

# A Study on Environmental Awareness, Social Intelligence and Academic Achievements of College Students

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**Abstract** - Humankind's most critical creation is schooling. It is basic to the advancement of both individual and social improvement. The nature of training essentially affects public turn of events and efficiency. Residents can turn out to be more mindful of their privileges and commitments through training. Training is as critical to the endurance of civilisation and society as propagation and sustenance are to organic development. Man's schooling doesn't start in school; rather, it starts upon entering the world. It stops when he bites the dust, not when he moves on from college. Accordingly, training is a long lasting cycle. Training empowers an individual to defeat an assortment of obstacles to carry on with a cheerful and satisfying life. Schooling empowers an individual to adjust to their environmental factors by fortifying their capacity to manage change difficulties. The ability to peruse others and handle their purposes and inspirations is alluded to as friendly knowledge. Individuals with this knowledge are generally mindful of the differentiations between what others say and what they genuinely mean. Thus, socially smart individuals might be blamed for guessing individuals' thoughts. Individuals that can utilize this type of acumen successfully can be phenomenal conversationalists. This could be because of a blend of good listening abilities and the ability to seriously draw in others. Separate ideas of social insight are social information and social knowledge. Their model additionally upheld the presence of a hidden general social insight and perhaps a various leveled social knowledge model. Scholarly achievement is incredibly critical in both school and the learning system. People enjoy long taken benefit of the assets accessible in their regular environmental factors. The best way to raise ecological cognizance is through instruction. Ecological Education can possibly change individuals' way of behaving over the long haul. The climate should be shielded from contamination and over-abuse of normal assets. To keep away from contamination, we want to raise public mindfulness. "Anticipation is superior to fix" applies to any condition. Safeguarding our current circumstance is savvier than tidying it up after it has been hurt. This must be achieved by bringing Awareness into play.

**Keywords** - Environmental Awareness, Social Intelligence, Academic Achievements, College Students

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## INTRODUCTION

The development, progress, and improvement of cutting edge nations shows that they have given advanced education appropriate idea and significance, and that their advancement owes an extraordinary arrangement to the headway and need given to advanced education. In each component of life, advanced education assumes a key part. We can create prevalent things by giving quality training. Inclinations, learning, and advancement all add to a singular's extraordinary profile of elements and gifts. Individual contrasts in knowledge, innovativeness, and an assortment of different characteristics emerge

because of these variables. The ability to peruse others and handle their purposes and inspirations is alluded to as friendly knowledge. Individuals with this insight are every now and again mindful of the qualifications between what others say and what they mean. Therefore, socially adroit individuals might be blamed for guessing individuals' thoughts. Individuals that can utilize this type of keenness actually can be incredible conversationalists. This could be because of a blend of good listening abilities and the ability to genuinely connect with others. Individuals that are socially clever are

generally ready to reassure others. They additionally need to cooperate with a wide scope of individuals.

The ability to peruse others and handle their purposes and inspirations is alluded to as friendly knowledge. It's basically the capacity to explore complex social associations and settings effectively. Clinician Nicholas Humphrey accepts that human insight is characterized by friendly knowledge instead of quantitative knowledge. Ross Honeywill, a social researcher, accepts that social insight is a combination of self-and social mindfulness, advancing social thoughts and perspectives, and the capacity and want to deal with complex social change. "The capacity to comprehend and oversee people, young men and young ladies, to act shrewdly in human relations," as indicated by Edward Thorndike's underlying portrayal from 1920. It is connected with hypothesis of psyche and is identical to Interpersonal Intelligence, one of the kinds of knowledge recognized in Howard Gardner's Theory of Multiple Intelligences. A few creators have restricted the idea to incorporate just friendly circumstance information, which is apparently better alluded to as friendly perception or social promoting insight when applied to current socio-mental publicizing and showcasing methodologies and strategies. As indicated by Sean Foleno, social knowledge is an individual's capacity to see and respond suitably to their environmental elements to take part in socially powerful way of behaving.

The issue of understanding individuals' way of behaving in "eye to eye contacts," "sympathy," "individual discernment," and "social responsiveness," as well as issues of affecting or dealing with others' way of behaving, has been perceived for quite a while, yet minimal efficient work on fundamental comprehension of those peculiarities has been finished. E. L. Thorndike (1920) recommended that there is a social insight part to character that is particular from concrete and unique knowledge. Social knowledge, as indicated by Guilford (1958), could be delegated a fourth kind of data. That's what it infers, as indicated by construction of keenness (SI) hypothesis, there are 30 abilities occupied with social insight, six capacities for managing various kinds of data items inside every one of the five working gatherings.

Since the distribution of Edward Thorndike's work in the 20th century, social insight has turned into a significant area of interest (1920). "Social knowledge can be found in overflow in the nursery, on the jungle gym, in sleeping enclosure, working environments, and salesrooms, yet it evades the testing research facility's formal normalized conditions." Thorndike, a Columbia University clinician who originally proposed the thought in Harper's Monthly Magazine, said exactly that. He expressed that relational viability was basic for outcome in an assortment of disciplines, including authority. "A processing plant's top expert might fall

flat as a foreman because of an absence of social insight," he composed.

As neuroscience keeps on pinpointing the mind regions that manage relational associations, "social knowledge" is ready for reassessment. Customary originations of social insight have overemphasized significant level capacities like social information, or the capacity to extricate the guidelines, conventions, and shows that guide legitimate way of behaving in a given social climate. A significant number of these early examination focused on describing, characterizing, and assessing social capability (Chapin, 1942; Doll, 1935; Moss and Hunt, 1927; Moss et al., 1927; Thorndike, 1920). Researchers started to zero in on understanding the objective of relational way of behaving and the job it plays in successful versatility, instead of portraying and evaluating social knowledge (Zirkel, 2000).

Concentrate on propensities connect with the exercises that understudies participate in as a feature of their learning cycle. The objective of study propensities is to evoke and direct one's mental cycles during examining. As indicated by Patel (1976), concentrate on propensities incorporate the home climate and occupation arranging, perusing and note-taking propensities, subject preparation, fixation propensities, test readiness, general propensities and perspectives, and school climate.

Concentrate on propensities are a normal way of preparing and rehearsing one's learning capacities. These are strategies that an understudy uses to approach their investigations that are predictable and have been generalized because of rehashed use. It is perhaps the main variable influencing understudies' scholastic achievement. Insight has for quite some time been believed to be a critical determinant of scholastic achievement (Furnham, 1995). Customary meanings of insight incorporated the capacity to reason conceptually, learn new things, and conform to new circumstances. Ongoing originations of knowledge recognize a keen individual's dynamic commitment in creating and choosing a climate that suits their inclinations. It is an exhibition of mental capacity according to one's scholarly presentation. "Knowledge," as per Stern (1914), "is a singular's general ability to intentionally change his considerations to evolving necessities." It is the capacity to change one's psyche to new issues and conditions throughout everyday life." "An individual's insight is relative to his capacity to continue unique reasoning," as per Terman (1921).

The manners by which we study are alluded to as concentrate on propensities. The propensities we've created since we were in school. Concentrate on propensities may be "great," meaning they work and assist us with

accomplishing "passing marks," or "poor," meaning they don't work and don't help us in accomplishing "great imprints." (Kuncel and Crede, 2008) "The embraced style and way wherein an understudy reads his private readings after homeroom learning to acquire authority of the subject" are concentrate on propensities. (1998, Azikiwe) A propensity is only an example of activity that is rehashed until it turns out to be natural. Something done on a normal, booked, and arranged premise is alluded to as a propensity.

Scholastic accomplishment has been described in an assortment of ways, for example, a degree of ability accomplished in scholarly work or as officially procured information in school points, which is ordinarily communicated as an extent of imprints acquired by understudies in tests. Kohli is a cricketer from India (1975).

Understudies' scholarly accomplishment alludes to the information and abilities they have procured in school subjects. Scholarly accomplishment alludes to an understudy's presentation in scholastic themes concerning their insight, capacity, or level of capability in school errands, as estimated by normalized assessments and reflected in grades or units in view of the understudy's exhibition. "Understudies whose scholastic accomplishment is exceptional in character as a high level of imprints are taken as effective up-and-comers," Sinha (1970) states. Understudies who bombed their past assessment and got unfortunate divisions in their assessment, then again, are decided to have bombed their fulfillments.

### **ACADEMIC ACHIEVEMENT**

Scholastic accomplishment alludes to an understudy's, instructor's, or alternately establishment's accomplishment of an instructive objective throughout some stretch of time. Tests or ceaseless appraisals are utilized to test this, and the reason differs from one individual to another or establishment to foundation.

Scholastic accomplishment is characterized as a singular's achievement or obtained mastery in the exhibition of an ability or collection of information. Scholarly accomplishment is characterized as "information acquired and abilities created in school points as estimated by test scores, instructor grades, or birth." Achievement can be estimated utilizing an assortment of tests, both verbal and composed. Scholarly achievement is an element for determination, advancement, and acknowledgment in various fields of life, so its importance couldn't possibly be more significant. (Panigrahi, 2005)

Scholastic achievement has become progressively cutthroat, and nature of execution has turned into a urgent determinant in private headway. Guardians maintain that their kids should arrive at the highest point of the exhibition stepping stool as fast as achievable. This interest for high achievement puts a

lot of strain on understudies' educators, schools, and the schooling system overall. Truth be told, maybe the whole school system rotates around understudies' scholastic achievement, in spite of the way that the framework is intended to give an assortment of different results. Therefore, schools commit a lot of time and work to helping understudies in working on their scholarly execution. Scholarly accomplishment is frequently utilized reciprocally with academic accomplishment.

### **CONCEPT OF ENVIRONMENTAL EDUCATION**

The International Union for the Conservation of Nature and Natural Resources (IUCN) initially characterized the idea of ecological training in 1970 at a gathering in Nevada, USA. Natural Education was characterized at that gathering as a course of perceiving values and arranging ideas to assemble the abilities and perspectives expected to perceive and value man's interconnectedness with his way of life and biophysical environmental elements. Natural training additionally incorporates dynamic practice and the self-advancement of an implicit set of rules on ecological issues.

Natural training is a significant device for going with informed choices about how to address and forestall ecological issues. Ecological schooling is a course of giving growth opportunities to get information, getting, abilities, and mindfulness, as well as helpful attitudinal changes, about man's relationship with his normal and artificial environmental elements, including his populace, contamination, asset assignment, transportation, innovation, and metropolitan and provincial wanting to the complete human climate. Ecological schooling should fuse an assortment of learning conditions as well as a wide scope of educational techniques to show understudies and from the climate, with an attention on involved exercises and direct encounters. It ought to help understudies in distinguishing the side effects and the reasons for ecological issues, as well as creating decisive reasoning and critical thinking abilities.

Natural instruction ought to be a deep rooted process that starts in pre-school and go on through all formal and non-formal stages. It ought to be an interdisciplinary subject that takes into account an all encompassing and adjusted viewpoint. Understudies, educators, specialists, engineers, and the overall population are among the objective socioeconomics for Environmental Education. Ecological schooling incorporates chances to acquire information, convictions, abilities, perspectives, responsibility, and obligation to better the climate, as well as to produce new examples of conduct in people and society in general. Therefore, it is important to make a legitimate move to shield and work on the climate. The advancement of fitting qualities and

mentalities toward the climate is essential for the Environmental Education program.

### **NEED AND IMPORTANCE OF ENVIRONMENTAL EDUCATION**

Natural instruction is expected to teach people of any age about the climate so they can go with harmless to the ecosystem choices. Ecological instruction is a significant apparatus for pursuing informed choices about how to settle and forestall natural issues.

Individuals should figure out how to perceive natural difficulties and conceivable outcomes to accumulate data for forming and assessing elective arrangements, as well as construct social abilities for living as per those arrangements.

At both the public and worldwide levels, the significance of natural training has been unequivocally perceived. Natural mindfulness ought to be ingrained in understudies in schools and organizations. This viewpoint will be consolidated into the instructive cycle all in all.

Natural instruction urges residents to be worried about the nature of the biophysical climate, spurring them to help settle biophysical climate challenges. Since numerous ecological issues that can't be addressed by the public authority alone can be handled by people, natural schooling and review are required. People should be instructed to realize what must be finished. With such boundless obliviousness of basic ecological issues, it is upsetting to see that numerous nations, including India, invest undeniably more energy and cash on naturally harming exercises than on earth valuable ones.

The National Policy on Education (NPE) of 1986, with changes in 1992, underscored the significance of natural instruction. "Deeply. These angles would be utilized across branches of knowledge to advance standards like as India's normal social legacy, uniformity, a vote based system, and secularism. Orientation balance, natural preservation, ingraining a logical outlook, etc. The need for Environmental Education has been communicated in the accompanying terms partially VIII, under the portrayal "Reorienting the substance and cycle of instruction." There is a basic need to raise natural mindfulness. Starting with the child, it should swarm all ages and areas of society. Natural mindfulness ought to be imparted in understudies in schools and organizations. This perspective will be joined into the instructive interaction in general.

### **GUIDING PRINCIPLES OF ENVIRONMENTAL EDUCATION**

Due to its temperament and pertinence, natural schooling should incorporate everybody. Our

general public's natural schooling can't be restricted to a solitary gathering. Everybody, including the public authority, industry, the media, instructive organizations, local gatherings, and people, plays a part to play. Natural schooling ought to be gone on all through one's lifetime. As we gain from our previous encounters and errors, and as we create and send better natural innovation, data on ecological difficulties is continuously getting to the next level. This information should be imparted at the earliest opportunity.

Natural schooling should be exhaustive and cross-disciplinary. We should think about frameworks, connections, examples, and causes from a broad view. The deterrents come as friendly, logical, social, monetary, and moral aspects, which must all be thought of as to successfully oversee them. There should be better correspondence between people dealing with and finding out about natural worries, as well as between assorted ecological associations.

Natural schooling should be applicable to this present reality. One of the main characteristics of good ecological training is that it should prompt exercises that further develop natural results instead of basically collecting idle information or unrealistic abilities. Ecological training should be in a state of harmony with social and monetary goals and given equivalent weight. Ecological schooling that is viable should likewise support the quest for natural objectives while additionally recognizing other significant and genuine social and financial objectives. It ought not be educated in a vacuum, nor would it be a good idea for it be utilized to prepare individuals to follow a periphery objective. This reality should be incorporated into natural instruction by outfitting individuals with the information, mindfulness, and ability to impact standard culture such that propels ecological objectives close by other adequate social and monetary objectives.

### **PRESENT STATUS OF ENVIRONMENTAL EDUCATION**

Global shows, instructive projects, and legal activity have all added to ecological training. It didn't arise because of the framework's inner need being perceived. It has been standardized through institutional systems, either by educational program arranging bodies or by carrying out instructive organizations. It has ended up being an unwanted emphasis on lacking asset distribution and monetary responsibilities without an exceptional ramification for assimilation. The school system fosters a fundamental educational plan that considers the requests of the general public right now. This is refreshed consistently, albeit in little advances. The advanced education framework produces prepared instructors who can be utilized in schools to do this educational

program in view of the imperative abilities. Notwithstanding having a specific expert concentration, educators should show fundamental subjects that are multidisciplinary in character. Dialects, social examinations, general science, and math are largely joined into the educational program. Any venture into this region requires an organized exertion supported by a strong monetary and institutional establishment.

**OBJECTIVE**

- To study social intelligence and academic achievement of college students.
- To know the environmental awareness and achievement in Biological science among secondary school students.

**RESEARCH METHODOLOGY**

This study was intended to concentrate on friendly knowledge, concentrate on propensities and scholarly accomplishments of undergrads. Accordingly, spellbinding technique for research was utilized. This examination is as a review. Numerous procedures for the creation and normalization of information gathering hardware, as well as the instruments used to gauge the impact of the review's different variables, are covered. Coming up next are the techniques utilized in example choice, information gathering, scoring, and examination.

The specialist laid out a primer ecological mindfulness scale involving logical ideas and cycles for test creation. The specialist leads a pilot study to decide the apparatus' legitimacy and unwavering quality.

**SAMPLE:**

The example for this study was gathered from 4 degree schools of area Meerut. The example comprised of 410 understudies of which 193 male and 217 female undergrads were chosen. The example has been chosen based on irregular examining method.

**RESULTS AND DISCUSSION**

In order to achieve the objectives formulated for the study, the data was statically analyzed by employing t-test.

**Table No. 1: Mean comparison of Male and Female College Students on various dimensions of SocialIntelligence.**

S. No	Dimensions	Group	N	Mean	S.D	t. Value	Level of Significance
1.	Patience	Male	193	20.00	1.47	5.64	Significant at 0.01
		Female	217	20.96	2.12		
2.	Co-operativeness	Male	193	20.56	1.73	4.07	Significant at 0.01
		Female	217	21.13	2.02		
3.	Confidence	Male	193	20.42	1.50	9.35	Significant at 0.01
		Female	217	19.11	1.32		
4.	Sensitivity	Male	193	20.70	1.53	3.50	Significant at 0.01
		Female	217	21.19	1.47		
5.	Recognition of Social Environment	Male	193	1.12	0.08	20.00	Significant at 0.01
		Female	217	1.26	0.08		
6.	Tactfulness	Male	193	3.21	0.23	12.00	Significant at 0.01
		Female	217	3.45	0.23		
7.	Sense of Humour	Male	193	3.08	0.22	20.50	Significant at 0.01
		Female	217	3.49	0.24		
8.	Memory	Male	193	8.67	0.64	15.80	Significant at 0.01
		Female	217	7.88	0.54		
<b>Total</b>		<b>Male</b>	<b>193</b>	<b>100.71</b>	<b>7.44</b>	<b>2.10</b>	<b>Significant at 0.01</b>
		<b>Female</b>	<b>217</b>	<b>102.25</b>	<b>7.10</b>		

Table No. 1 analyzes the mean scores of male and female understudies on a few social knowledge classifications. The table shows that the two gatherings vary altogether on the components of Patience (t.value 5.64>0.01), Cooperativeness (t.value 4.07>0.01), Confidence (t.value 9.35>0.01), Sensitivity (t.value 3.50>0.01), Recognition of Social Environment (t.value 20.00>0.01), Tactfulness (t.value 12.00>0.01), Sense of Humor (t.value 20.50>0.01), and Memory (t.value 15.80>0.01), the two gatherings contrast essentially.

The table additionally shows that male understudies are more sure, prudent, and have a preferable memory over female undergrads, while female understudies are more understanding, helpful, delicate, mindful of their social climate, and have a superior funny bone. On the composite score, it was found that the two gatherings of understudies, male and female, vary significantly at the 0.01 level. Female undergrads had more grounded social insight than male understudies, as per this review. Accordingly, speculation No. 1 is acknowledged, that's what which expresses "Male and female understudies vary altogether on a few qualities of social insight."

Distribution characteristics of the environmental awareness scores for the whole group The ecological mindfulness score was determined utilizing the specialist's created and normalized natural mindfulness scale. The natural mindfulness scale contains 53 things for this examination. The natural mindfulness scale has a greatest score of 159 and a base score of 53. (Likert three point scale). Table shows the recurrence appropriation of ecological mindfulness scores across the whole gathering. The full gathering's circulation qualities, like mean (M), middle (Mdn. ), mode (Mo), range (R), quartile deviation (QD), standard deviation (SD),

skewness (Sk), and kurtosis (Ku), are additionally displayed in Table - 2.

**Table-2: Frequency distribution of environmental awareness scores for the whole group**

S.No.	Class interval	Limits	Midpoint	f	cf	Cpf
1.	71-80	70.5-80.5	75.5	10	10	0.83
2.	81-90	80.5-90.5	85.5	14	24	2.00
3.	91-100	90.5-100.5	95.5	26	50	4.17
4.	101-110	100.5-110.5	105.5	112	162	13.50
5.	111-120	110.5-120.5	115.5	235	397	33.08
6.	121-130	120.5-130.5	125.5	325	722	60.17
7.	131-140	130.5-140.5	135.5	273	995	82.92
8.	141-150	140.5-150.5	145.5	183	1178	98.17
9.	151-160	150.5-160.5	155.5	22	1200	100.00

The mean natural mindfulness score for the whole gathering (N = 1200) is 125.99, as displayed in Table 2. 127.00 and 129.00 are the middle and mode values, individually. The skewness extent is - 1.100, while the kurtosis is 3.630. Thus, the general recurrence circulation of ecological mindfulness scores is somewhat unfavorably slanted. It implies that the scores are aggregated at the high/right finish of the scale and progressively spread out towards the low/left end, with a platy kurtic recurrence dissemination of ecological mindfulness scores for the whole gathering. In contrast with the typical circulation, the dissemination is platy. The natural cognizance of optional school understudies is by and large great, as proven by the way that the mean ecological mindfulness score is more prominent than half.

**CONCLUSION**

Today, both arising and created nations are wrestling with genuine ecological issues. We face, yet additionally objective, ecological issues. In this unique situation, the country's future residents, this age of understudies, ought to acquire an essential comprehension of nature and society, individual wellbeing and public cleanliness, and the requirement for a manageable climate with normal asset preservation and biological equilibrium for the endurance of life on this planet, i.e., earth. Ecological schooling has been officially characterized as granting not just information and comprehension of man's complete climate, as well as strategies and applications for working on man's environmental elements, both all over, yet in addition the abilities, mentalities, and values expected to appreciate and work on the personal satisfaction. It is a strategy for accomplishing ecological insurance targets. It's anything but a particular field of study or part of science. It is done as per long lasting vital schooling ideas. In this specific circumstance, obviously the right style of training, consolidating proficient homeroom guidance with drawing in growth opportunities, can possibly assist understudies with fostering the important mindfulness, understandings, perspectives,

and abilities. It is additionally a fact that understudies might learn information and an uplifting outlook toward the climate, however they neglect to set that information and mentality in motion to forestall or tackle natural issues.

Each person in the public eye bears responsibilities regarding ecological security, protection, and preservation. This commitment ought to be imparted in kids as soon as secondary school. In such manner, school instruction should assume a key part. Ecological Education (EE) ought to be remembered for school educational plans since it is straightforwardly expected by all residents of any age to make their lives more coordinated, deliberate, and appropriate.

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