (1920) defined social intelligence as "The ability to understand & manage women, Boys, girls to act wisely in human relations"

Yoga is our Heritage of Yesterday, Need of Today and Culture of Tomorrow. The word Yoga has been originated from the Sanskrit verb 'Yuj' which means to connect. In Yoga there is an integration of all aspects of life. It is experienced that Yoga Programme positively affects mental and physical health. So it is felt necessary to find out to what extent yoga can affect some variables related with personality.

2. Need of the present research-

Researcher is working as a post graduate teacher at M. Ed. level in S.N.D.T. Women's University. While working in the university it was observed that most of the female students were always under excessive stress. They were finding it difficult to adjust with the college environment. Most of the students were married & they had some family constraints. Few of them were doing part-time jobs. Most of the students were facing difficulties in completing the M.Ed. programme properly. So it was felt necessary to find out whether Yoga Programme helps M.Ed. students to overcome their anxiety and improve their adjustment ability, emotional intelligence & social intelligence.

3. Objectives

1. To study the anxiety level, adjustment ability, emotional intelligence & social intelligence of M.Ed. students.

2. To develop a Yoga Programme to decrease anxiety, to increase adjustment capacity, emotional intelligence & social intelligence of M.Ed. students.
3. To study the effect of Yoga Programme on anxiety, adjustment, emotional intelligence & social intelligence of M.Ed. students
4. To study the relationship between anxiety and adjustment.
5. To study the relationship between adjustment & emotional intelligence.
6. To study the relationship between emotional Intelligence and social intelligence.
7. To study the relationship between anxiety & social Intelligence.
8. To study the relationship between anxiety & Emotional intelligence.
9. To study the relationship between emotional intelligence & adjustment ability

4. Operational Definitions

- a) **Yoga programme-** A programme consist in Pranayama, Suryanamaskar, mudra & a few asanas, planned with the consultation of Yoga Experts
- b) **Social intelligence-** Social intelligence scale by Chadha&Ganeshan
- c) **Anxiety-**scores obtained on Indian Adaptation of Anxiety Scale by Kapoor,S.D..
- d) **Adjustment-**scores obtained on Belle's adjustment inventory by Ojha, R.K..
- e) **Emotional intelligence-** scores obtained on emotional intelligence scale by Sharma Ekta
- f) **M.Ed. students-**The female students studying in the P.G. department of S.N.D.T. University in the academic year 2013-14

5. Significance

The review of related research studies reveals that the different variables considered in the proposed research (namely - anxiety, adjustment, emotional intelligence & social intelligence) were considered either separately or in combination of two by previous researchers. Not a single research study considered all the four variables together. So the present study will be significant. Further no such study of finding out effectiveness of yoga programme was conducted on M.Ed. level & especially for women.

The present study will be useful for students, teacher educators, university teachers, principals, psychologists, & counsellors also as they will know the effect of yoga programme on anxiety,

adjustment, emotional intelligence & social intelligence. If it is found effective, then they can recommend the yoga programme wherever necessary.

6. Assumptions

1. The present study assumed that different psychological variables can be measured using available standardized tests.
2. People respond honestly on different psychological tests.

7. Hypotheses

1. There will be a significant decrease in the anxiety of M.Ed. students due to implementation of yoga Programme.
2. There will be a significant increase in adjustment level of M.Ed. students due to the implementation of the Yoga programme. (Adjustment problem will decrease. There will be decrease in the scores.)
3. There will be a significant increase in the emotional intelligence of M.Ed. students due to the implementation of the Yoga Programme.
4. There will be a significant increase in the social intelligence of M.Ed. students due to the implementation of the Yoga programme.
5. There will be a significant positive relationship between anxiety & Adjustment ability.
6. There will be a significant negative relationship between Adjustment ability & emotional intelligence.
7. There will be a significant positive relationship between emotional intelligence & social intelligence
8. There will be a significant negative relationship between Anxiety & social intelligence
9. There will be a significant negative relationship between Anxiety & Emotional intelligence
10. There will be a significant negative relationship between Emotional intelligence & Adjustment ability.

8. Limitations

The sample selected in the present study was incidental & purposive.

All the 30 students were not present for the complete programme.

9. Delimitations

- The present research was delimited only for M.Ed. Female students studying in the S.N.D.T. University in the year 2013-14 from Pune city.
- The present study was conducted in the year 2013-2014.

10. Review of related literature & research

On International level, Mathews, Gerald, et al (2006), Cliffe Joanne (2011), Mercedes Ferrando et al (2011) conducted research on emotional intelligence.

Denise R. (2009) studied stress management strategies for students finding immediate effects of Yoga, humor & reading on stress.

Hembree (1988) studied the effects of "Test Anxiety" on "academic performance".

Cairns, Mc Whirter, Barry and Duffy (1991), Zuckerman, Debenham and Moore (1993) conducted research on anxiety.

Fiebig, Lindsey (2009) did a hermeneutical inquiry into the experiences of women practicing Yoga & their perceived body image.

Milligan, Colleen (2006), Gawinski, Kalia (2012), Clancy, Sara Elysia (2010), Askelson, Debra

Kathleen (2011) Kelley, Joy Lyn (2009), Dann, Karen D (2009) did study on effects of Yoga.

On national level, Bhargava Sushma (1989), Dagaur B.S. (1988), Dubey (1993), *Rahul A G (2012)*, *Gupta, Vandana (2014)*, Bhatia (1981), Ghose (2001) Hegde (2001) did study on anxiety & related variables.

Vijayakumari (2008) studied the stress coping strategies to alleviate stress.

Goyal Chhaya (1988) studied effect of drive, frustration & adjustment on learning & speed of performance with special reference to interaction.

Suresh K.J. & Joshith V.P. (2008), Mathur and Sharma (2002), Patnam and Jayarajarani (2002) did study on emotional intelligence.

Zambare Shobhana (2008) studied social competencies.

Indian Council of Medical Research (2004) on 'Urban mental health' it was found that there are about 10% of people in our country who are suffering from mental illness.

From the review of related researches it was found that not a single study was found identical with the present research.

11. Methodology

- **Type-** The present research was an applied research as application of already established theory was done.
- **Method-** The method of the present research was experimental because effectiveness of yoga programme on anxiety, adjustment, emotional intelligence & social intelligence was found out.
- **Design** -In the present research the pre posttest single group design was used.
- **Variables Independent variable-** The yoga programme implemented in the M.Ed. classroom.
 - **Dependent Variable-** The scores of the M.Ed. students on anxiety scale, adjustment inventory, emotional intelligence & social intelligence.
 - **Controlled variables-** Same teacher, same classroom environment, only women students & only M.Ed. level
- **Sampling-** In the present research the sample was selected by incidental & purposive sampling. The incidental or convenient sampling method was used because the researcher is working as a PG teacher in the same institute. It is very convenient for her to implement the programme in the same class. More over purposive sampling was done as the researcher observed many physical psychological problems of these M.Ed students.
- **Tools of data collection –**
 1. Social intelligence scale by Chadha & Ganeshan
 2. Indian Adaptation of Anxiety Scale by Kapoor, S.D.
 3. Belle's adjustment inventory by Ojha, R.K.
 4. Emotional intelligence scale by Sharma Ekta
 5. A feedback format-The fifth tool used was students' written reactions. It was used to study reactions of the students about the implemented programme.

- **Tools of data analysis** – The tools used for analysis of data were percentage, graphs & t test.

12. Summary of the Statistical Analysis.

Table 5.1. Summary of t testing

Hyp. no.	Null Hypothesis	Obtained t value	Significance	A/R of null hypothesis
1	There will not be a significant decrease in the anxiety of M.Ed. students due to the implementation of yoga Programme.	1.36	Not significant	Accepted
2	There will not be a significant increase in adjustment level of M.Ed. students due to the implementation of Yoga programme	1.738	Significant at 0.05 level	Rejected
3	There will not be a significant increase in the emotional intelligence of the M.Ed. students due to the implementation of the Yoga Programme	0.7706	Not significant	Accepted
4	There will not be a significant increase in the social intelligence of M.Ed. students due to the implementation of the Yoga programme.	2.119	Significant at 0.05 level	Rejected

Table 5.2 Summary of testing of correlation related hypotheses

Hyp No.	Null hypothesis	Obtained r	Significance	A/R of null hypothesis
5	There will not be a significant positive relationship between Anxiety & Adjustment ability.	0.369	Significant at 0.05 level	Rejected
6	There will not be a significant negative relationship between Adjustment & Emotional Intelligence.	-0.089	Not significant at 0.05 level	Accepted
7	There will not be a significant positive relationship between emotional intelligence & social intelligence	0.280	Not significant at 0.05 level	Accepted
8	There will not be a significant negative relationship between Anxiety & Social intelligence	-0.3518	Significant at 0.1 level	Rejected
9	There will not be a significant negative relationship between Anxiety & Emotional Intelligence.	r=0.15	Not significant at 0.05 level	Accepted

10	There will not be a significant negative relationship between Emotional intelligence & Adjustment ability	r=0.0289	Not significant at 0.05 level	Accepted
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13. Conclusions

13.1 Conclusions from Quantitative Analysis

1. Anxiety of the M.Ed. students decreased after the implementation of the Yoga programme but that was not a significant decrease.
2. Adjustment scores were decreased significantly at 0.05 level. This shows that **adjustment ability of the M.Ed. students increased significantly due to the implementation of Yoga programme.**
3. Mean of the emotional intelligence was increased after the implementation of the Yoga Programme but the increase was not significant at 0.05 level.
4. **Social intelligence of the M.Ed. students increased significantly due to the implementation of Yoga programme.** The increase in the social intelligence was found significant at 0.05 level.
5. **A significant correlation was found between Anxiety & Adjustment.**
6. No significant relationship was found between adjustment & emotional intelligence.
7. A positive relationship was observed between Emotional intelligence & Social intelligence but that was not significant.
8. A significant negative relationship was found between anxiety & social Intelligence.
9. A negative relationship was found between Anxiety & Emotional intelligence but that was not significant.
10. No significant relationship was found between Emotional intelligence & Adjustment ability

13.2 Conclusions from Qualitative Analysis.

Conclusions drawn from the analysis of the data obtained from the Feedback forms.

The data collected from the interviews & participant observation revealed that the two third of students were attending the Yoga class regularly while one third were irregular. All of them liked to do all types of *Pranayama & Asanas*. All of them could easily perform the different Asana. Body flexibility of these students was observed to be amazing. It was observed that they were attending the Yoga classes regularly because they were getting physical, psychological & emotional benefits. It was observed that most of them were suffering from physical problems

like aching legs, backbone aching, different kinds of allergies, but practice of Yoga gave them relief.

They told that practicing Yoga controlled their diseases.

It was found from their responses that due to practicing Yoga

- acidity reduced,
- they were feeling fresh,
- body became more active,
- Immunity increased.
- Work energy increased.
- Tension was reduced.
- Speed of doing work was increased.
- Overweight students experienced that their weight decreased to a considerable extent.
- Yoga improved their physical, mental & emotional health

Some of the observations noticed by participant observation-

Most of the students could easily perform the different asana. Their flexibility was remarkable.

All of them were sincerely practicing the Yoga. None of them waste their time in the class.

All of them sincerely concentrated on Yoga. Their Remarks about the Programme

“The programme is free of charge but it is very valuable to us.”

“If we remain absent we feel bad.”

“We get some extra knowledge in this class.”

“All the students should take advantage of this class”

“When we come in the class, Yoga is practiced properly in the group which is not possible at home.”

“The programme should be practiced throughout the year”

14. Discussion-

Thus the study revealed that all the M.Ed. students attending the Yoga classes were getting maximum physical, mental & emotional advantages due to the regular practice of Yoga. The instructor by giving informal guidance was trying to fulfill the root purpose of yoga i.e. coordination between mind, soul & spirit. All the students agreed that Yoga keeps them fit &

they should practice it regularly. It was observed that Yoga was practiced properly in the group, rather than separately at home. So Yoga improves social interactions also.

15. Recommendations.

1. Yoga should be regularly practiced at post graduate level.
2. The administration should make a provision in the timetable for the daily practice of yoga in the class room.
3. Teachers should help the students in their adjustment related problems.

16. Suggestions for Further Research

- Same Research can be carried out on a large sample.
- Effectiveness of the Yoga programme can be found out for different age groups.
- Effectiveness of Suryanamaskar on cognitive development.
- Effectiveness of Suryanamaskar on Anxiety.
- Effectiveness of Omkar chanting on cognitive development.

5.8 Epilogue

Thus the present research proved that Yoga programme helped M.Ed students in improving their physical, mental & social health.

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2. Emotional Management at Workplace: Need and Strategies

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Abstract:

A workplace, in an education context, is a place where work is carried out for imparting an education. Any workplace includes Infrastructural, Financial, Human Resources etc. In order that the organisation succeeds, every resource in the minimum quantity is needed. To work to the best of the one's capacity, special facilities & resources are required. A workplace environment plays an important role in this regard. A workplace environment should be such that a person should be able to work to its fullest. This has another side that the person's upbringing, his qualities, his adjustability to work together with colleagues, especially his capacity to deal with emotions (emotional management) etc. plays a very important role. Otherwise it can shatter individual life and ultimately organisation. Present paper discusses about the need of emotional management at workplace. It also focuses on the emotions which need to be tackled in order to work effectively at workplace and various strategies to deal with them.

Key words: *workplace, Emotional management, emotions, strategies.*

1.1 Introduction

A workplace, in an education context, is a place where work is carried out for imparting an education. It includes any place where a worker goes, or is likely to be, while at work, including classrooms, laboratories, grounds, library, office room, staff room etc. For a long time, [employee engagement](#), wellbeing and productivity have mainly been on the agenda of HR departments because Human element in the workplace is central to the company or organisation. The

productivity of Human being increases if it's well being is maintained. This well being largely depends on the Emotional management. Emotional management is on the hot list of all the managers. Emotional management if done well can bring about , individual, organisational development.

1.2 Objectives

1. To understand the need and various emotions which are hard to manage.
2. To discuss strategies for emotional management

1.3 Concept of Emotional Management

The ability to realize, readily accept, as well as successfully control feelings in oneself (and sometimes others) is known as the emotion management skill. Very simply, emotion management skills refer to the ability to master your own emotions.

1.4 Need of emotional management

Emotional management is very important as the workplace now –a- days because as it is a very challenging place. One has to constantly deal with different changes due to reorganizations, mergers, transfers, and individual job changes. Most of us are juggling multiple priorities, sometimes with limited resources. And the work place is more diverse than it has ever been, with a wide range of people of different ages, backgrounds, and beliefs working together. Tackling with all these is not always easy if you are not aware of your emotional bring up, how to manage those.

Goleman, and Salovey and Mayer, and hundreds of other academics, business school professors, and managers agree on is that emotional intelligence is hugely important for success at work.

Specifically need is highlighted through following points:

- When we manage our emotions, we're better able to handle the changes and challenges all jobs bring, such as adjusting to a new boss or co-worker, working on a team, or handling a conflict with a co-worker.
- One can experience individual happiness and satisfaction.
- It is needed for excellence in work.
- For individual development.

Emotions are natural. They arouse as a natural response to any stimuli, be it an event or a situation. One cannot and should not stop emotions coming to mind. But one can always choose how to react to the emotion. One should not get controlled by the emotions but one should have control over it. **As said by Parthasarthy A. (2014) in his Book “Holocaust of Attachment” - “Emotions when not controlled and directed properly by a discerning intellect, could turn wild and destroy the person.”**

1.5 Five hard-to-handle emotions

The range of emotions we experience at work is enormous. During a 5-minute presentation to your boss, you might feel worried, proud, relieved, and happy, and your boss might experience a variety of feelings as well. In fact, whether we are aware of it or not as we work, we are constantly moving from one emotional state to another.

Some emotions present an extra challenge when we encounter them at work. In 1997, Bond University professor of management **Cynthia Fisher** conducted a study called "**Emotions at Work: What Do People feel, and how should we Measure it?**"

According to Fisher's research, the most common negative emotions experienced in the workplace are as follows:

- a) Frustration/irritation.
- b) Worry/nervousness.
- c) Anger/aggravation.
- d) Dislike.
- e) Disappointment/unhappiness.

1.5 a) Frustration

This type of feeling comes out of complexity of the work environment and the demands that are put on us. It may also happen when you feel stuck or unable to move forward.

Frustration can build from many situations including:

1. A lack of resources impacting our ability to perform well.
2. A co-worker's poor performance that is undermining our performance.
3. Limited promotional opportunities that make us feel stuck in a job.
4. A difficult manager who ignores our suggestion for a process improvement.

Strategies: Here are some suggestions for dealing with frustration:

1. **Stop and evaluate** – One of the best things you can do is mentally stop yourself, and look at the situation. Ask yourself why you feel frustrated. Write it down, and be specific.
2. **Something positive about the situation** – Thinking about a positive aspect of your situation often makes you look at things in a different way.
3. **Remember the last time you felt frustrated- Remember last time when you felt frustrated and how you had dealt with the situation.**

1.5 b) Worry, Insecurity or nervousness

This can built up when some change is going to take place or has taken place.

1. May be a new boss joining the organization.
2. Change of work which you have never done before.

Strategies:

1. **Don't surround yourself with worry and anxiety** – Do not indulge in gossips which creates worry.
2. **Try deep-breathing exercises** – This helps in slowing down your breathing and your heart rate.
3. **Focus on how to improve the situation.**
4. **Write down your worries and deal with them**

1.5 c) Anger

Anger is perhaps the most destructive emotion that people experience in the workplace. It's also the emotion that most of us don't handle very well.

Strategies:

1. **Watch for early signs of anger** – Only you know the anger signs when anger is building, so learn to recognize them when they begin. Stopping your anger early is key. Remember, you can choose how you react in a situation. Just because your first instinct is to become angry doesn't mean it's the correct response.
2. **If you start to get angry, stop what you're doing** – Close your eyes, and practice the deep-breathing exercise. This interrupts your angry thoughts, and it helps put you back on a more positive path.

- 3. Picture yourself when you're angry** – If you imagine how you look and behave while you're angry, it gives you some perspective on the situation.
- 4. Managed anger has obvious costs** - in productivity, team relationships, and physical and emotional well-being.

1.5 d) Dislike

We work with many different types of people who have a wide variety of personalities. All of us, from time-to-time, find ourselves working closely, or even reporting to someone we do not like from a personal point of view.

Strategies:

- 1. Be respectful** – If you have to work with someone you don't get along with, then it's time to set aside your pride and ego. Treat the person with courtesy and respect, as you would treat anyone else. Just because this person behaves in an unprofessional manner, that doesn't mean you should as well.
- 2. Be assertive** – If the other person is rude and unprofessional, then firmly explain that you refuse to be treated that way, and calmly leave the situation. Remember, set the example.

1.5 e) Disappointment

If you have a previous experience of disappointment, then your energy will be low and you might feel afraid to take the risk. Following strategies may help in such situation

- 1. Look at your mindset** – Take a moment to realize that things won't always go your way. If they did, life would be a straight road instead of one with hills and valleys, ups and downs, right? And it's the hills and valleys that often make life so interesting.
- 2. Adjust your goal** – If you're disappointed that you didn't reach a goal, that doesn't mean the goal is no longer reachable.
- 3. Record your thoughts** – Write down exactly what is making you unhappy. Is it a co-worker? Is it your job? Do you have too much to do? Once you identify the problem, start brainstorming ways to solve it or work around it. Remember, you always have the power to change your situation.
- 4. Smile!** – Strange as it may sound, forcing a smile onto your face can often make you feel happy.

1.6 Effective ways to manage emotions at work:

Emotions at their core are involuntary, often physiological, responses beyond our control. But you can understand why you feel the way you do and choose to respond in ways that are healthy and constructive.

According to Goleman(2002) has given the model which shows 4 competency areas in which emotions can be managed.

	Self	Social
Recognition	<p>Self Awareness</p> <p>Self-Confidence</p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p>Empathy</p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p>Self-Control</p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p>Influence</p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>

But in general, a person can manage emotions in following manner:

- 1. Learn to accept and value emotions at work.** We can't prevent emotions, so we need to accept them. When channelled correctly, emotions can be a great source of strength. Emotions are okay.
- 2. Pay attention to your body.** Your body usually knows what emotion you are feeling before your mind does. Take a moment to think about your physical sensations.
- 3. Learn to express your emotions in appropriate ways.**
- 4. Remember how you managed a problem in the past.**
- 5. Build up your emotional resilience:-** Pay attention to your overall physical and psychological health. Eat well, get enough sleep, and exercise regularly. If you're well-rested, well-nourished, and physically strong, you'll have more energy to meet emotional challenges.
- 6. Cultivate interests outside of work:-** including activities with good friends. Remember, not all satisfaction comes from work accomplishments.

1.7 Conclusion:

We experience various kinds of emotion in an hour of the day. Bradberry and Greaves (2005) point out: "The intensity and variety of emotions that can surface over the course of a day are astounding. People experience an average of 27 emotions each waking hour. So one can imagine the number of emotion one is experiencing the whole day. These emotions are excitement, fear,

anger, joy, shock, concern, and thousands of other feelings. And those feelings affect all of our thoughts and actions, every day. Some people can't see it. They think they know better. They try to avoid their emotions. They suppress them, ignore them, and avoid them. And this is why they will stall in their work, their personal relationships, and their lives.

The very first step to managing emotions is Self- Awareness. One should be aware of his/her emotional status. Also he/she must be aware of the bodily changes that happen when the negative emotions strike. This will ultimately help in Self -management.

Also awareness of Society and Social management is must. One should have the empathy needed. So, one should be constantly aware of oneself. This education should be given right from childhood. **Dr rob yeung (2006) in his book “Emotional intelligence: The new rules” has given some steps to manage emotions effectively. Those are - Self awareness, Self Direction, Interpersonal savy & Organizational savy.** Emotional management is a skill. If one is not good at it, it should be practised. It should become part of one's daily life. If they are internalized well the work environment is sure to become happy, productive engaging.

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3. Self-Management at Workplace

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Introduction:

Many a times we set reminders for our various daily activities like waking up, reaching for a meeting on time, committed appointments, etc. These are done to manage our daily work and commitments. Just like we need to manage our organizational needs similarly we also need to manage our own selves in the work place. It is always desirable to aim for a continuous improvement rather than an instant success. This makes Self-management an integral part of our workplace requirement.

Self management in the workplace represents various skills like decision making, enhancing working environment skills, setting specific goals, reality check and goal resetting, working towards facilitating hindrances to goal, self-observation, compare the current work behavior with goals set, self-monitoring, self-reinforcement, etc. Self-management is required by people in all kinds of workplace irrespective of the strength (number of employees) in the organization.

Self management has been defined in different ways by different people as there is a lot of ambiguity in the term. Daniel Goleman defined self-management in terms of its six traits: self-control, transparency, adaptability, achievement, initiative and optimism.

Self-management is the ability to understand and regulate your own emotions, and use them to guide your behavior towards positive outcomes. (<https://www.bizlibrary.com>)

Presentation:

The self management in the workplace is still an area that is not frequently spoken about. For an individual to be productive in office it is important that he understands his situations and so it is important that he maintains a good workplace relationship. Self-management skills is one of those best practices which shall undoubtedly ensure employee productivity and which employer would not want to hire and promote a productive employee? Thus, whatever the case may be,

both employer and employee benefit from a person developing self-management skills in the workplace.

There are few key ideas that are central to Self-Management (www.self-managementinstitute.org/)

- Generally when people have control over their own life, they are happier.
- Good people when they are given more responsibility, they tend to flourish.
- The traditional hierarchical model of organizations is not scalable.
- There is an undeniable link between freedom and economic prosperity in nations around the world and also between lack of freedom and corruption at the national level. The same is true for human organizations in general.

Tips for self-management in workplace:

There are various ways to develop the self-management proficiency at work place. Some of them are:

- Be proactive and take an initiative. If we are keen on fulfilling the vision and mission of our institution where we work, then it is not just sufficient that we are working but we need to see that the complete team is motivated enough to work and be a part of the effort. For this reason it is important to take the initiative when and where required. Thus it is not enough to be just a good listener but it is equally necessary to be a good initiator too. It also means that we need to always take the ownership of our job without playing the blame game.
- Begin with the end in mind and anticipate problems well in advance so that you may have the strategy to avoid it if faced with the problem.
- Recognize your feelings and either accept or confront it.
- Tolerate anti ideas when interacting with colleagues but do maintain your dignity in all circumstances.
- Put first things first and deal with various tasks at work one at a time. It is a good idea to prepare a 'to do' list and then plan the key task prior to the other tasks. It is very essential that we prioritize our work and understand which work is urgent, which is important and which is urgent as well as important. At times too many low priority activities take up our most time of the office work. There are many task management softwares available that can help us in this regard.
- Think win/win and be on a lookout for rare opportunities where you may get to face challenges and show your skill and grow in the institution.
- Seek first to understand, then to be understood.

- Do not let your emotions be in control of your behavior. Make your emotions work to your advantage. Be open, accurate and honest while expressing your emotions.
- Accept the feedback given to your performance with a positive attitude. Seek feedback for your performance.
- Think positive and chat with positive thinking people.
- Have a dream and pursue it. Keep reminding yourself of your dream very often and if possible every day. You may write your goal to be achieved in bold and keep it at a place where you may see it very often in a day. Follow your dream with full heart and passion till you keep going step by step closer to it.
- Live in the present and do not repent over past things or actions. Keep reminding yourself that nothing is impossible and with determination and effort everything can be achieved.
- Do not stop perseverance. We need to be a life-long learner to support our dreams and also to fulfill the organizations goals. You and your team should add value to your organization.
- Be punctual in all affairs related to work and manage your commitments and time. Do things on your own which you are expected to complete and delegate the task which can be done by others. This will help in managing time efficiently.
- Follow the professional ethics of your organization.
- Be physically active as it will strengthen not just your body but also your mind. When a person has an active nervous system then it will result in more productivity at work.
- Have a balanced diet and possibly have meals on time. Take care of yourself so that you also have some time to think over the work in your hand.
- Be flexible at times because in spite of your noble intentions there will be days when you will not be able to get the things completed on your task list. Also be willing to embrace change depending upon the changing organizational structure and new opportunities that arise.

Not all are lucky enough to be born with these set of skills and so some of us may need to develop these skills with practice. It should also be highlighted here that there is no uniform practice that shall work for everyone. It is sometimes advisable to experiment with what works the best for oneself and it is also good to understand and accept initially that in some cases it may also be time consuming. At times the job situations also change which may demand a control on our selves. There may not be a clear chain of command or too many conflicting ideas and different expectations and standards of performances from different bosses. It becomes very necessary in such a situation to keep a track of our performance and focus attention on the resource gaps so that the work becomes more rewarding. There are many emotional

competencies that can be targeted by self – management training like self-assessment (introspection), self-confidence, self-control and a person becomes more efficient when he/she takes charge of their own changes.

Skill set required for self-management:

1. *Stress resistance:* When we are in stress, we usually make irrational decisions as our ability to think rationally is blocked. So it is important that we develop an ability to resist in a stressful situation. Stress at workplace is an unavoidable thing and so it is best if we face our stress and practice effective ways to cope with the work life stress. There are various ways to cope with workplace stress which can be practiced regularly. We can pursue our hobbies when we are free, go for walks, enjoy some ME time, go for a short holiday or a weekend getaway with friends or loved ones, pamper yourself occasionally, take power naps in between depending on the work in hand, have a good night sleep, eat healthy, practice yoga or meditation, listen to music of your choice, meet friends and relatives regularly, read good books, go for exhibitions or movies, etc.
2. *Self-confidence:* Each person should have a positive outlook and more importantly respect towards oneself. We should also know our strengths, limitations and abilities and learn to accept and respect them. Once we think positively about ourselves and face our fears with confidence then no negative thoughts can dominate us.
3. *Problem solving:* It is extremely important that we take the right decision even in the toughest of the situation and this requires us to keep reviewing our problem areas and to keep the mental process always in progress.
4. *Communication:* It is important that we communicate efficiently so that our information is communicated through the best possible channel with least amount of distortion and in the fastest possible manner. Every office or institution has a hierarchy of power in an official environment based on various factors. Be clear in communication with anyone in office as that is the lifeline of any workplace. Irrespective of what your position or hierarchy may be in the official ladder, speak with everyone and let there be give and take of information. Never cut a conversation with your coworker on the basis of a presumed status.
5. *Time Management:* Just producing good quality results is not enough if it is not delivered timely. The timely delivery is what determines the success of our effort. To excel in this we can try using the various time management techniques.
6. *Memory:* When someone is looking forward to effective self-management then it is important that he/she maintains deadlines and fulfill commitments. Subsequently this requires a person

to memorize certain events, facts, names, etc. If required then it is a good practice to use various memory training techniques.

7. *Internal Locus of Control*: Every individual has both an internal as well as an external locus of control. The individual with an external locus of control will always play the blame game and hold others or fate responsible for his small or big failures, but an individual with an Internal Locus of Control will always take responsibility for his / her own circumstances and this will help the person remove obstacles even though they may have temporarily appeared.

Conclusion:

By managing oneself we are not only helping ourselves adjust well with the workplace but in the process are promoting a very rich and productive organizational structure. Thus it is important that we identify the long term goals in our career or workplace and use techniques to manage ourselves so that you may add value to your organization. Also be willing to share your success story regarding coping with Self management so that you may help others in achieving their goals too. Be conscious to bring your best self to work every day because though you may not be able to control all the external factors every time, but you can do your best to control yourself, your work quality and your behaviour. Thus, using healthy self-management tips we may become a good workplace citizen.

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4. शिवरायांचे त्यांच्या कार्यक्षेत्रातील भावनिक व्यवस्थापन

- एक अभ्यास

डॉ. मीना आहेर

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‘ भारताचे भविष्य वर्गावर्गात आकार घेते आहे’, हे कोठारी आयोगात म्हटल्याप्रमाणे लोकशाही मूल्याचे पालन करणारा चांगला नागरिक व लोकशाही चिरंतन ठेवणार चांगल नेतृत्व निर्माण करणे हे शिक्षण क्षेत्राचे काम आहे. शिक्षणाच्या प्रक्रियेतून असं नेतृत्व तयार व्हायला हवं की जे भारतीय लोकशाहीला एक नवी दिशा देईन.

प्राचीन , मध्ययुगीन व अर्वाचीन कालखंड आपण अभ्यासला तर आपल्या लक्षात येईल की भारतीय समाज मनाला पूर्णतः बदलून टाकणारे , आपल्या भूप्रदेशाविषयी अस्मिता निर्माण करणारे नेतृत्व घडविण्याचे काम तत्कालीन शिक्षण प्रक्रियेने केलेले आहे त्याचबरोबर राजकीय , सामाजिक परिस्थितीनेही नेतृत्व घडविण्याच्या कामी हातभार लावला आहे. राम, श्रीकृष्ण,चन्द्रगुप्त मौर्य, सम्राट अशोक , महाराणा प्रताप, पृथ्वीराज चौहान आणि छत्रपती राजा शिवराय यांना तत्कालीन शैक्षणिक, सामाजिक, राजकीय परिस्थितीचे अपत्य म्हटले तर ती अतिशयोक्ती होणार नाही. यांनी समाजमनावर एक नेता म्हणून अधिराज्य गाजवलं आहे . आजचं युग हे ज्ञानक्रांतीचे युग आहे या युगाला साजेसे असे अनेक नेतृत्व तयार करणे हे तर शिक्षण व्यवस्थे पुढे फार मोठे आव्हान आहे . हे आव्हान पेलण्यासाठी पूर्वी होऊन गेलेले आणि आजही आपल्या भावजीवनात ते अढळस्थानी असलेले अशा नेतृत्वांच्या नेतृत्व शैलीचा अभ्यास करणे ,त्यांच्या भावनिक व्यवस्थापनाचा अभ्यास करणे गरजेचे आहे.

स्वराज्य ही संकल्पना समाज्याच्या तनामनावर बिंबवणारे राजे शिवबा, 230 किल्ल्यांचे किल्लेदार ज्यांच्या नेतृत्वाखाली किल्लेदारी करीत होते; पण ज्यांच्या नावावर एकाही किल्ल्याचा सातबारा नसणा-या श्रीमान योग्याचे , शिवरायांचे व्यक्तिमत्व होते तरी कसे?

एक व्यक्ती म्हणून विविध प्रसंगात त्यांनी स्वतःच्या आणि त्यांच्या नेतृत्वाखाली काम करणा-या व्यक्तित्तांच्या भावनांचे व्यवस्थापन कसे केले असेल? या जिज्ञासेनेच हे संशोधन प्रपत्र लिहिले गेले .

प्रस्तुत विषयावर या अगोदर कोणी संशोधन केले आहे का हे पाहण्यासाठी संबंधित संशोधनांचा अभ्यास केला गेला .

संबंधित संशोधनांचा अभ्यास :-

Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) :

“Trait emotional intelligence profiles of students from different university faculties”

या विषयावर संशोधन केले आहे .त्यांनी ५ वेगवेगळ्या विद्यापीठातील तंत्रज्ञान, नैसर्गिक,सामाजिक शास्त्र आणि मानव्य शाखेतील ५१२ विद्यार्थ्यांची नमुना म्हणून निवड केली व त्यांना भावनिक बुद्धिमत्तेतील स्वसामर्थ्य व स्व नियंत्रण या घटकाचे मोजमाप करणारी प्रश्नावली दिली गेली व त्यांना संशोधनांती पुढील निष्कर्ष मिळाले तंत्रज्ञान शाखेपेक्षा सामाजिक शास्त्रातील विद्यार्थ्यांची भावनिक बुद्धिमत्ता ही जास्त आढळून आली.

तंत्रज्ञान शाखेपेक्षा कला शाखेतील विद्यार्थ्यांची भावनिक बुद्धिमत्ता ही जास्त आढळून आली. तंत्रज्ञान शाखेपेक्षा कला शाखेतील विद्यार्थ्यांचे स्व नियंत्रण कमी आढळून आले.

Nelis, Quoidbach, Mikolajczak and Hansenne (2009)

“Emotional Intelligence Interventions to Increase Student success”

या विषयावर संशोधन केलेआहे . प्रायोगिक पद्धतीने हा संशोधन अभ्यास केला गेला . यात द्विगट अभिकल्प वापरला गेला. प्रायोगिक गटावर भावनिक बुद्धिमत्ता वाढविण्यासाठीच्या कार्यक्रमाचे उपयोजन केले गेले. संशोधनांती पुढील निष्कर्ष मिळाले – नियंत्रित गटाच्या तुलनेत प्रायोगिक गटातील विद्यार्थ्यांची स्व- ओळख व भावनिक व्यवस्थापन क्षमता यात लक्षणीय वाढ दिसून आली. नियंत्रित गटातील विद्यार्थ्यांमध्ये स्व- ओळख व भावनिक व्यवस्थापन क्षमता यात कोणताही बदल आढळून आला नाही.

Hopkins & Bilimoria (2008)

“Social and Emotional Competencies Predicting Success for Male and Female Executives”

या विषयावर सशोधन केले आहे. व्यवस्थापक म्हणून स्त्री आणि पुरुष यांच्या सामाजिक आणि भावनिक क्षमतेत लक्षणीय फरक आढळून आला नाही.

नेता म्हणून स्त्री आणि पुरुष यांच्या क्षमता सारख्याच आढळून आल्या .

Koman, E. S., & Wolff, S. B. (2008)

“Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance”.

या सशोधनात संघ नेत्याची भावनिक बुद्धिमत्ता आणि संघाचे सादरीकरण यांच्यातील संबंध अभ्यासला गेला . खलाशी आणि मिलिटरीतील सैन्य यातील ३४९ जणांवर हा अभ्यास केला यात संघ नेत्याच्या भावनिक बुद्धिमत्तेच्या उच्च स्तराचा संघाच्या सादरीकरणावर सकारात्मक परिणाम झाल्याचे आढळून आले.

Carmeli and Josman (2006)

“The relationship among emotional intelligence, task erformance, and organizational citizenship behaviors”

या संशोधनात इस्राइल मधील ६६ संघटनांमधील २१५ कामागारांकडून माहिती संकलित केली गेली . सशोधनांती पुढील निष्कर्ष मिळाले – दुस-याची काळजी करणारे वर्तन आणि आरोप करणारे वर्तन यांचा भावनिक बुद्धिमत्तेशी संबंध आढळून आला . स्वमुल्यांकन,स्व अभिव्यक्ती यांचा कार्य सादरिकरण यांच्यात संबंध असतो .

वरील संशोधनांचा अभ्यास केला असता ही संशोधने सर्वेक्षण व प्रायोगिक पद्धतीने केलेली आहेत हे प्रपत्र संकल्पनात्मक आहे . तसेच या पूर्वी ऐतिहासिक व्यक्तिमत्वाचे कार्यक्षेत्र आणि त्या कार्यक्षेत्रातील त्यांची भावनिक बुद्धिमत्ता यावर सर्वेक्षण किंवा प्रायोगिक पद्धतीने संशोधन झालेले नाही किंवा संकल्पनात्मक प्रपत्रही लिहिले गेले नाही.

शीर्षक: शिवरायांचे त्यांच्या कार्यक्षेत्रातील भावनिक व्यवस्थापन - एक अभ्यास

प्रस्तुत संशोधनाच्या शीर्षकात व्यवस्थापन आणि भावनिक बुद्धिमत्ता या दोहोचाही समावेश होतो

व्यवस्थापन संकल्पना : Henry fiyol यांच्या मते व्यवस्थापन म्हणजे

‘To manage is to forecast and to plan, Organize, to Command, to Co-Ordinate and Control’

(<http://www2.uvawise.edu/pww8y/Supplement/OCSup/00%20Readings%20OC/204%20Albers%20PrincMgtModApp%20OrgStructure.pdf>)

भावनांचे व्यवस्थापन करताना वरील व्याख्येत समाविष्ट असलेल्या सर्व संकल्पनांचा समावेश होतच असतो. योग्य वेळी, योग्य भावनांचे , योग्य प्रमाणात, योग्य त-हेने प्रकटीकरण करणे यालाच भावनिक व्यवस्थापन म्हणतात.

भावनिक बुद्धिमत्ता हा भावनिक व्यवस्थापनातील प्रमुख घटक असतो .

DANIEL GOLEMAN

“Emotional Intelligence is the ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence”

काही अभ्यासकांच्या मते भावनिक बुद्धिमत्ता ही संपादीत असते . ज्यांची भावनिक बुद्धिमत्ता उच्च प्रतीची असते ते आपल्या कार्यक्षेत्रात आपल्या भावनांचे योग्य प्रकटीकरण करत असतात.

भावनिक बुद्धिमत्ता ही अगदी अलिकडील संकल्पना आहे. Howard Gardner, Peter Salovey and John Mayer या मानसशास्त्रज्ञांच्या कार्यातून आणि लिखाणातून

७० – ८० च्या दशकात या संकल्पनेचा विचार होऊ लागला . Wayne Leon Payne यांनी १९८५ मध्ये सादर केलेल्या “A Study of Emotion: Developing Emotional Intelligence.”

या संशोधन प्रबंधानंतर या संकल्पनेचा जास्त विचार होऊ लागला.

भावनिक व्यवस्थापन म्हणजे , ‘To manage our own emotions tactfully’ असे म्हणता येईल.

कार्यात्मक व्याख्या :

शिवराय – हिंदवी स्वराज्याची स्थापना करणारे, महाराष्ट्रातील राजे छत्रपती शिवाजी शहाजी भोसले म्हणजे शिवराय

कार्यक्षेत्र : एक राजा म्हणून त्यांनी पार पाडलेली कर्तव्य आणि निभावलेल्या जबाबादा-या म्हणजे त्यांचे कार्यक्षेत्र

भावनिक व्यवस्थापन : योग्य वेळी, योग्य भावनांचे , योग्य प्रमाणात, योग्य त-हेने प्रकटीकरण व त्यानुरूप होणारी कृती म्हणजे भावनिक व्यवस्थापन.

एक अभ्यास :-

पुढील पुस्तकांचा अभ्यास करून शिवरायांच्या भावनिक व्यवस्थापना संबंधी - नेतृत्व क्षमता, योग्य निर्णय घेण्याची क्षमता, निष्ठावंत व विश्वासू माणसे जमविण्याचे कसब, तदनुभूती, संघ बांधणी क्षमता, समस्या प्रधान परिस्थितीचे योग्य आकलन करण्याचे क्षमता , सामाजिक समानतेचा दृष्टीकोन व शैक्षणिक दृष्टीकोन या मुद्द्याच्या साहाय्याने मांडलेले विचार म्हणजे एक अभ्यास

1. अकलूजकर लता, मंजुळकर अंबादास, ढेरे रामकृष्ण यांनी २०१३ मध्ये लिहिलेले- छत्रपती व शिवकाल
2. बिरादार टी.के. यांनी २००० मध्ये लिहिलेले मराठ्यांचा इतिहास शिवाजे व शिवकाल
3. भगत दत्ता यांनी २००१ मध्ये लिहिलेले कृष्णाजी अनंत सभासदकृत श्री शिवछत्रपतींचे चरित्र
4. गोडसे द.ग. यांनी १९८१ मध्ये लिहिलेले -समन्दे तलाश
5. जाधव नामदेवराव यांनी २०१४ मध्ये लिहिलेले-SHIVAJI THE MANEJMENT GURU
6. कुलकर्णी अ. रा. यांनी २००७ मध्ये लिहिलेले- मराठे आणि महाराष्ट्र
7. रानडे गोविंद महादेव यांनी १९६४ मध्ये लिहिलेले- मराठ्यांचा सत्तेचा उत्कर्ष

उद्दिष्ट :

१. छत्रपती राजा शिवाजे भोसले यांची त्यांच्या कार्यक्षेत्रातील भावनिक बुद्धिमत्ता अभ्यासणे.

व्याप्ती : - शिवरायांच्या संपूर्ण कारकिर्दीला प्रस्तुत पत्रात मांडलेले मुद्दे लागू होतील मुद्दे - नेतृत्व क्षमता, योग्य निर्णय घेण्याची क्षमता, निष्ठावंत व विश्वासू माणसे जमविण्याचे कसब, तदनुभूती, संघ बांधणी क्षमता, समस्या प्रधान परिस्थितीचे योग्य आकलन

करण्याचे क्षमता , सामाजिक समानतेचा दृष्टीकोन व शैक्षणिक दृष्टीकोन या मुद्द्याच्या साहाय्याने मांडलेले विचार ही या संशोधनविषयाची व्याप्ती आहे.

मर्यादा :- पुढील पुस्तकात रेखाटलेल्या प्रसंगांच्या आधारेच शिवरायांच्या कार्यक्षेत्रातील भावनिक व्यवस्थापनाचा अभ्यास केला आहे.

१. छत्रपती व शिवकाल ,
२. मराठ्यांचा इतिहास शिवाजे व शिवकाल ,
३. कृष्णाजी अनंत सभासदकृत श्री शिवछत्रपतींचे चरित्र,
४. समन्दे तलाश,
५. शिवाजी THE MANEJMENT GURU,
६. मराठे आणि महाराष्ट्र,
७. मराठ्यांचा सत्तेचा उत्कर्ष

संशोधन पध्दत : या संशोधनासाठी ऐतिहासिक पद्धतिचा वापर आहे

ऐतिहासिक अभ्यासामागील तर्क ; History is a meaningful record of man's achievement. It is not merely a list of characteristics, of chronological events but an integrated account of the relationship between person, event, time and place. According to John W. Best, 'Man uses history to understand the past and to try understanding the present in the light of past events and developments'.
(Fundamental of educational research, p. no 754)

शिक्षणशास्त्रातील ऐतिहासिक साशोधनाचा हेतू :-

ऐतिहासिक संशोधनाचे दोन हेतू असतात :-

१. वर्तमानाबद्दल योग्य दृष्टीकोन प्राप्त करणे .
२. भूतकालीन घटनांचा योग्य अर्थ लावणे .

प्रस्तुत साशोधनाचे हे दोन्हीही हेतू आहे शिवरायांच्या जीवनातील घटनांचा योग्य अर्थ लावून ,त्यांनी त्यांच्या कार्यक्षेत्रात वापरलेल्या भावनिक व्यवस्थापनाचा वर्तमान पिढीला परिचय करून देणे.

ऐतिहासिक साशोधनाचे दोन दृष्टीकोन :

- राजकीय व्यक्तिमत्व दृष्टीकोन : - हा जुना दृष्टीकोन आहे
- पूर्वलक्षी दृष्टीकोन : - हा नवीन दृष्टीकोन आहे.

प्रस्तुत संशोधनात राजकीय व्यक्तिमत्व दृष्टीकोन वापरला आहे .

ऐतिहासिक साशोधनाच्या दृष्टीकोनाचे दोन पैलू :-

- संयोग आणि संरचनात्मक प्रक्रिया :- हे टेबल वर्क असते या कागदपत्राच्या आधारे माहितेचे विश्लेषण आणि संश्लेषण केले जाते . यात वास्तुनिष्ठता असते.
- कागदपत्राची तांत्रिक समस्या :- ही माहिती संकलनावर अवलंबून असणारी प्रक्रिया आहे . यात कागदपत्राचे तत्वज्ञानीय व तार्कीकदृष्ट्या अर्थनिर्वचन केले जाते . यातही वास्तुनिष्ठता असते ;पण अर्थनिर्वचन करतांना यात व्यक्तीनिष्ठता येण्याचा संभव असतो.

प्रस्तुत संशोधनात दोन्ही पैलूंचा विचार केला आहे. संशोधन अभ्यासासाठी वापरलेल्या पुस्तकातील माहितीचेच अर्थनिर्वचन केले आहे . पण कार्यक्षेत्रातील भावनिक व्यवस्थापनाचा विचार माडताना त्यात व्यक्तिनिष्ठता येण्याची शक्यताही नाकारता येत नाही. .

माहिती संकलनाचे स्रोत :- प्रस्तुत संशोधनात दुय्यम स्रोतच वापरले गेले आहेत पण ज्या पुस्तकाचा आधार घेतला गेला ती पुस्तके मूळ कागदपत्रांच्या आधारे लिहिली गेली आहेत . यात काल्पनिक पुस्तके अथवा कादंबरी यांचा आधार घेतला गेला नाही.

माहितीचे विश्लेषण व अर्थनिर्वचन : -

भावनिक व्यवस्थापनात समाविष्ट असलेले पैलू

❖ नेतृत्व क्षमता

- ❖ योग्य निर्णय घेण्याची क्षमता
- ❖ निष्ठावंत व विश्वासू माणसे जमविण्याचे कसब
- ❖ तदनुभूती
- ❖ संघ बांधणी क्षमता
- ❖ सामाजिक समानतेचा दृष्टीकोन
- ❖ शैक्षणिक दृष्टीकोन

शिवरायांनी त्यांच्या कार्यक्षेत्रात दर्शविलेल्या भावनिक व्यवस्थापनातील पैलूंचा केलेला वापर

नेतृत्व क्षमता :-

शिवरायांच्या नेतृत्व गुणांमुळेच स्वराज्याची मुहूर्तमेढ रोवली गेली. वयाच्या केवळ १४ व्या वर्षीच आदिलशाही सुलताना विरुद्ध बंड पुकारून त्यांनी आपल्या कुशल नेतृत्वाचा परिचय सर्वांना करून दिला .

यश मिळविण्यासाठी नेत्याला मुत्सद्दीपणा, प्रसंगावधान, व लष्करी डावपेच आखावे लागतात शिवरायांनी या गुणांच्या जोरावरच चंद्रराव मो-यावर विजय मिळवला ,जोखीम पत्करून रात्रीच्या अंधारात शाहीस्तेखानावर यशस्वी हल्ला केला होता , आणि औरंगजेबाच्या हातावर तुरी देऊन त्यांच्या कैदेतून निसटले. शिवबा नजरकैदेतून निसटल्याची खबर सांगताना फुलादखान म्हणतो 'राजा कोठडीत होता, वरचेवर जाऊन पाहत असता एकाएकी गर्डब झाला. पळाला किंवा जमिनी मधी घुसला की आसमानामध्ये गेला हे नकळे आम्ही जवळच आहो देखत देखत नाहीसा झाला , काय हुन्नर झाला नकळे'.

(बिरादार टी.के. पृ. १०५)

विखुरलेले मराठी राज्य पुन्हा संघटीत करण्यात, व स्वतः सारखेच नेतृत्व गुण मावळ्यांमध्ये विकसित करण्यात शिवाजी राजे यशस्वी झाले होते.

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VII.pp.277 यात पुढील वर्णन आलेले आहे – राजांच्या मृत्यूची बातमी समजल्यानंतर

औरंगजेब म्हणतो ' मी सतत १९ वर्ष लढत असूनही शिवाजीचे राज्य वाढतच आहे' याचा

अर्थ असा की, शिवाजी महान सेना नायक होता हे त्यानेही काबुल केले होते.

(बिरादार टी.के. पृ. ३२८)

योग्य निर्णय घेण्याची क्षमता :-

शिवरायांच्या व्यक्तिमत्त्वात सामाजिक , अंतर व्यक्ती , मानसिक , भावनिक आणि वैचारिक या सर्वच बुद्धिमत्ताचा समावेश होता. राज्यांच्या भावविश्वात जनता आणि तिचं सुख महत्त्वाचे मानले . नेहमी समतोल विचार केला . म्हणूनच ते जीवघेण्या संकटाचा सामना करू शकले. प्रतापगडाच्या युद्धाच्या प्रसंगी सईबाई अतिशय आजारी असताना सुद्धा ते मोहिमेवर गेले एवढेच नव्हे तर मोहीम फत्तेही केली. यथा राजा तथा प्रजा या म्हणी प्रमाणे पुढे तानाजी मालुसरे यांनी आधी लगीन कोंढाण्याचे मग रायबाचे असा निर्णय घेतला याला म्हणतात सहका-याची भावनिक बुद्धिमत्ता वाढविण्याचे कसब . तसेच तानाजी धारातीर्थी पडल्यानंतर सूर्याजी मावळ्यांना सांगतो युद्धातून पळून जाऊन कड्यावरून उड्या टाकून मरण्यापेक्षा शौर्याने लढा. आणि मावळ्यांनी कोंढाणा जिंकला. राजांनी फितुरास कठोर शासन केल्याची उदाहरणेही पहावयास मिळतात प्रतापगडाच्या युद्धाच्यावेळी खंडोजी खोपडे हा अफजलखानास जाऊन मिळाला अन प्रतापगडाचे युद्ध राज्यांनी जिंकताच कान्होजी जेधेंच्या मदतीने पुन्हा शिवरायांकडे येतो . कान्होजी जेधेंच्या शब्दाला मान देत राजांनी खोपडेला माफ केल्या सारखे दाखवले पण नंतर मात्र त्याचा उजवा हात अन डावा पाय कापून त्याला रानात टाकून दिले . (गोडसे द.ग. पृष्ठ ६१)

निष्ठावंत व विश्वासू माणसे जमविण्याचे कसब :-

छत्रपती शिवरायाचे व्यक्तिमत्व भारदस्त होते त्याचे स्वरूप ,गौरवर्णीय शरीर, बांधा मध्यम उंचीचा , वजन सुमारे १५० पौंड असून चेह-यावर अद्वितीय तेज झळकत असे . तीक्ष्ण नाक , पाणीदार डोळे , अणकुचीदार दाढी व मिशा तसेच समोरच्या व्यक्तीवर सहज प्रभाव टाकील अशी दैवी संभाषण कला त्यांना लाभली होती. असे वर्णन कवी भूषण, कवी परमानंद यांनी केलेले आहे . याच व्यक्तिमत्त्वाने व संभाषण कलेने शिवरायांनी

कान्होजी जेधे, सूर्याजी मालुसरे, बाजी प्रभू , फिरंगोजी नरसाळा या सारखे वयाने मोठे असलेले वीर त्यांच्याकडे आकर्षित झाले होते .

शिवरायांच्या सैन्यात प्रत्येक मावळा हा शिवाजी होता हे राज्य आपला आहे आणि ते आपणच राखायचं आहे ही भावना महाराजांनी आपल्या मावळ्यांमध्ये निर्माण केली होती. पन्हाळ्याच्या वेढ्यात राजे जवळपास ४ महिने अडकुन पडले होते. यातून सुटण्यासाठी जी युक्ती योजिली होती ती अशी की राजांसारख्याच दिसणा-या शिवा काशीदने तहासाठी सिद्धी जोहरकडे जायचे आणि तेव्हा राजांनी विशालगडाकडे जायचं. यात जर बिंग फुटले तर शिवा काशीदचा जीवही जाण्याची शक्यता होती ;पण शिवा काशीद ही गोष्ट करायला कचरला नाही . तो एका पायावर तयार झाला. आपण मेलो तरी चालेल पण आपला राजा वाचला पाहिजे, स्वराज्य सुरक्षित राहिले पाहिजे ही भावना प्रत्येक मावळ्याच्या मनात निर्माण करायला शिवराय यशस्वी झाले होते . याच युद्धात बाजीप्रभू देशपांडे यांना वीर मरण आले .

पुरंदर हा किल्ला पुरंदर आणि रुद्रमाळ या दोन किल्ल्यांचा हा जोडकिल्ला आहे . दिलेरखानाने या दोन किल्ल्यांच्या मध्ये तळ दिला होता तो तळ मिर्झाराजे जयसिंग यांनी पुरंदर च्या पायथ्याशी हलवला पुरंदरच्या किल्लेदार मुरारबाजी व मावळे यांनी पराक्रमाची शर्थ केली दिलेरखानाचे ५०० सैन्य ठार केले (अकलूजकर लता, मंजुळकर अंबादास, ढेरे रामकृष्ण – पृष्ठ क्र. ७२) मुरारबाजीचा पराक्रम पाहून दिलेरखान म्हणतो- ‘अरे तू कौल घे, मोठा मर्दाना शिपाई . तुज नावाजितो’, ऐसे बोलिता मुरारबाजी बोलिला जे, ‘तुझा कौल म्हणजे काय?मी शिवाजी राजाचा शिपाई तुझा कौल घेतो कि काय?’, या नंतर दिलेरखानाचा बाण लागून मुरारबाजी धारातीर्थी पडला तरी मावळे लढत राहिले . असे वर्णन कृष्णाजी अनंत सभासद करतात. (भगत दत्ता पृष्ठ क्र.९२)

तदनुभूती :-

पुरंदरच्या वेढ्याच्या काळातच जयसिंगाने निरनिराळ्या लष्करी तुकड्या शिवाजी महाराजांच्या प्रदेशात पाठवून तो प्रदेश बेचिराख केला पुरंदर मोघलांच्या हाती पडल्यास

त्यावर राहणा-या कुटुंबातील माणसे गुलामा प्रमाणे विकली जाण्याची भीती निर्माण झाली म्हणून शिवराय तहाला सामोरे गेले . (अकलूजकर लता, मंजुळकर अंबादास, ढेरे रामकृष्ण-पृष्ठ क्र. ७२)

आग्र्याहून सुटका करून घेताना शिवरायांच्या मनात तदनुभूती शिवाय कोणताच भाव आपल्याला दिसत नाही , केवळ माझ्यासाठी हे मावळे आपला जीव धोक्यात घालून हजारो मैल दूर या शत्रू मुलाखात आले आहे त्यातील प्रत्येक मावळा सहीसलामत परत यावा यासाठी त्यांनी सर्व शक्यतांचा विचार करून नियोजन केले होते.

संघ बांधणी क्षमता : -

कोणत्याही कामात नियोजन आणि संघ बांधणीला फार महत्त्व असते . विशिष्ट हेतू साठी जेव्हा एखादा संघ तयार केला जातो तेव्हा प्रत्येक व्यक्तीवर ते काम यशस्वीपणे पार पाडण्याची जबाबदारी येते. राजे शिवबाचा विचार करायचा झाला तर राजांची संघ बांधणी उत्तमोत्तम होत गेलेली दिसते . शाहिस्तेखानावर १६६३ मध्ये छाप टाकताना महाराजांनी २००० मावळे सोबत घेतले होते. १२५००० शत्रूसाठी २००० मावळे त्यापैकी फक्त सहाच मावळे कामी आले(मारले गेले) . परंतु तेच महाराज १६६६ ला आग्र्यातून औरंगजेबाच्या कैदेतून २६००० फौजेच्या वेढ्यातून सुटताना फक्त ६०० मावळ्यांचा उपयोग करतात तेव्हा एकही मावळा मारला गेला नाही हे उत्तम संघ बांधणीचे उदाहरण आहे .

लढाईत स्वतः शिवाजीमहाराज ताबा ठेवीत; परंतु सैन्याची व्यवस्था चालविण्याकरिता सेनापती असे. तो सूद्धा खंदा लढवय्या' असल्यामुळे सैन्य घेऊन स्वतः कामगिरी करून येत असे . नेताजी पालकर ह्यांची विजापूरकरां बरोबर झालेल्या मुघल आणि मराठे यांच्या संयुक्त लढाईत संयुक्त फौजेने केलेल्या लढाईत कामगिरी नीट झाली नाही म्हणून त्यास दूर करण्यात आले.

समस्या प्रधान परिस्थितीचे योग्य आकलन करण्याचे क्षमता :

शिवाजी महाराजांचा समाजाच्या भावनिक आणि मानसिक क्षमतांचा जसा चांगला अभ्यास होता तसाच कोणत्याही अटीतटीच्या प्रसंगी मनोबल कमी न होऊ देता

परिस्थितीचा समग्र अभ्यास करून योग्य निर्णय घेऊन परिस्थितीवर विजय मिळविण्याचे कौशल्य त्याच्याकडे होते.

२१मे १९६६ रोजी शिवरायांची आणि औरंगजेब यांची पहिली आणि शेवटची भेट झाली . आग्र्याला शिवाजी महाराज कैदेत होते पण त्याच्या मनात कायम सुटकेची व्यूह रचना चालू होती .

पातशहाच्या दरबारात कोणाचे काय महत्त्व आहे याचा शिवरायांनी सखोल अभ्यास केला होता. जाफरखान, बेगमसाहिबा, अमीनखान बक्षी यांच्या शब्दाला विशेष महत्त्व आहे हे राज्याच्या लक्षात आल्यानंतर मोठ्या खुबीने विरोधात असलेल्या जाफरखान , बेगमसाहिबा यांना आपल्या बाजूने वळवून घेतले

(सरकार, हाऊस ऑफ शिवाजी पृ. १५९ तसेच आग्रा पत्र क्र. १७,२१,२२)

एका राजस्थानी बातमीपत्रात नमूद केले आहे की शिवाजी राजाने जाफरखानास मेवामिठाई आणि कापडाचे सात गठ्ठे भेटीदाखल पाठविले होते आणि खानाने परत भेट म्हणून राजासाठी 'शिरोपाव' (पूर्ण पोषाख) आणि भेट घेऊन येणा-या सेवकास सातशे रुपये बक्षिसी दिली होती

अमीनखाना बक्षीनेही फारसे आढेवेढे न घेता राज्यांच्या सैनिकाना परत जाण्याचे परवाने दिले (बिकानेर अप्रकाशित क्र ९,३३) (कुलकर्णी पृ. १६०)

सामाजिक समानतेचा दृष्टीकोन :

समाजातील सर्वच घटकांना योग्य न्याय मिळवून देण्याची भूमिका शिवरायांची होती . त्यांनी समाजातील सर्वच राजकारणात सामावून घेतले होते. समाजात कनिष्ठ समजल्या जाणा-या जातीतही त्यांनी अभिनिवेश निर्माण केला व त्यांना स्वराज्य निर्मितीच्या कार्याकडे वळविले . त्यांना समाजात प्रतिष्ठा मिळवून दिली . इतिहासकार महाले आपल्या Shivaji and Downcasts या पुस्तकात म्हणतात 'शिवाजींना वरिष्ठ वर्गीयापेक्षा सर्वाधिक पाठिंबा इतर सामान्य मानल्या जाणा-या वर्गातूनच मिळाला होता व इतर वर्गीय जनतेच्या पाठींब्याचे महत्त्व त्यांनी अचूक ओळखले होते. (बिरादार टी.के.पृ.३२९)

शैक्षणिक दृष्टीकोन :-

शिवरायांना शिक्षणाचे महत्त्व पटले होते त्यांनी शिक्षण देणा-या पंडितांना , मुल्ला, मौलवींना आर्थिक मदत देण्याचे धोरण स्वीकारले होते . अनेक सुशिक्षित विद्वानांना दरबारी आश्रयही दिला होता . तत्कालीन शिक्षण पद्धतीत मल्ल विद्या , लष्करी विद्या , ज्योतिष विद्या , गणित , खगोलशास्त्र, वैदिकशास्त्र,वेदांत न्यास मीमांसा , दर्शनशास्त्र , व्याकरण, काव्य , व अलंकार या विषयांचा अभ्यासक्रमात समावेश होता . पण जास्तीत जास्त भर हा सैनिकी शिक्षणावर होता Ayb kyare या प्रवाशाने आपल्या Foreign biographic of shivaji या ग्रंथात, 'शिवाजीच्या सैन्यात ठिकठिकाणहून गोळा केलेले अनेक नवाशिके लोक होतेत्यांना युद्धाचे शिक्षण देण्याकरिता शिवबाने तीन महिने उघड्या धेतात तळ दिला होता घोड्यावर कसे बसावे , युद्धातील सर्व डावपेच कसे खेळावेत या विषयीचे काळजीपूर्वक शिक्षण दिले'.अससे वर्णन केले आहे . या काळात स्वयंप्रेरणेने शिक्षण दिले व घेतले जात होते , शिवकालीन शिक्षण व्यवस्था तत्कालीन कोणत्याही राज्यात आदर्श समजली जाईल अशीच होती .

निष्कर्ष :- वरील विवेचनावरून आपण असे म्हणू शकतो की

१. शिवरायांच्या अंगी उच्च प्रतीची नेतृत्व क्षमता होती. त्याचबरोबर स्वतः सारखीच नेतृत्व क्षमता त्यांनी त्यांच्या प्रत्येक मावळ्यात विकसित केली होती. मुरारबाजी ,नेताजी पालकर, तान्हाजी, सूर्याजी, शेलारमामा,बाजीप्रभू देशपांडे इ.नी वेळप्रसंगी आपल्या नेतृत्व गुणांचा परिचय देऊन हिंदवी स्वराज्याच्या कामी आपले योगदान दिले होते.
२. शिवरायांकडे योग्यवेळी योग्य निर्णय घेण्याची क्षमता असल्यामुळेच केवळ ३५ वर्षांच्या कालावधीत स्वराज्य स्थापनेचे स्वप्न सत्यात उतरविणे ही गोष्ट सामान्य नव्हती ती गोष्ट त्यांनी करून दाखवली .



३. निष्ठावंत व विश्वासू माणसे जमविण्याचे कसब शिवरायांकडे असल्यामुळेच जीवाला जीव देणा-या मुठ भर मावळ्यांना सोबत घेऊन त्यांनी स्वराज्याचे स्वप्न प्रत्यक्षात आणले.
 ४. एक मावळा युद्धात कामी येणं म्हणजे एक माणूस मरण एवढा सीमित अर्थ शिवरायांनी घेतलेला नव्हता .
 ५. शिवरायांकडे संघ बांधणी क्षमता असल्यामुळे कमीतकमी जीवितहानीत जास्तीतजास्त यश ते मिळवत गेले.
 ६. शिवरायांकडे समस्या प्रधान परिस्थितीचे योग्य आकलन करण्याचे क्षमता असल्यामुळे कोणतीही समस्या त्याचे मनोधैर्य कमी करू शकली नाही . स्वतःच्या क्षमतांची त्यांना योग्य जाणीव होती
 ७. सामाजिक समानतेचा दृष्टीकोन हा शिवरायांच्या भावनिक व्यवस्थापनाचा पाया आहे .रयतेचे हीत हे प्रमुख सुत्र त्याच्या राज्यकारभाराचे होते
 ८. शिवरायांचा शैक्षणिक दृष्टीकोन सर्व धर्म समभावाचा होता .
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संदर्भ सूची

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सोलापूर : अक्षरलेखन प्रकाशन

बिराजदार टी.के. (२०००) 'मराठ्यांचा इतिहास शिवाजे व शिवकाल' लातूर : विद्या
भारती प्रकाशन

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5. Emotional Management at Workplace

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Abstract: *Our emotions play very important role in guiding and directing our behaviour and shaping our personality. As humans, we are constantly experiencing different types of emotions be it anger, sadness, happiness, guilt or anything else. The role of emotions dictates our actions Hence, getting a complete hold of your emotions is very necessary to lead a stable life. Emotions also play a very significant role in our working environment, in which we often spend the most of our day. The place of work is affected by emotions, their kinds, their possible sources and mostly about their consequences. Managing emotions in the workplace is more important today because today's workplace is a challenging place. Five hard-to-handle common emotions in the workplace that we need to pay attention are: frustration; worry or insecurity; anger; feeling "down"; and dislike. Managing these emotions is a big challenge, it's possible to become more aware of our emotions and to recognize and identify the feelings we're having so that you understand and learn to manage them more effectively.*

Key words: *Emotions, Emotional Management, Workplace*

Introduction: Emotions play crucial role in our life. Emotions are nothing but the feelings that we experience within us such as happiness, loneliness, anger, pride, anxiety, regret, shame, guilt, excitement, love, etc depending on our experiences and the stimuli we receive from our surroundings and people around. Every individual has a unique perception of the event and every individual feels it differently. That is the reason why some people are considered to be more emotional than others. Our emotions are the primary influencing factor for every definitive action that we make as a human being. We experience emotions right from the time we are born. Gradually as we grow up, we tend to understand the world around us in a better way and also develop a better understanding of our own emotions. Emotions are the key part of our life and they affect our overall being and behaviour. As humans, we are constantly experiencing different types of emotions be it anger, sadness, happiness, guilt or anything else. The role of emotions dictates our actions more often than not. Hence, getting a complete hold of your emotions is very necessary to lead a stable life.



Emotions at work place:

Emotions play a very significant role in our working environment, in which we often spend the most of our day. The place of work is affected by emotions, their kinds, their possible sources and mostly about their consequences

First of all we have to separate the meaning of emotions and moods as they are associative and compensated senses. Emotions are connected to specific facts or occasions and they are capable of disorganize thought processes. On the other hand, moods are an emotional situation which is not able to interrupt the flow of thoughts. Emotions are part of research is because every employee operates through his thoughts and feelings while at the same time affects around his co-workers. It is important that the picture and role of the association are dependent, in one part, to emotions either if concerns interior environment either outside world or the perception of it In addition, emotions have a large variety (joy, stress, sadness, anger) and they are dependent on internal and external factors. As internal factors can be leadership, payment, rewards and as exterior factors mainly family environment and personal life. Of course every employee has a different personality and for this reason the experience and expression of each emotion is not the same to all employees.

Emotions are part of working environment and definitely affect with various ways. Either positive either negative its research help to elicit the keys for success and to avoid non desired results on workplace.

Emotions definitely have a huge impact on the overall morale, productivity and job performance of employees. The purpose of emotions is twofold. They can be used to create a positive work environment or, if neglected, can cause a negative impact on employees and place of work.

Management of Emotions at workplace:

Managing emotions in the workplace is more important today because today's workplace is a challenging place.eg-in educational sector, Change is constant in aims of education,

curriculum, job responsibilities, student centred approach. Most of us are juggling multiple priorities, sometimes with limited resources. And the work force is more diverse than it has ever been, with a wide range of people of different ages, backgrounds, and beliefs working together. To succeed in today's work environment, says Daniel Goleman, author of *Working with Emotional Intelligence*, it's important to understand our emotions, control our reactions, and recognize how our emotions affect our actions and the actions of others. When we manage our emotions, we're better able to handle the changes and challenges all jobs bring, such as adjusting to a new boss or co-worker, working on a team, or handling a conflict with a co-worker or customer.

Five difficult to handle Emotions at Workplace:

The range of emotions we experience at work is enormous. During a 5-minute presentation to our boss, we might feel worried, proud, relieved, and happy, and our boss might experience a variety of feelings as well. In fact, whether we are aware of it or not as we work, we are constantly moving from one emotional state to another. Some emotions present an extra challenge when we encounter them at work. Five hard-to-handle common emotions in the workplace that we need to pay attention to, according to research by Ohio State professor Cynthia Fisher, are: frustration; worry or insecurity; anger; feeling "down"; and dislike.

- 1. Frustration:** The complexity of today's work environment and the demands that are placed on all of us to perform make frustration or irritation one of the most common negative workplace emotions. Frustration can build from many situations including
 - A lack of resources impacting our ability to perform well
 - A co-worker's poor performance that is undermining our performance limited promotional opportunities that make us feel stuck in a job
 - A difficult manager who ignores our suggestion for a process improvement Frustrations, especially those that are chronic, need to be dealt with early, or the feeling can spiral into anger; this is very difficult emotion to control.

Suggestions for dealing with frustration

- Stop and evaluate
- Find something positive about situation
- Remember and learn from past experiences

2. Worry or insecurity: Change, and the feeling of loss of control that change often triggers, can make us feel nervous or insecure at work, and can even affect our self confidence. Typical changes that can cause us to worry and that may increase our feelings of apprehension are:

- hearing a new downsizing rumour
- finding out a new manager is going to lead the team
- being assigned to a new project or area of responsibility
- learning the company may merge with another company

With so much change in our everyday work world, it's no wonder that many of us feel more worried and insecure than ever before.

Suggestions for dealing with worry or insecurity

- avoid surrounding which creates worry and insecurity
- deep breathing exercises
- swot analysis

3. Anger: when we utter word anger, Slamming doors and yelling come quickly to mind as examples of anger. But it's important to remember that anger takes many forms and that most of them are not physical. Here are some common forms of anger at work:

- being excessively critical of others
- berating or bullying others
- being abrupt and dismissive
- being cynical and sarcastic
- "Sabotaging" other people's work indirectly; for example, by being consistently late to meetings, responding late to messages or not sharing information.

Suggestions:

- Observations of signs of anger.
- Self evaluation
- deep breathing exercises
- Engagement of self in some other work.

Anger sometimes is a symptom of fear, insecurity, depression or even substance abuse. Unless anger is managed it can be misdirected to targets in our personal and work lives, without us realizing it. Many of us, after a bad day at work, have gone home angry and then erupted in an

angry outburst at a partner or a family member. Unmanaged anger has obvious costs -- in productivity, team relationships, and physical and emotional well-being. It is often a signal that something serious is wrong and this needs to be addressed.

4. Feeling “down”: Everyone feels “low” or has a bad day now and then. When we feel down, we may:

- have low energy
- worry more than usual
- feel distracted or guilty about time away from family and friends
- feel disappointed or unhappy
- just not feel “up” to doing a full load of activities

Suggestions

- study the mindset
- adjustment in goal
- Optimistic attitude

Some people feel down when they finish an important or especially exciting project and return to more ordinary tasks. Others feel low because of circumstances in their personal lives. Most people bounce back from these occasional “blues.” But left unchecked, feeling down can interrupt with productivity and with relationships with co-workers. It’s important to keep in mind that a prolonged period of feeling low, or feelings of worthlessness and despair, can be a sign of depression, which should be treated with professional help.

5. Dislike: We work with many different types of people who have a wide variety of personalities. All of us, from time-to-time, find ourselves working closely, or even reporting to someone we do not like from a personal point of view. Examples could be:

- a demanding boss/principal who rarely thanks employees for a job well done
- a co-worker who doesn’t pull her weight
- a customer/students who speaks rudely to you

Suggestions:

- be assertive
- be respectful
- change the attitude
- self talk

All of us need to find more ways to work effectively and productively with people we dislike, without letting our emotions affect our actions.

Some more ways to manage Emotions at work:

It's possible to become more aware of our emotions and to recognize and identify the feelings we're having so that you understand what triggered them and learn to manage them more effectively.

- **Recognize your emotions in their early stages, before they feel out of control.** By reviewing our day's activities and the feelings, there's a good chance we will discover the source of whatever difficult feelings we may have experienced. Writing things down help us clarify our thoughts, we might try doing this as we're reviewing our emotions and the work circumstances when they occurred.

- **Learn to express emotions in appropriate ways.** Allow ourselves to deal with difficult feelings in appropriate ways for the work place. If I feel angry, take the time to consider what may have triggered the feeling and consider actions I could take to diffuse such a situation in the future. We don't need to pretend we're not feeling the way we are, but we do need to deal with the emotions so that they do not affect our interactions with others.

- **Give appropriate feedback to clear the air.** We should always communicate with co-worker who offended you. For example, if a co-worker has said something in a meeting that offended you and this is bothering you; talk with the person about it, preferably soon after the event and in private. Be matter-of-fact and focus on what was said or done and how it made you feel, without attacking the person individually. Remember, even though expressing your emotions can be useful, it's never appropriate to do so at work by yelling at or demeaning others.

- **Remember how you managed a problem in the past & plan strategy for present.** If an event at work, like a conflict with a co-worker or an unusually stressful workload -- is triggering an emotional challenge, consider how you overcame a similar problem in the past. What worked? What didn't? And now what action/stand I should take to solve the issue.

- **Seek support from your company’s employee assistance program (EAP)** Talking to a professional can help we can gain perspective on problems and come up with solutions as well as specific techniques that will help to manage our emotions more effectively.

- **Build up your emotional resilience.** Pay attention to your overall physical and psychological health. Eat well, get enough sleep, and exercise regularly. If you’re well-rested, well-nourished, and physically strong, you’ll have more energy to meet emotional challenges. This will help keep you “emotionally resilient” and help you feel more in control of your emotions and your life.

- **Maintain support systems outside of work.** Talking honestly about your concerns with close friends or your partner can help reduce your anxiety and keep problems in perspective. Choose someone you trust who knows you well enough to give you honest feedback when you need it. Cultivate interests outside of work, including activities with good friends. We should remember that not all satisfaction comes from work accomplishments.

Researcher Sigal Barsade observes, “You bring your brain to work. You bring your emotions to work. Feelings drive performance.” Emotions often have a positive impact at work. Learning to manage our most challenging emotions takes effort, but the payoff is big. We learn to deal with problems before they overwhelm us, we’re better team participants, and, most importantly, we increase our sense of control and effectiveness in our lives both at work and outside of work.

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6. Emotional Management at workplace Emotions and Emotional Management

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Abstract

Emotions are integral part of our personality. To survive in this competitive era every human being go ahead without thinking of others emotion such situations disturb us and stimulate our different emotions. But to achieve our goal and reach towards success every human being need to manage their emotions ,we should have ability to cope up with different emotions for this we should know different strategies to manage the emotions that means everyone should have emotional management skill. This paper focuses more on emotions and emotional management.

Emotions

Emotion word is derived from French word *émouvoir*, which means "to stir up" that means a state of disturbance.

Emotions can be defined as a positive or negative experience that is associated with a particular pattern of physiological activity." According to author David G. Meyers, human emotion involves physiological, behavioural and cognitive changes.

In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behaviour.

Components of emotions

- The physical component is the physiological arousal that accompanies the emotion.
- The cognitive component determines the specific emotion we feel.
- The behavioural component of emotions is the outward expression of the emotions.

Basic emotions

In the 20th century, Paul Ekman identified six basic emotions that is anger, disgust, fear, happiness, sadness, and surprise and Robert Plutchik identified eight basic emotions which he grouped into four pairs of polar opposites joy-sadness, anger-fear, trust-distrust, surprise-anticipation. According to Robert Plutchik's theory the eight basic emotions are:



Types of Emotions

- Positive emotion - Positive emotion is one that involves a positive evaluation of the object, a positive type of motivation, and an agreeable feeling. for eg. joy, happiness etc.
- Negative Emotion- Negative Emotion is usually an unpleasant or unhappy emotion which is evoked in individuals to express a negative affect towards an event or person. Eg. sadness, anxiety, anger etc.
- In our day to day life we come across such positive and negative emotions to go ahead and reach towards success we need manage these emotions and for this we should aware about emotional management skill.

Emotional Management

The ability to realize, readily accept, as well as successfully control feelings in oneself (and sometimes others) is known as the emotional management. Emotional management skills refer to the ability to master your own emotions.

Managing emotions is self-regulation of emotions (both temporal and habitual) according to the situational needs. There are number of ways to manage emotions some are given below:

- Exercise: this releases reward and pleasure chemicals in the brain such as dopamine, which makes you, feel better. Being fit also makes you healthier, which helps in managing emotions.
- Be kind to others, because this helps stop you worrying about yourself.
- Be open and accept what is going on around you. Learn to appreciate what is happening and avoid excessive criticism of others or of situations.
- It's good to talk. Spend time with other people and enjoy their company.
- Distract yourself. Watching a bit of TV, reading, or surfing the internet will probably help you forget that you were feeling a bit down.
- Don't give in to negative thinking. If you find yourself having negative thoughts, then challenge them by looking for evidence against them.
- Spend time outside. Being in the fresh air, especially around nature, is very helpful for calming the emotions.
- Be grateful. Thank people in person for doing nice things for you, and remember it.
- Play to your strengths. That often means doing things that you enjoy, but it also involves doing things that are good for you.
- Notice the good things in your life. In old-fashioned terms, count your blessings.

Ways to manage "Hurt" emotion

- Engaging in physical exercises
- Recalling past successes
- Modeling: studying people who appear to be effective in managing emotions
- Interviewing with someone you admire / trust
- Self-coaching, e.g., "Stay calm!", "Take it easy", "You can do it", "This too will pass", "Let go, let God!"
- Using reminders and signals
- Distracting yourself

Ways to manage "Guilt" emotion

- Excuse yourself for acting inappropriately
- Avoid belief like I must be perfect, I must be right, I must please others
- Show superiority

- Express good intentions
- Motivate for positive change.

Ways to manage “Joy” emotion

- Accepting and affirming
- Building courage
- Going for it – flowing with others
- Making humor /making laughter
- Promoting self-esteem and social interest
- Set Value of life
- Getting joy back in your life.

Ways to manage “Depression” emotion

- Set small daily goals and aim for daily consistency rather than perfect workouts.
- Find forms of exercise that are fun or enjoyable. Extroverted people often like classes and group activities. People who are more introverted often prefer solo pursuits.
- Distract yourself with an iPod or other portable media player to download audio books, podcasts, or music.
- Recruit an “exercise buddy.” It's often easier to stick to your exercise routine when you have to stay committed to a friend, partner, or colleague.
- Be patient when you start a new exercise program. Most sedentary people require about four to eight weeks to feel coordinated and sufficiently in shape so that exercise feels easier.

Conclusion

Every human being wants to become a successful person in life but we should always keep in mind that no person on this earth born happy but every person has ability to create happiness in their life by enjoying small moments and managing our emotions in a proper way.

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7. Emotional Management at Workplace

Self Management and Emotional Management for Digital Citizens

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***Abstract:** Generation Z or E-generation is commonly called to today's generation who proves that they are techno savvy. In technical language they are known as 'netizens' or 'digital citizens' who are playing the major role in present to design our future. Technology is the backbone of this changing world which made all the human activity faster and quicker. We deal with various activities every day such as Communication, information transfer, information exchange, data sharing through Internet. But at the same time it is proved that the use of technology has become the curse for the human society. Being techno savvy people have forgotten the basic rules of the society. They seem to be eager to react than act wisely. According to research every individual spends minimum 4 hours on internet. Every person has their digital social identity. We are representatives of a country where the social identity can become the emotional issue. It creates a chaos and we become the victim of it. To overcome these challenges one should think and act wisely when he / she is online. They should be aware about the ethics and netiquettes. As we know that charity begins with home, similarly one has to start from his own and become emotionally balanced. The education has a key role in managing someone's self and emotions. This paper will focus on the need of self management and emotional management for digital citizens to build the nation.*

***Key Words:** Self Management, Emotional Management, Digital Citizens*

Introduction

Few years back when internet was not entered in common man's life, food, shelter and clothes were the basic needs of human being. But in today's situation one has to agree that along with food, shelter and clothes, Internet has become the basic need of human life. All the stages of our life have occupied with different types of technology which we mainly use for communication, education and entertainment. Due to social media we carry 2 images where one is our Real Image and the other is our Virtual Image.

Information and communication technology has changed rapidly over the past 20 years with a key development of Social media. Now, Social Media is unavoidable and is expanding its reach in every strata of the society in India. Today in 2016, we have 195.16 million users of Facebook while USA, the home country is lagging behind with 191.3 million active users. Twitter is also here to stay, we have 23.2 million Indians actively twitting (Singh, D., 2016). In recent years social media has also become a medium to mobilize people for a cause as several kinds of media are easily available to them at their fingertips. The development of mobile technology has played an important role in shaping the impact of social media. So we are not only Indian Citizens but also Digital Citizens who represents the India through its cultural, social, political image.

If we focus on the use of internet we find the great need of educating people for safe use of it. For this we need to develop the sense of responsibility among all digital citizens. They have to be balanced emotionally before and after posting any information online.

Emotional Management

Self Management

Digital Citizens

Basic rules for Digital Citizens

Community

Community in a general sense can be understood to be a group of people, living or sharing a same space and bounded together by common likes, dislikes, culture, values etc. According to Encyclopaedia of Social Sciences, the community is an aggregation of individual human beings living within numerous types of groupings; the level of community experience depends upon the quality of social interaction which characterises each of these groupings and their consequent inter-relationships. (Das,1986). MacIver defined community as "By community I mean any one of common life, village, town or district or county or even wider area. It is social unity whose members recognise as common a sufficiency of interests to allow the inter-activities of common life." Atkinson (2015) defines it to be "a group of a race of people [sharing beliefs](#) that allow a single shared [understanding](#) which insensibly incorporates the racial character of the group. Hence all communities, from tribes to nations, are founded by a particular race with a unique understanding."

Thus, a community is nothing but a group of people, which inculcates a sense of belongingness in an individual by attributing him with the characteristics of that particular group.

Community Education

Education has ever since played a significant role in the transformation of the society from a traditional to a modern one. It is education which helps in transcending the barriers of cultures, nations, boundaries the world over and bringing the world to be one. Whereas in general, education is a life-long process, it is the school based education during the formative years of the young learners as well as the college and university learning in the later years which plays a key role in developing individuals to be responsible and mature citizens of the world. Community education or community based education, a part of the wider field of education is one such field, which, if put to use in an effective manner can do wonders in achieving the aims of education. AONTAS (The National Adult Learning Organisation), (2000), emphasises “*Community Education is education and learning which is rooted in a process of empowerment, social justice, change, challenge, respect and collective consciousness. It is within the community and of the community, reflecting the developing needs of individuals and their locale. It builds the capacity of local communities to engage in developing responses to educational and structural disadvantage and to take part in decision making and policy-formation within the community*”.

Community education is a process whereby learning is used for both individual and community betterment. Community education familiarizes the students and other people regarding the needs of the community in which learning is happening. It is community based education which helps in putting the available knowledge and resources to best use for the harmonious living of the communities. Thus, efforts should be made by the policy makers and educationists to make community education as much a part of curriculum like the other regular subjects at school, college and university level.

Use of E-sources for community education

For the promotion of community education among the today’s tech savvy students and the youth the best way is to put to use the available e-sources. Community education can be promoted in the following way:

1. **E-learning:** With schools and colleges increasingly becoming smart, easy availability of audio-visual and internet facilities could be put to use in making students familiar with the community learning as well as needs and requirements of the community they are living in.
2. **Social media:** Social media platforms like facebook, twitter and other forums could be used by students and youth to promote the cause of community and this exercise can be made a part of community education by making it a part of the curriculum.

3. **Video conferencing/Video Chats:** This feature can be used for bridging the gap across communities and cultures so that better learning of the students and better serving of the community by the students can take place.
 4. **Mobile app:** Students should be encouraged to develop such mobile or laptop applications which could be easily used by the citizens for easy and smooth functioning of any community. This will make students and youth develop the skill of problem solving by working on the existing problems of the communities and providing e-solution to it. For e.g. developing an app for traffic control, for medical services, for water/electricity services etc.
- Hence by using the above e-methods, youths and students can be encouraged to put their technical know-how to good use and for the development of the community which will further facilitate their own development and empowerment.

Community Education for Youth Empowerment and Development

Community education or community based education as we now understand is learning in the community for the community. Community education in fact could be used as a potent tool for youth development and empowerment as described below:

1. **Sense of belongingness:** By learning within and for the community, students will develop a sense of belongingness which in turn will make them think and act wisely for the betterment of the community.
2. **Promotes nationalism:** Community education will make the students and the youth aware about their duties towards their nation and community which promotes the feeling of nationalism in them.
3. **Promotes International Understanding and peace:** A sense of doing something for the betterment of the community by being an active part of it will lead to international understanding as well, as with the modern technological advancement has lead to unification of the world.
4. **Promotes practical learning and research:** By making community education a part of the teaching curriculum, not only will it encourage practical learning but will help promote and open many avenues of research which will lead to development.
5. **Overall development of the youth:** Promoting community based education will help in developing the overall personality of the students and the youth.
6. **Promotes youth empowerment:** It will help in channelizing the youthful energy of the students and the youth, which if otherwise used by vested interests could be detrimental to

the nation as well as the youth themselves. It helps them feel empowered by making them feel that they have the control of the community & it's their onus to take it either way.

- 7. Achieving the aims of education:** By promoting the sense of community learning and community service among the youth, it helps in making them better citizen of today and tomorrow, which is also one of the aims of education.

According to Muirhead and Woolcock (2008), "Universities and communities have the resources and capacity to co-produce and co-create powerful strategies for firstly, solving global problems manifested in the local community and secondly, helping both to become national and global leaders, which includes defining their identity, building a foundation for teaching and research, delivering social and economic benefits, and also providing social, cultural and physical capital and infrastructure."

Hence it can be concluded that making today's youth a part of community is necessary for them to grow up to be responsible global citizens. Therefore to achieve the dream of global harmony and prosperity, community education should be made a compulsory part of curriculum at both school and higher education level. This will lead to connecting communities with the youth and will consequently result in their overall development and empowerment.

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8. Six Ways to Manage Your Emotions

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Abstract

Emotions are a vital part of our everyday lives. Whether you're having a good laugh over a text message or feeling frustrated in rush hour traffic, you know that the highs and lows you experience can significantly affect your well-being. The study of emotions is not an exact management but to tackle a situations or emotions in positive ways it's more important. Here in this paper mention six ways to manage emotions through simple way which helps to increase your ability at work place. Such as self-talk asking questions to self, writ down your emotions, always be confidant behaviour, use breathing techniques etc. this ways or strategies help to manage our behaviour, emotions be ready to accept a new challenge situation in life.

Keywords: *Emotions, self-talk, Breathing techniques, confidant behaviour*

Introduction

Emotions are feelings it's a part of being human .It is one important aspect of life, dictate our thought. It's includes joy, happiness, anger, cry, pleasant, love, depression. We can divide it in two parts such as negative or painful emotions like anger, depression, frustration etc. and positive like joy, fear, enthusiasm, happiness etc. Human beings have its own way to express it or manage it. Poor emotional management can destroy our personal and professional life. **"Your emotions are the slaves to your thoughts, and you are the slave to your emotions."** (Elizabeth Gilbert), for that we should know skill of how to manage our emotions , thoughts .We should Be aware about our own feelings and we also need to be aware of others emotions, And it's become todays need to tackle ,manage our emotions. So **"Manage your Emotions before they manage you"** So how can we avoid operating on the wrong types of feelings and master our emotions under the harshest of circumstances?

Follow six ways to manage your emotions in easy way

Self-Talk: Negative emotions can destroy your confidence so always ask questions to self. Talk to self and understand our emotions.

Anxiety- What I am afraid of ?

Sadness – what I felt bad?

Anger – How I reacted on situation?

Frustration – How can I be ready with be plan?

Happiness – what I gained?

Take some time to notice your emotional reactions and find out the reasons behind them, mostly our emotions created by what we say to our self and what others reaction. We need to talk our self in a way that how we would talk with our child. We never speak to a child in a negative, in a way that our discourage them. We should treat ourself with the same respect.

The capacity to maximize positive emotion and minimize persistent negative emotion over time is a critical goal for human beings (Croker & Wolfe, 2001). This research examines self-talk, “the experience of talking to oneself or carrying on an internal conversation with oneself” (Brinthaupt, Hein, & Kramer, 2009, p. 82).

Daily Diary Writing-

Expressive writing has been scientifically proved to be benefitted putting emotions on paper help to accept and understand our emotions, feelings. When people wrote their feelings, through the writing we come to know our mistake and keep our mistakes as learning resources. Its helps to manage situation in future, helps to aware about what is going on in our life. This habit can help you to get success on emotional management. Write down exactly what is making you unhappy. Which situations hurts you? Is it a co-worker? Is it your job? Do you have too much to do? Once you identify the problem, start brainstorming ways to solve it or work around it. Remember, you always have the power to change your situation.

Manage Good Relationship–

Relationship management is the ability to inspire influence and develop relationship with others. Always be kind with others because it helps to stop your worrying to yourself. Always put you in others shoes, through that we can understand ours and others emotions also Appreciate peoples for small good things. It helps to give happiness to others and avoid excessive criticism of others or any situations always inspire others, for control your emotions always be happy and be grateful always thanks a friend who help you or doing nice for you. Ask for help some people thinks that is can shows our weakness but it is not. Ask for help and do it for others it’s also help to build your good relationship and automatically we can understand our emotions.

Stop Thinking and Evaluate

I always think I want this and I want that, is it really a necessity of my life. Stop thinking and evaluate is it the need or aim of my life. we all always busy into thinking process but to handle a emotions some time stop thinking and evaluate the situation, in our life we across some situation n hat we are not able to move, can't ask for help, face frustration situation, and we continuously thinking and because of that's gets fear .At that time we should stop our thinking process try to evaluate that situation in positive way its helps give solution and always be ready with second plan. Evaluate the situation why it's happen. What wrong done etc.

Confidant Behaviours- Focus on Your Freedoms instead of Limitations. Confidence is a ability of expression, expertise, self-regard.yu should always take a stand not because you think you are right, but because you are not afraid to be wrong. Push yourself out of control zone and take risk .and this strategies, confidant will help you build new skill, and you can tackle your negative emotions like fear of public speaking. In society or at work place present your qualities with confidant .work with co-worker in a way that feel true, honest ,sharing your competencies with complete confidence .if you want to manage your emotions you must challenge yourself .it is not always that much easy but the rewards are always worth it. confidant people are secure enough to admit the weakness so never frustrated with situations .they often ask for help, not only because they are secure enough to admit they need help but also they know that when they seek help they pay the person they ask a huge compliment.

Breathing Technique

Deep breathing is a simple but more effective way of relaxation by contrast, deep breathing can decrease stress, lower your blood pressure and slow you heart rate. to manage a emotions it is easy to start practicing deep breathing techniques, for that you need to sit comfortably, close your eyes ,take slow deep breath through nose and focus on what feels like filling your lower belly with air and exhale. Be aware of your breathing. If you are facing anxiety managing your temper at work than learn to control for that berthing techniques will help you. These interject your anger, fear, negative thoughts and t helps put you back on a more positive path.

There are several ways that we can tell how others are feeling but own emotional management is a tough task but with the help of this way can make it more easy n live a happy

life. Those who are capable to manage their emotions would more contribute in a positive way at workplace.

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9. A comparative study of Emotional Intelligence of Urban Higher Education Teachers and Rural Higher Education Teachers

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Abstract: *Higher education teachers not just wanted to understand student's emotions but also needs to be emotionally intelligent. Emotionally Intelligent higher education teachers are good in shaping the future of next generation. The present study is going to focus on levels of Emotional Intelligence with special reference to geographical regions such as 'Urban' and 'Rural' settings. Current study has been conducted on N=88 higher education teachers from 153rd orientation programme. Emotional Intelligence scale by Schutt (1998) was used to measure the Emotional Intelligence. Statistical analysis was performed and it was found that urban higher education teachers are higher on Emotional Intelligence than rural higher education teachers.*

Key words: *Emotional Intelligence, Higher Education, Urban Teachers and Rural Teachers.*

INTRODUCTION:

Education is the powerful contrivance used by the society to shape and mould the future of next generation. The main umpire to implement this criterion is teacher. The major task of teacher is to educate students to provide them with the fundamental knowledge and skills deemed necessary for survival and healthy development in the modern world. Teacher needs to put the emphasis on basic tools of learning, expression, and understanding as well as exploring areas of thoughts and thinking for acquiring information, concepts, intellectual skills, and attitudes. All this is not possible without emotions. Teachers not just wanted to understand student's emotions but also needs to be emotionally intelligent. According to Nelson (2005) Positive teachers actively and directly deal with negative emotions of different personalities of the different students. However Jones (2001) emphasizes that teacher's plays important role to make positive

differences in life of students. Since last some decade's educational field has been changing fast and to survive in professional world higher education's teachers has to keep them updated. Gambhir,P.B.(2008) also supports that facilitator of knowledge and information should be trained and prepared to face new scenario in modern approaches of learning and teaching. Apart from vocational skills one needs to be expert in human soft skills. These skills are matched well with the various domains of emotional intelligence. In case of higher education teacher's social emotional competences are required to build flexibilities to adversity in the field to monitor self performance and to regulate emotions through both positive and immediate in relation with learning and teaching behavior. Higher education teachers are working in different geographical regions if we consider urban and rural settings there is a difference between lifestyles, attitudes, perceptions, opportunities etc. which may affect on Emotional Intelligence. Saxena and Gurnani (2015) also states that above factors affects on EI. However Singh (2015) found that there is a significant difference between urban and rural teachers. On the other hand findings of Thilagavathy (2013) there is no difference between rural and urban teachers. Bhardwaj and Bhatt (2017) found that compare to urban setting teachers rural teachers are good on emotional intelligent. Further they gave a reason that it can be result of having more time than urban teachers consequently they have a chance for improving relationships. After going through above literature it was found that various studies are conducted on school teachers and high school teachers which reports different results. Very few studies are conducted on higher education teachers Emotional Intelligence according to locality such as urban and rural professional settings.

OBJECTIVE:

The specific objective of this study is

1. To compare the levels of Emotional Intelligence of urban higher education teachers and rural higher education teachers.

HYPOTHESIS:

1. Urban higher education teachers will score higher on Emotional Intelligence than rural higher education teachers.

RESEARCH METHOD:

SAMPLE: The current study is based on total 88 higher education teachers (44 Urban higher education teachers and 44 Rural higher education teachers) , who were voluntarily participated in

this study. The participants were selected from 153rd orientation programme of UGC academic staff college at Savitribai Phule Pune University.

SAMPLING: Urban higher education teachers and rural higher education teachers were randomly selected based on geographical regions of working places such as urban and rural settings.

TOOL: The Schutte Self Report Emotional Intelligence Test (Schutt et al., 1998) This scale is based on Mayer & Salovey's early model of emotional intelligence which measures four facets of emotional intelligence namely 'ability to monitor emotions', 'uses of emotions', 'ability to discriminate between emotions' and 'guiding ones thinking and emotions'. This scale contains 33 items. The test is 5 point likert type scale ranging from 'strongly agree' to 'strongly disagree'. The psychometric properties of this test are good.

Personal data sheet was also used to collect the information regarding age, educational qualification and geographical area.

DATA ANALYSIS: Descriptive Statistics is used in order to analyze the data related to variables such as mean and standard deviation. Inferential Statistics such as independent 't' test was also used to find out the differences between means of the groups. Data analysis was done in SPSS.

RESULT AND DISCUSSION

In order to study the Emotional Intelligence of both groups (urban higher education teachers and rural higher education teachers) above test was administered. The total raw score were calculated then mean, standard deviation (SD) and 't' values were computed for urban higher education teachers and rural higher education teachers.

Table no. 1: Representation of descriptive Statistics in aspect of Emotional Intelligence

Name of the group	N	Minimum	Maximum	Mean	Std. Deviation
Rural	44	13	141	118.55	22.571
Urban	44	85	168	128.11	18.970

The table number one shows the differences between means of urban higher education teachers and rural higher education teachers which is 118.55 and 128.11 respectively for N=88 (urban-44, rural 44). The table also shows that minimum score for rural higher education teacher is whereas maximum score is 141. On the other hand minimum score for urban higher education teachers is 85 and maximum score is 168. At the 0.01 level of significance it was found that there is a significant difference between levels of Emotional Intelligence of urban higher education teachers and rural higher education teachers.

Table no. 2: Representation of mean scores of both groups in aspect of Emotional Intelligence

Name of the group	N	Mean	Std. Deviation	Std. Error Mean
Rural	44	118.55	22.571	3.403
Urban	44	128.11	18.970	2.860

Table no. 3: Representation of ‘t’ scores of both groups in aspect of Emotional Intelligence

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.218	.642	-2.153	86	.034	-9.568	4.445	-18.404	-.732
Equal variances not assumed			-2.153	83.527	.034	-9.568	4.445	-18.408	-.728

Table number 3 represents the significance level, ‘t’ values, and df of each group. The df value is 86 and 83.52 for both urban higher education teachers and rural higher education teachers groups. ‘t’ values are represented as -2.153. The values of ‘t’ indicates that it is significant at 0.001 level.

All the above tables clearly indicates that urban higher education teachers are high on emotional intelligence that rural higher education teachers. It may be due to the opportunities in the urban settings as well as due to the competitive and motivational environment. While collecting data it was observed that rural setting higher teachers were looking themselves in less opportunistic background and it was also observed that they perceived themselves less confident and less professional recognition in the urban environment. Compare to rural higher education teacher’s most of the urban higher education teachers has completed advanced courses.

CONCLUSION

The hypothesis stating urban higher education teachers will score higher than rural higher education teacher has been proved. It was found that there is a significant difference between levels of EI among rural and urban higher education teachers.

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Two-Dimensional analysis:

Through the use of two-dimensional analysis, psychologists can map out similar emotional experiences, which allows a visual depiction of the emotional distance between experiences⁴. A further step can be taken by looking at the maps dimensions of the emotional experiences. The emotional experiences are divided into two dimensions known as valence i.e. how positive or negative the experience and arousal i.e. how energized or enervated the experience feels. This two-dimensional map was theorized to capture one important component of emotion called core affect⁵. The idea that core affect is but one component of the emotion led to a theory called psychological construction⁶.



Theories about emotions stretch back to at least as far as Ancient Greece and Ancient China. In China, excessive emotion was believed to cause damage to qi, which in turn, damages the vital organs⁷. The four humors theory made popular by Hippocrates contributed to the study of emotion in the same way that it did for medicine.

Role of emotions⁸ in student's life at workplace:

1. Emotions affect decision making.

The students often make mistakes in choosing Raga for performing at the concerts because of peer pressure or because of fear of failure. Due to peer pressure, its seen often students choose raga, which are difficult at their level and often perform bad which otherwise they could have performed better had they taken some other Raga.

⁴Shah, R.; Lewis, M.B. (2003). "Locating the neutral expression in the facial-emotion space". Visual Cognition.

⁵Russell, J. A.; Barrett, L. F. (1999). "Core affect, prototypical emotional episodes, and other things called emotion: Dissecting the elephant". Journal of Personality and Social Psychology.

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2. Emotions affect productivity.

During viva or during performance because of stage freight or because of shyness of the student's personality, even a good student fails to perform.

3. Emotions affect learning.

Students come from different back ground and from all social strata. It's very common to see students having inferiority complex and they are shy in participating in regular class activity as well as social activities. This type of nature affects the learning of the students.

4. Emotions affect workplace environment.

When few students are not performing or not actively participating in the class activity or social activities, it creates a very negative environment and it affects other students too.

Slowly the culture of class becomes a non-participative and a phase of passive learning starts instead of active and participative learning.

5. Emotions affect our surrounding at the place we go.

Our emotions are very contagious, and it spreads faster than it can be contained. Some students bad temper or even teachers bad temper can hamper the class for the day, thus leading to waste of time and increase drop in productivity and learning.

6. Emotions affect our relationship both professional and personal.

Emotions on one hand are good but at the same time can be game spoilers too. Use of wrong emotions or wrong timing of our emotions can create a rift between colleagues or in our own family life, which affects our professional life as well as personal. In either case, it has its effects on another.

Emotion Management.

Emotions are a part and parcel of our life. It's how we are able to control them so as to use them to our best advantage. The simple ways of managing our emotions are

1. Identify the emotion one is feeling.

It's important to understand why one is feeling a particular emotion. One can think over it and can come out of the particular state of emotion, if it will harm us. We have to think and remind us that, this particular emotion will spoil our performance and we have to get over it.

2. Try breathing exercises like pranayama.

This is particularly seen in students who are having stage freight or are nervous during viva. These simple exercises bring their heart beats under control and gives them their self-confidence back.

3. Try throwing away negative thoughts.

Many students even after a thorough preparation, they are still nervous because of the rumors they hear about the previous examinations or the difficulty faced by previous students during their viva. When the students are spoken to by the teacher or examiner and assured that everything that is going to be asked is from what they know, they are able to throw their negative thoughts and are ready to face the examiners with fresh energy.

4. Use positive thoughts.

A mind full of positive thoughts brings confidence and bounce in one's performance and perspective. With a positive mind and confidence one can win a losing battle.

5. Meditation.

Meditation trains the mind to focus and at the same time to overlook the thoughts which are not good for that moment. Students who are regularly doing meditation are less prone to mental disturbance and emotional turmoil.

6. Follow a set routine.

When we follow a set routine of our daily chores, then our body and mind are in synchronised with each other. Hence, it becomes easy for us to accomplish a particular task because our mind is trained to do that activity at that time.

Conclusion:

Emotions are very powerful tools which become very much our second nature. If the students are able to control these tools, they may outperform others, but if these very tools are left untrained, they may hinder in the progress of students. Hence it is very important for teachers to understand the role of these emotions and at the same time also should have knowledge and practice to manage the emotions to the students' benefit. To improve the job performance, it's important to increase the skills to increase empathy and to have effective impulse control so as to reduce the stress and indirectly protect the students' health⁹.

⁹Oginska – Bulik, 2005

नंदुरबार जिल्हयातील शिक्षकांची स्वत्वाची जाणीव भावनिक व्यवस्थापन

(Self and Emotional Management)

संशोधक. इंदिरा शिंपी
मार्गदर्शक . डॉ. माधुरी इसाबे
सह-मार्गदर्शक. डॉ. गीता शिंदे

प्रस्तावना

प्रत्येक व्यक्तीला भावनिक स्थिती कशी महत्वाची आहे आणि ती जर नसेल तर काय होईल? असे होऊ नये म्हणून शिक्षकाने काय केले पाहिजे? हे महत्वाचे आहे. संशोधिका पीएच.डी. अभ्यासाच्या सर्वेक्षणासाठी अति दुर्गम भागातील नंदुरबार जिल्हयातील सहा तालुक्यातील २४ आश्रमशाळांना भेटी देऊन तेथील शिक्षक, विद्यार्थी आदिवसी कुटुंबे यांच्या सद्यस्थितीचे अवलोकन केले त्या सर्वेक्षणातून बऱ्याच गोष्टींची माहिती झाली.

मनुष्याचे भावविश्व, त्याचे व्यवस्थापन याचा मानशास्त्रात फार मोठे महत्व आहे. सर्व ठिकाणी मानशास्त्रीय तत्वांचा उपयोग असावा. अवतीभोवती अनेक विषम समायोजित घटना घडतात. प्रत्येक बाबतीत अशांतता, मनातील विचारांचे तांडव आंदोलन आणि त्यातून येणारी उदिग्णता, यामुळे भावनांचे प्रदूषण झाले आहे. प्रत्येक ठिकाणी घर व कामाच्या ठिकाणी भावनांचे समतोलत्व संभाळून शांत चित्ताने कामाची कार्यवाही करणे, कामाच्या अतिताणामुळे हृदयावर, मनावर त्याचे दीर्घ पडसाद पडतात. भावना जशा आपल्या असतात, तशाच इतरांच्या देखील असतात. दुसऱ्यांचे चांगले वाईट गुण ओळखून त्यात योग्य तोल राखून सामंजस्य आपल्यात आणले पाहिजे. मानव कोणाला म्हटले आहे, तर मनाच्या पातळीवर जो जगतो त्याला मानवी म्हटले आहे. जाणीवेचे बीज मनात पेरले जाणे जरूर आहे.

मनुष्य वयाच्या २५ ते ६० या वयोमर्यादेमध्ये कित्येक तास कामामध्ये व इतर विषयांमध्ये गुंतवीत असतो. कामाच्या ठिकाणी अनेक समस्यांचे पडदे असतात. त्या सगळ्या निभावून Stressless होणे फार अवघड आहे. शाळेमध्ये शिक्षक, विद्यार्थी यांचा नेहमीच संलग्न सहवास असतो. शासकीय अनुदान आश्रमशाळेत— गुरुकूल पध्दतीप्रमाणे शाळा चालविली जाते. निरनिराळ्या गरीब, निर्धन व अशिक्षित संस्कारहिन अशा पालकांची मुले शाळेत दाखल होतात. वास्तविक ही मुले म्हणजे मुक्या कळया असतात. त्यांना फुलवायचे असते, आनंद स्वैर बागडावयाचे असते. या ठिकाणी शिक्षकांचा कस किंवा कसब लागते. शिक्षक व विद्यार्थी या दोघांमध्ये परिस्थितीचे, शिक्षणाचे, वयाचे तसेच

एकंदर वातावरणाचे भिन्न असे अंतर असते. शिक्षकाने अशा वेळी विद्यार्थ्यांच्या सर्व तऱ्हेच्या मानसिक पातळीवर स्वतः येऊन अध्यापन केले तर विद्यार्थ्यांचे अध्ययन चांगले होऊ शकते. शिक्षकाची भावनिक उतार—चढाव याठिकाणी पहावयास मिळते. भिन्न बुद्धिमत्तेच्या मुलांना अध्यापन करताना त्यांना भानविक ताण हा वरचेवर येत असतो. अशा वेळी शिक्षक हताश तरी होतात, नाहीतर पेचात पडतात. कशा प्रकारे शिकविले म्हणजे त्यांना समजेल? आकलन होईल? अभ्यासाला योग्य दिशा मिळेल? याबाबतीत शिक्षक चिंतेत असतात. म्हणजेच त्यांच्यावर ताण येत असतो. शिक्षणाची पुस्तकी भाषा मराठी तर त्यांच्या घरातील भाषा निरनिराळी असू शकते. उदा. पावरा, भिल्ल, मावची, कोरकू, इतरही बोली भाषा मुले बोलतात. दोन्ही भाषा त्यातून विषयाचे आकलन (मराठी, गणित व इतर विषय)या गोष्टी शिक्षकांना तत्वद् त्रासदायक वाटतात. आणि मग त्यांच्यामध्ये ताणतणावाची भिंत उभी रहाते. विषय समजत नाही, म्हणून विद्यार्थी मागे रहातो. त्याचे पयर्वसन रोजच्या उपस्थितीमध्ये विद्यार्थी गैरहजर पहावयास मिळतात.

शिक्षकांना विद्यार्थ्यांच्या प्रतिकूल परिस्थितीतून अनकूल अशा परिस्थितीमध्ये आणून शिकावयाचे असते. त्यातून योग्य प्रतिसाद त्यांना पहावायाचा असतो. हे एक कारण. पण शिक्षकांना शाळेच्या व्यवस्थापनामध्ये देखील त्याची भूमिका असते.त्याचा देखील “तोल आणि ताल”सांभाळा लागतो. वरिष्ठ अधिकाऱ्यांशी, मुख्याध्यापकांची, त्यांचे वर्तन, आचारण योग्य ठेवावे लागते. तेशे देखील भावनिक ताण मोठया प्रमाणात जाणवतो. शाळेच्या कामकाजामधून शिक्षकाची भूमिका ही त्यांना सांभाळून घ्यावी लागते. एकूण काय शिक्षकाची भूमिका अशा परिस्थितीत असहय ताणातच जाते.

अतिदूर्गम भागातील अवती भोवतालचे प्रतिकूल वातावरण जगण्यास पोषक नसते. त्याचा देखील परिणाम भावनिक ताणांत होतो. मुख्य विषयांकडे आपण दृष्टी टाकू—एक शिक्षकी शाळा चालविताना शिक्षक, विद्यार्थी कंटाळतात. आळसतात. नाविन्य काही नसते. अध्ययन व अध्यापन प्रक्रियेत स्वारस्य रहात नाही. शाळेची वेळ देखील अयोग्य असते. सकाळी ९ ते ४.३० वाजेपर्यंत शाळेचे कामकाज चालते. यामध्ये विद्यार्थी कसेबसे सकाळी ५:३० वा उठतात. इतर सर्व प्रार्तविधी पूर्ण करून शाळेत यावे लागते. याठिकाणी विद्यार्थ्यांची घालमेल होते. मुले लहान असल्यामुळे लवकर उठत नाहीत. मुलांच्या संख्या जर ४०० असतील तर ४ प्रसाधने असतात. अशा वेळेला सर्व मुले तयार होणे हे विद्यार्थ्यांच्या दृष्टीने व शिक्षकांच्या दृष्टीने अवघड होऊन बसते. वेळेचे गणितच जमत नाही. यावेळी देखील विद्यार्थी आणि शिक्षक दोन्ही घटक भावनिक ताणातच वावरत असतात. न्याहरी झाल्यानंतर ८:४५ वा. शाळा भरते. ८:४५ ते ९:०० परिपाठ त्यानंतर १०:४५ ते ११:०० वाजेपर्यंत शॉर्ट सुट्टी, १२ वाजता लंच टाईम, १:३० वा. पुन्हा शाळा भरते. ३:०० ते ३:१० शॉर्ट सुट्टी, ४:३० वा. तासिका संपवतात. तसे पाहिले तर शाळा ४:३० वा. सुटत नाही. तर त्यानंतर एक

तास खेळ घेतले जातात. संध्याकाळी ६ वाजता जेवण दिले जाते. विजेचे भारनियमन असल्यामुळे जेवण लवकर दिले जाते. त्यानंतर अभ्यास, लाईट जसे असतील तितका वेळ, नंतर झोपण्याची वेळ होते. अशा एकंदर शाळेचा दैनंदिन कारभार बऱ्याचशा शाळेमध्ये कमी अधिक प्रमाणात चालतो.

अशा या परिस्थितीमध्ये सांगण्याची बाब म्हणजे शाळेचे व्यवस्थापन हे एकमार्गी नाही. सकाळपासून संध्याकाळपर्यंत शिक्षक व विद्यार्थी भावनिक ताणातच जगत असतात. दिवस घालविला जातो. अभ्यासास वेळच मिळत नाही. दुपारी लंच टाईम नंतर विद्यार्थी सुस्तावलेले /आळसलेले असतात. अभ्यासात एकाग्रता होवू शकत नाही. त्यामुळे अभ्यासावर परिणाम होतो. अशा परिस्थितीमध्ये शिक्षकांना देखील शिकविताना अडचणी येतात—आणि मग विद्यार्थी आणि शिक्षक यांच्या ताणांचे संघर्ष सुरु होतो. विद्यार्थी जर आनंदाने शिकण्यास योग्य असतील तर त्यांच्यामध्ये प्रगती व विकास होऊ शकेल. ताण विरहित शाळेचे व्यवस्थापन असले पाहिजे. जेणेकरून शिक्षक, पालक, विद्यार्थी यांचे भावविश्व समन्वित होऊन भविष्यातील यश प्राप्त होऊ शकेल.

शिक्षकांची परिस्थिती याबद्दल बोलणे आवश्यक आहे. शिक्षकवर्ग निरनिराळ्या कौटुंबिक, भौगोलिक स्तरातून व विविध शैक्षणिक अर्हता प्राप्त केलेले महिला व पुरुष शिक्षक असतात. त्यांना शासकीय आश्रमशाळेतील व्यवस्थापकांशी, मुख्याध्यापकांशी तसेच वरिष्ठ अधिकाऱ्यांशी मिळतेजुळते घ्यावेच लागते. कारण वरिष्ठांच्या हातात शिक्षकांचे भवितव्य असते. वरिष्ठांच्या हातात लेखणी हे प्रमुख हत्यार असल्यामुळे शिक्षकांच्या विरुद्ध गोपनीय अहवालात त्यांचे वैयक्तिक अहवाल विनाचौकशी तयार केले जातात. चौकशी वगैरे काहीच केली जात नाही. त्यामुळे शिक्षक वर्ग नेहमीच कार्यालयीन कामात, अध्यापनाच्या कामात, त्यांची मानसिक, भावनिक ताण—तणाव निर्माण होतो. आश्रमशाळेत काही शिक्षकवर्ग तेथेच रहातात, तर काही शिक्षकवर्ग त्यांच्या निवासस्थानातून शाळेत येत असतात. आश्रमशाळेत कायमच विद्यार्थी त्यांच्या सहवासात असल्यामुळे शिक्षकांना स्वतःकरिता वेगळा वेळ काढावयास सवड नसते. किंवा कुटुंबाकडे व्यक्तीशः लक्ष द्यायला वेळच मिळत नाही. त्यामुळे सहाजिकच मनाचा, भावनांचा हल्लकल्लोळ माजतो. काही वेळा भावनिक ताणांचा उच्चांक वाढलेला असतो. त्यामुळे चिडचिडेपणा, अध्यापनात ढिलाई होवू शकते. त्याचे पर्यवसन त्याच्याबरोबर विद्यार्थ्यांच्या वागण्यात फरक पडतो. अशा वेळी मनाचा तोल सावरला गेला पाहिजे. भावनिक ताणतणाव असावेत कारण त्यात व्यक्तीची प्रगती होत असते. चढाओढीच्या शर्यतीत अंतीम उदिदष्टे साध्य केली जातात. परंतू त्याचबरोबर ताण—तणावांचा अतिरेक झाल्यास मनाचा तोल सांभाळला जात नाही. वाईट दिशेने विचार करण्याची प्रवृत्ती वाढते. व त्याचा दृष्परिणामात परिवर्तन होते म्हणजे ताणतणाव विवेक बुद्धीने संयमीत विचार करून, नियोजनपूर्वक कार्य केले, शांत चित्ताने एखाद्या प्रसंगाकडे, घटनांकडे, डोळसवृत्तीने विचारपूर्वक निर्णय घेऊन कार्य केले तर यश हमखास पदरात पडेल. व्यक्तीने आपली क्रयशक्ती शांत चित्ताने योग्य मार्गाकडे वळविली पाहिजे. याकरिता

मेडिटेशन, व्यायाम, योगा, खेळ, निसर्गाकडे अवलोकन केले तर मनातील मानसिक प्रचंड खळबळ शांत होईल.

शिक्षक एक समाजाचा आधारस्तंभ असतो. भावी पिढी घडविण्याकडे त्याचा कल असतो. समाज त्या दृष्टीने विधायक दृष्टीने शिक्षकाकडे पहात असतो. म्हणजे शिक्षकांनी नेहमीच शांत चित्ताने मनाच्या आंदोलनावर नियंत्रण घालणे त्याची विशेष भूमिका आवश्यक असते. विद्यार्थ्यांना शिकविताना देखील अनेक अडचणी येतात. कमी अधिक बुद्धीमत्तेची मुले असतात. त्यांना विषयाचे आकलन करण्यास अवघड पडते. त्यात भाषेचा अडसर, नंतर वर्णाक्षरांची संकल्पना स्पष्ट नसल्याने अशुद्ध लेखन होत असते. विद्यार्थ्यांना सुविधा पण काही शाळेत कमी वर्ग खोल्या, मुलांच्या संख्या काही ठिकाणी कमी जास्त तसेच वर्गात बसविण्याची स्थिती अलग बेंचवर काही विद्यार्थी बसतात तर काही विद्यार्थी जमिनीवर सतरंजीवर झोपडतात. त्यामुळे देखील शिकवताना एकसंघपणे पहाता येत नाही.

विद्यार्थी हा देखील याबाबतीत या ठिकाणी शासकीय अनुदानादित शाळेत पहावयास मिळते. आश्रमशाळेत ६ ते १४ वयोगटातील मुले एकत्र रहातात. लहान वयात समंजसपणे शाळेच्या नियमांच्या शिस्तीस शिक्षकांच्या आज्ञेप्रमाणे सहजीवन जगतात. किंवा त्यांना रहावेच लागते. गरीबी, दैन्यावस्था या परिस्थितीमुळे त्यांची लहान कोवळी मने या वातावरणात दडपली जातात. मोकळेपणाने स्वेच्छेने राहू शकत नाही. संकोचित, भिन्ना स्वभाव, कायम मागे रहाणे या प्रवृत्ती त्यांच्यामध्ये बळावतात. तेच आई—वडिल भावंडामध्ये ती मुले आनंदाने खेळकरवृत्तीने, शरीराने व मनाने घरातल्या कुटुंबात रहातात. त्यांचे मनाचे आंदोलन, भावनांचे आंदोलन जे त्रस्त होतात ते घरातल्या ठिकाणी नष्ट होतात. शाळेत देखील त्यांचे भावनिक सामंजस्य होऊ शकत नाही. जसे मूल पाळणाघरात रहावयास स्वीकारत नाही. आई दिसल्यानंतर लगेच तिकडे धाव घेते. मानसिक भूक अति महत्वाची आहे. अध्यायन—अध्यापन या क्रियेत विद्यार्थी समरसतेने भाग घेतील जर त्यांना निरामय प्रेम मिळाले तर. मुले संवेदनशील असतात. कोणतीही चांगली अथवा वाईट गोष्ट झटकट त्यांच्या मनावर ठसते. अशा वेळी चांगलेच गुणातिष्ठत बाबी त्यांच्या समोर आणल्या पाहिजेत.

आपल्या अवतीभवती अनेक घडामोडी, हालचाली, बदलणारे कायदे कानून यामुळे व्यक्ती जखडली आहे. यासाठी मनाची ताकद वाढवायला हवी. आशावादी सकारात्मक जीवन जे जगतात, त्या व्यक्ती कधीच ताणतणावाचा शिकार होऊ शकत नाही. आपल्या न्यूनगंडावर बोट ठेवणारा, आत्मविश्वासाला तडा जाईल असे वागणारा, आपल्याला कमी लेखणारा, खच्चीकरण करणारा समाजातील एक वर्ग कायमच आपल्या आजूबाजूला असतो. त्या वेळी त्याकडे लक्ष विचलित होऊ न देता पुढे चला. ते जमेल तेव्हा तुम्ही जिंकलात. अवतीभवतीची आपली म्हणणारी माणसे कमकवुत माणसे हेरतात व त्यांच्यावर वार करतात. मुळातच मनाने अधू असलेल्या व्यक्ती ठेपाळतात, खचतात, दुःखी होतात हे सर्व भावनिक ताणतणावाचे संदर्भ असतात. शारीरिक स्वास्थ्य व मानसिक स्वास्थ्य

यांचा समतोलत्व साधताच आला पाहिजे. मानसिक स्वास्थ्याची काळजी घेत नाही, अपयश, अपमान, चिंता, नैराश्य, अव्हेलरेपण, एकटेपणा, न्युनगंड हे सर्व स्वतःमध्ये साठवून ठेवू नये. आज राष्ट्रांमध्ये राष्ट्रीय स्तरावर त्या संदर्भात ताणतणाव आहेत. प्रत्येक व्यक्तीला मानसिक, आर्थिक, सामाजिक, व्यावहारिक, औद्योगिक क्षेत्रात अशा प्रकारे भावनिक ताणतणावाला, क्षणाक्षणाला सामोरे जावे लागते. त्यावेळीच आपल्या विवेकबुद्धीचा उपयोग करून योग्य विचारांना वाट करून दिली पाहिजे. भावनिक आधाराच्या साहाय्याने माणसे मोठमोठी आव्हाने पेलवण्यास सिध्द होतो. त्याला एक प्रकारची उभारी मिळते. जीवन सुखकर, आनंदी जगण्यासाठी पूरक ठरते. हीच आहे मानवी मनाची साखळी, एकमेकांना उभारी देण्याची.

समारोप:—

समारोप करताना सांगावेसे वाटते की, अगतिक भावनांचे ताणतणाव, तरंग असू नयेत. ताणांच्या भितीने भिऊन आपले कार्य अर्धवट सोडून न देता, सामजस्यपणे भावनांचे ताणतणावांचे समायोजन करणे. निश्चित स्वरूपाचे स्वतःचे उद्दिष्ट डोळ्यासमोर ठेवून. सुनियोजित संकलन तयार करून भावनांचा, ताणतणावांची अडचण दूर करून पुढे जाणे. मग अशी मनाला सवय लागली तर व्यक्ती अतिताणांचे संघर्षाचा निपटारा करू शकतो. शेवटी भावनांचा अवरोध केल्याने ताण नष्ट होतात. त्यातून व्यक्तीची भिती नष्ट होते. मोकळेपणाने खिलाडी वृत्तीने बिकट ताणतणावांना व्यक्ती सामोरे जाऊ शकते.

प्रत्येक व्यक्तीनी वेळात वेळ काढून व्यायाम, योगा, खेळ या वेळ दिला पाहिजे. निसर्गाच्या वातावरणाचे शांत चित्ताने अवलोकन केले पाहिजे. म्हणजे भावनिक जळमत नष्ट होते. मित्रमंडळी, नातेवाईकांमध्ये काही क्षण घालविले तर मनाचे विकास पूर्ववत पदावर येतात आणि जीवनाकडे आशादायक वृत्तीने पाहिले जातात. सकारात्मक वृत्ती वाढते. यातच व्यक्तीचे, जीवनाचे यशापयश अवलंबून आहे.

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12 . भावना व भावनिक बुद्धिमत्तेचे जीवनातील महत्त्व

डॉ. आवचर सीमा

सौ . निर्मलाताई थोपटे शिक्षणशास्त्र महाविद्यालय, भोर .

प्रस्तावना :

मनुष्य हा समाजप्रिय व भावनाशील प्राणी म्हणून ओळखला जातो . समाजामध्ये वावरत असताना मनुष्याला /व्यक्तीला आपल्या भावभावनांची जाणीव असणे भावना ओळखता येणे अतिशय महत्त्वाचे असते . भावनिक समायोजन करता आल्यामुळे व्यक्ती आपल्या आजुबाजुच्या परिसराशी योग्यरित्या समायोजन साधून जीवनात यशस्वी होते . तसेच भावनिक बुद्धिमत्ता असलेली व्यक्ती देखील 'स्व'ला ओळखून इतरांच्या सुखदुःखात सहभागी होवून प्रेरणादायी विचार असणारी व कोणत्याही प्रसंगी स्वतःवर नियंत्रण ठेवून समाजातील वेगवेगळ्या व्यक्तींशी सहजपणे मिसळून समायोजन साधून यशस्वी झालेली दिसते . म्हणूनच भावना व भावनिक बुद्धिमत्ता या दोन्ही संकल्पना व्यक्तीच्या जीवनात महत्त्वाची भूमिका बजावतात .

अॅरिस्टॉटल यांनी म्हटल्याप्रमाणे "कोणालाही रागावता येते ते अत्यंत सोपे आहे . परंतु योग्य व्यक्तीला , योग्य वेळी योग्य हेतूसाठी आणि योग्य त्या मार्गाने रागावणे ही प्रत्येकाची क्षमता नसते व ज्याच्याकडे वर उल्लेख केलेली क्षमता असते . अशी क्षमता असणारी व्यक्ती भावनिकदृष्ट्या बुद्धिमान असते" .

➤ भावना अर्थ व व्याख्या :

Emotion हा शब्द Emovere या शब्दापासून उत्पन्न झाला आहे. Emovere म्हणजे to stir किंवा to move मराठीत आपणास हा अर्थ ढवळणे किंवा हलवणे असा सांगता येईल . मनाला हलवणे किंवा ढवळणे या बाबी भावनेमध्ये येतात . मनाची व्याकूलता खळबळ किंवा गोंधळ म्हणजे भावना . प्रेम राग मत्सर द्वेष चिंता भय क्रोध या सर्व मनाच्या आंदोलित अवस्था असतात . कोणत्याही तीव्र जोरदार मनाची अवस्था म्हणजे भावना होय . भावनेमध्ये आवेश शारीरिक कृती व मानसिक समाधान व असमाधानाचा समावेश होतो .

मानवी जीवनात रंग भरण्याचे जीवनाला अर्थ देण्याचे काम भावना करतात .

भावनांची व्याख्या

अवतीभोवती चाललेल्या घडामोडींविषयी सजग करण्यासाठी माणसांकरिता असलेली सूचनांची योजना म्हणजे भावना .

एका वाजूला मानसिक बदल व दुसरीकडे शारीरिक बदल यांचा अंतर्भाव असलेली मानवी मनाची गुंतागुंतीची अवस्था म्हणजे भावना होय .

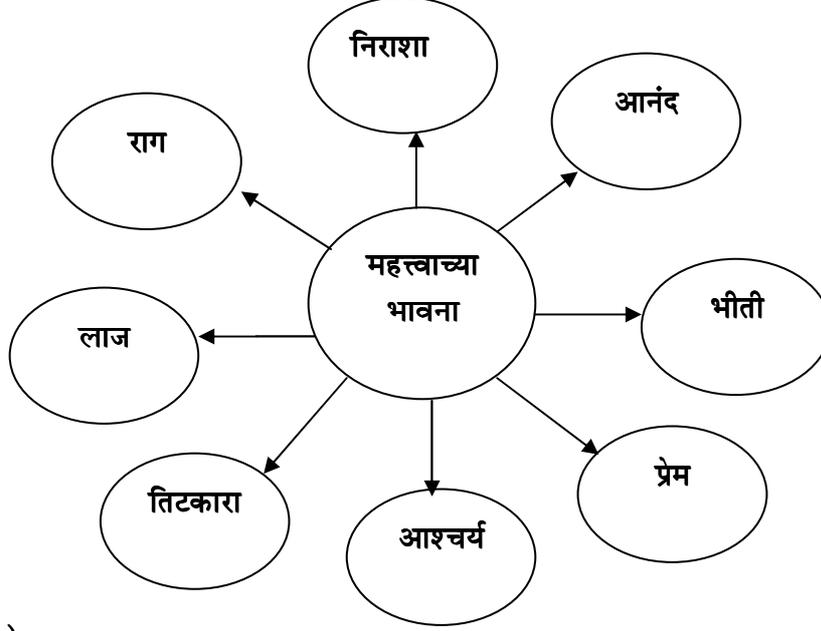
(सिंह 2010 पृष्ठ क्र . 12)

Oxford English Dictionary

Any agitation or disturbance of mind; feeling, passion, any vehement or excited mental state.

(Goleman, 1996, Page No.289)

➤ काही महत्वाच्या भावना पुढीलप्रमाणे -



1. Anger (राग)

त्वेष अत्यंत चीड हुकमी अपमानाने येणारा संताप क्रोध भडका अन्यायामुळे होणारा राग मनस्ताप जहालपणा क्षुब्धता चिडचिडेपणा शत्रुत्व आणि अगदी टोकाचा तीव्र द्वेष व हिंसा .

2. Sadness (निराशा)

अतिदुःख अलिप्तता क्लेश खिन्नता उद्विग्नता विषण्णता स्वतःची कीव एकाकीपणा औदासिन्य निराशा शोक .

3. Enjoyment (आनंद)

सुख उत्साह हर्ष विरंगुळा तृप्ती शाश्वत समाधान मोहविणे मनोरंजन अभिमान विषयासक्त आनंद चित्त थरारकता ब्रह्मानंद संतुष्टता संतोष अत्यानंदाची अवस्था आत्यंतिक टोकाची आवड .

4. Fear (भीती)

भय जरव निरुत्साह कुतर्क संकट वेचैनी चिंता तीव्र भीती धास्ती तीव्र अस्वस्थता अकारण भीती टोकाची भयावहता .

5. Love (प्रेम)

स्वीकार परस्पर आकर्षण मित्रत्व दयाळूपणा निकटचा संबंध एकनिष्ठ प्रेम आदरयुक्त पूजन भुरळ मोह भक्ती .

6. Surprise (आश्चर्य)

धक्का अत्यंतिक विस्मय कमालीचे आश्चर्य चकित होणे .

7. Disgust (तिटकारा)

किळस तुच्छता कीव अनादर स्वतःला मोठे समजून इतरांना तुच्छ मानणे नावड अप्रीती विरुद्ध प्रतिक्रिया अचानक पालट .

8. Shame (लाज)

पेच लज्जा दोषी हिरमोड अपमानामुळे पराभूत मानहानी पश्चात्ताप पस्तावा पाणउतारा . (सिंह . 2010 पृ . क्र . 13, 14)

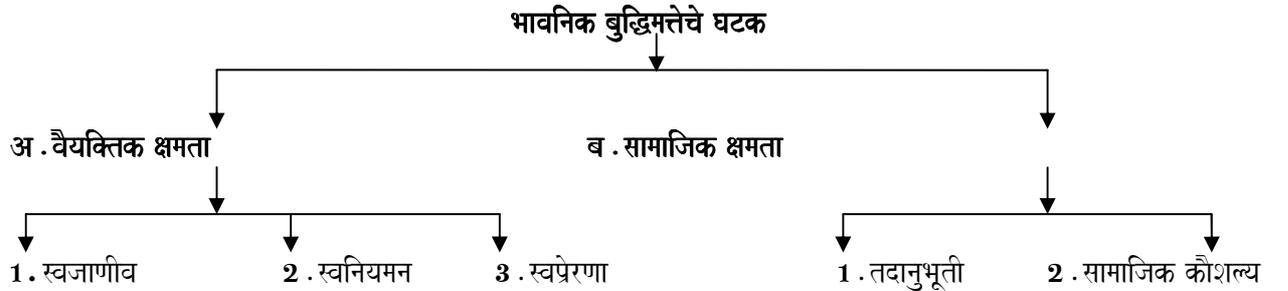
➤ भावनिक बुद्धिमत्तेची व्याख्या

डॅनियल गोलमन . (1998) .

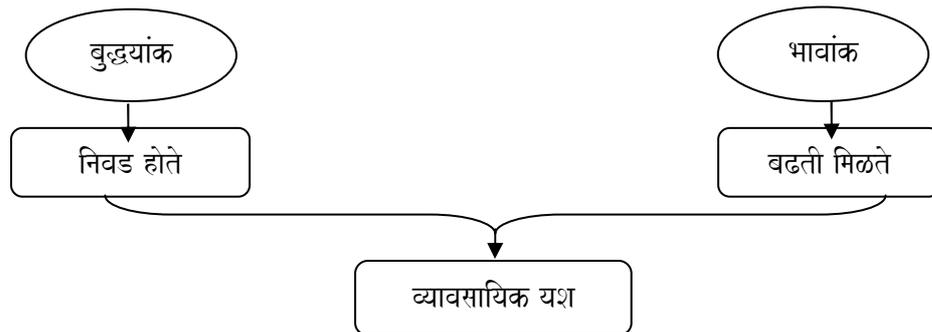
Emotional Intelligence refers to the capacity for recognizing our own feelings and those for motivating ourselves and for managing emotions well in us and in our relationships.

आपल्यातील व इतरांमधील संबंध नीट जुळावेत यासाठी स्वतः प्रेरित व्हावे म्हणून स्वतःच्या व इतरांच्या भावना ओळखण्याकरीता जी पात्रता लागते ती म्हणजे 'भावनिक बुद्धिमत्ता' . बुद्ध्यांकाने मोजली जाणारी आकलनक्षमता किंवा शैक्षणिक गुणवत्ता यांच्यापेक्षा भिन्न पण पूरक असे भावनिक बुद्धिमत्तेचे वर्णन केले जाते . (मोरे 2010 . पृ . क्र . 246 .)

➤ भावनिक बुद्धिमत्तेचे घटक



➤ व्यावसायिक यश



एखाद्या क्षेत्रात निवड होण्यासाठी बुध्दांक उपयुक्त ठरतो मात्र बढती मिळवण्यासाठी भावांकच उपयुक्त ठरतो . तसेच भावनिक बुद्धिमत्ता व्यक्तीला प्रगतीपथावर नेण्याचे काम करते . त्यामुळे भावना व भावनिक बुद्धिमत्ता व्यक्तीच्या जीवनात महत्त्वाची भूमिका बजावतात .

समारोप

भावनांचे व्यवस्थापन ज्यांना जमते ते अगदी टोकाच्या प्रसंगी विकट प्रसंगी दुःखद प्रसंगी देखील भावनांची वादळे झेलून आयुष्याचा यशस्वीपणे सामना करतात . तसेच व्यक्तीच्या यशात 80% वाटा भावनिक बुद्धिमत्तेचा व 20% वाटा हा बुध्दांकाचा असतो . तसेच भावनिक बुद्धिमत्तेमुळे व्यक्ती भावनांवर नियंत्रण ठेवायला शिकते . त्यामुळे केवळ बौद्धिक स्पर्धला महत्त्व न देता केवळ बुद्धिमान विद्यार्थी न घडवता शाळा महाविद्यालयांनी भावनिक आपलेपणा असणारा विद्यार्थी घडविणे ही आजच्याकाळाची गरज आहे . तरच उद्याचे भावी नागरीक हे संतुलित व्यक्तिमत्त्व असणारे तयार होतील व देशाची प्रगती होईल .

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13. Empathy- for effective emotional management

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Abstract- *Empathy is basically - being able to accurately perceive the emotional state of others and it includes the consequences that this capability has on the individual. Absence of empathy is found to be associated with aggressive behaviors and emotional disorders in children. Empathy helps us to work more effectively in teams , empathy increases tolerance. Empathy is a result of mirror neuron system activity in the human brain .mirror neuron fires both when an animal acts and when the animal observes the same action performed by another. in humans, brain activity consistent with that of mirror neurons has been found in the premotor cortex, the supplementary motor area, the primary somatosensory cortex and the inferior parietal cortex. Training of Empathy can be useful in increasing effective emotional management.*

Keywords- *Empathy, mirror neurons.*

Empathy is basically - being able to accurately perceive the emotional state of others and it includes the consequences that this capability has on the individual (spreng et al. 2009).the ability to empathize is required for effective social interactions, interpersonal communication, for effective emotional relationships, prosocial behavior .

Carkhuff & truax (1967) defined empathy as the capacity of the person to feel "the private world" of the other person or of the patient, as if this was his world (truax & carkhuff, 1967). leslie (1994) defined empathy like this: 'the feelings of others towards a given situation or object which enables the individual to place himself in the place of the other person and to feel his various feelings'.

Definition -empathy is a quality shown by individuals which enables them to accept others for who they are, to feel and perceive situations from their perspective and to take a constructive and long-term attitude towards the advancement of their situation by searching for solutions to meet their needs.

Empathy has many different definitions which include various emotional states, from caring for other person and having a desire to help him, to experiencing emotions that match another person's emotions.

Empathy has two basic components- cognitive and emotional. emotional empathy is the reaction to other person's feelings like sadness experiencing the same emotions and cognitive empathy means understanding the emotional state not necessarily experiencing those emotions.

Empathy is an important in the development of emotional intelligence .(hinton, miyamoto & della- chiesa, 2008). Empathic teachers reinforce feeling of belonging feeling of security in the school climate (schutz & decuir, 2002). Empathy leads to pity, compassion and altruism. Empathy is essential for development of self concept ,self awareness, self esteem in students and academic achievement.

Measurement of empathy-

- 1) Hogan empathy scale (hes) (hogan 1969) with 64 items and a single factor model.
- 2) Questionnaire measure of emotional empathy (qmee) in 1972 (mehraban and epstein 1972),mehraban and epstein included more factors in the 7-dimension
- 3) Davis's interpersonal reactivity index (iri) (davis 1983) consisted of 4 subscales: perspective taking, fantasy, empathetic concern and personal distress. the first two subscales mirror the emotional and cognitive dimensions of empathy.
- 4) Empathy quotient (eq) (baron-cohen and wheelwright 2004), which assesses both the emotional and the cognitive dimension of empathy .
- 5) Basic empathy scale (bes) (jolliffe and farrington 2006),for use in young people & adolescents and measures both dimensions of empathy.
- 6) Basic empathy scale in adults (bes-a), which consists of three factors: emotional contagion, cognitive empathy and emotional disconnection (carré et al. 2013).
- 7) The Toronto Empathy Questionnaire (TEQ; Spreng, McKinnon, Mar, & Levine, 2009) is a 16-item questionnaire with a 4-point Likert scale to measure empathetic responses.
- 8) The Multidimensional Emotional Empathy Scale consists of 30 items that measure different components of empathy (Caruso & Mayer, 1998).

Empathy is required for better positive relationships with friends, better communication skills, better socialization. More empathy leads to fewer interpersonal conflicts. Empathy has application in healthcare, business , educational settings and workplace.

Absence of empathy is found to be associated with aggressive behaviors and emotional disorders in children. Empathy helps us to work more effectively in teams, empathy increases tolerance. One considers others' views even when they are contradictory. Females tend to exhibit higher empathy than males (Spreng et al. 2009). It is found in one study that empathy does not change over the years in educators due to maturity, teaching experience. (Kourmoussi et al. 2016). Mental health promotion training can lead to an increase in empathy.

Types of empathy- basic empathy, profound empathy and functional empathy.

Fundamental empathy- basic characteristics and means of communication which are needed for initiation of empathic relationships. **profound empathy-** understanding of others in their social, historical & relational contexts. **functional empathy** which in part is a product of the working conditions in schools and it is related closely to the constraints of empathy. Another type of empathy is feigned empathy being pleasant and positive but their motivation is personal and the pleasantness can be short-lived. One more type of empathy is compassionate empathy resulting in intention to help. One should try to change the perception of the individual, give him support and reduce helplessness.

People with high empathy show more classroom engagement, greater academic achievement, more effective communication skills, more positive relationships, as well as less bullying, aggressive behaviors and emotional disorders.

Barriers to empathy - stereotypes, stress, or fears of social consequences for helping an unpopular peer. For example, encourage students to use supportive words to a student who was bullied.

Constraints to Empathy- limited available time, nature of educational system, rigid curriculum, working environment, large number of students in the class, low frequency of contacts, less importance given to feelings and emotions. Empathy affects learning process, achievements and morality, good feelings. Lack of empathy leads to withdrawal, defense, emotional distress.

Neuropsychology of empathy- empathy is a result of mirror neuron system activity in the human brain. Mirror neuron fires both when an animal acts and when the animal observes the same action performed by another. In humans, brain activity consistent with that of mirror neurons has been found in the premotor cortex, the supplementary motor area, the primary somatosensory cortex and the inferior parietal cortex. Evidence suggests that mirror neuron

deficit is seen in autism. singer 2004 showed that experiencing pain and empathizing with the pain of others evoke overlapping neural activations in cingulate and insular cortices. Communicative facial gestures also elicit mirror neuron activity in the human broca's area. imitation and observation of emotional facial expressions commonly activated mirror neuron and limbic regions, including premotor cortex, inferior frontal cortex (brodmann's area 44), superior temporal sulcus, anterior insula, and amygdala . the understanding that others have an internal mental landscape that differs from our own is the main development and usually comes at around age 4 (wimmer & perner, 1983). Efficient mirror neuron system development leads to higher emotional intelligence and empathy. research has found that more active mirror neurons lead to more empathy in a person. if we witness a victim of violence wince in pain, our brain activates our own wincing and pain – we share suffering. similarly ,activities like yawning, sticking out tongue in infants is related to mirror neurons. different brain areas are activated during affective–perceptual empathy and cognitive–evaluative empathy. researchers have proved that the inferior frontal gyrus appears to be responsible for emotional empathy, and the ventromedial prefrontal gyrus seems to mediate cognitive empathy.

Theories - Understanding the minds of others is explained by two theoretical views. 1) simulation theory proposes that to understand the minds of others we use our own mind as a model. by putting ourselves in the 'mental shoes' of someone else and simulating his experience in our own mind, we can intuitively understand what that experience might be like (gordon, 1986). the discovery of mirror neurons and other 'shared circuits' that are commonly activated by one's own and another's actions have been viewed as neural evidence in support of simulation theory (gallese & goldman, 1998).2) in contrast, theory-theory suggests that we understand others through mentalizing, a more cognitive form of mind reading which tends to activate temporal and medial prefrontal structures (gallagher & frith, 2003)

Healthcare and empathy- people in the helping professions, who are so accustomed to the misery of others, suffer at times from compassion fatigue. it is also possible to experience empathic over-arousal because one is emotionally so overwhelmed by one's empathic feelings that one is unable to be concerned with the suffering of the others (hoffman 2000).in these cases one's empathic feeling gives rise to mere personal distress.

Mental illness /dysfunction of MNS-

- a) Dysfunctions of mirror neurons in the insula and anterior cingulate cortex may cause related symptoms, such as the absence of empathy.
- b) In psychological disorders like antisocial personality disorder and conduct disorder there is an empathy deficit as a core element.(söderström, 2003). empathy deficits may be more peripheral in other disorders (e.g., schizophrenia).
- c) Empathy deficits have been implicated in social dysfunction in schizophrenia, post traumatic stress disorder, and dysphoria.

According to adler tendency to empathize is learned , and should be supported by the parents and culture at large. if an individual has inferiority complex, his psychological energy is wasted overcoming the same ,so no energy is left for empathy.empathy has a survival value also, as if the others are suffering today one may also suffer next.

Correlates of empathy- includes

- 1) perceived responsibility of the person who is suffering. if the person who is suffering is perceived as being responsible for his condition, then there is less empathy.
- 2) Familiarity, proximity, and similarity between the empathizer and sufferer leads to more empathy. Empathy increases prosocial behavior.
- 3) Empathy may be painful and disturbing. the individual and may lead to depression _ hence the person may try to protect self from it.
- 4) Lack of empathy leads to aggressive tendencies. there is a negative correlation between aggression and empathy.
- 5) There is an overlap between emotional intelligence and empathy.
- 6) Socialization practices in a culture decide development of empathy. children as young as one year old can experience empathy, and two year olds can express it.
- 7) Girls and women have more empathy than boys and men because of socialization.
- 8) Altruism, pro-social behavior, caring and helping nature are associated with empathy.

Training of empathy-

- 1) Development of empathy- notice, listen,observe the adults. training in interpersonal perception and empathetic responding. a cognitive approach, in which students learn what empathy is, how it develops, how to recognize different emotive states in themselves and others, and how to respond to others positively, enhances their empathetic perceptions and

skills (black and phillips 1982; herbek and yammarino 1990; kalliopuska 1983; kremer and dietzen 1991; pecukonis 1990; and perry, bussey, and freiberg 1981).

- 2) Recognise one's own feelings. motivate to focus first on their own feelings ,what feelings are associated with different situations (black and phillips 1982; and dixon 1980).
 - 3) Focus on similarities between oneself and others consider similarities between themselves and another person is effective in increasing affective and cognitive empathy (black and phillips 1982; brehm, fletcher, and west 1988; clarke 1984; dixon 1980; and hughes, tingle,and sawin 1981). hahn (1980) found that cross cultural empathy is enhanced if classroom activities focus first on the similarities in cultures and later differences.
 - 4) Understanding and empathy for the physically handicapped.Robinson (1979) describes the content and beneficial results of a program in which students hear handicapped speakers, become familiar with prosthetics and other appliances used by the handicapped, and engage in role taking experiences which approximate handicapping conditions.empathy for physically and mentally ill person .
 - 5) By extending circle of concern- concern for everyone-with different religion, caste, school,gender,age , socioeconomic status, beliefs , culture.
 - 6) Modelling and encouraging behaviour, mimicry shows.
 - 7) Avoid stereotyping.
 - 8) Respect and value differences - everyone is unique , different cultures and attitude should be respected.
 - 9) Manage difficult feelings like sadness, anger, and frustration.
 - 10) Plan and participate in social situations ethically and fairly .
- Barriers to empathy - feeling overwhelmed or distressed by others pain

- 11) Role playing or role taking - practice taking another's perspective and imagining what others are thinking. eg .animal/ plant /person. do role plays, read and discuss books, and use "what would you do" or case studies.
- 12) Exposure to emotionally arousing stimuli. Exposure to stimuli such as pictures of misfortune, deprivation, or distress increase empathetic feelings (barnett et al. 1982; howard and barnett 1981;pecukonis 1990; and perry, bussey, and freiberg 1981). Students should be given exercises regarding what a victim may be expecting, what can be done to reduce the problem and so on. for example how would they feel if they are subject to ragging.
- 13) Positive trait attribution- positive trait attribution refers to providing the reason why they should exhibit prosocial behavior helps in enhancing empathetic understanding and behavior. Conditioning and reinforcement can be used.
- 14) Modeling empathetic behaviour- prosocial behaviour ,altruism.
- 15) Studying famous empathetic persons -lives and achievements of famous empathetic persons like florence nightingale, martin luther king, jr., and mother Theresa.
- 16) Conflict management, better teamwork and greater job satisfaction have followed empathy training provided to adults (herbek and yammarino 1990).
- 17) Empathy training results into increased critical thinking,reasoning , imagination,creative thinking, open mindedness,flexibility in thinking.
- 18) Cross-age and peer tutoring- empathetic feelings, understanding increases by serving as cross-age tutors (morgan 1983; and yogev and ronen 1982). it increases the tutors' empathy, altruism, and self-esteem.
- 19) Training of social skills and emotional management-like anger management . social skills increase and tolerance increases due to empathy both are important in mental health.

20) For infants, peek a boo and pat a cake games can be encouraged for the development of empathy. Slow rocking on ball with singing and facial gestures ,eye contact can be used Environmental awareness can be increased.

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14. A study of uniqueness of Re-evaluation Counseling

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Key words-

Uniqueness, Re-evaluation, Counseling

Uniqueness - the quality of being particularly remarkable or special.

Re-evaluation -the action of assessing or evaluating something again or differently.

Counselling - the provision of professional assistance and guidance in resolving personal or psychological problems

Introduction:

Counseling is no more a new word for us in today's stressful world. We come across the word every now and then in different references. It starts right from school; educational counseling, behavioral counseling, health counseling and counseling in many more areas.

Counseling is a word originated from French noun 'conseil' , French verb 'conseiller' and Latin 'consilium' mean 'to advice' or 'plan, opinion'.

Dictionary meaning of the term 'counsel' is "give advice to (someone), give professional help and advice to (someone) to resolve personal or psychological problems, recommend (a course of action)."

Meaning of the term 'counselling' is "the provision of professional assistance and guidance in resolving personal or psychological problems."

Every human faces different types of personal and psychological problems so has to take some type of guidance or counselling or some therapy or to learn some technique or skill to manage their emotional and psychological problem. One may say it is a need to lead normal and happy life. Though it is good to visit your counsellor in difficult time rather than getting engulfed in

problem and create further problem. But it has certain issues along with it. One has to manage for consultation fee for the counsellor (generally it is significantly high), manage time to visit as many of us are quite busy and tied to the hectic life style and the last is our reluctance to open up enough to the new person.

Being the educationist and interested in people and people's emotional responses, was in search of something that will be easy and help in all concerns mentioned here. To fulfil that need the researcher thought of studying types of counselling, therapies and emotional management techniques.

Review of related literature:

To collect the information regarding this it was decided to opt for secondary research.

'Secondary research' also called as 'desk research'. In secondary research, researcher searches for related literature online or in library. The relevant material is collected, synthesized and summarized.

Here all related material is collected online and already been analyzed and interpreted by the primary authors and uploaded on net. In present work it was studied for finding out similarities and differences amongst them and stating uniqueness of re-evaluation counseling.

While presenting the interpretation of summarized and analyzed material, it is categorized in definite manner as given here.

- A. Counselling
- B. Therapies
- C. Re-evaluation Counselling
- D. Similarities and differences with re-evaluation counseling
- E. Uniqueness of Re-evaluation Counseling

A. Counselling:

American Counselling Association defines counselling as, "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

Counselling is a process in which generally two persons are involved, one is in need of help and one who is ready to help. The later one should be enough competent with certain recommended degree.

In counselling process the counsellor help the client to change the way of thinking or feeling or behaving, that is troublesome to him/her own or to the people around.

Generally certain issues about adjustment, emotional management, anxiety, depression, communication, different types of disorders, sexual orientation and sexual problems, relationship, stress, suicide, trauma, addiction are generally handled in counselling.

Classification of counselling is done differently on different premises. It may be done like personal and group counselling on the base, how many people are counselled at a time. Or counselling may be classified area wise like school counselling, educational counselling, career counselling, marriage and relationship counselling and so on.

Generally three types are accepted by many people involved in counselling; sometimes these types are recognized as techniques of counselling. It is based on the nature of counselling process and the part/role of the counsellor in counselling process. The first one is *Directive Counselling*, where counsellor directs or gives certain instructions to the client for doing certain things or behaving in certain way and it is counsellor centred. The second one is *Non Directive Counselling*, where the counsellor is relatively passive and it is client centred. The third one is *Eclectic Counselling*, which is combination of directive and non directive counselling. Here counsellor is not too active as in directive or not too passive as in non-directive counselling.

It is counsellor's responsibility to decide the type of counselling to be used in the counselling process according to the problem, need and nature of counsellor and counselee. Counselling process helps a person in difficulty to deal with his/her problem. The time required to overcome with problem may vary from person to person and nature of problem. For some 2-3 sessions are enough and for some process may last longer.

B. Therapies

Counselling and *therapy* are the terms sometimes used interchangeably.

Counselling focuses on specific issues and helps a person in a particular problem. The focus may be on problem solving or helping in learning specific techniques for coping with problems.

Psychotherapy is long-term process than counselling and focuses on a broader range of issues where a person's patterns of thinking and behaviour get affected and so the interactions with the world.

There are many approaches to psychotherapy, generally classified into five categories.

1. Psychoanalysis & Psychodynamic therapies
2. Behaviour therapy generally uses techniques like classical conditioning, desensitizing, operant conditioning and cognitive-behavioural therapy
3. Cognitive therapy
4. Humanistic therapy which includes Client-centered therapy, Gestalt therapy and Existential therapy
5. Integrative or holistic therapy

Most of the psychotherapist use Person Centred, Psychodynamic, Gestalt or Integrative approaches.

Here are some types of counselling used to help to the person in need.

Psychodynamic counselling is based on the premise that past experiences in early childhood affects feelings and relationships in the present, and person may replay those experiences with other people in present life. It believes the insight of psychoanalysis and psychoanalytical psychotherapy.

In Client-centred or person-centred counselling, the counsellor should show empathy, unconditional positive regard and congruence in counselling process. Though it is expected in all types of counselling these three things are the most important in client centred counselling. The relationship with client with these three is used only for healing and change in counselee.

Transpersonal counselling believes that all beings are connected with spiritual power and irrespective of many hard experiences the soul remains undamaged. It is concerned with past of a person to empower him/her for future.

Transactional analysis counselling expects counselee to take responsibility of own feelings, decide to change own behaviour and replace the troublesome behaviour with new one. In this process counsellor helps counselee to know the mode (the 'child', the 'parent' or the 'adult') through which he/she is behaving in certain situation

Existential counselling helps counselee to understand their life and focus on how they have already taken charge of their life and not on their mistakes and make them able to make right choices.

Personal construct counselling believes there is no absolute truth but a subjective term. This type of counselling helps counselee to understand different ways of behaving so there can be change of outlook.

Gestalt counselling focuses on patternized thought, feelings and behaviour by using different techniques like dramatisation or role play and help person to understand own conflict.

Rational-emotive behavioural counselling helps counselee by removing the obstacle of irrational thought.

Cognitive-behavioural counselling believes that we interpret our experiences according to our beliefs about ourselves. So it helps counselee to change irrational and self defeating thoughts.

Brief Solution Focussed Therapy helps the counselee in finding goals and the counsellor focuses on finding shortest and best way towards goals for the counselee.

Interpersonal Therapy works on problems in relationships and improves interpersonal functioning

Dialectical Behaviour Therapy where a team DBT helps counselee to make his/her life worth living.

Re-evaluation co-counselling is a counselling where co-counsellor helps the client in freeing from troubling patterns by helping in discharge process. Here the only need is both the persons, the client and the counsellor should already have learned re-evaluation counselling. They give equal time to each other to discharge. They use different techniques to facilitate discharge. No need of highly qualified counsellor and for client, no need to pay, just to provide equal time and decide suitable time and place for both and follow certain rules laid by the organization.

It was the same for what the researcher searching for, so the researcher studied the re-evaluation counselling in bit detail and realised some special, remarkable in it. That was the moment when it was decided to study its uniqueness.

C. Re-evaluation Counselling

Here are some basic information about the re-evaluation counselling is given. The re-evaluation theory according to which re-evaluation counseling works; founded by Harvey Jackins who died on 12th July 1999.

It is a process of freeing humans from distress patterns and may help in resuming fully functioning intelligence. This can be used by any one irrespective of age, race, education, economic status.

According to re-evaluation theory –

- Re-evaluation co-counseling considers all human beings as intelligent, good and co-operative.
So it is expected that, all human should naturally think wisely as they are intelligent, should have good relations with each other and should enjoy life as they are good and co-operative (and we experience in many disasters and calamities people behaves so).
- But when pattern of emotional distress interfere, they show different behavior than their original natural behavior. These distress patterns are residues of hurts (physical as well as emotional) in past, which has not fully recovered. So people enact through previous distress when something from current situation reminds them earlier distressing event and over the period that pattern of behavior becomes the distress pattern.
- The effect of hurts could have been removed by natural discharge process (which may include crying, laughing, yawning etc.) and after discharge the person could have clearly understood and evaluated what exactly happened in distressing incident. But our society is very rigid and do not allow such type of discharge. And the distresses get accumulated, and these accumulated distresses don't allow us to behave according to our natural characteristics (intelligent, co-operative and good).
- In re-evaluation co-counseling a person learns to regain the natural ability to heal from hurt and frees him / her from distress patterns. In this process two persons are involved who listens each other sincerely while the other is discharging on his/her painful emotions. Both of them know the process of discharge.
- This theory is complex in nature but can be learned step by step and one can experience the re-evaluation of thought process.

- The process that happens in re-evaluation counseling is in short – originally by birth every human is intelligent, co-operative and good. But every human has emotions, human gets physical and emotional hurts, hurts get discharged naturally and rational human behavior continues. If discharge interfered, then distress experiences create compulsive pattern of behavior and observable irrational behavior occurs. Distress can be discharged by co-counselor's active help in using different techniques and re-evaluation happens; person can be free from distress and able to regain natural and rational emotional behavior again.
- While using re-evaluation counseling certain do's and don'ts need to follow.

D. Similarities and differences with re-evaluation counseling

When Uniqueness of re-evaluation counseling was searched, the different techniques or skills for emotional management were also studied, as after learning re-evaluation counseling person can understand re-stimulations of self and others and manage emotions accordingly. **When all the techniques studied are working for emotional management, definitely there are some chances of similarity and differences amongst them, those are mentioned here.**

Catharsis is a term in Psychology used by Sigmund Freud for the first time in his psychoanalytical therapy, which was quite similar to the techniques used in re-evaluation counseling. But later Freud concentrated on psychoanalysis rather than catharsis. Actually catharsis is a process where emotions are released and it decreases tension in the person and then there will be less negative emotions in that person. *In catharsis a person re-experiences the traumatic event and expresses the strong emotions that are associated with them. In re-evaluation counseling certain techniques are there to help the client to discharge.*

According to historic overview taken by Esta Powell in an article "Catharsis in Psychology and Beyond A Historic Overview" 'catharsis' is a Greek word which means 'cleaning' or 'purification'. Most of the scholars who worked on catharsis agree that there should be two essential components in catharsis; one is emotional aspect where emotions are expressed and processed, and the other is cognitive aspect where one gets new insight or realization about the emotional problem and the force behind the emotion which was there in unconscious becomes conscious. Here also *the expression of emotion and getting insight of realization of emotional problem is somewhat similar to discharge and re-evaluation.*

According to Schultz and Schultz catharsis is a process where complexity of emotions is reduced or eliminated through recalling the past event which is connected with emotions, bringing it to conscious and allowed to express.

The American Psychological Association (2007) defined catharsis as *“the discharge of affects connected to traumatic events that had previously been repressed by bringing these events back into consciousness and re-experiencing them”*. What it means, that matches with discharge in re-evaluation counseling, but theory doesn't say anything about conscious and unconsciousness.

Catharsis is also portrayed in various types of literature, for showing release from some burden. In literature surprise and unexpected situations were used to help catharsis to start.

According to medical field catharsis helps to return to the previous status. There are some catharsis based treatment approaches like Psychodrama, Primal Therapy, and Emotion Focused Therapy.

According to Aristotle catharsis helps in getting relief from disturbed emotions. It also helps in restoring harmony and in making a person wise and reasonable.

In Gestalt Therapy a situation is created in role play and expression of emotions facilitated. In Empty Chair treatment also catharsis happens.

There is a controversy about effectiveness of catharsis in psychotherapy. And psychotherapist considers catharsis in psychotherapy is different from isolated emotional discharge techniques. But still in the history of humanity catharsis considered as a healing procedure.

REBT also helps in regaining rational behavior, but it is *more on intellectual level, and the discharge of hurts, distresses are not that much important*.

Different scholars suggested different techniques in counseling to handle own emotions, but *hardly some similarity found in those and the techniques used in re-evaluation counseling. Some of them have suggested being in present, that is there in re-evaluation co-counseling also*.

Some suggested about *taking responsibility of own distresses, talk to a trusted friend and get clear understanding of our responsibility and where it ends. But in re-evaluation counseling, one works on own emotions with a co-counselor, find out the origin of distress related to, discharge on the hurt and frees oneself from distress pattern. This helps in regaining rational behavior and re-emergence*.

On website of student counselling centre of The University of Texas at Dallas suggests a self help strategy about processing the emotions; *“Contact supportive people and discuss your feelings or situation.... with those you trust can help you to feel normal and not as isolated. They may also be able to help you see the situation from additional perspectives.” In re-evaluation counselling the counsellor is always supportive and client shares all feelings to the counsellor, this is the similarity between two.*

The studies in the University of Texas at Dallas and in The University of Colorado showed some similarity with re-evaluation counselling

International Online Training Program on Intractable Conflict run by Conflict Research consortium, University of Colorado, USA suggested some techniques for managing emotions. One of it suggests determining the source of your own feelings; whether your emotional response is because of the very experience or because of any bad experience related to present event. Next it suggests talking on the feeling; not to suppress or deny them. In re-evaluation counselling also finding out the source of feelings and talking on it (discharging that feeling) is the similar point.

All types of counselling demands confidentiality, but re-evaluation counselling demands it to the extent, that counsellor need not ask the client about how it is going on after the session unless the client again ask for the next session and be in that session.

About the accessibility of information to other / next counsellor; in other counselling it may or may not made available to next counsellor is totally depending upon the willingness on the client. But in re-evaluation counselling, when a client taking intensive counselling from a group of four or more counsellors, chosen by him/her only; that team of counsellors share the things about the client so as to make each other more resourceful to help the client.

In all other types of counselling as well as in re-evaluation counselling also it is expected that counsellor should be non judgemental.

There is ‘no socialization’ rule, to be followed in client counsellor relationship, but in re-evaluation counselling; both the co-counsellors are from re-evaluation counselling community may meet each other at their own places, but only for the intension of session only and they don’t

break the rule of socialization in that meeting unless those two are already in social relation prior to be a member of re-evaluation counselling community.

In many counselling processes the counsellor help the client to change the way of thinking or feeling or behaving, which is troublesome to him/her own or to the people around. But in re-evaluation counselling Co-counsellor don't try to change directly the way of thinking, feeling or behaving of the client but just be with the client wholeheartedly, accepts the client unconditionally, uses the techniques which he/she thinks may work for re-evaluation and provide the help demanded by the client.

As client is in in-charge mode one may think it is similar to that of non-directive counselling. But it is not exactly the non-directive, because in re-evaluation co-counselling both the persons are aware of re-evaluation process and so the client is perfectly able to decide what exactly the co-counsellor should do for him/her and can take charge of the process. This may not be possible in counselling process as client might not be that much aware.

All types of problems are handled in other counselling, but in re-evaluation counselling there is a different approach about addictions. The person who wants to learn and practice re-evaluation co-counselling must keep him/herself away from addiction at least 24 hours before attending class or having session.

According to Psychodynamic counselling experiences in early childhood affects feelings and relationships in the present, and person may replay those experiences with other people in present life. Re-evaluation counselling also believes in past experiences but it coins it as pattern taken because of those childhood experiences, out of which person acts in later life.

Client-centred counselling believes that empathy, unconditional positive regard and congruence are the things of utmost importance. Re-evaluation counselling also believes in empathy and unconditional positive regard but it doesn't use the same words. RC gives importance to understanding the exact emotions of the client and accepting him/her without judging him/her for whatever he/she says/expresses or have done in past.

In Transpersonal counselling basic belief is that whatever the hardships of human experience, the core essence, or soul, remains undamaged. Re-evaluation counselling believes hurts that produces damage can be discharged and human intelligence can be freed after re-evaluation.

In Existential counselling, the counselling focuses on the client and that too how much they have already taken charge of their life. In re-evaluation counselling also the efforts are made by the co-counsellor to remind that the client is in-charge of his/her own life.

Rational-emotive behavioural counselling helps counselee by removing the obstacle of thought. Re-evaluation counselling helps the client to get free from patterns which makes them think like previous experiences in new experiences.

On rebtnetwork.org website REBT library, questions to Dr. Ellis, workshops, self help forum, some forms, news, literature in form of books and tapes are available but on re-evaluation counselling's rc.org website too much information is provided and it gets updated after changes approved in it.

E. Uniqueness of Re-evaluation Counseling

For being eligible as a counsellor, Certain Educational qualification is needed, but in re-evaluation counselling qualification needed is not a degree of any university, the only condition is both of them must have learned and practicing re-evaluation counselling theory.

Generally the client goes to the counsellor when he/she feels difficult to come out of problem by his/her own, but in re-evaluation counselling once the co-counsellor learns the process they know that they themselves capable of dealing with the situation by using co-counselling and they take sessions to get clarity of thoughts to deal with even if the condition is not out of control.

The general goal of all types of counselling is to bring the client out of problem and help him/her in enjoying life in balanced way. In re-evaluation counselling the general goal is re-emergence, but for every session it is not necessary to set a goal and work accordingly. Sometimes co-counsellors just share top of the mind things, with each other which overtly looking may not be a problem but it certainly has some connection with your life.

. Unlike other theories it is still growing. The organization of re-evaluation counseling has own website Huge amount of information is given on rc.org website it contains and 28 assumptions of theory.

Welcome message from Tim Jackins (International Reference Person for the International Re-evaluation Counselling Communities) is there on re-evaluation counselling's website. Apart from that many things like Basic theory, explanation of some important concepts of the theory

and essays on re-evaluation counselling theory are there. Tabs including Introduction of RC (re-evaluation counseling) for people new to RC, Counselling practice, Articles and publications, Order literature and subscriptions, Online classes, Glossary for new people in RC, Books, journals, CDs, audiotapes, pamphlets, videotapes, DVDs, poster, Commitments against oppressions are there on website.

About technique Harvey Jackins says “The correct specific technique is the one you invent at that moment, for that client, that session.” Still some broad and general techniques are given on website.

Re-evaluation counselling is an organization called ‘community organization’ with many international, national, regional designations in it. Many leaders for different categories are there.

Community has its own goals and are revised in world conferences, recent community goals are revised at world conference in 2013.

It has its own guidelines which are regularly updated; recently proposed changes are there on website for 2017 world conference consideration.

Much of the literature including books, articles and journals are available on website as pdf, one can subscribe it or order printed material. Fundamental teaching guides are available on website as a resource for teachers. Organization publish quarterly journal called ‘Present time’. Many back issues and recent articles are available for downloading. Local sites are restricted to members only.

Different types of forms and formats are there on website for different purposes.

Re-evaluation foundation was founded in 1972 to help the counseling to flourish.

All material is available in English and Introduction on net is given in 17 languages of different countries and articles available in print form in 23 languages including Indian languages Marathi, Hindi, Kannada, Malayalam, Tamil and Telugu.

To know what should be communicated in introduction, two audios of Harvey Jackins, (the founder of re-evaluation counseling) are given.

Organization conducts various workshops ranges from half day to five days or long according to the need. Workshops are conducted on area, regional, national, international level. Pre-world workshops are also conducted for nearby countries. Resources are made available for workshop.

Workshops are well planned and devoted to a selected topic on which participants expected to work.

Having a website is a uniqueness of re-evaluation counseling with so much details and resources. Very vast, well planned organization working for many types of liberation is also rarely found.

Re-evaluation counseling dedicatedly works for human liberation. Various projects are run under liberation, i. e. ending racism, environmental care, language liberation, class liberation, no limits for women. It is committed against types of oppression.

As in re-evaluation counseling, co-counseling is practiced so no question of fees, the only fee you pay is for learning in fundamental class and after that if you want to attend workshops, you need to pay fees for that.

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15. Emotional management at workplace

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National Curriculum Framework 2005 while discussing on objectives of Education mentioned that every person should have ability of thinking and making Ethical decision independently or in a group. It is essential to sensitize students regarding emotions then only they can survive in the world with satisfaction. To understand others, cooperation, social responsibility and good interpersonal relations are essential for both teacher and students. This can be achieved by teaching life skills in school and for that teachers must be competent accordingly. Emotional management at work training is essential every person for healthy practice. Emotions and Stress skills are important of pleasure human life coping with Emotions and Stress skills are important life skills for mental health.

Every individual in this society has to face conflict, competition, and stress in every walk. Nuclear Families have over expectation from their kids. There is undue comparison with other students due to lack of art of parenting. All this affects the child's mind. It is resulting into number of problems such as fear of failure, suicides, aggressiveness, inferiority or superiority complexes, loneliness, criminal attitude anxieties etc. Many times students become victims of ragging in colleges. To avoid consequences of factors it is important to impart Coping with Emotions and Stress skills in school education for those teachers must have knowledge of giving this skill to their students.

Hence Emotional management at workplace to prepare before starting working . Emotional management at workplace will be preparing education for mental health' should be a part of school education and teacher education.

Objectives of the study

- 1) To develop a "Emotional management at workplace through Coping with emotions and coping with stress skills Education" Program for would be teachers.
- 2) To study the effectiveness of the "Emotional management at workplace through Coping with emotions and coping with stress skills Education" Program.

Operational definitions of the terms

1. **Would be teacher:** - All the students enrolled for B.Ed.course. Present study was involved 42 students enrolled to B.Ed. course of S.N.D.T. college of Education for women Pune.

2. **Coping with Emotions** – To understand one’s own emotions as well as those of others, to know about the effect of emotions on one’s behavior and to monitor or manage emotions as required. Coping with Emotions was measured in terms of score obtained on test of Coping with Emotions developed by the researcher.
- 3 **Coping with Stress:** - Ability to prohibit positively the health problems is arising due to stress. Coping with stress was measured in terms of score obtained on test of Coping with stress developed by the researcher.
- 4 **Management at workplace Program.**
A Special program developed by the researcher to impart skills “Coping with emotions and coping with stress Skills Education” Program amongst would be teachers. Total duration of the program was of 10 clock hours in which 3 hours was Theoretical orientation of Coping with emotions and coping with stress Skills given through worksheets and printed self learning material.7 hours was assigned to practical work.
- 5 **Effectiveness:** - The positive difference in the responses of would be teachers on pretest and post test about “Coping with emotions and coping with stress Skills measurement test developed by the researcher.

Importance of present study

A Special program developed by the researcher to impart Coping with emotions and coping with stress skills amongst would be teachers. Total duration of program of 10 clock hours in which 3 hours was assigned to Theoretical work. Theoretical orientation of Coping with emotions and coping with stress Skills Education” Program was given through worksheets and printed self learning material. 7hours are assigned to practical work. The practical provide practice to would be teachers for applying skills during teaching and interactions with students in school environments in simulated condition. Practical work was include role play, simulation and games, group discussions, group interaction, brain storming, sharing experiences, self demonstrations, SWOT analysis Hence the study will be useful for teacher, prospective researcher and other professionals.

Method of Research

Experimental Design

The experimental method was used as it was suitable to objectives of the study. Single group pretest post design was used.

Sample

Incidental sampling was used. All the students enrolled in academic year 2016-2017 second year for B. Ed. course in S.N.D.T. College of Education for Women Pune, were included. Included all 42 girl's student teachers.

Tools used for data collection: Coping with emotions and coping with stress Skills measurement tool was developed by the researcher. This was non-standardized tools. Coping with emotions and coping with stress a feedback questionnaire to find out the feedback of students included in the sample.

Tools used data for analysis

Qualitative analysis: open responses on training program, Coping with emotions and coping with stress skills Education program test and feedback questionnaire were analyzed qualitatively.

Program development

1. Coping with emotions and coping with stress skills Education of 10 clock hours was prepared by the researcher. It included various activities related to the roles of teacher in educational transaction. Along with this some conceptual and application activities and learning experiences were also organized.
2. Techniques such as Brainstorming, Pair and Share, Presentation, Role play, Group discussion etc were used.
3. Activity sheets, self Learning material, home work. Were prepared and implemented. Applying following principles:
Activity based, Thought provoking, use of co-operative learning and Self Learning.

Analysis and Interpretation of data

One of the objectives of the present research was to study the effectiveness of the Coping with emotions and coping with stress skills Education for would be teachers. So first pre-test of Coping with emotions and coping with stress skills Education measurement was administered. After Implementation of Coping with emotions and coping with stress Skills Education program the post test was administered. scores of Coping with emotions and coping with stress Skills Education Measurement pretest and post test of would be teacher are presented in the following

From the observation of the responses on Coping with emotions and coping with stress Skills measurement test in Post test is higher than that of pre-test is increased by in post test. It can be said that the increase is due to Coping with emotions and coping with stress Skills Education program implemented by researcher.

Statistical significance of the difference between Scores was tested by percentage

Testing of Hypothesis

Research hypothesis:

There will be positive and significant difference in Measurement pre-test and post-test scores of would be teachers after implementation of Coping with emotions and coping with stress skills Education' program.

This positive research hypothesis was converted into Null hypothesis for statistical testing.

Null Hypothesis:

There would be no positive and significant difference in Coping with emotions and coping with stress skills Measurement pre-test and post-test scores of would be teachers after implementation of Coping with emotions and coping with stress skills Education program.

Interpretation:

The obtained pre test score and percentage is very high as compared to post test .This proves that the difference between the pre-test and post-tests scores and its percentage of would be teachers' is significant. Hence, the null hypothesis was rejected and research hypothesis was accepted.

Then score on Coping with emotions and coping with stress skills Measurement post-test is significantly higher than score on pre-test of the would be teachers.

Qualitative analysis

Qualitative analysis of responses on the open end questions in the program. Coping with emotions and coping with stress skills Education program included seven open ended questions. Responses of the would be teachers to these questions were analyzed on the basis of factors of Coping with emotions and coping with stress skills.

Observation of the Researcher

- Students responded enthusiastically on emotional skills and self presentations. During activities on coping with emotions and stress and role play, students didn't bother and hesitate about other's reactions and criticizing.
- Student used to take lead in activities related to coping with emotions and stress skills in individual and group. In the beginning students were not listening to other student's opinion,

but at the end they used to listen carefully also and gave their own opinion assertively. They tried to understand queries and problems of others.

- In the beginning their co-operation and interactions were very less but later it was noticed that their co-operation and interactions with other students were increased.
- Student teacher tried to understand each other during pair and share technique, solving problems in activity sheets, in slide show and in other activities of discussing, imagining and predicting. Their body language changed and researcher could easily observe the changes in their facial expressions..
- Students used to discuss during solving problem in self learning activity with their pair mate and helped the absent students to understand the activity.
- Students used to take lead in group activity, in discussions, role play and presentation. Their confidence level increased.
- The students used to do the exercise given under self learning material sincerely. They use to read carefully. Showed curiosity and tried learn coping with stress skills in depth and showed their interest.

Conclusion of the Research (Limited to the sample in experiment)

1. The post-test responses of coping with emotions and stress skills Measurement of would be teacher was found significantly higher than that of pre test responses .It can be included education program prepared and implemented by the researcher was effective in developing coping with emotions and stress skills of would be teachers.
2. Open responses of post test were qualitatively better as compared to responses on pre test. Hence the Education Program implemented by the researcher has proved to be effective for developing coping with emotions and stress skills of would be teachers.

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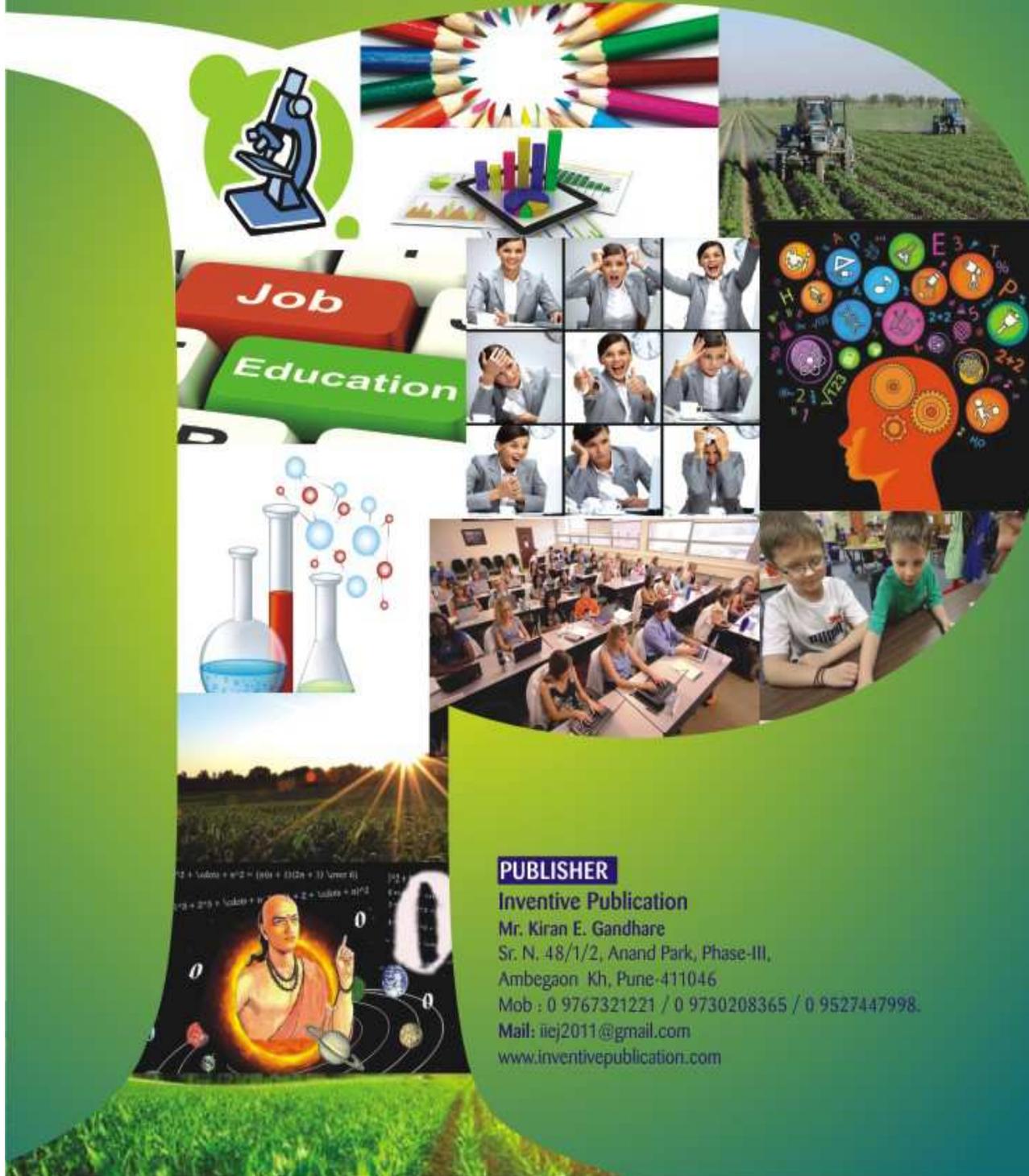
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