Review of Related Literature:

Eve Justina Romould (2006) has made a study on Development of an enneagram Educational programme for enhancing Emotional intelligence of student teachers” objectives of the study were of develop an Enneagram educational programme for student-Teachers to implement the developed Educational programme on the sample of student Teachers and to assess the effectiveness of the same programme on the different competencies of emotional intelligence. To help the student- teacher to understand their own teaching style by making use of knowledge of Enneagram findings at the study are the developed modules for the Enneagram Educational program were found to be successful in term of raising the EQ level of the student teachers. All the student teachers gave highly favorable opinion and reaction and showed a great interest towards the Enneagram Educational programme.

Archana Dutta (2009) has made study on Designing. Developing and implementing an Educational program for Enhancing Emotional Maturity of student teacher. Objectives of the study were to study emotional maturity of student teachers, to develop a progamme for enhancing emotional maturity of student-teacher to study effectiveness of the intervention programme. Findings are all the cases have shown decrease in emotional immaturity. Although, the difference in pre test and post test is not constant in all the cases but there is difference in all the cases pre and post intervention.

Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambica Sharma (2002) satisfaction as predictor of life satisfaction. A study on lectures in government and private colleges in Jammu studied at project level and concluded that the present study aims to find out the job-government and life satisfaction of the government and private lectures of Jammu district a total of 60 lectures (30 male and female) were selected using random sampling technique. The data was obtained through questionnaires which were administered personally. Results indicated a significant difference in the job-satisfaction of government and private college lectures do not differ significantly on life-satisfaction scores.

Joshi, Rajesh (2009) “Goal direction and effectiveness, emotional maturity, and nuclear family functioning.” At Ph.D. level studied and concluded that differentiation of self, a cornerstone concept in Bowen theory, has a profound in fluenc over time on the functioning of the individual.
and his or her family unit. This 5 year longitudinal study tested this hypothesis with 50 developing nuclear families. The dimensions of differentiation of self that were examined were goal direction and effectiveness and emotional maturity. A qualitative analysis of participants goals demon straing nuclear families, when compared with couples with lower functioning families, placed more emphasis on family goals had more balance between family and personal goals and pursued more goals over the 5 years. The quantitative analysis supported the hypothesis that goal effectiveness and emotional maturity were associated with nuclear family.


The statistical evaluation of various hypothesis has revealed the presence of 1. Insignificant difference in anxiety of adolescence boys coming from co-education and unisex education school. 2. Insignificant difference in anxiety of adolescent girls coming from coeducantio and unisex education school. 3. Insignificant difference in anxiety of adolescents boys and girls coming from coeducation and unisex education school. 4. Insignificant difference in emotional maturity ofadolescence girls of coeducation and unisex education school. Insignificant difference in security Insecurity of boys and girls coming from coeducation and unisex education school. Thus there is no significant difference in Anxiety Emotional maturity and security Insecurity of Boys and girls coming from coeducation and unisex education school.

• **Surinder jit kaur & Harjit kaur (2008)** “Efectireness of traning of emotional intelligence on adolescent student: A pilot study at Ph.D. level studied ad got concluded that the study found that on the countrary the value of t = 762 for irritability/urban hosting and t = 16.36 for emotional exhaustion which were significant at P < .01 level showed that traing of EI on the subjects was significant at P < .01 level showed that training of EI on the subject was effective in reducing the irritability and emotional exhaustion means score of the subjects in the post training session. The potential of training was obvious in effective management irritability and emotional exhaustion of the subject science these are hetro traits of EI.

• **Kasinath, H.M. (2008)** “Motivational correlates of emotional intelligence of Secondary teacher’s trainess. At studied and got concluded that recent finding have identified as the single most facts predicating and happening in life. It is the capacity to create positive outcome in your
relationship with others and with yourself positive outcomes include joy optimism and success in work school and life.

- **Upadhay, S.K. and Upadhyay, Vikrant (2003)** “A study of emotional stability and academic achievement of boys and girls at secondy level.” At Ph.D. level studied and got concluded that the main finding are- 1. Boys are significant emotionally stable than girls. 2. There is no significant difference between boys ad girls in academic achievement. 3. There is no significant relationship between emotional stability ad academic achievement of the students.

- **K. Bharti Kumari and Farah Mushtag (2003)** “A study pf parental encouragement, academic anxiety and emotional stability of school going Adolescents.” At Ph.D. level studied and got concluded that the correlation values between parental encouragement and academic anxiety are very low. Academic anxiety is negatively correlated with parental encouragement and positively, correlated with emotional stability in girls. The correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negavties in Muslim boys. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys.

- **Shrivastav, Nidhi (2007)** “A study of emotional intelligence in relation to advisement in environmental studies.” At Ph.D. level studied and got concluded that it is evident that T-ratio is significant at as level. This means there is significant difference in emotional intelligence of high and low achievement in emotional studies. Low achievers in this subject exhibited less emotional intelligence emotionally intelligent students may be more emotionally stable and sensitive to this environmental issue than their less emotionally counter parts. This can facilities their learning about the environment this findings draws indent support from the views of golden (1996) that 80% of persons success in life depends on emotional intelligence therefore the curriculum makers should prepare the content of EVS in such a may that students use their emotional intelligence.

- **Minakshi (2008)** “Emotional intelligence: the latest aid.” In the term of emotional intelligence the adjective and he nouns go ill together. It is only the poetic pragmatic to coin phrase like cold
white blood. Pragmatic idealism or democratic dictatorship. It is very much like president myshraf’s kargil victory or N.D.A.’s shining India for which these are no bases.

The new concept of emotional intelligence does not have acceptance with any world level psychologist since it has no sound theory behind it. It deserves to be discarded. It is only an emotional break of wild imagination and nothing more then. Emotional behavior cannot be understood with traditional and pure intelligence which should monitors the role of emotions of life.

- **Suneetha Hangal and Vijaylaxmi A. Aminabhavi (2007)** “Self-Concept emotional maturity and Achievement motivation of the Adolescent children of Employed mothers and Homemakers” at project level studied and concluded that the present study assessed the impact of maternal employment on the self concept. Emotional maturity and achievement motivation of adolescents. The results revealed that the addescenent children of homemakers have significantly higher self concept it was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

- **Frankle Marry (1997)** “Effective brattices for students labeled with significant identifiable emotional disability.” Phillips Jacqueline Sue Ed.D. unit of northern Colorado Date from student in reviews were coded qualitifiavely as themes emerged. The students stated how they perceived their involvement in disciplinary incidents and identified what they thought helped them manage their behavior effective teacher practices as perceived by students included (a) sense of humor (b) being nice and (c) teacher responsiveness effective class room practices in clouded (a) Relevance (b) active burning and (c) socialization.

- **P.K. Nanda and Asha Chawla (2009)** “Impact of age and family type on emotional maturity of urban adolescent girls.” At Ph.D. level studied and concluded that the results it is very clear that type of family definite has impact of an emotional maturity. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family.

- **Patricia A. Jenning and Mark T. Green (2008)** “The pro social classroom: Teacher social and emotional competence in relation to students and class room out come.” at Ph.D. level and
concluded the research has demonstrated that many teachers deal with highly stressful emotion situation in ways that compromise their ability to develop and sustain healthy relationship with their students effectively managed their classroom and support students learning.

• **Manoharan R. John Louis and I. Christie Dess (2007)** “Emotional maturity of post Graduate students in Pondicherry Region.” At Ph.D. level studied and concluded that the study was undertaken with the objective of identifying the level of emotional maturity of post Graduate students in Pondicherry region hence they are moderately sound in their personality integration and independence. The emotional maturity of Post Graduate students is influenced by sex, class and group. The level of emotional maturity of female students is higher that of the male students. It is also to be noted that students of the second years are more mature than those of the first year. It is also found from the table that there is significant positive relationship between the groups chosen for study and level of emotional maturity. Arts group students have higher numerical score than the science students. Which means science students have greater emotional maturity.

• **Sharma Kanak (2007)** “A study of emotional intelligence among adolescents in relation to adjustment and defense mechanism.” At Ph.D. level studied and got finding of the present study is likely to prove of immense importance to educational thinkers teachers and psychologists and others for leading a happy and contented and life a balance between emotional intelligence and adjustment and defense mechanism is refused teachers parents and society may provide such guidance and trading for the development of these propensities by which addescent shall be able to lead a be happy and contented life and may be successful in professional life too.

Emotionally intelligent person are well adjusted as they can perceive and assimilate emotions of self and others and tune in than according to the situations. Emotionally has no relation with defense to the mechansion as emotional intelligence teaches one to face reality boldly. Where as defense mechanism is a means to run away from the real life situation in order to relieve from stress.

• **Rchi Dubey (2007)** “Relationship between emotional intelligence and academic achievement of under graduate students.” Ph.D. work. The major findings of the study were. It was found that
there is not relationship between emotional intelligence and academic achievement of undergraduate students of Arts and Science stream. The only exception is the math group where there was significant positive relationship between emotional intelligence score and total aggregate marks.

- **Prakash G.N. & Srivastava (2004)** From emotional interlacement to emotional literacy at Ph.D. level studied and got concluded that people who maintain long term relationships actually live longer than those who are alone understanding and managing emotional resources states understanding and using effective communications skills and the ability to respond to our emotional lives but also to the quality of our physical lives reframing consciousness greater sensory acuity managing emotional resource states an choosing communication skills as well as other relaxation techniques for monitoring the inner emotional life and for maintain a relationship with our as liver are all the strategies we must the emotionally literate to balance the forces as change in the world.

- **S. Maryam Mousavi, Marzieh Racesi (2008)** “Study of Relationship between emotional intelligence and Educational Adjustment in pre-University Girls students of Tehran.” This study was carried out to investigate the relationship between emotional intelligence and educational adjustment. The study was descriptive. 300 girls students selected via muti-stage stratified random sampling. The instruments for gathering data were Bar-on emotional intelligence questionnaire and adjustment inventory for high school students. The results of the study showed that there was significant correlation between emotional intelligence and educational adjustment. (P<0.01)

- **Pandey Kalpalata (1985)** “A study of cognitive process and motivational patterns of deprived students in relation to their Achievement.” D. Phil Edu. All university. The study aimed at exploring the cognitive process, motivational patterns and achievement of high and low deprived students. The objectives of the study were: to find out the differences in cognitive process motivational patterns and achievement of high and low deprived students.

Ph.D.Edu. Utkal University. The major objectives of the study were (i) to describe the nature of parental life style of underprivileged families (ii) to describe the characteristics of underprivileged children (iii) to study the relationship between parents life style and the characteristics of their children the main findings of the study were (i) most of the parents in the underprivileged homes were illiterate, engaged in daily wage labour, or unskilled jobs and belonged to nuclear families (ii) the parents were fatalistic and had low achievement orientation.

- **Pandey M.R. (1981)** social Aspects of Academic Achievement and Aspiration of scheduled Trihe students” at Ph.D level studied and concluded that the results it is very clear that the tribal students were not able to avail properly of educational opportunities provided by the formal educational set-up due to their socio cultural backwardness and the gap between the school environment and family background This led to low academic achievement forced them to do manual labour. This was also responsible for low achievement.

- **Patel, D. (1994)** Academic Achievement in relation to cognitive and personality Differentials of socially Disadvantaged and Advantaged secondary school children of Orissa at Ph. D level studied and concluded All the three groups, V12-SC, ST. and the advantaged children differed significantly in their achievement in academic subjects, intelligence, self – concept creativity teacher estimation linguistic competence and achievement motivation on all the variables related to academic achievement Viz intelligence self concept creativity, teacher estimation, linguistic competence and achievement motivation the advantaged children scored significantly- higher than all three groups differed significantly than the SC and ST children in their aspirations regarding education occupation and in come.

- **Madankar R.R. (2012)** Relationship between emotional intelligence and Attitude to wards training programmes of Diets Among teacher Trainees. Emotional intelligence and some training programmes among teacher trainees from different Diets of north Karnataka has been dealt within this paper. 150 teacher trainees were selected by using random sampling technique and found that training programmes and their effect on emotional intelligence. It has been identified that the practical aspect of training such as demonstration lesson, observation lesson, criticism lesson block teaching etc have not been given and specific skills of teaching in the teacher
trainees most of the training programmes in Diet’s have positive significant effect on emotional intelligence of teacher trainees.

- **Quadri syed javeed (2012)** A study of intelligence and personality characteristics of student A psychological study.

  The present study was conducted on 200 students belonging to Aurangabad to examine intelligence and personality characteristic of students culture Fair (Free) intelligence test is developed and standardized by Raymomd cattel (1950) and NEO personality scale by paul. T. costa. Jr. Ph. D. & Roert Mcare Ph. D. 1989 were used Besides a PDS was need. It was concluded that (1) High intelligence students have significant high openness than the low intelligence students (2) Intelligence student have significant high conscientiousness than the low intelligence students.

- **Manisha Indani (2012)** Comparative study of curiosity and achievement of VIII std students(2012) In this research paper an attempt has been made to find out the correlation between curiosity and Achievement of std VIIIth students by using purpoive sampling method. The objective of study were worked as follows (1) To study corelation between curiosity and achievement of VIIIth student (2) To study correlation between curiosity and intelligence of VIIIth Army school students major findings are (1) corelation of curiosity and Achievement of army school students correlation between curiosity and Achievement of students there is not any (2) there is not any co-relation between curiosity and intelligence of army school students (3) There is positive co-relation between Achievement and intelligence of students.

- **Darshana Sharma Bandhana (2012)** “Emotional intelligence Home Environment and problem solving Ability of Adolescents” at Ph. D. level studied concluded the results revealed that emotional Intellignece and Home Environment has a significant impact on problem solving ability.

- **Statement of Research** “A comparative study on emotional intelligence and motivation towards the achievement level of SC/ST students in Thane District.”