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Editor's Desk

The first issue of JIMS JOURNAL OF EDUCATION in your hand is containing seven innovative research articles focusing on various aspects of education. The ultimate aim of this journal is to publish high quality research papers, articles, case studies, action research and other educationally useful contents for different stakeholders of educational process. All the paper contributors had gone through rigorous efforts to make this first issue successful.

Education has continued to evolve, diversify and extend its reach since the dawn of human civilization. Education is the most effective instrument of transforming society in which teachers play a great role as an agent of this transformation process. Since 1813, teacher education has been a matter of discussion amongst the Occidentalizes and Orient lists thinkers in India. The present scenario of teacher education is the outcome of the policies and suggestions made by different agencies in Pre and Post Independence era.

Research and its methodologies bring innovations and development in any discipline and make it distinctive from others. The discipline of education has also witnessed such scientific research processes and has evolved as an independent area of study.

JIMS JOURNAL OF EDUCATION has tried to put diversified and contemporary matters before the readers. In the first article an overview of Spiritual Intelligence has been discussed. Spiritual intelligence helps the people in the context of relationship and aligns personal values. Second article is concerned with reflective practice of teaching. In today's scenario, reflective practiceners are considered to be the most rational professionals and they solve any immediate educational problems by applying action research methodologies. To curb out the problem of indiscipline in the classroom procedure of action research can be applied to bring desirable changes in behavior of the students successfully. Third article focuses on innovative use of new kinds of technology as an essential part of teaching-learning process in the classroom. The fourth one emphasizes on policies related to teacher education that determines different kinds of outcomes in practice. Practical use of emotional intelligence has been discussed in fifth article. Importance of Sustainable Development in human life and Inclusion of Emotional Intelligence in Teacher-Education are the sixth and seventh topics highlighted in this journal.

The present issue is meant for enriching the discipline of education by disseminating findings of educational researches, research experiences amongst fellow researchers and academicians.

We seek all your suggestions and views on improvement of the journal and research initiatives.

Dr. Tandra Sharma

Editor, JJE.

As a reflective academician, scholar and reflective practitioners in the field of education, one must have felt a need of a platform to share their ideas. Yes it is the Journal where research papers, articles, action research; case studies etc can be shared.

JIMS JOURNAL OF EDUCATION (JJE) is a peer reviewed annually published Journal under the patronage of reputed educational group JIMS. The Journal has tried to cover important aspects of education and its related areas. JJE explores all the perspectives of disciplinary and interdisciplinary knowledge. The Journal has focussed towards theoretical as well as practical implication of education.

Views and factual claims expressed in individual contributions are personal to the respective contributors and are not necessarily endorsed by the editors, their advisors, or the publishers of the journal.

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Spiritual Intelligence – An overview

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ABSTRACT

Spiritual Intelligence is the ability to be self aware, know the meaning of life, wholeness, flexibility, creativity, being at peace with oneself and the ability to understand oneself, the five constructs of Spiritual Intelligence are Consciousness, Transcendence, Grace, Meaning and Truth. Developed spiritual intelligence components are precision, openness, humility, kindness, integrity, generosity, tolerance and resistance and desire to meet other's needs. Individuals attain spiritual awareness when they are attuned to the holistic harmony of the world and surpassing self-limitation are aware of higher planes and states of spiritual thought and contemplation they are conscious of the spiritual dimension of daily activities, events, and look at daily problems in the context of ultimate life parameters they have a desire to improve or elevate the self, practice forgiveness, express appreciation and gratitude, humility and empathy. Spiritual Intelligence has a positive impact on Research contribution, work performance and personality traits.

Key words: Spiritual Intelligence- SQ, Intelligence quotient- IQ, Emotional intelligence quotient- EQ, Personality Quotient-PQ

Spirituality is often mistaken for religiosity; in fact spirituality is about self awareness, knowing the meaning of life, wholeness, flexibility, creativity, being at peace with oneself and the ability to understand oneself Nobel (2001). Spiritual Intelligence Quotient (SQ) may be associated with fulfilment of higher order needs collectively termed as Growth or 'Being' needs. These needs include self-actualization needs, enlightenment needs and aesthetic, creative needs. One's inclination towards the fulfilment of these higher order needs may be supposed to depend upon his/her Spiritual Intelligence. SQ implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness (Vaughan, 2002). Noble (2001) is of opinion and "Spiritual Intelligence is innate human potential that can be a catalyst for psychological growth and healing. Spiritual Intelligence is

not a static product, but a dynamic and fluid process that can transform one's personal and community life. Sinetar (2002) defines SQ as inspired thought. It is light, the kiss of life that awakens our sleeping beauty. It animates people of any age, in any situation. Abdul Kalam (2002) asserted that "our culture teaches us to learn both Para (spiritual) and Apara (worldly) vidya (knowledge). Therefore together with knowledge of the Apara, one should learn the para as well. If one learns this then Apara-worldly knowledge-vidya will become founded on dharma and spirituality. One must remember that in God's scheme of things, the whole purpose behind creation is the idea that every person-every soul attains bliss. Joshi (2008) studied the Spiritual intelligence and Emotional Intelligence related abilities of teacher trainees in relation to their gender and some socio-educational factors".

Vaughan (2003) mentioned that eight components which show developed spiritual intelligence are precision, openness, humility, kindness, integrity, generosity, tolerance and resistance and desire to meet other needs (Nasel, 2004).

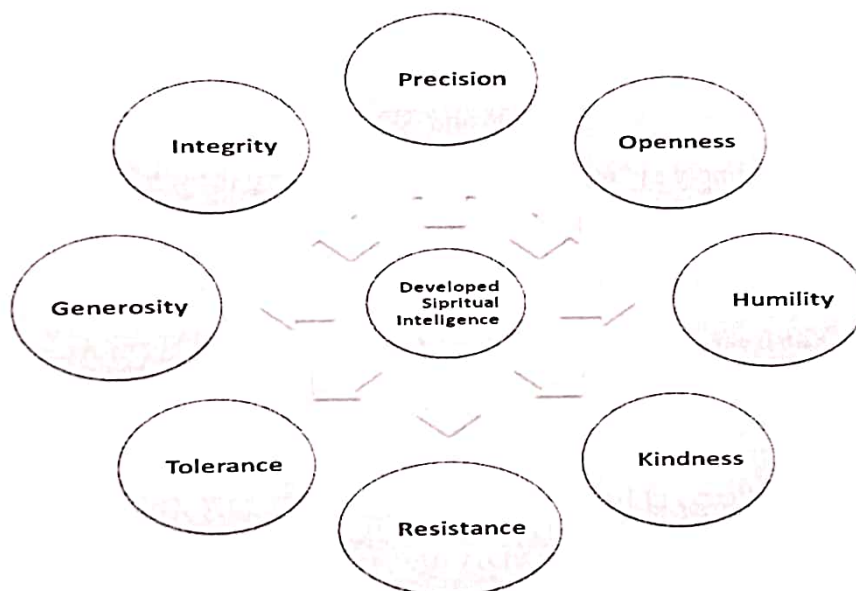


Fig. 1: Components affecting the development of Spiritual Intelligence according to Nobel (2001) and Vaughan (2003)

SQ understands about the insight of people by which they regulate their own emotions, hence emotional intelligence also contributes towards the components of SQ (Vaughan, 2002) (Fig 1).

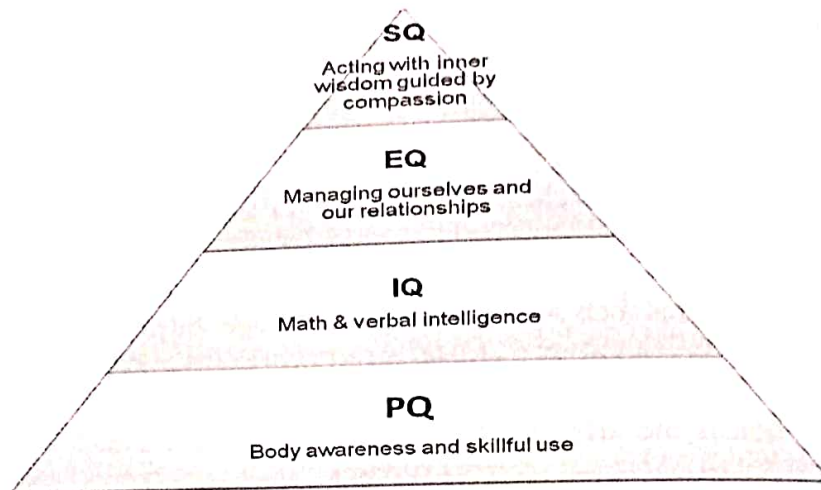
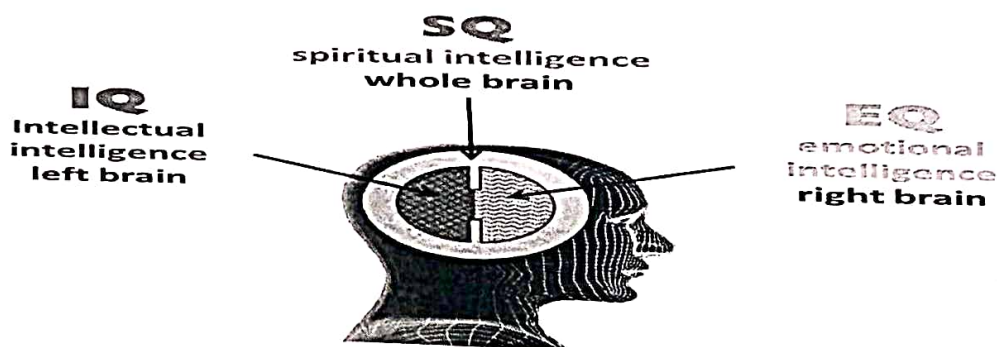


Fig.: 2. Hierarchy of Human Intelligence

SQ which acts with inner wisdom guided by compassion is of the highest order followed by EQ, IQ and PQ (Fig 2). “SQ” the abbreviation for spiritual intelligence rather than “SI” The letter “Q” stands for “quotient” which means amount or score. Thus, PQ means physical quotient; IQ means intellectual intelligence quotient, or your IQ score. Similarly, EQ means emotional intelligence quotient, and SQ means spiritual intelligence quotient. The term “SQ” is read simply as “spiritual intelligence”, leaving the word “quotient” unspoken.



SQ according to Danah et al., (2000) “Unlike IQ which is linear, logical and rational, SQ cannot be quantified SQ has been awkward for academics because existing science is not equipped to study things that can’t be objectively measured”. SQ is the necessary component for the effective functioning of both IQ and EQ, and is the ultimate intelligence. Howard Gardener in his book “Frames of Mind” discussed the theory of Multiple Intelligence” (1999: XXII) accepts the existence of SQ.

Wigglesworth defines SQ as “The ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of circumstances“, she calls SQ a “Capstone Intelligence”.

According to Wigglesworth, 21 skills of SQ fall into four quadrants.

1. Higher Self / Ego self Awareness of 1. our own worldview 2. Life Purpose (Mission) 3. Values Hierarchy 4. Complexity of inner thought 5. Ego self/Higher Self	3. Higher Self/ Ego self Mastery 12. Commitment to spiritual growth 13. Keeping Spirit Self in charge 14. Having purpose and values 15. Sustaining faith 16. guidance from Spirit
2. Universal Awareness of 6. interconnectedness of life 7. worldviews of others 8. Breadth of time/space perception 9. limitations /power of human perception 10. spiritual principles 11. Experience of transcendent oneness	4. Social Mastery/Spiritual Presence 17. Wise and effective teacher of spiritual principles 18. Wise and effective leader / change agent 19. Makes Compassionate and Wise decisions 20. A calming, healing presence 21. Being aligned with the ebb and flow of life

Fig: 3. Skills of SQ displayed in four quadrants according to Wigglesworth

Studies on research contribution, professional exposure and professional experience with respect to 'spiritual intelligence (SQ)' on 89 Principal Scientists of Indian Council of Agricultural Research found that scientists having low Research Contribution and very high Research contribution has been found to differ in their mean SQ Scale Scores (Mahajan, 2015). Scientists with very high Research Contribution were found to be significantly higher in their SQ as compared to the scientists with low Research Contribution. Scientists with low, moderate, high and very high Professional Exposure were found to equally or similarly SQ. Scientists with low, moderate, high and very high Professional Experience were found to be equally or similarly SQ.

Five construct of Spiritual Intelligence; Consciousness, Transcendence, Grace, Meaning and Truth were identified by Amram and Dryer (2007). 1. A consciousness trait is the ability to raise consciousness, to tap intuition and to synthesize multiple viewpoints in ways that will enhance daily functioning and well-being. 2. Transcendence is a trait of the ability to align with the sacred and transcend the egoistic self with the sense of relatedness and holism in ways that enhances functioning. 3. Grace is a trait that reflects the love for life drawing on the inspiration beauty and joy inherent in each present moment to enhance the functioning and well being. 4. Meaning is a trait of the ability to experience meaning, link activities and experiences to values and construct interpretations in ways that that enhance

functioning and wellbeing in the face of pain and suffering. 5. Truth is a trait of the ability to be present, to love peacefully and surrender to truth, manifesting open receptivity, presence, humility and trust in ways that enhance daily functioning and well-being.

According to Victor Parachin's in 2012 published an article in "Signs of the Times Magazine" you might boost your spiritual intelligence, and help light up the part of the world in which you live. There are many spiritual practices to choose from: prayer, Bible study, devotional singing, fasting, journaling, intercessory prayer, pilgrimages, self-denial, compassion, hospitality, peace-making and social justice. Commit to one of these spiritual exercises for a period of time. Allow that practice to add shape and structure to the spiritual side of your life. Developing SQ will make life fuller and better when you:

1. Treat others exceptionally well
2. Learn to give
3. Keep good company
4. Cultivate a positive aspect
5. Avoid joyless wishing
6. Set aside your ego and be compassionate and humane.
7. Practice gratitude

A study on "An Intervention Program to improve SQ among Iranian Adolescents in Malaysia" by Maryam et al., 2012 found that skills training was most effective in improving SQ, hence it was recommended that schools, family and community introduce programs as skills training to help students. The study revealed SQ is a pre-requisite to develop into a normal adolescent.

"The Impact of Spiritual Intelligence on Work Performance: Case studies in Government Hospitals of East Coast of Malaysia" was studied by Rani (2013). The ongoing research about factors influencing work performance-which is important for the company or organization to achieve its goal, develop products, provide services and attain competitive advantage. It is also functional to speed up and maintain the accuracy while working towards a goal (Wichen *et al*, 2000). Research shows there is relationship between both; people with higher level of spirituality have healthier, happier and more productive lives at work (Tischler, 2002). SQ is important to assist a person in finding the deepest and most inner resource from which the capacity to care, the power to tolerate and adapt is obtained (George, 2006). In work place SQ helps the employee in the context of relationships and aligns personal values with a clear sense of purpose that demonstrates a high level of integrity in work (Tee et al, 2011).

The relationship between spiritual intelligence and personality traits among Jordanian university students were studied by Mahasneh *et al*, (2015). The results indicated that personality is a set of psychological traits and mechanism within the individual which is organized, relatively endured, and influences the individual's adaptation to the environment (Pervin and John, 1997). It consists of dynamic organization traits that determine how a person adjusts to the environment (Allport, 1961). Among the best developed models concerning personality traits is the Big Five model (Digman, 1990; McCrae and Costa 1994). This model consists of five personality factors: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. This model of personality can be used to describe the most salient aspects of personality. It combines people's emotions, attitude, and behavior, and was defined as a consistent pattern of thought, feelings, or actions that distinguish people from one another (Goldberg, 1990).

Neuroticism has an inherent negative denotation. Goldberg found that neurotic people respond more poorly to environmental stress and are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult (Goldberg, 1990). Individuals who are high in neuroticism may show more emotional reactions whenever confronted with stressful situations (Van Heck, 1997). Moreover, they seem to use avoiding and distracting coping strategies, such as denying, wishful thinking, and self-criticism rather than more approaching strategies (Bolger, 1990; Heppner *et al.*, 1995; McCrae and Costa, 1986).

Extraversion refers to social adaptability, though the popularity of this term seems to be waning (Zuckerman, 1991). Extraversion is the act, state, or habit of being predominantly concerned with and obtaining gratification from outside the self, defined as a trait characterized by a keen interest in other people and external events, and venturing forth with confidence into the unknown (Ewen, 1998).

Openness to experience refers to how willing people are to make adjustments in notions and activities in accordance with new ideas or situations (Goldberg, 1993; McCrae and John, 1992). It includes traits like having wide interests, being imaginative and insightful, attentiveness to inner feelings, preference for variety, and intellectual curiosity (Costa and McCrae, 1992).

People with conscientiousness personalities are organized, plan ahead, and exhibit impulse control, though this should not be confused with the problems of impulse control found in neuroticism. People exhibiting neurotic impulsiveness find it difficult to resist temptation or delay gratification, while individuals have low conscientiousness are unable to

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motivate themselves to perform a task that they would like to accomplish (Costa and McCrae, 1992).

Agreeableness measures how compatible people are with other people, or how able they are to get along with others. It is a tendency to be pleasant and accommodating in social situations reflecting individual differences in concern for cooperation and social harmony (Graziano and Eisenberg, 1997). Agreeable traits include empathy, consideration, friendliness, generosity, and helpfulness, as well as an optimistic view of human nature. Agreeable persons tend to believe that most people are honest, decent, and trustworthy, and are less likely to suffer from social rejection.

There is a positive and statistically significant relation between SQ dimensions (critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion) and personality traits (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). Mayer (2000) states that individuals attain spiritual awareness when the following are achieved: 1) being attuned to the holistic harmony of the world and surpassing self-limitation; 2) being aware of higher planes and states of spiritual thought and contemplation; 3) being conscious of the spiritual dimension of daily activities, events, and relationships; 4) building awareness, which means considering daily problems in the context of ultimate life parameters; and 5) desiring to improve or elevate the self, consequently practicing forgiveness, expressing appreciation and gratitude, and practicing humility and empathy.

The indications of a highly developed SQ include

1. The capacity to adjust and be flexible.
2. A high degree of self awareness.
3. Capacity to endure sufferings.
4. Capacity to face and transcend pain.
5. The quality of being inspired by vision and values.
6. A reluctance to cause unnecessary harm.
7. A tendency to see the collection between "Diverse things"
8. A marked tendency to ask "Why" or "What if" questions to seek fundamental answers.
9. Working against convention.

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A STUDY OF PROBLEM OF INDISCIPLINE IN THE CLASSROOM

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ABSTRACT

This article has attempted to study the problem of indiscipline and its plausible solutions with the help of action research. It was an individual action research conducted on a sample of 30 students of secondary education in a government school in New Delhi. At first the nature of probable causes of the problem was identified and on this basis, action hypothesis was developed. A research design was constructed for testing the hypothesis. Observation schedule was used as a tool for data collection. There were nine dimensions of indiscipline in the observation schedule. Activities like shouting, pushing each-other, roaming in the classroom, fighting, distracting the class, talking and laughing during class time, arguing with teacher, use of abusive language were taken as the dimensions of indiscipline. Pre-test data was collected through observation schedule. After getting pre-test data, an intervention program of one week was scheduled to bring desirable modifications in the behaviour of students. Classroom environments, poor attention of students in the classroom, lack of interest in the study, low motivation level, unscientific classroom management, unfavourable teaching attitude of teachers, home environment, parental care etc were the major areas of concern related to intervention. Intervention was carried out with the help of school administration, regular teachers and some of the pre-service teachers. After one week intervention, post-test data was collected again with the help of observation schedule. Finally pre-test and post- test data was compared and analyzed to get the differences of change in the situation. The result showed a positive change in the situation.

Key Words: Indiscipline, Classroom, Action Research, Hypothesis, Observation, Intervention.

1. INTRODUCTION:

“Action Research is research used by the teachers, supervisors and administrators to improve the quality of their decisions and actions.”

C.V. Good

Research is a rigorous and systematic attempt to obtain answers to meaningful and unsolved questions about phenomena or events through the application of scientific procedures. All types of organizations including educational, business, social administration, mining, industry, banking, marketing etc. need objectives and reliable information which is collected through scientific procedures for taking sound decisions. Regarding taking contextual decisions, action research is considered as the most effective and reliable process of collecting information to understand the nature and solution of the problem. In educational process, Action Research is conceived, initiated, conducted and applied by the teachers and administrators to achieve their own immediate purposes more effectively. It is situational, collaborative, participatory, and it is self-evaluative modification and continuously evaluated within the ongoing situation. It is a form of self-reflective, experiential and experimental enquiry undertaken by educational practitioners in social settings in order to improve the rationality and justice of their related tasks.

The concept of action research is based on the Modern Human Organization Theory and this theory is *task and relationship* centered. It assumes that employees of the organization have capacity to solve the problems and take decisions regarding improvement and modifications in their current practices. Such modifications or improvements in their current practices will make them more efficient employees of the organization. Apart from this human organization theory, the origin of action research is also considered from the work of **Kurt Lewin** in the field of Social Psychology. The term Action Research was first coined by Kurt Lewin in 1940, but the concept of action research was first mentioned by **Backingham** in his book "*Research for Teachers*" in 1926. It was **Stephen M. Corey** who applied action research to solve the problems of education. After the initiation taken by Kurt Lewin and Corey many other scholars have been significantly developing the theory and practice of action research and its uses in teacher education. Lawrence Stenhouse (1970s), Carr and Kemmis (1980-till date), John Eliot (1990-till date), Donald Schon (1980), Jack Whitehead (1970-till date), Jean McNiff (1990-till date) are the eminent scholars who have contributed to develop this concept in educational situations. In educational process, action research can be categorized as Individual, Collaborative, School Wide and District-Wide Action Research.

2. BACKGROUND OF THE PROBLEM

Problem of indiscipline has become a commonplace in most of the Government schools as well as private school these days. We cannot blame the students alone for this growing indiscipline. There are many other factors responsible for indiscipline. The age old existing

education system does not suit many of the students coming from diversified backgrounds. The present scenario of school education is getting affected by the policies of the governments and so it is changing very rapidly. There is limited personal touch between teachers and students. Students of present society seem that they are not so much concerned with the norms and values of our rich cultural heritage. It is the fact that classes are generally over-crowded in the government schools. Students do not learn many things which they ought to learn from their teachers in the classroom. The reason for acts of indiscipline, cannot be attributed solely to the individual act is coming from, but also to the environment/society the individual is coming from. Hence the most important question is; in the advent of globalization when control mechanism is changing and the corporal punishment is absolutely banned. It is very important question that how positively students need to be engaged in learning process so that such a problem may be solved. Also sincere efforts are made to bring in quality standard in educational process so that students may develop more interest in the classroom discourse.

3. NEED AND RATIONALE OF THE STUDY

During teaching practice, it was observed that many students instead of studying hard were engaged in disruptive activities such as shouting, pushing each-other, roaming in the classroom, fighting, distracting the class, talking during class time, arguing with teacher, use of abusive language, loitering in the corridors and even in the ground.. They were making noise, running and fighting with each other, as a result of which other classes were being disturbed. Sometimes all the regular teachers were coming out of their respective classes and even from the staff room to control the situation. Since these students were habitually making such undisciplined activities in their classes, the present investigator along with some pre-service teachers was curiously interested to ascertain the reasons as to why they routinely do such activities. All such situations made the investigator to study the causes of the problem and improve the situation. The study may help the school, students and the society.

4. OBJECTIVES OF THE STUDY

The following objectives were formulated to solve the problem:

- i. To find out the reasons of indiscipline among the students in the classroom.
- ii. To find out undisciplined students for counseling and their improvement.
- iii. To develop positive attitude among the students as well as the teacher.
- iv. To involve the students in constructive learning activities.
- v. To make students aware about the importance of studies for their future.

5. PROBABLE CAUSES OF THE PROBLEM

Table No. 1 Probable Causes of the Problem

Causes	Evidence	Nature	Control
Poor Classroom Environment	By observing the T-L Process in the Classroom	May be a fact	Under the approach of Class Teacher and Subject Teacher
No attention towards studies in Classroom	By observing the students during teaching hours	Conjecture	Under the approach of regular Teachers of the school
Lack of interest in studies	Observing students during teaching hours and their attendance	May be a fact	Under the complete approach of teachers and parents
Poor Classroom Management	By observing the class of different subject teachers.	May be a fact	Under the complete approach of Teachers and the Principal
Improper sitting arrangement	By observing the classroom environment	May be a fact	Under the approach of Class Teacher
Unfavourable teaching attitude of teachers	By observing the classes of different subject teachers	May be a fact	Under the complete approach of Teachers

6. FORMULATION OF ACTION HYPOTHESIS

The following Actions Hypotheses were developed by considering the causes of the problem:

1. Application of appropriate teaching approaches, methods and strategies by the teachers.
2. Involvement of students in constructivist learning through the activities like role play, drama, group assignments, interest creating projects etc.
3. Change in the sitting arrangements of students.
4. Creating joyful learning environment through attractive and simple teaching aids.
5. Catering the individual differences by channelizing their energy in correct direction.
6. Sharing personal experiences with the students and guiding them for the selection of career options which will be suitable and feasible for them.

7. RESEARCH DESIGN FOR TESTING ACTION HYPOTHESIS

Table No. 2 Research Design for Testing Action Hypothesis

Sr.No.	Actions	Techniques	Sources	Time
1.	Identification of undisciplined students in the class.	The issue was discussed with the principal and teachers.	The Principal and Teachers of the school.	5 days
2.	Use of different teaching approaches, methods and strategies in the class to control the noisy environment of the class.	Teaching Methods and Techniques	Concerned Teachers	4 days
3.	Provided guidance and counselling to needy students	Guidance and Counselling	Investigator, teachers and Students	1 day
4.	Discussion and presentation about great strugglers, who would be role models.	Power Point Presentation	Investigator and teachers	2 periods

8. PRE TEST

Pre-test data was collected through observation schedule and it has been presented in the following table no. 3

Table No.3 Number of activities concerned with indiscipline problem in the initial week

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Shouting	18	15	13	11	15
Pushing	7	9	6	8	10
Roaming In Class	5	6	8	5	7
Fighting	12	11	14	12	15
Distracting The Class	15	18	17	15	19
Talking	13	14	12	11	13
Arguing With Teacher	10	12	13	11	12
Commenting Each Other	16	17	17	15	15
Using Abusive Language	5	7	6	5	6

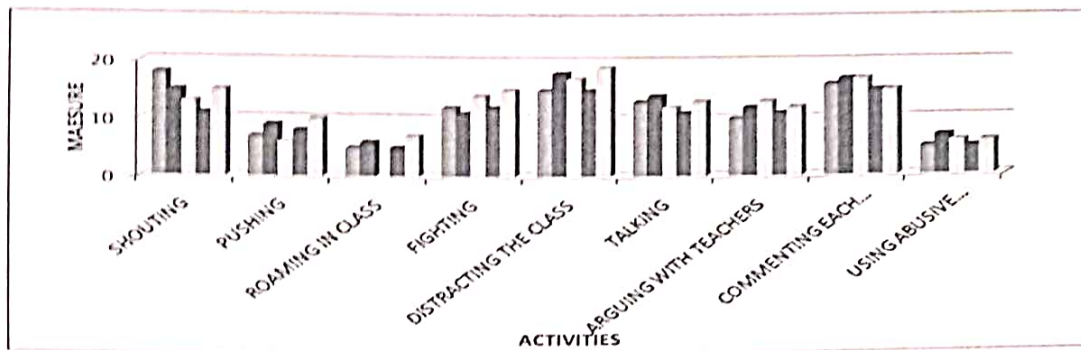


Figure No. 1 Bar Graph showing Day-wise number of activities of Indiscipline

9. INTERVENTION

After indentifying the causes of the problem and data collected on undisciplined activities, it was decided to provide intervention to the students of the concerned class under the supervision of the investigator and school authorities.

Appropriate teaching approaches, methods and strategies were implemented by the teachers under the direction and rationality of the investigator to make the classroom environment more conducive and learning friendly. Different types of attractive and simple teaching aids were used to create interest amongst students. Modern ICT devices were also used to create interest amongst students in the content transaction in the classroom.

Yoga classes were also arranged to increase the mindfulness of the young minds so that their attention span will get increased and then they will better concentrate on their tasks. Students were given opportunities to construct knowledge through their own experiential learning. Activities like role play, drama, group assignments, interest creating projects etc. were applied in teaching-learning process.

All efforts were made to make the learning process a joyful activity. Students were made responsible for their progress and advised to go for group leaning activities. Special guidance and counselling sessions were provided to the needy students in the school during recess periods or else. Catering the individual differences by channelizing their energy in correct direction was very much useful in controlling the situation of that particular class. Sharing personal experiences with the students and guiding them for the selection of career options which will be suitable and feasible for them.

Regular teachers of the school were also made well aware about their unfavourable attitude towards teaching and its sub-dimensions. Under the chairmanship of the vice-

principal of the school, a special session of meeting was held with the regular teachers of the school to motivate them as well as inculcate healthy and favourable teaching attitude in them.

10. POST TEST

11.

After providing intervention, post-test data was collected. It has been presented through the table No. 4

Table No. 4 Number of activities concerned with indiscipline problem after Intervention

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Shouting	8	5	4	5	4
Pushing	5	4	5	3	3
Roaming In Class	3	4	5	3	2
Fighting	7	6	5	5	4
Distracting The Class	8	9	7	5	9
Talking	7	6	6	5	4
Arguing With Teacher	5	5	6	4	3
Commenting Each Other	8	7	7	5	5
Using Abusive Language	3	2	4	4	2

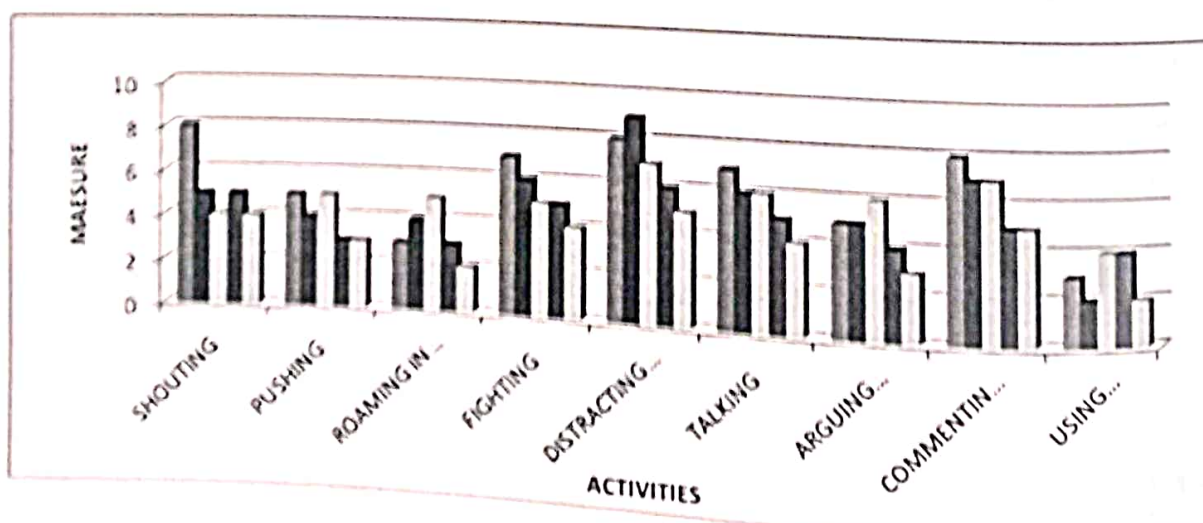


Figure No. 2 Bar Graphs showing Number of activities concerned with indiscipline problem after intervention

11. PRE-TEST and POST TEST DATA ANALYSIS

On the basis of data collected, shows that within 15 days, there was observed positive change in the attitude of students towards studies. Due to changes in the methods of teaching, power point presentation on famous role models and awareness among the students regarding their future career, the problem of indiscipline was solved by up to expected level.

Difference between Pre-Test and Post-Test Analysis

Table No. 5 Number of activities showing the difference in between pre-test and post-test data concerned with indiscipline problem after intervention

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Shouting	10	10	9	6	11
Pushing	2	5	1	5	7
Roaming In Class	2	2	3	2	5
Fighting	5	5	9	7	11
Distracting The Class	7	9	10	9	14
Talking	6	8	7	6	9
Arguing With Teachers	5	7	7	7	9
Commenting Each Other	8	10	10	10	10
Using Abusive Language	2	5	2	1	4

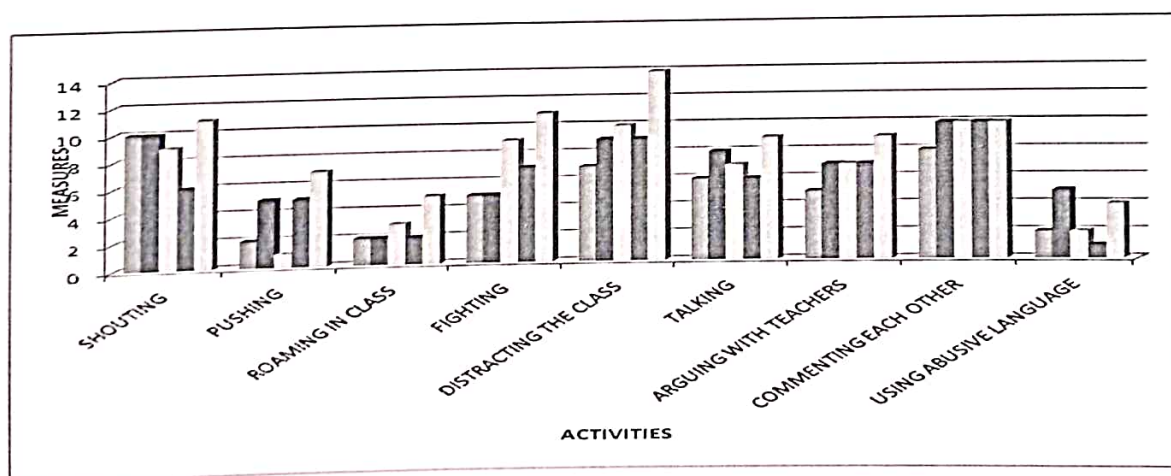


Figure No. 3 Bar Graphs showing the difference in between pre-test and post-test data

12. FINDINGS, APPLICATION AND SUGGESTIONS

- i. Change in teaching approaches, strategies and methods helped a lot in order to make the classroom environment conducive.
- ii. Change in the seating arrangement of the students from time-to-time was found very effective to stop talking as their peer group members were not getting chances to talk to each other.
- iii. Taking care of individual differences of the students of the class should be utilized in selection of proper teaching method and classroom management.
- iv. Teachers should provide guidance and counseling to the students to channelize their energy in positive direction so that they may achieve the desired goals. Their socio-economic background was studied and during PTM their respective parents were suggested to improve their family environment.
- v. Regular counseling cum meeting session should be arranged for the regular teachers of the school so that their tempo of work motivation and teaching attitude would be high and favorable.

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The iNtegrating Technology for inQuiry (NTeQ Model)

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ABSTRACT

Computers are now very essential part of present generations. Not only in trade, professional aspect and market it is also included in education as important tool for educating the students. The iNtegrating Technology for inQuiry i.e. NTeQ model is correlated with both education and technology. The philosophy of application of computer in learning process is used very effectively at school level. The programme is designed by teachers to carry out different leaning activities through the use of computer. The computer is seen as a tool – but is not the focal point of the classroom. The students are demanded to be a little bit technologically competent, ready to assume the role of the researchers and active learner. The lesson also includes the abstract thinking of teachers and technical competent teachers. NTeQ model approach starts from the planning process of teachers. This Programme is computer based and is designed for students. The teacher must be competent in handling the computer programme so that learners will use computer as their learning material. Teachers need to be competent and experience in handling computer application i.e. able to make the student understand the functions of computer, play the role of facilitator, manager, administrator and supervisor. Lessons are designed to keep students actively involved. Students play a large role in the lesson development through NTeQ model.

Keywords: NTeQ Model

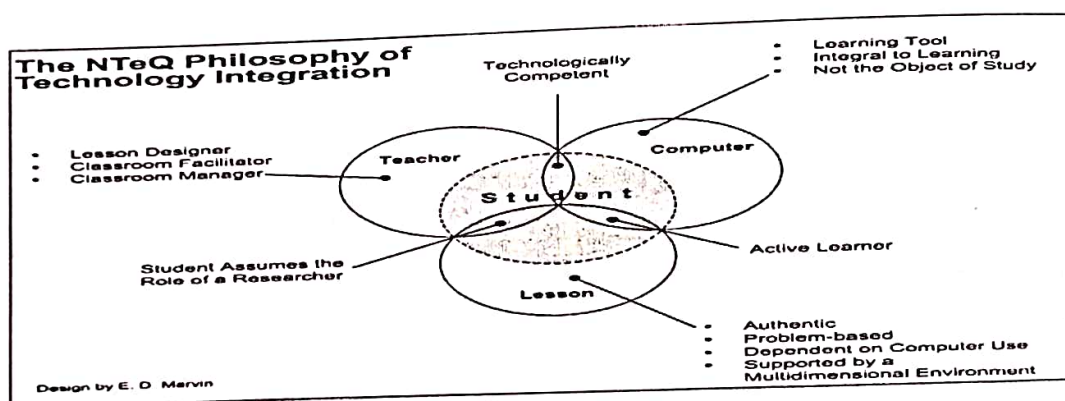
Introduction

Computers are now very essential part of present generations. Not only in Trade, Professional aspect and Market it is also included in Education as important tool for educating the students. Where the students use Computers to complete their learning process by the use of Computer The teachers in the schools learn to plan to transact their lesson the best possible, the students feel pleasure to learn and use computers for entertainment and simultaneously the authorities for curriculum feel that students should be an be active participations in the

process of curriculum transactions and of course learn to use more the computer technology for better professional integration.

The Integration Technology for Inquiry: NTeQ Model

The iNtegrating Technology for inQury (NTeQ, pronounced "in-tech), NTeQ model correlated both education and technology and made the approach to technology based under K-12 schools (Morrison and LOWTHE, 2005) the philosophy of computer is used which is also termed as school education level. Where different components under this approach is correlated with each other from the aspect of computer to research level task, competent teacher and student to handle the technology, investigating the solution to the problem. The computer process is started from collection of raw data for NTeQ Process, data processing, analyzing and interpretation. It is concluded that the uses of computer make the teaching-learning process (TLP) simple and enhance it at upper level. As well it improves the quality of teaching-learning process.



Basic Assumptions for Learning through NTeQ Model

Now days like other developed countries India is also using computer in Teaching learning process and to carry out the process smoothly by making the content and process understood by the students. Before we start the process, there are few assumptions for learning through NTeQ Model.

These are:-

1. As the teacher is the main branch to design the model of lesson. This is the first and most important assumptions that the teacher must be competent in computer handling and enough experienced to handle the technologically based lesson. The students also must be competent in handling the same. Where the students have to play the role of researcher.

2. The lesson is based on certain problem (authentic) and depends upon the computer use for its solution that is the lesson must be designed using different software available like spreadsheets, reported through word processors etc.
3. The teacher may not use and not guide the students to use the computer as a tool only i.e. Learning will be through computers not about the computers.

Learning Through the NTeQ Model

This is psychosocially proved that using different sense while the process of learning may where the learning process of the students more as compare to the simple and traditional learning. Aren't they, after all, at the centre of the workforce, standards-based and political expectations for technology use within K-12 Schools? The danger with this traditional, computer-centered view of instructions is that it fails to place students at the center of learning. The technology used in learning process counts the child with modern society and helps them to make them understand the concept of modern technology and new strategies. Where under the NTeQ philosophy of technology integration the teaching and learning process is technology based that is whole working is on computer. The programme is designed by teacher to carry out the activities. The students are demanded to be a little bit technologically competent, ready to assume the role of the researchers and active learner. The lesson also includes the abstract thinking of teacher and technical competent teacher.

NTeQ Philosophy

Five basic components comprise the NTeQ philosophy: teacher, student, computer, lesson and the multidimensional environment. When the NTeQ model is successfully implemented:-

- The teacher works as facilitator, designer, and a manager.
- The learner actively employs himself in the learning process; works as a researcher, and becomes technically strong.
- In the workplace, the computer is used as a tool; it enhances learning through the use of real-world data and problems.
- The lesson is authentic, student centered, problem based, and technology is an integral component.
- The environment includes multiple resources and rich activities.

According to Morrison & Lowther (2005), the Role of Different Stakeholders for Learning through NTeQ Model

NTeQ and Students

- 1) **Students at center of learning:** Nowadays the education is child-centered and NTeQ approach is drafted as per the concern of the student. Nowadays education for the students is not restricted to classroom learning, sitting and listening teachers and copying the content from blackboard. Here as they are grouped in small parts as well with resourceful activities to finish. In this way, students are “actively engaged in the learning process”.
- 2) **Students as researchers:** Under NTeQ, student plays a important role of researcher, Where according to planned programme they have to search the solutions for the problem. Their investigation depends upon the types of situation. As well it is basically related to the real world situation.
- 3) **Students becoming technologically competent:** As all the programme is based on computer based application programme. Students learn how to use word processors, data-base, spreadsheets, Internet applications, email tolls and presentation software, but even further, students who become technologically competent understand the capabilities of these tools and, when and where to use them. This practice helps student to apply the fundamentals of computer application programme in real world too.

NTeQ and the Teacher

Teachers to be technologically competent: Where the NTeQ model approach starts from the planning process of teacher. Programme is computer based and is designed for students. The teacher shall be competent in handling the computer programme. Specifically, this means that teacher need to:-

- Competent and experience in handling computer application
- Able to make the student understand the functions of computer.
- Play the role of facilitator, manager, Administrator and supervisor.

We know what it is like to sit in a classroom, listen to a teacher, and take notes. Unfortunately, this understanding shapes the way in which we often view classroom learning and instruction. As the teacher is responsible for designing the programme while providing instructions to the students the teacher must co-ordinate the Instruction with the computer programme. Concluding, Teacher must updates with the advanced technology programme of computer to provide guidelines to students as well feasible to operate the same. Teachers who have an understanding of how computer functions (and software functions, in particular) can

assist student learning will be more prepared to use technology effectively within their classroom.

Teacher as a Designer: - The computer programme is designed by teacher. But before designing teacher must co-ordinate the instructions provided to the student in the classroom as well according to the learning capacity of the students. The topics what are being taught in the class must be included in the designing programme of computer. Supporting material must be provided to the students so as to co-ordinate with the planned programme of the computer. Focusing on lesson objectives will reduce the likelihood that classroom activities are nothing more than busywork.

Teacher as Facilitator: - Before introducing the programme or NTeQ model to the students the teacher must demonstrate the model to the student so that the student may able to computer the same without any difficulty like how to enter information into a database or outline a plan of action for solving a problem, teachers are able to demonstrate to students some of the excitements and pleasures of learning.

Teacher as a Classroom Manager: - Teacher plays very important role that is as equity of computer use, a classroom manager. Here the teacher has not only to make the discipline of the class but as well the sitting arrangements handling the equipments, equity of computer use system for all students etc.

NTeQ and Computers:- NTeQ Model is computer based programme model where computer plays a very essential role Much like a hammer is an extension of one's arm; a computer is used as an extension of one's mind. In this way, students are able to focus on analyzing information, contemplating issues, and solving problems. Once again, according to the NTeQ approach, the student; not the computer, Is at the canter of learning.

NTeQ and the Lesson

The NTeQ model not only consists of computer, teacher and student but it must have the problem solving and technology based lesson so that the students may work on it. NTeQ has a ten-step lesson plan to assist teachers in developing successful lessons. The model and a couple "casier" templates are presented in another section.

NTeQ and the Multidimensional environment:-

When the NTeQ model is implemented, the classroom environment becomes

multidimensional, or which incorporates multiple, resource rich activities, and the aspects may be the activities and rotation schedule.

When planning, the teacher needs to consider if the activities:

- are closely aligned to the lesson objectives
- meet the needs of diverse learners: tactile (physical), visual, auditory etc.
- use multiple "real life" resources, including those collected by the students.
- are interdisciplinary when possible, i.e. mathematics, science and social sciences are included in one lesson.
- Are clearly defined - a task list can be used to guide student work.

Most relevant and real life resources may be included in the NTeQ model as well the content collected by students. NTeQ model includes vital role of computer teacher, student and valid computer teacher, student and valid lesson for execution formation of group as well optimum utilization of resources that is soft copy for supporting documents to complete the task of the NTeQ Model.

Steps to Learn through "The Integrating Technology for Inquiry" (NTeQ) Model [As Specified by (Morrison and Lowther, 2005)]

STEP 1 Specify The Objectives:- The first and important step in NTeQ model is to define the objective of Teaching Learning process. The programme should specify the objective that is to must cover the part of curriculum to investigate.

STEP 2 Computer Functions:- Whatever objective is determined for NTeQ model, it must be matched with the computer technology. The model is comprised of computer programme only. Identify verbs from the objectives that match with computer functions, as if:-

- Making the decision for working field either in spreadsheets or power-point etc.
- Identify or locate may link for working with Database.
- The design must be as per available software to work.

STEP 3 Specifying The Problem:- After planning the programme as per the available software, it is next step under NTeQ model, where students have to collect the data and to arrange that raw data into the processing of task. Where the examples and content are to be taken from real world so that the objective must specify the reasonable goal? As the resources are decided to carry out the objectives like will the students use data from the internet or a CDROM?

STEP 4 Data Manipulation:- After entering the available data into computer such as

spreadsheet or database, how they will manipulate the data in to graph, sort or to draw. Students having more experience in computer application allow them to use more specified programme of the computer. These steps should be followed by them carefully because a single wrong step in manipulating in data will affect the result. Hence "Think sheet" are developed to guide them. This sheet should include questions or other strategies that focus student's attention on the process the teacher expect them to develop (for e.g., interpret a chart, make a prediction etc.) that are specified in your objectives.

STEP 5 Results presentation:- Presentation basically include the soft copy of the data. That is how organized data is presented in the soft forum. Where after collection of data, manipulation it is the time to present the same? Whether the students would use poster, presentation, paper, magazine, web page? Let them decide or you as teacher instruct them about the mode of sharing.

STEP 6 Activities While At The Computer: Parallel resources to complete the task is being decided by the student where the teacher have to provide adequate guidelines that is like use of Internet or to use secondary resources and either to save the same in hard disk or in CD . At the stage, also decide if the students will work individually or in group. Plan and intimate to the students.

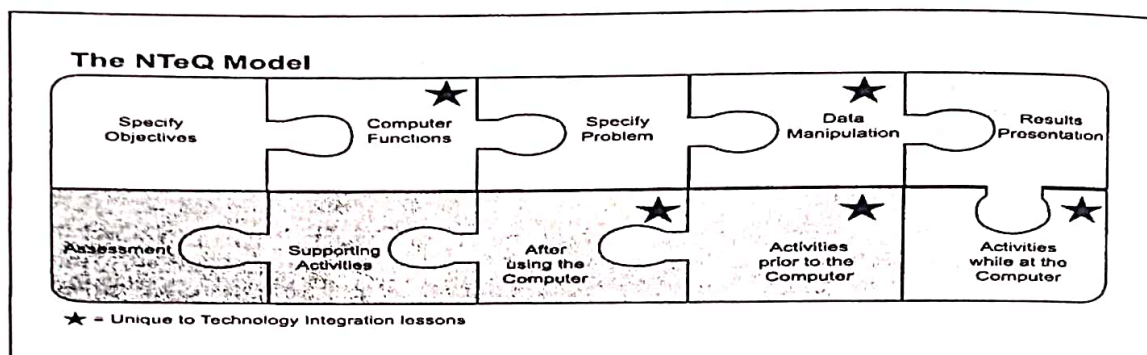
STEP 7 Activities Prior To The Computer:- This step includes before starting the computer task teacher must guide students to draw a rough sketch to frame the task in computer without any error. Let you as a teacher decide that what task must the students complete, before they use computer e.g. identify search terms, organize data, outline a report prepare a rough sketch?

STEP 8 After Using The Computer:- Again the teacher has to decide and share that, what the students will do with the information they generated or obtained while using a computer? After completing the computer task the teacher have to compare the finished task with predetermined goal before executions computer. Here teacher guides student to recheck and compare the result which is generated by them using the computer as tool.

STEP 9 Supporting Activities:- Teaching may guide and provide adequate information to the student about the supporting activities require to bring out the objective efficiently and effectively like use of technology and other modes students engage in these activities as part of the instruction of the total lesson.

STEP 10 Assessment:- Now that when the work is completed, it is time to assess. This is the final step of the NTeQ model, the development of your assessment strategies. How will you assess student achievement? Rubrics, portfolios, objective tests, projects, etc. The teacher

might use a traditional multiple choice and short answer test to assess the student's understanding of the concepts and principles. Then, one might develop a rubric to assess student's portfolios documenting their searches, the completion of the Think sheets, and their presentations. Rubrics provide a means of rating student productivity on content standards according to pre-determined performance standards. It is to share that content standards define the subject knowledge and skilled students should reflect, and performance standards indicate to what level a student presentation meets the content standard.



When To Use Computers

The NTeQ Model is comprised of 10 important steps, where each step is designed for an appropriate programme. The following chart describes the basic functions of each type of software tool and general suggestions for when to use the software (Morrison and Lowther, 2005)

Concluding NTeQ MODEL gives a new shape to the curriculum which is based on technology based programme, it allows teacher as well students to learn in an advanced way.

Software	Function	When to use
Word Processing	Edit And Format Text, Create Outlines, Creates Columns, Creates Tables, Insert Graphic	Use with information that can be paraphrased and or organized in meaningful ways.
Spreadsheet	Perform calculations, Sort data, Create Graphs /charts	Use with set of numbers that have repetitive patterns that can be described with at least two variables (Row & Column)

Database	Store data in records, Store data, Match data, Merge data, Create special reports	Use with information that has repetitive patterns and can be easily described.
Web browser	Searches by key words, Bookmarks web sites, Hyperlinks to text, virtual tours, Provides interactive feedback	Use to access information or to engage in interactive learning.
Communication	Allows synchronization/asynchronous communication, Sends/receives text, Sends/receives audio/video, Sends/receives attachments, Archives messages	Use when interactivity with others will enhance learning
Concept mapping	Connects ideas, Creates sequences, Adds graphics	Use with content that can be categorized, linked or contrasted
Presentation	Display text, Supports navigations, Creates animation, Inserts and creates graphics, Insert video, Inserts sound	Use to display information that can be enhanced by motion and interactivity.

NTeQ Model	Traditional Classroom
Teacher	
Technologically literate & proactive when managing technology	Uses technology for drill and practice activities
Uses technology as a tool for teaching	Is the “giver” of information – may lecture frequently
Creates a multi-dimensional learning environment	Is reactive in managing technology
Serves as a facilitator to student learning	Lacks technology skills

Student	
Actively engaged in learning process	Waits to receive knowledge from teacher
Serves as “researcher” – seeking knowledge on his/her own	Possesses few technological skills
Is technologically competent	Is a passive participant to learning
Computer	
Is used as a tool – does not stand alone	Used primarily for low-level applications
Functions in tangent with students’ abilities	Seen as an “add-on” to the curriculum
Provides for meaningful learning	May sit idle in back of classroom
Lesson	
Lessons are designed to keep students actively involved	Lessons are designed and implemented without modifications
Students play a large role in the lesson	Students are led “through” a lesson – may not be actively engaged in their learning
Objectives are meaningful and authentic	
Environment	
Students and teachers work together to solve complex problems	The teacher provides for the students’ needs – students are passive observers The computer is used as a “center” or during free time
The computer is seen as a tool – but is not the focal point of the classroom	The teacher provides for the students’ needs students are passive observersThe computer is used as a “center” or during free time

Conclusion

- It is important to remember that the NTeQ Model is not designed to be used for every lesson.
- Like other lesson models, the teacher must weigh many factors into deciding how to prepare and present the information to the students.
- The NTeQ Model can be successful when implemented with integrity.

NTEQ LESSON PLAN - FORMAT

LESSON TITLE:

SUBJECT AREA(S):

GRADE LEVEL:

LESSON SUMMARY

Briefly describe the purpose of the lesson and the student activities.

LEARNING OBJECTIVES

By the end of this lesson, the students will:

STANDARDS

National:

- Local

MATERIALS

It is helpful to include a "Think Sheet" of questions that require students to use critical thinking skills.

-
-

COMPUTER FUNCTIONS AND DATA MANIPULATION

<i>Computer Function</i>	<i>Computer Application</i>	<i>Data Manipulation</i>
▪	▪	▪
▪	▪	▪
▪	▪	▪

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-
-

-
-
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-
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SPECIFY PROBLEM

Write in language you will use with students. For example, Today, we are going to investigate..... What would you do if

RESULTS PRESENTATION

- A.
- B.
- C.

MULTIDIMENSIONAL ACTIVITIES

Briefly describe the lesson activities. Begin with the *Lesson Introduction* or how you will introduce the problem and how you will address prerequisite skills, share learning objectives, and provide needed information. As you describe the *computer activities*, please include what students need to do before they go the computers, while they are at the computers, and what they do after they finish computer work. Descriptions of the *supporting activities* follow the computer activities. This form has space for three computer and three supporting activities. When you design your lesson, include the appropriate number of each for your particular lesson. After these activities are planned, describe the *Culminating Activity*, or how main ideas will be reviewed and/or final presentations given. When these components are planned describe the *rotation plan* – how will students rotate between the activities.

LESSON INTRODUCTION – Briefly describe how you will introduce the problem and how you will address any prerequisite skills, share learning objectives, and provide needed information.

COMPUTER ACTIVITIES

Activity 1 Activities to be completed: Prior to going to computer 1. 2. 3. At the computer 4. 5. 6. After going to computer 7. 8. 9.	Activity 2 Activities to be completed: Prior to going to computer 10. 11. 12. At the computer 13. 14. 15. After going to computer 16. 17. 18.	Activity 3 Activities to be completed: Prior to going to computer 19. 20. 21. At the computer 22. 23. 24. After going to computer 25. 26. 27.
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SUPPORTING ACTIVITIES

CULMINATING ACTIVITY – Briefly describe how main ideas will be reviewed and/or final presentations given.

ROTATION PLAN Briefly describe how students will rotate through the computer and supporting activities

ASSESSMENT Use a template similar to the one below to develop your rubric(s). A sample is provided to guide your writing.

Rubric Template. Place performance objectives in the first column, then create descriptions of each level of performance.

Objective or Performan ce	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score

1.	Description of identifiable criteria that reflect a beginning level of performance.	Description of identifiable criteria that reflect progress toward mastery of performance	Description of identifiable criteria that reflect mastery of performance	Description of identifiable criteria that reflect exceptional performance.	
2	Repeat with next item	“	“	“	

Objective or Performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
1.Students will write a persuasive article on why drivers should wear seatbelts	Persuasive arguments are not clear or concise and had very poor references made to supporting graphics.	Persuasive arguments are fairly clear and concise. References made to graphics provide limited support.	Persuasive arguments are clear, concise, and articulate. References made to supporting graphics are useful.	Persuasive arguments are very clear, concise, and articulate. Excellent references made to supporting graphics.	
2. Students will generate spreadsheet charts that demonstrate a trend.	The charts show very little about seatbelt use. The title, labels, legend, are missing or incomplete.	The charts show limited aspects of seatbelt use. The title, labels, legend, and type of chart provide incomplete support.	The charts demonstrate trends in seatbelt use. The title, labels, legend, and type of chart support understanding.	The charts clearly demonstrate trends in seatbelt use. Excellent choice of title, labels, legend, and type of chart.	

Objective or Performance	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
1.					
2.					
3.					
4.					

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Policy Perspectives in Teacher Education for Diversity

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ABSTRACT

In present scenario the teacher training courses and teacher education programmes are included only for only academic teachers who are servicing in nursery, primary, middle, secondary and higher secondary schools. But in technical, professional, medical and vocational education teachers are servicing also. If we ignore them, we cannot make a better policy for teachers because they are also a part of teacher's society. The values and ethics could not be developed in all around streams.

To make a better policy for teacher education we have to include these above streams. Some new aspects for evaluation and curriculum we have to include and modified previous policies. Value oriented and programmes for ethics should be included in curriculum. The policies should be revised after a definite period.

Need of Skilled Teachers:

Education is the most important and dominating face of human life. Education plays a great importance to build a strong nation politically, economically, scientifically and socially. It is felt that to provide a good and quality education it is essential to create quality and professionalism of teachers. A well skilled and qualified teacher can be created through good quality teacher education.

The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should Endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

-National Policy on Education, 1986

Development of Teacher Education:

The development of teacher education has been continuous. It not only got established quickly but has also diversified into different programmes, each with a well-differentiated form and structure. A quick look at the way teacher education has evolved indicates that there

have been three significant developments. First, there was a physical growth in terms of number of institutions; this process has been fairly continuous from the pre-Independence period although tremendous expansion has taken place during the post-Independence period too. Second, diversification of teacher education programmes took place across different stages of education such as pre-school, primary, secondary and higher secondary. This occurred during the pre-Independence period for the primary and secondary stages, while its spread to higher secondary and pre-primary are essentially recent developments. The curricular and organisational structures for each of these have been generated in quite differentiated forms. Third, teacher education emerged in specific areas of specialisation like science education, mathematics education, special education, art education, physical education, language teaching and learning, and so on. As a result of these developments, teacher education today has become a significant component of our educational system with a large-scale network of various institutions and an area of academic specialisation.

The increasing needs of the field and the accruing experience of teacher education programmes as well as the growing knowledge base brought to sharper focus the issues of appropriate streamlining of form, structure, content and methodology of teacher education. Such issues were the concern of the early twentieth century educational scene.

Development of Teacher Education in India before Independence:

The onset of the twentieth century ushered in a period of real transition in the field of education as it did in political and social spheres in India. The seeds of transition were sown by the Viceroy, Lord Curzon (1902-05). He took several significant steps to improve the quality of education. His emphasis was on improvement of quality and not quantity at the university level, control and improvement at the secondary level and expansion and quality at primary level. He highlighted these concerns in his 'Resolution on Education Policy' (1904), which is more commonly known as the 'Government of India Resolution of 1904'. The Resolution prescribed conditions to be satisfied by schools to be eligible for receiving grant-in-aid and recognition by the government. One of these conditions was that '... the teachers are suitable as regards character, number and qualifications...'. The Resolution emphasized the necessity of providing a large number of training institutions for primary teachers; the duration of training being a minimum of two years. Nurullah and Naik (1964) remark, '... by far his (Curzon's) greatest contribution to the subject was to emphasize the training of rural primary teachers in elementary agriculture which he desired to be taught in all rural primary schools which were mostly attended by the children of agriculturists.'

The other recommendations relevant to teacher education in the Government of India Resolution of 1904 were:

- (i) the equipment of a training college should be as important as that of an arts college;
- (ii) (ii) the training courses for graduates should be one-year university courses leading to a university degree, while training courses for undergraduates should be of two years;
- (iii) the theory and practice of teaching should be included in training courses;
- (iv) a practicing school should be attached to each training college;
- (v) every possible care should be taken to maintain a connection between a training college and schools.

Before the Resolution could be implemented, Curzon was recalled in 1905. The Resolution, however, provided direction to further action by subsequent Viceroys who decided to continue with these decisions. As a sequel to the Minto-Morley Reforms of 1909, the government passed another Resolution on Educational Policy in 1913 which, among other things, declared that '... eventually under the modern system of education no teacher should be allowed to teach without a certificate that he is qualified to do so.'

Development of Teacher Education at the time of Independence in India:

On the whole, by the time of Independence, teacher education had been established as one distinct component of the educational system. It was recognised as necessary for school teachers, both elementary and secondary. There were several institutions engaged in providing teacher training. The concept of the normal school of the initial years, where teachers were employed and trained while working, had undergone considerable change. In its place, full-time, pre-service teacher training for updating the technical knowledge and skills of working teachers had begun to emerge. Training programmes got differentiated to suit the requirements of elementary and secondary school teachers. This differentiation affected the nature, duration and components of training for the two stages. In view of this, elementary teacher training was construed as a certificate course, whereas for the secondary school teachers it was to be a degree programme. Pedagogic inputs were at the core of the training programme. The expansion of teacher education was rather slow and inadequate. Although it left out a lot in respect of coverage of all teachers, the substance and nature of training teachers had come a long way from its humble beginnings as a normal school. It had, however, yet to be brought to the centre stage so as to make a positive impact on school education.

The advent of democracy in India resulted in new hopes, aspirations and demands on

education, and in highlighting the shortfalls and inadequacies in the existing educational system in relation to the seemingly insurmountable targets and ideals to be pursued. Being at best a semi-literate nation, the ravages of prolonged colonial rule, nearly a century of struggle for freedom and World War-II, left India with a weak political structure and a shaky economy. In such a situation, education came to be seen as a potent force that could lend effective support to the process of social reconstruction. The role of education in the Freedom Movement was still fresh in the memory of the new nation. Charged with constitutional commitments, the educational system had to rise to the occasion and set feasible targets. It had to provide wide access, improve quality, evolve effective organizational and administrative structures and processes, and acquire certain specializations and autonomy. Efficient use of meager resources for achievement of the challenging targets was necessary. This required better quality 'grass root level' functionaries, teachers and administrators who would be able to recognize, understand and work towards the realization of such targets. They had to realize the changed role of education in democracy; to represent to school children through school experience the new value orientations, emerging concerns and changes needed for a better future for the individual and the nation.

The expectation that all children of school going age would be brought into schools and benefit from such orientation and training was impossible to achieve without the 'teacher' taking on the responsibility. Soon after Independence, inadequacy in this regard was glaring, not only in terms of the size of the available work force of teachers, but also of its quality. The gravity of the problem was accentuated due to the fact that schooling facilities had expanded by leaps and bounds, for which a large work force had to be drafted - with or without 'technical preparation' or training; there was already a large backlog of untrained teachers working in schools. Measures had to be taken for ensuring that over a period of time this problem would disappear. In the context of such stupendous problems, the available network for teacher education was far too inadequate both in numbers or size, and in the quality of its substance.

Development of Teacher Education in India after Independence:

During the five decades after Independence, teacher education has come a long way from its initial bleak stature to gain an identity as a complex network of institutions and programmes with unmistakable relevance. In the context of the changing scenario, the main concerns of teacher education have pertained to: access, quality, generation of appropriate knowledge base, and enhancing responsiveness. Each of these has distinctness in respect of

its nature as well as the kinds of efforts made.

CABE, NCTE, NCERT and UGC have recommended many policies and programmes for teacher's training either for in-service teachers, pre-service teachers. In India NCTE is main functionary body to control and regulate the programmes of teacher's training and teacher's education. These courses are running in regular, distance and open course mode by the Indian universities. The private institutions have played a great role to expand and provide the quality of teacher education programme. There is a big difference in demand supply of teachers in India. Although a large number of private/self-finance institutions there is more need to open the new institutions in far areas. Now a days integrated four year to five year courses of teacher training (BAEd., B.El.Ed., D.P.Ed. etc.) and one year to two years teacher training courses (D.El.Ed., D.Ed., NTT, B.Ed., B.P.Ed., B.Ed. in Special Education etc.) are run by universities and central institutes. The teacher training courses are run at elementary, secondary education and nursery level. Physical education and special education are also included in teacher education programme.

Weakness of Running Teacher Education System:

In this technical education period a large number of technical education institutions and colleges are growing but there is a lacking of professional teachers and ethically insured teachers. The quality of teachers' skill is not according to teaching profession.

Increasing suicide and ranging cases are the result of untrained teachers and ethically weakness of teachers and students. The institutions do not follow the regulations and rules providing by the concerned authority for greedy. The poor monitoring of such institutions by the competent authorities is also responsible for their arbitrary.

Future policy and Suggestions:

The upcoming programmes should be for traditional teachers including technical education teachers i.e. engineering course teachers, management course teachers, medical course teachers, vocational course teachers and sports trainers. These programmes can be concluded following drafts:

1. Teacher training courses of concerned stream syllabus.
2. Curriculum frame work for such teacher training programmes.
3. Skill development programmes like micro teaching quarterly in a session for minimum one week and teaching practices bi-annually for a short period (maximum up to 18 working days) in place of a long period of 16 weeks continuously could be included.
4. Training and programmes could be included for ethical and values development, in the form of co-curricular activities.

5. Regular teacher training programmes can be for pre-service and in-service teachers of same courses.
6. Workshops, Refresher and Orientation programmes should be compulsory after every 4 years; for improvement of knowledge and skills.
7. Curriculum of teacher training programmes should be revised after every 6 years.
8. Regular supervision and observation should be implemented in the syllabus.
9. Research programmes should be promoted regarding to professional course teacher's training programmes.
10. Evaluation of such programmes should be strictly in time, but liberal and flexible. In this regard new evaluation technique can be followed like CCE (Comprehensive and continuous evaluation) and feedback by the student-teachers, administers, and teachers involved in teacher training programmes.

CONCLUSION

Although a lot of efforts are done and follows for improving the teacher education programmes, but also many streams are so far from these teacher training programmes. A policy could not be a better education policy, if this could not include all of streams teacher education; while we know that there are teachers also. So our education policy for future perspectives should include the all streams teachers programmes. The inclusion of Professional Teacher Education can be a perspective policy of teacher education.

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Relation between Emotional Intelligence and Academic Achievement

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ABSTRACT

Emotional Intelligence is the capacity to perceive, and manage the emotions of one's self and of others. Emotional Intelligence, like general intelligence is the product of one's heredity and its interaction with environment. Emotional Quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient. Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life. Studies have shown that people with high Emotional Intelligence have greater mental health, exemplary job performance, and more potent leadership skills. Research in brain-based learning suggests that emotional health is fundamental to effective learning. Emotional intelligence has proven a better predictor of future success than traditional methods like the Intelligence Quotient, and standardized test scores.

Keywords: Emotional Intelligence, Academic Achievement, Evaluation, Intelligence Quotient, Behaviour

Introduction

The rapid development of the era is challenging the adolescents to face the wave of globalization. Thus, the ability to control the emotions has become important for not carried away by the flow of negative and evil elements. In this age of Globalization, our traditional ways of living are in transitional phase. The youth is in a dilemma where they find themselves unfit and unequipped. Factors like change in family life, pressures of peers and society, today's life style and academic challenges lead to an increase in competition and stress.

Emotional Intelligence

Salovey and Mayer (1997) define Emotional Intelligence as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others”.

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Emotional Intelligence is the capacity to perceive, and manage the emotions of one's self and of others. Emotional Intelligence, like general intelligence is the product of one's heredity and its interaction with environment. Emotional Quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient. The term Emotional Intelligence was introduced by Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. But the credit for popularizing the concept of Emotional Intelligence goes to American Psychologist Daniel Goleman. In the words of Daniel Goleman, “Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations.”

“Emotional Intelligence maybe defined as the capacity to reason with emotions in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it”.

Academic Achievement

Academic achievement is the level of accomplishment or efficiency a person has achieved in an academic area, as opposed to one's potential in the educational goals measured by examinations.

Academic achievement is defined by Crow and Crow (1969) as “the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him”.

Academic achievement is the maximum performance in all activities at school after a period of training. Steinberg and Merriam (1993) “Achievement encompasses student ability and

performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life". These days, Evaluation and Achievement are interpreted in terms of not only Intelligence Quotient but other factors also like social intelligence, emotional intelligence, spiritual and creativity, etc. Student's performances and abilities are judged through covering various traits of personality. We don't have any provision in our education system to provide education which meets all types of need of our children. The most neglected areas are social development, emotional, values, spiritual, creativity, etc. There is a strong need to relate and study the various factors by combining them with academic achievement. It is a widely accepted fact that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Socio economic status, parent styles, learning disabilities, social phobia, anxiety, learning styles, classroom climate etc are some of these variables. All these factors should be taken into consideration to increase the rate of achievement and find out the hindrances that decrease the achievement rate.

Emotions play a significant role in guiding and directing our behavior. Emotions are source of motivation, source of enjoyment source of strength and endurance to body. Academic Achievement of students is the main concern of all educational activities.

Therefore, an attempt is made to find relation between emotional intelligence and academic achievement.

Relation between Emotional Intelligence and Academic Achievement

Emotional intelligence (EI) is the ability to recognize one's own and other people's emotions and to discriminate between different feelings and identify them correctly.

The three models of Emotional Intelligence are:

- **The Ability Model** which is developed by Peter Salovey and John Mayer and focuses on the person's ability to understand emotional information and use it to navigate the social environment.

- **The Trait Model** which is developed by Konstantin Vasily Petrides, "encompasses behavioural dispositions and self perceived abilities and is measured through self report".
- **The Final Model** is a combination of both Ability and Trait Emotional Intelligence. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.

Studies have shown that people with high Emotional Intelligence have greater mental health, exemplary job performance, and more potent leadership skills. Markers of Emotional Intelligence and methods of developing it have become more widely spread in the past few decades.

Research in brain-based learning suggests that emotional health is fundamental to effective learning. It has been shown that a person's emotional intelligence measured through Emotional Quotient maybe a greater predictor of success than his or her Intelligence Quotient resulting in higher rates of Academic Achievement.

It is thought that the most critical aspect for a student's success in school is an understanding of how to learn i.e. Emotional Intelligence. The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate and ability to cooperate. These traits are all aspects of emotional intelligence. Basically, a student who learns to learn is much more apt to succeed. Emotional intelligence has proven a better predictor of future success than traditional methods like the Intelligence Quotient, and standardized test scores. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide.

Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities. Student's ability to express his or her personality and to enjoy rich and complex social relations depends largely on his mastery of academic matters. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as facts. Achievement encompasses student ability

and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child.

People who manage their own feelings well and deal effectively with others are more likely to live content lives. In addition, happy people are more apt to retain information and do so more effectively than unsatisfied people and have higher instances of Academic Achievement, Building one's emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children--from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence. Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1995), it can be safely said that higher Emotional Intelligence leads to higher Academic Achievement and greater success in all areas of life. In essence, the importance of emotional intelligence on academic achievement motivation has been found to be very significant.

Conclusion

- Outstanding performance in studies is the main aim for each student. In order to obtain good results, apart from effective learning techniques, students should be able to understand themselves and their emotions, so that it does not become a stumbling stone to success. Hence the need to identify oneself, emotional intelligence should be noted not only for academic interest but also for success in life.
- High levels of emotional intelligence can help relax the mind and increase the absorption of information received. As a result it will contribute to their academic achievement. It is suggested that students' academic achievement should be increased with the use of emotional intelligence training.
- Emotional intelligence to be included as a part of the curriculum will lead to a range of positive personal, social and societal outcomes. Increasing emotional intelligence will not only enhance the learning process but could also improve the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.

- It is imperative for students to have the ability to understand situations precisely and react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need to be engaged in activities and sessions that help them to establish proactive patterns that increase awareness about emotional intelligence. The aim is to develop skills that lead to academic success.

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DEVELOPMENT V/S SUSTAINABLE DEVELOPMENT: EDUCATIONAL PROSPECTS

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ABSTRACT

Today every country of this world tries to develop itself in an every possible manner. Every country wants to reach at the peak of the mountain of success. From Indian prospects it is essential to remove the barriers like poverty and corruption to reach at the destination of success. There is need to promote not only the various ways to develop. It is necessary to encourage the feelings of sustainable development rather than development. Development of an individual depends upon the development of nation and development of nation depends upon the development of an individual. This development should reach at all dimensions i.e. social, economical and environmental. The feeling of sustainable development cannot be imposed, can be possible only through inner consciousness, the mind of people having a capacity to bring changes in this world. Here In this regard education is proven as important mean to accelerate the feeling of inner consciousness for achieving the aim of sustainable development. Thus this paper will explain the concept of sustainable development with its dimensions. It also provides description about the role of education to bring sustainability through different agencies of education and provide valuable recommendation in this regard.

Key Words: Sustainable, Dimensions, Education, development

An Overview

Education is life long process as we receive education from various sources. Nature and Society provides important platform to learn. It is necessary for the overall development of the child and us to adjust with the environment. Education makes an individual a complete human being and enables us to apply acquired knowledge and experience in real situations. Education is not any individual development of the child but it is associated with the social development also. Education and society are linked together. Needs of the society fulfilled by the education. Today's society needs become more complex. Innovations and discoveries make human life easier and comfortable. It also changes the forms of social relationship and

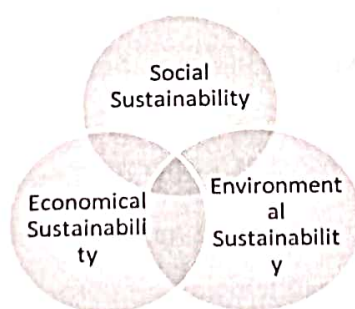
attachment. Every individual rush towards to gain our own happiness and prosperity without considering others needs and requirements. Education is a dynamic process whatever the change we required in a society can be achieve or apply through education. It is an urgent requirement that our future generation should be motivated to live with harmony with nature, family and society as well. Thus education becomes an important mean to maintain harmony and promote awareness towards sustainable development.

Sustainable Development:

Sustainable development is a process in which every member of the society progress not as an individual but as a whole. Every individual become an integral part of the society. Every individual is responsible to fulfill our needs without exploiting the needs and requirements of others. The main aim of sustainable development is to secure all the resources available for the present as well as future also. According to Brundtland Commission "Sustainable development is a development that meets the needs of the present without compromising the ability of future generation to meet their own need" (World Commission on Environment and Development, 1987, p.43).

Dimensions for Sustainable Development:

The concept of sustainable development relay on the three dimensions which are also correlated with each other. These dimensions are social, economical and environmental sustainability.



1) Environmental Sustainability:

It demands the commitment from all human being towards the resources which are available on this planet to survive. We cannot imagine our life without some natural resources water or food. There are many factors like population, urbanization, pollution etc due to that our natural resources are degrading beyond the limits. It is necessary to preserve these resources to survive present and future generation also. It

should be the responsibility of every member of the society to use these renewable resources in sustainable manner.

2) Social Sustainability:

Society is a group of people living together with some common character. The members of the society interdependent on each other carrying common goals. As an integral part of the society every individual should plays an important role to meets the need of the society by their own. Social sustainability also depends upon environmental sustainability to provide healthy environment.

3) Economic Sustainability:

Economic sustainability relay upon the social and environmental sustainability. When we meet the target of social and environmental sustainability the economic sustainability occur. Other side through economic sustainability we will be able to meet our social and environmental needs.

Thus we can say that all the dimensions for sustainable development are linked together. To meet the needs of present and future we need to maintain balance between social, economical or environmental needs.

Education to Bring Sustainability:

- **Education should prepare skilled manpower:**

Development of the country depends upon their citizens. More skilled manpower brings more development. Skilled manpower is necessary to support economic development of the country. As a result there will be no need to depend on other countries for international trade to preserve our natural resources.

- **Education must develop wide vision to understand:**

Education is not only the process to acquire knowledge. It enables us to understand the things from our own philosophical view. Thus it is necessary that our education should bear the responsibility to develop to understand the social, economical and environmental issues with brought vision.

- **Enriched logical and critical thinking:**

To maintain the harmony between all the entities on this planet. It is necessary that each and every citizen should think rationally and critically. Educated person is more efficient to think rationally as compare to others.

- **Power of decision making:**

Perfect and appropriate decision can be taken by educated person. An educated person always takes logical decision based on facts and data. Thus we should provide the education which enables us to take wise decision towards social, economical and environmental issues.

- **Modification of behavior and attitude:**

Our life time we learn so many things from several sources. The main purpose to be educated is the modification of behavior. Education provides us an ability to modify our behavior in a desirable manner and to bring change in our attitude to encourage sustainable lifestyle.

- **Value orientated:**

One of the functions of education is to enrich social and national values like love, respect, sympathy etc. It enables students to understand our needs without compromising the needs and requirements of others.

Recommendations for Sustainability through Education:

- 1) Integrated curriculum with social, economical and environmental issues.
- 2) Reorientation of education all level of learning i.e. primary, secondary and higher.
- 3) Promotion of group and team learning.
- 4) Encourage participation among teachers and students.
- 5) Promotion of activities related to social, economical and environmental issues.
- 6) Education must promote feeling of Co-operation.
- 7) Universalization of education.
- 8) Promotion of girl education.
- 9) Gender equality at all platforms.
- 10) Organization of seminar and workshop to discuss national or international issues.
- 11) Development of skills like questioning, critical thinking, analyzing etc.
- 12) Training to implement sustainability programs
- 13) Collaboration of formal education with informal and non-formal agencies of education.
- 14) Encourage parents and community participation through awareness programs.
- 15) Value orientation and enrichment.

Conclusion:

Thus we can conclude that education is a tool to transform the existing situation. As we know if we would like bring change at large scale there is a need to change our education system. Teachers, students and parents also play important role in this process. In this modern world there is a need for national as well as international integration and co-operation. Now every citizen become as a global citizen by carrying the responsibility to secure all humankind. It can be possible if we believe in sustainable development not only development.

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Need for inclusion of Emotional Intelligence in Teacher Education Curriculum

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ABSTRACT

This article analyses the existing teacher education curriculum critically and counsels inclusion of emotional intelligence as a core necessity to meet the educational challenges. Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our students have to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self restraint. An individual who has control over urge of emotions will be able to take another person's perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners Emotional intelligence is our ability to recognize and understand emotions in ourself and others, and our ability to use this awareness to manage our behaviour and relationships. Emotional Intelligence affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence. Some suggestions are delineated for inclusion of emotional intelligence (E.I) in our teacher education programme.

Keywords: Curriculum, Emotional Intelligence, Competencies, Teacher Educators, Behaviour

The Context

The domain of knowledge has expanded to such a great extent that conventional educational methods have become inadequate to serve the diverse demands of the knowledge based global society today. For teacher effectiveness, teachers' personal competencies and more specifically Emotional Intelligence (EI) are particularly important. EI and in particular emotional self-awareness allows teachers to recognize and understand their emotions in the classroom and to anticipate the effects of their emotional expressions on interactions with others. A great deal of Present day education is dominated by the cognitive domain (head). However, the most important aspect of human life i.e. affective domain (heart) and psychomotor domain (hand) are neglected. Mahatma Gandhi had envisaged this and defined education as the all round drawing out of the best in child and man, body, mind and spirit. But, till date, we have not accomplished this defined goal. Success in teaching seems to require considerable capacities in emotional competence. Teaching professionals need social-emotional competencies to be able to build resilience to adversity in the field, to self-monitor performance, and to regulate emotions through

Teacher Education and Challenges before the Country

During the last decade of the twentieth century there were revolutionary changes in teacher education programmes across the world because of globalization, liberalisation and privatisation of education, and India was not an exception to this. Today, consequent to these changes, our teachers, teacher educators, researchers, policy makers and curriculum framers are facing various challenges– economic, social, cultural, political, moral, ecological and educational.

CABE Committee in its report on “Universalisation of Secondary Education” has stated that India is emerging as the fastest growing economy in the world. Several international reviews have predicted that the twenty-first century belongs to Asia, India and China, as much as the twentieth century belonged to the USA, and the nineteenth century to Europe. But the impasse is: Can this be achieved without a committed, competent and effective teacher? Are our prospective teachers competent enough to overcome the abovementioned challenges? Do our present teacher education programmes represent our multi-religious and multiethnic society?

Existing Teacher Education Curriculum: a Critical Analysis

Ever since our Constitution was framed and adopted in 1950, the focus of our educational programme has been on school education. But we are far from the realisation of our goals. We are to be blamed for the obsolete ways in which we have framed our teacher education

programmes and the ways in which we train our teacher educators and teachers. These are out of context of the contemporary society, thoroughly isolated from the community needs, far away from the relevant content areas; inappropriate stage-specific theoretical and practical components and transactional modalities; lack of in service training in developmental activities; inadequate orientation for new pedagogy and evaluation techniques; negative attitudes towards information and communication technology; unspecific curriculum for pre-service and in-service education of teachers; lack of proper planning and orientation of education of teacher educators; lack of opportunity for interdisciplinary enquiry; little scope for research in areas such as curriculum inquiry and design, pedagogic studies, epistemological concerns and issues related to school and society; faulty selection of candidates who wish to take teaching as a profession due to job permanency, who, consequently, enter into this profession by chance and/or by force rather than by choice; poor coordination between teacher training colleges and recognition authority; non availability of schools for conducting internship programmes and very short duration of training programmes.

National Curriculum Framework on Teacher Education (NCTE 2009) did not give any priorities for training of affective domain components in the curricular provision. The content of programme should be restructured to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking. The teacher education curriculum should be based on a holistic approach.

National Curriculum Framework (NCERT 2005) in its position paper on teacher education for curriculum renewal suggested that an integrated model for teacher education should comprise of core components that would be common to all teacher education programmes (pre-primary, elementary and secondary) followed by specialization of professional development specific to the stage of education. Such an integrated model is possible only by the harmonization of 'Body', 'Mind' and 'Soul' of the learner-teacher. Therefore, our teacher education programmes should be framed in such a manner that all the three faculties get opportunities to be trained. In order to achieve this need, it is necessary that the Intelligence, E.I (Emotional Intelligence) and S.I (Spiritual Intelligence) are integrated in our teacher education programmes.

Inclusion of Emotional Intelligence in Teacher Education Programmes:

Emotional intelligence is our ability to recognize and understand emotions in ourself and others, and our ability to use this awareness to manage our behaviour and relationships. Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up fewer than two primary competencies: personal competence and social competence. It is obvious that our teacher education courses need to be amended, they need to be modified in such a way as would enable our future teachers to understand the attributes of modernity and development, to create necessary awareness about their new roles and responsibilities, to build the necessary competencies to reconstruct as well as transmit the dynamic and responsive components of cultural heritage and develop the artistic capacity to cultivate the moral development in a secular, multireligious and multi-ethnic society. In short, integration of emotional and spiritual intelligence is our instant, critical need.

National Curriculum Framework (NCERT 2005) in its position paper on teacher education for curriculum renewal suggested that an integrated model for teacher education should comprise of core components that would be common to all teacher education programmes (pre-primary, elementary and secondary) followed by specialization of professional development specific to the stage of education. Such an integrated model is possible only by the harmonization of ‘Body’, ‘Mind’ and ‘Soul’ of the learner-teacher. Therefore, our teacher education programmes should be framed in such a manner that all the three faculties get opportunities to be trained. Besides, **NCTE (2001)** has stated that “no innovation or change can be implemented without teachers’ awareness, involvement and commitment.” Moreover, teacher stress has increasingly been recognised as a widespread problem in different educational settings. In recent years, it has become a global concern, considering that about as many as one third of the teachers surveyed in various studies around the world reported that they regarded teaching as highly stressful. However, it has also been agreed that there is no single source of teacher stress, different investigators in different settings have come up with a diversity of stress factors that include students’ misbehaviours and discipline problems, students’ poor motivation for work, heavy workload and time pressure, role conflict and role ambiguity, conflicting staff relationships in school management and administration, and pressure and criticisms from parents and the wider community. Conclusively, it is argued that teacher education programmes have to be structured in such a coordinated manner that these stressors could be minimised and enable a teacher to understand his/her own emotions as well those of others and act accordingly to

reach at desirable solutions. On the other hand, learning is not a purely cognitive process involving solely the brain; rather it is an affective process involving the emotions. Learning with a loved teacher or a respected tutor is different from learning under a hated teacher or clinical supervisor. Competent teachers committed to joint effort and teamwork with fellow colleagues, children, and adults are our requirement today. Numerous studies have identified emotional intelligence and teacher efficacy as critical behavioural factors that would make teaching effective in a school/classroom environment.

Emotional intelligence as directly related to the understanding of teaching motivation and self-directed learning of student-teachers. Comprehension and application of emotional intelligence are essential components of successful teaching. An emotionally intelligent teacher would learn and apply emotional intelligence skills like stress management, self esteem, confidence and positive personal change, decision making, leadership, assertion, comfort, and commitment to raise the quality of education. Studies have also reported that teachers who understand and improve their emotional intelligence are able to develop professional and personal strength as well as resolve their failings. Educationists are also of the view that academic brilliance of a teacher without emotional intelligence will not help him/her to achieve success in teaching.

The emotionally intelligent teachers are more confident, persistent, supportive, enthusiastic and divergent as compared to the less emotionally intelligent student-teachers. Eventually, it is very clear that integration of emotional intelligence is fundamental to any teacher education programme, as thought and emotional processes are inextricably linked with each other and help teachers in analysing attitudes, feelings and behaviour at the intrapersonal as well as interpersonal levels.

Components of Emotional Intelligence (EI):

Emotional Intelligence (EI) is the ability to perceive and express emotion, assimilate emotion in the thought, understand and reason with emotion in the self and others. However in the present paper, the term "Emotional Intelligence" includes dimensions like self-awareness, self-motivation, empathy, and social skills like conflict management.

Self-awareness: This component of emotional intelligence emphasizes the observation and recognition of one's ego and feeling. It enables, for example, a teacher to answer questions like:

Who am I? What am I doing? What is my responsibility? Therefore, a teacher should be familiar with his self; be competent enough to build up self control and self-confidence; and be able to express his feelings in a teaching learning environment quite judiciously. As a

result, the learner will be able to know the sequential relationship between his thoughts, feelings, actions and reactions and how these four aspects together lead to self- awareness.

Self-Motivation: This Dimension mainly helps to maintain zeal throughout the long process of hard-work involved in problem solving. As teaching involves difficult tasks, a teacher must optimistically and uncomplainingly strive to accomplish his personal as well as common goals in spite of obstacles and setbacks.

Empathy: People With empathy are attentive to emotional cues. They listen well, show sensitivity and understand others' perspectives and are willing to help. A teacher has to be kind and considerate to his students' feelings and concerns as teaching involves active interaction between the teacher and the student.

Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behaviour and tendencies.

a. Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen.

b. Self-Management is your ability to use awareness of your emotions to stay flexible and positively direct your behaviour.

Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships.

Social Awareness is your ability to accurately pick up on emotions in other people and understand what is really going on.

Relationship Management is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully.

Steps to develop Emotional Intelligence in the Classroom

The teacher's level of EQ is by far the single most important variable in creating a classroom where EI can be developed healthily. And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

Here is an outline-

I. MANAGING YOUR OWN EMOTIONS

A. Identify Your Feelings

- Ask yourself: How am I feeling?
- Answer using three word sentences beginning with "I feel..."
- Label your feelings, not your children (or situation)

B. Take Responsibility for Them (Own them)

- Don't blame the children for your feelings
- Owning your feelings means not thinking in terms of:
 - You are making me angry
 - You kids are driving me crazy
- Remember that there is a little space between stimulus and response, and in this space lies your power to choose your reaction. Don't give away this power.

C. Use Your Emotional Awareness to Learn About Yourself

- Your negative feelings reveal your unmet emotional needs. For example:

If you feel	You need to feel
Disrespected	Respected
Disobeyed	Obedied
Out of control	In control

D. Work on Keeping Your Area of Acceptance Wide Open

- When you feel good about yourself you are more
 - accepting
 - tolerant
 - patient
 - understanding
 - predictable

II. HELPING YOUR STUDENTS FEEL BETTER THROUGH INCREASED EQ

A. Help them label their feelings

- Teach them a wide range of feeling words
- Start expressing your feelings
- Start talking about feelings

B. Give them real choices

- Honor their decisions
- Don't issue orders in disguise as requests
- Ask them to help you meet your needs; don't demand it

C. Respect their feelings

- Ask them how they feel
- Ask them how they would feel before taking action
- Think about how you want them to feel - what feelings create a positive learning environment

D. Validation

- Accept their feelings
- Show understanding, empathy, caring and concern
- Whenever there is a problem remember to always first validate the feelings

E. Empower them

- Ask them how they feel and "What would help you feel better"
- Teach them to solve their own problems using empathy, compassion and mutual respect for each other's feelings

F. Avoid Labels and Judgment

- Avoid "shoulds"
- Avoid subjective Labels

Some Suggestions to inculcate Emotional Intelligence among students –

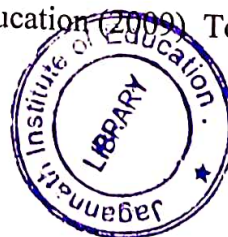
1. Provision of positive classroom climate and use of relapse prevention would help teacher trainees to learn from their mistakes and prepare themselves for further exercises if they felt emotionally supported by their teacher-educators, administrators and higher authorities of the Institute as well as the class room context.
2. Poems, prose and stories based on different emotions need to be analysed by the trainees as they need to critically analyse the different emotions and feelings of students before starting the instructional process in the class and along with this all teacher trainees have to deposit some charts and models depicting different emotions and feelings related to the subject-content areas.
3. Teacher-educators who are warm, genuine, and empathic are best able to engage the teacher trainees in the change process. Therefore, teacher-educators need to be selected not by merely testing their cognitive abilities but by testing their affective competencies. It has also to be ensured that they make use of these abilities when working with the teacher trainees.
4. Tentative strategies have to be listed on how to manage different conflicts in different situations like the use of live or videotaped models that would clearly show how different conflicts are being managed in different realistic situations. This strategy will lead the teacher-trainees to study, analyse, and emulate the models. Apart from it, a list of films - documentaries and feature films -that promote the values of justice and peace has to be compiled.
5. Peer meditation and conflict resolution techniques must be inculcated by introducing Yoga as a core subject along with provision of giving first hand experiences related to the specific emotional situations and programmes and lessons on stress management, self-control methods, parenting skills need to be impacted by organising summer training courses.

6. Time should be allotted in the time-table for practising skills/ qualities like affection, warmth, caring and kindness for children by creating anger and stress management groups.
7. Group projects are a useful way to teach students how to work together & them to develop and share opinions. Teachers should seek students' opinions, allow them to initiate activities and be flexible when responding to their ideas. Doing so builds a sense of competency in the students and increases their desire to learn.
8. Students who are more resilient are more academically successful. They also bounce back quicker, are mindful of their opinions, and understand their beliefs, all of which gives them a strong sense of who they are.
9. Encourage your students to listen to others and ask them to try to understand how others might be feeling. Empathy helps students develop positive relationships, which is the cornerstone of social and emotional learning.
10. Character education encourages the development of ethical and responsible students. Teach your students the importance of having good values, being honest, being trustworthy and taking responsibility for their actions. Give your students opportunities to develop these skills in the classroom.
11. Emotional Intelligence Is Linked to Performance. Emotional Intelligence is a powerful way to focus your energy in one direction with a tremendous result. Emotional intelligence is the foundation for a host of critical skills—it impacts most everything you say and do each day.

Conclusion: Teacher is a responsible individual with extraordinary capabilities. He/she can mould students to be better human beings by bringing out the best in them. Teachers today have greater responsibility of developing the human capital of the country to face the increasing challenges thrown to them. As pointed out by Darwin, only the fittest will survive. To make his/her pupils good citizens, a teacher has to develop superior qualities in every student and contribute to nation building. Thus, teachers play a pivotal role in nation building. They have to nourish the young minds with higher abilities. Quality teachers cannot be produced instantly. This, in turn, will make us meet the challenges of the country in particular and humanity in general. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others.

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