Emotional Intelligence
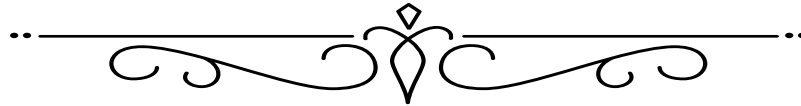
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A. Introduction

Emotional intelligence (EQ) is the ability to use emotions effectively and productively. Since the publication of the initial research in 1990, innovative schools and educational organizations have begun integrating emotional intelligence into their educational programs. It is becoming increasingly clear that these skills are one of the foundations for high-performing students and classrooms. Current research in education, psychology, and related fields is accumulating to show the benefits of Social Emotional Learning programs for children as young as pre-schoolers. Additional research also shows emotional intelligence is strongly linked to staying in school, avoiding risk behaviours, and improving health, happiness, and life success.

Educators agree that it is the responsibility of schools to prepare students to become knowledgeable, responsible, caring adults. Most educators enter the profession with a belief that education should develop the whole child, including their social and emotional development, but the direction of education in the past few decades has shifted into a focus on test scores and the development of technical skills to the exclusion of the whole person. We live in a time of complexity. Stress is rising. We have incredible technology to communicate, yet people feel isolated. This combination makes people more volatile, more impatient, more likely to fight, flee, or freeze. This makes it harder to solve the real problems we face individually and collectively. The emotional challenge is growing – around the world, at work, at home. Even children are experiencing greater distress. Maybe once-upon-a-time there was little need to actively learn the skills of emotional intelligence. In this world of growing complexity, however, we all need to develop more insight and skill to handle our own and others' emotions effectively. That's where emotional intelligence comes in.

The curriculum for Emotional Intelligence which follows this introduction attempts to translate the established principles and theories of EI into a working curriculum which ensures the adoption of effective implementation methodology, taking into consideration modern theories and recent trends of emotional intelligence and life skills, and is expected to be functional with achieving learning goals.

B. Educational Perspective

The educational perspective of Peace Educational Foundation is mainly focusing on the five fundamental areas of human personality. That is 'Education is the process of making human personality through training its physical, emotional, intellectual, imaginative and as well as spiritual aspects'. The area of emotion is an inevitable part of human life, supporting

to maintain the overall well-being of an individual. There are social, mental and even physical consequences to our ability to deal with our emotions. The curriculum of EI is designed in such way to empower the emotional and social skills of our students to become excellent personalities in their personal life as well as excellent leaders in their society.

C. Philosophy and Vision

We all know there are many people who are incredibly bright and yet cannot seem to pull their life together - The brilliant student who flunks out of the universities, or the incredibly intelligent worker who can't seem to get ahead in their organizations. We know from our familiarity with them that they have a good to superior intelligence level, but that doesn't seem to be enough to ensure success. And at the same time, we can probably describe in some form why we feel these people have not been successful. Our description would include certain traits or behaviours that have nothing to do with intelligence. Over time, scientists have begun to study why standard intelligence alone is not enough to predict the performance of an individual. They realized that that there is another type of intelligence that is not directly related to the standard cognitive intelligence-it's called Emotional Intelligence.

The vision of the department can be stated as, by giving proper motivation and training, our pupils will develop their ability to realize and understand themselves and others and finally they will be capable to live successfully along with their environment in any circumstances. They will be highlighted in the core qualities of an efficient leader such as self-efficacy, self- management, self-motivation, relationship management, assertive communications, conflict management and empathizing with others.

The department provides activities on meaningful concepts of Emotional Intelligence on the basis of their age and comprehension level. Each activity gives wide opportunities for reviewing past experiences, deep introspections, real life experiences, collaborative team works and so on., to understand each lesson by realizing the need for change.

And we believe; making changes in character of an individual is not an easy process and it will take time, since the character formation of the child starts from his birth onwards. So to achieve our expected level of social emotional skills and efficiency, a collaborative and cooperative approach of parents, teachers and other educational experts is essential.

D. Curriculum Framework

The Curriculum Framework aims at the holistic development of a child. It is founded on the affective domain which includes the manner in which we deal with things emotionally such as feelings, values, appreciation, enthusiasm, motivation and attitudes (Affective Domain – Krathwohl, Bloom, Masia 1973)

In a formal classroom teaching, the majority of teacher's efforts typically go into the Cognitive aspects of teaching and learning and most of the classroom time is designed for cognitive outcomes. The affective Domain is essential for learning all subjects. There's

significant value in realizing the potential to increase student learning by tapping into the affective domain. Similarly, students may experience **affective domain roadblocks** to learning that can neither be recognized nor solved when using a purely cognitive approach.

♦ **Various Levels of Affective domains are as follows:**

Levels	Examples and Key words	Instructional Strategies
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words:** Acknowledge, asks, attentive, courteous, dutiful, follows, gives, listens, understands	Lecture, reading, audio/visual, demonstration, guided observations, question/answer period
Responding to Phenomena: Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding [motivation]	**Examples:** Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practice them. **Key Words:** Answers, assists, aids, comply, conform, discusses, greets, helps, labels, and performs.	Discussions, multimedia CBT (computer based training), Socratic/didactic method, reflection, activities such as surveys, role plays, case studies, fishbowls etc
Valuing: The worth or value a person attaches to a particular object, phenomenon or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	**Examples:** Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences [value diversity]. Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words:** appreciates, cherish treasure, demonstrates initiates, invites, joins, justifies, proposes, respect, and shares.	Practice by doing(direction/coaching required), using simulation (including CBT SIMULATIONS)

Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating and synthesizing values.	Examples: Recognizes the needs for balance between freedom and responsible behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests and beliefs. Prioritizes time effectively to meet the needs of the organization, family and self. Key words: compares, relates, synthesizes.	Use values in real situations
Internalizes values [characterization]: Has a value system that controls their behavior. The behavior is pervasive, consistent, predicable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patters of the adjustment [personal, social, emotional]	Examples: Shows self-reliance when working independently. Cooperates in group activities [displays teamwork]. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on daily basis. Revises judgments and changes behavior in light new evidence. Values people for what they are, not how they look. Key words: acts, discriminates, displays, influences, modifies, performs, qualifies, questions, revises, serves, solves, verifies.	Normally developed on own (informal learning) through self-study or learning through mistakes, but mentoring and coaching can speed the process

♦ **The Components of EI**

Personal Competence		Social Competence	
These Competencies determine how we manage ourselves		These competencies determine how we handle relationship	
Dimensions	**Skills**	**Dimensions**	**Skills**
Self-Awareness:	Emotional awareness,	**Empathy:**	Understanding others,

Knowing one's internal states, preferences, resources and intuitions	accurate self-assessment, self-esteem, self-confidence.	Awareness of other's feelings needs and concerns.	developing others, service orientation, leveraging diversity, political awareness
Self-regulation: Managing one's internal states, preferences and resources	Self-control, trustworthiness, adaptability, innovation.	**Social skills:** Adeptness in inducing desirable results from others	Influence, communication, conflict management, leadership, change catalyst, building bonds.
Internal Motivation: Emotional tendencies that guide or facilitate reaching goals	Achievement drive, commitment, initiative, optimism.		

♦ Based on the above table, the dimensions of EI and the related competencies that we are developing in our students can be summarized as:

1. **Awareness of One's Own Emotions**.
   - *Recognizing own emotions.*
   - *Understanding causes and results of feelings.*
   - *Recognizing the differences between feelings and actions.*

2. **Controlling One's Own Emotions.**
   - *Tolerating frustration; anger management.*
   - *Avoiding put-downs, fights, classroom disruptions, suspensions, expulsions.*
   - *Expressing anger without fighting.*
   - *Avoiding aggressive or self-destructive behavior.*
   - *Having positive feelings about self, school, family.*
   - *Managing stress.*
   - *Avoiding and managing loneliness and social anxiety.*

3. **Motivating One's Self.**
   - *Behaving responsibly, following through with plans.*
   - *Focusing on task the at hand, paying attention.*
   - *Behaving less impulsively.*
   - *Improving achievement test scores.*

4. **Knowing the Emotions of Others**
   - *Taking the perspective of others.*

- *Being sensitive to feelings of others, empathy.*
- *Listening skillfully to others.*

5. **Relationship Skills.**
    - *Understanding others and relationships.*
    - *Resolving conflicts skillfully; negotiating disagreements.*
    - *Solving relationship problems; communicating skillfully.*
    - *Being popular, outgoing, friendly, involved with and sought out by peers.*
    - *Being concerned, considerate of others.*
    - *Being pro-social, harmonious in groups, sharing, cooperative, helpful, and democratic.*
    -

♦ **Indicators of EI Skills:**

Indicators of Self-Awareness

Grades 1 to 4
- *Children should be able to Recognize and accurately label primary emotions such as happy, sad, angry, fear, etc.*
- *Children should be able to recognize and understand others' emotions.*
- *Children will start to empathize with others in various situations.*
- *Children should be able to recognize and understand the strengths and various skills of oneself.*

Grades 5 to 7
- *Students should be able to recognize and label their primary and secondary emotions.*
- *Students should be able to recognize and understand their inner potentials and qualities.*
- *Students should be able to empathize with others in various situations.*
- *Students should be able to be aware of their primary roles and responsibilities.*
- *Students should be able to analyze factors that trigger their stress, anxiety and anger reactions.*

Grades 8 to 10
- *Students should be able to recognize and accurately label self-emotions and emotions of others*
- *Students should be able to analyze how various expressions of emotion affect oneself and other people.*
- *Students should be able to recognize and understand various roles of them and responsibilities of their personal and social life.*

- *Students should be able to recognize and use appropriately their inner skills and potentials.*
- *Students should be able to analyze factors that trigger their stress, anxiety, anger and other emotional reactions.*

Indicators of Self-Management

Grades 1 to 4

Children should be able to:

- *Control their temper and other negative emotional reactions in a mild way.*
- *Recognize about time and its values.*
- *Describe the steps of setting and working toward goals.*

Grades 5 to 7

Students should be able to:

- *Manage their time and prioritize their tasks and routines.*
- *Set and make a plan to achieve a short term personal or academic goal.*
- *Manage and regulate their emotions appropriately.*
- *Practice the effective ways of managing stress, anxiety and anger, etc.*
- *Possess good values in them.*
- *Practice assertive communications.*

Grades 8 to 10

Students should be able to:

- *Practice good time management skills.*
- *Identify strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.*
- *Regulate their sudden impulses and negative emotions.*
- *Overcome and cope up effectively with stress, anxiety, etc.*
- *Possess and practice good moral values with them.*
- *Practice positive and assertive behavior.*

Indicators of Social Awareness

Grades 1 to 4

Students should be able to:

- *Identify verbal, physical, and situational cues indicating how others feel.*
- *Take initiative to help others and support others.*
- *Develop sharing mentality in them.*
- *Reduce their bullying and teasing behavior.*

Grades 5 to 7

Students should be able to:

- *Predict others' feelings and perspectives in various situations.*
- *Develop love and compassion to their fellow beings.*
- *Activate and empower their pro-social behavior.*
- *Involve and participate in their social responsibilities.*

Grades 8 to 10

- *Evaluate their ability to empathize with others.*
- *Accept and adapt with the diversity and differences.*
- *Practice their pro-social behavior by highlighting the compassion and love.*
- *Actively participate with their society and their responsibilities.*

Indicators of Internal Motivation

Grades 1 to 4

- *Students should be able to be self-satisfied and optimistic.*

Grades 5 to 7

Students should be able to:

- *Evaluate and empower their existing skills and potentials.*
- *Compete positively with their potentials.*

Grades 8 to 10

- *Students should be able to set good goals and aims by realizing their skills and potentials.*
- *Students should be optimistic and resilient even in negative circumstances.*

Indicators of Inter-personal Relationship skills

Grades 1 to 4

- *Students should have good awareness about their family and other close relationships.*
- *Students should have an ability to describe approaches to making and keeping friends.*

Grades 5 to 7

- *Students are expected to demonstrate cooperation and team work to promote group goals.*
- *Students should be able to lead and motivate teams for goals.*
- *Students should able to create and maintain healthy relationships.*
- *Students are expected to demonstrate valuing and prioritizing relationships.*

Grades 8 to 10

- *Students are expected to evaluate uses of communication skills with peers, teachers, and family members.*
- *Students are expected to make and maintain positive and healthy relationships.*
- *Students are expected to demonstrate the skill of problem solving and decision making in relationships.*
- *Students are expected to demonstrate harmony and peace in their social relationships.*

Indicators of Responsible Decision Making

Grades 1 to 4

- *Students should be able to identify a range of decisions they make at school.*

Grades 5 to 7

- *Students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities.*

Grades 8 to 10

- *Students should be able to analyze how their current decision-making affects their college and career prospects.*

Positive Indicators of Student Social and Emotional Well-Being

Young person generally appears to. . .

☐ *be happy*
☐☐ *have positive self-esteem*
☐☐ *volunteer to make his/her community a better place*
☐☐ *like being in school*
☐☐ *get along with classmates, including those who are different*
☐☐ *get along with teachers*
☐☐ *be interested in helping others*
☐☐ *be positive about the future*
☐☐ *participate in a wide range of activities*
☐☐ *relate positively to family*
☐☐ *feel like he/she belongs*
☐☐ *make responsible choices to stay out of trouble*
☐☐ *feel safe and free from physical harm*

Negative Indicators of Student Social and Emotional Well-Being

Young person generally appears to. . .

☐ *have his/her feelings easily hurt*
☐☐ *engage in unhealthy behaviour*
☐☐ *have significant periods of time when he/she feels down*

☐☐*act impulsively, be lonely or a loner*
☐☐*under-achieve in one or more areas of schoolwork*
☐☐*be very stressed*
☐☐*act dishonestly (lie, cheat, or steal)*
☐☐*worry too much about what others think of him/her, lose his/her temper*
☐☐*get into trouble a lot*
☐☐*physically bully or verbally taunt other students*

♦ **Application of EI**:

- How do we apply EI theory to school and classroom practice?

By focusing on:

- *Classes in self-science.*

- *Emotional literacy development programs.*

- *Social competence programs.*

- *Social development classes.*

- *Creating pre-school programs which emphasize social/emotional development.*

- *Creating parent/teacher alliances, including classes for parents*

♦ **The elements of EI programs are:**

Special lessons, including:

- *Identifying feelings.*

- *Decision-making.*

- *Impulse control.*

- *Anger management.*

- *Conflict resolution, including training of students to be conflict resolution mediators.*

- *Empathy.*

- *Relationships.*

- *Problem solving.*

- *Resisting temptations (sex and drugs),*

The timing of the lessons corresponds to critical developmental stages. For example, lessons on empathy, impulse control, and anger management are especially important for fourth and fifth grade students (as peer relations emerge as extremely important at that age),

and lessons on resisting temptations are particularly salient for students around sixth grade and above.

♦ **Approaches:**

The development of EI from various entry points includes:

➤ *Opening the doors of personal communication between pupils and teachers.*

➤ *Teachers modeling negotiation rather than authoritarian approaches to discipline.*

➤ *Class meetings.*

➤ *Class role plays.*

➤ *Blending lessons on feelings and relationships with academic topics*

▪ Most importantly**, how** is more **important than what** we teach.

♦ **Instructional Strategy:**

There are two basic approaches we can take,

First one is using an explicit emotional intelligence curriculum **as we do now**. In this first approach we design and teach lessons on emotional intelligence and adopt special programs on emotional intelligence.

The second one is focusing on **how we teach**, and **teach in ways that promote EI**. In this second approach we teach our existing curriculum **using a range of structures (For example- Kagan structures)** which promote EQ as **an embedded curriculum**. Rather than learning about EI, students practice on a daily basis the skills which are at the heart of EI, including impulse control, understanding of others, and management of one's own emotions. The structural approach has some powerful advantages. Our actions speak louder than our words; and how we have students interact, speaks louder yet. Rather than a single de contextualized lesson on some facet of EI — a lesson which might soon be forgotten — the structures provide daily instruction in EI skills in a meaningful context. The structures are a way of teaching by doing. Rather than lecturing about understanding or impulse control, the structures allow students to practice understanding and impulse control on a daily basis.

♦ **Learning Outcomes:**

A student leaving our school should be able to:

➤ *Identify the benefits of having higher emotional intelligence.*

➤ *Learn the core skills required to practice emotional intelligence.*

➤ *Define and practice self-management, self-awareness, self-regulation, self-motivation and empathy.*

➤ *Successfully communicate with others in a non-verbal manner.*

➤ *Verbally communicate with others with emotional awareness.*

➤ *Interpret and manage emotions in any situation.*

➤ *Master tools to regulate and gain control of one's own emotions.*

➤ *Articulate one's emotions using the right verbal and non-verbal language.*

> *Balance optimism and pessimism for best outcomes.*
> *Effectively impact others' emotional experiences.*
> *Relate emotional intelligence to daily life situations.*
> *Implement these concepts and techniques in life*

E. Why EI training for teachers?

Successful schools ensure that all students master basic skills such as reading and math and have strong backgrounds in other subject areas, including science, history, and foreign language. Recently, however, educators and parents have begun to support a broader educational agenda –one that enhances teachers' and students' social and emotional skills.

Research indicates that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance. Moreover, recent meta-analysis of over 300 studies showed that programs designed to enhance social and emotional learning significantly improve students 'social and emotional competencies as well as academic performance.

Incorporating EI programs into school curriculum is challenging, as programs must address a variety of topics in order to be successful. EI training for both teachers and students help to create a caring and engaging learning environment; teach children to apply social and emotional skills both in and out of school; enhance school performance by addressing the cognitive, emotional, and social dimensions of learning; encourage family and school partnerships; and include continuous evaluation and improvement. The full-day workshop for teachers which comes with a teaching manual provides teachers of all grade levels with innovative strategies, tools, and techniques to increase their awareness of the importance of EI skills and enhance their ability to employ EI skills in their professional and personal relationships.

The first premise behind our training programs is that both teacher and student proficiency in EI is expected to influence effective communication, management of stress and conflict, maintenance of a positive school environment, and academic or workplace success. Teachers experience a wide range of positive and negative emotions while teaching and interacting with students. Moreover, teachers who have difficulty regulating their emotions (and their classrooms) tend to have students who experience more negative emotions in class (e.g., sadness, shame, and guilt). We believe that EI skills are one of the roots of these problems and that emotional skills training for teachers can create a more stable, supportive, and productive learning environment – one that encourages positive social interaction, active engagement, and academic achievement among students.

Specifically, the workshop provides participants with: (1) in-depth information about EI skills (i.e., personal and social), (2) knowledge of how EI skills play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and the overall quality of one's life, and (3)

innovative strategies and tools to increase each EI skill using activities, simulations, and group discussions.

The EI Teacher Workshop provides teachers with practical activities to do on their own and in their classrooms to further the development of each EI skill.

♦ **Follow Ups:**

- *Teacher activity manuals*: -Distributing detailed activity instruction manual for teachers to do the activities smoothly in the classroom. Manual consists of activity instructions, list of requirements, introduction points, and discussion points.

- *Teachers Workshops for familiarizing Activity manual:* -Conducting workshops by EI mentor for describing and familiarizing the activities in the manuals.

- *Monthly EI meeting with class teachers:* - Conducting monthly meeting with class teachers to encourage and motivate and also to resolve the concerns.

- *EI parenting Sessions:* - Sessions for parents to educate and encourage them to be an excellent parent and also to ensure a positive home atmosphere for students.

- *Training for other non-teaching staffs in school:* - Training the non-teaching staffs to improve their Emotional Intelligence skills, and by the way to create a complete EI campus.

- *Leadership club activities:* - Providing opportunities to the students to apply their skills outside the classroom and school and training them to identify and develop their individual leadership skills.

♦ **EI Mentors in Peace Schools**

There are at least one Psychology graduates in most of the schools under the EI department. They are labelled as EI mentors of the school. They are initiating the key role for coordinating and supervising the EI implementation in schools. In short they are mentoring the teachers to develop an excellent EI environment in schools. The roles of an EI mentor is,

1. *Active Participation in department training sessions for teachers.*
2. *Accompany the class teacher in every EI classes to support and assist them, and also to ensure the quality of implementation.*
3. *Collect and distribute the requirements for EI activities to the class teachers.*
4. *Conduct pre and post activity Assessments for students with the help of class teacher.*
5. *Evaluate pre and post activity Assessment responses.*
6. *Work with the department team to develop grade wise Activity manuals.*
7. *Conduct Monthly meeting with teachers to motivate them and also to collect feedbacks to increase the quality of implementation.*
8. *A good Guide for the students, teachers and parents.*

9. *Support the students to resolve their emotional disturbances by serving as a mentor. (if needed)*

10. *Meet the parents to ensure happy home environment and also to reduce the emotional disturbances of the students (if needed)*

11. *Ensure the proper implementation of activities in classroom.*

12. *Check the teacher observation diary and provide feedback appropriately in weekly basis.*

13. *Coordinate and plan the activities of Leadership club in school.*

14. *Plan and Coordinate the outdoor EI activities.*

15. *Record and Report the specific incidents and results regarding EI.*

16. *Monthly detailed reporting to TIC and to the Department Head.*

17. *Monthly meeting with TIC to discuss the status and progress.*

18. *Handle/coordinate the EI-Parenting sessions and the followings.*

19. *Develop action plans to develop an Excellent EI campus.*

20. *Follow the departmental instructions for maintaining and strengthening the EI Implementation Processes.*

21. *Communicate with the Department about any alterations needed in the materials and resources provided.*

22. *Submit plans for Campus activities and report about the details of activity implementation.*

F. Quality Assurance (Assessment)

♦ **Assessment Tools:**

- *Observation report by EI Mentors.*
- *Activity Observation reports by Teachers.*
- *Students EI Dairy Evaluation.*
- *Pre- and Post-activity Assessment for Students.*

♦ **Mode of Assessments:**

Reports from EI mentors: - This report is based on the status of the whole school activity implementation, including the details like, general response from students and teachers (how they felt), effectiveness of implementation (grade wise), time usage, specific activities conducted related to the topic (rather than manual), specific changes noticed in students regarding the topic, suggestions, including pros and cons of the current implementation.

Report from Class Teachers: -Activity Report is the major source for getting the feedback from teachers. The content of the reports consists of the details of each activity in the topic, such as general response (how students felt), specific incidents/feedbacks from students,

status of learning objective (whether it's attained or not), teacher satisfaction and the suggestions by including pros and cons of the specific activity.

*Students' EI Diary Evaluation: -*From Grade five onwards students write EI diary regarding some specific incidents in their day to day life. Class teachers check the diaries weekly and provide replies for their concerns with the Help of EI mentor. Teachers are taking specific incidents from the EI diaries and including in activity report or reporting to the EI mentor.

*Pre- and Post-activity Assessments: -*Before and after each competency (area) activities, by using a self-report objective type questionnaire, we are collecting responses from students. The assessment sheets consist of number of statements regarding the specific topic. Through this assessment, we are also providing a chance for students to do introspection, and this self-realization is motivating them to adapt the skills from our activities for self-improvement. By comparing pre and post-assessment responses of the students we identify the improvements and changes in students. Through these assessments we are focusing mainly on self-awareness, self-management efficiency, and internal motivation and optimism of the students in this area. Given under is an example of a Pre-Activity Assessment Sheet about stress management for students of grade Five and above.
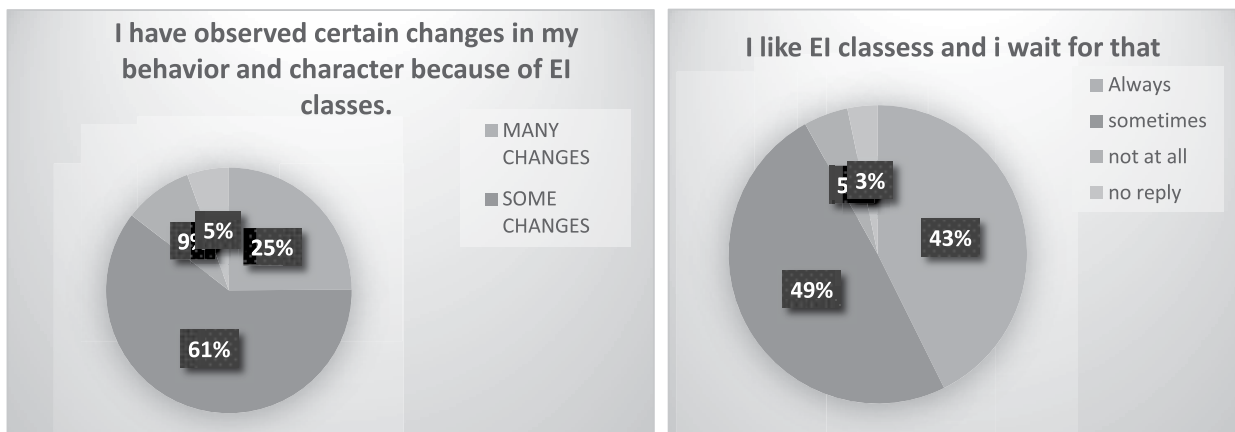
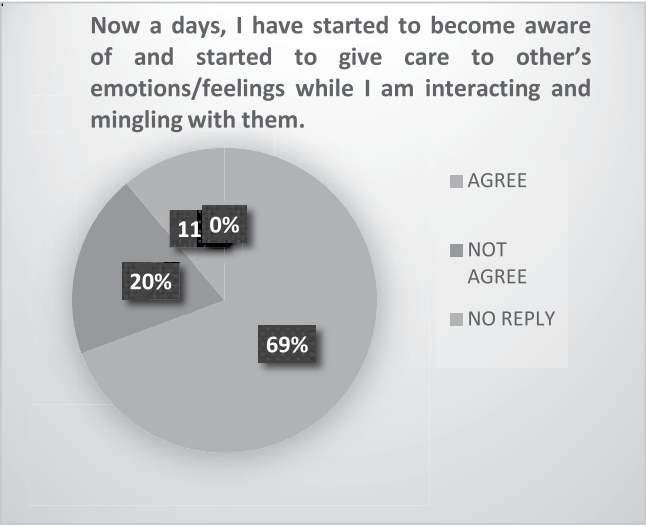| S.no	STATEMENTS	RESPONSES		
1	There are many things in my life that create stress (Tensions).	Always	Sometimes	Not at all.
2	I am able to reduce or manage my stressors.	Always	Sometimes	Not at all.
3	In the time of stress, I usually avoid/ escape from those situations.	Always	Sometimes	Not at all.
4	My major stressors (tensions) are…	1. 2. 3. (Use backside if needed)		
5	When I am feeling Stress I usually …	(specify what you do)		
6	In the time of stress I usually blame myself and others.	Always	sometimes	Never
7	I usually get angry and shout at others without any serious reason at the time of Stress.	Always	sometimes	Never
8	My stress/ tensions are always affecting my academics and other areas.	Always	sometimes	Never

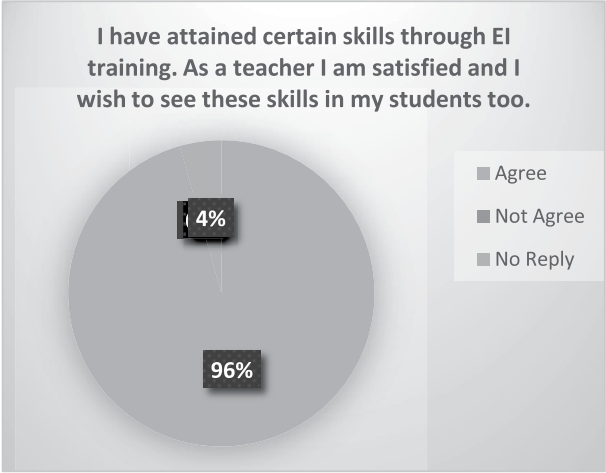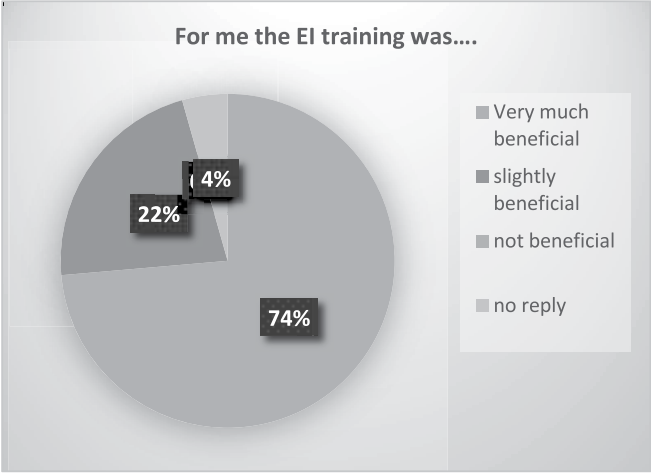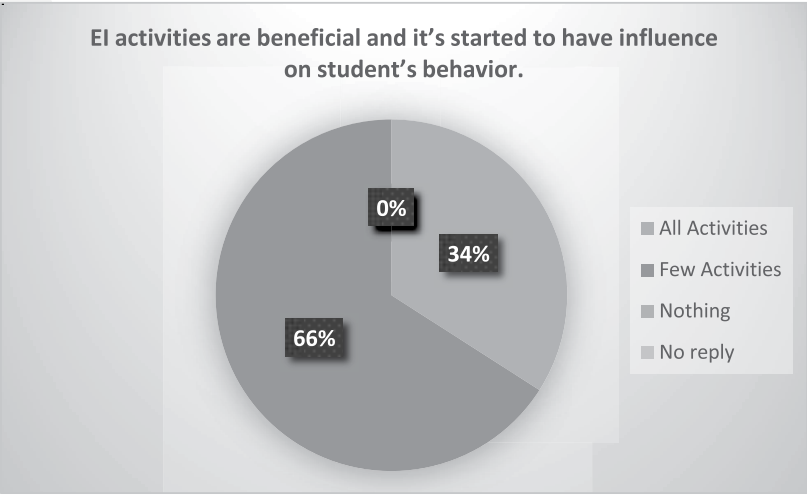| 9 | At the time of stress I am ready to approach others to get help from them. | Always | sometimes | Never |
10	I feel that some stresses are good and helpful in my life.	Yes	No	I don't know
11	At the time of stress/ tensions I usually think about other people who are suffering adversities worse than me...	Always	sometimes	Never
12	At the time of stress I usually think about the blessings I already have.	Always	sometimes	Never
13	Once I am in stress or tensions I usually think about it and will start to find solutions.	Always	Sometime	Not at all
14	I am successful in handling and managing many of my stressors.	Always	Sometime	Not at all
15	I wish that people should feel happy and satisfied in my presence and behavior.	Very much	slightly	Not at all

G. A glimpse into the academic year 2015-16

In the last academic year, we introduced six competencies (area) in an excellent way without compromising its plans and strategies. The competencies that we covered last year are: *1. Exploring Inner self (Self-Awareness), 2. Effective time management and negative impact of Media, 3. Emotional literacy, 4. Social Awareness, 5. Effective communication and Leadership and Inter-Personal Relationships*. Many effective classroom, campus and real life activities were done under each competency.

It was an initial stage of EI in all schools except Ernakulum, Trikaripur and Kozhikode Peace Schools. We faced many challenges and hurdles to implement it successfully in these schools such as, unavailability of Proper EI Staff, negative attitude and lack of involvement of teachers, etc. Even then, as per the feedback we got from teachers and students at the end of the academic year, EI has started to make good changes in their lives. We have collected responses from students (grade 5 onwards) and teachers through an objective type questionnaire and the data was shown in this way, Students said,

I have observed certain changes in my behavior and character because of EI classes.
MANY CHANGES
SOME CHANGES
5%
25%
61%

I like EI classess and i wait for that
Always
sometimes
not at all
no reply
5 3%
43%
49%

Now a days, I have started to become aware of and started to give care to other's emotions/feelings while I am interacting and mingling with them.

- AGREE
- NOT AGREE
- NO REPLY

11% 0%
20%
69%

I believe I am getting proper guidance from EI Classes to develop myself as an excellent personality.

- AGREE
- SLIGHTLY AGREE
- NOT AGREE

7% 3%
34%
56%

Said by teachers,

EI activities are beneficial and it's started to have influence on student's behavior.

- All Activities
- Few Activities
- Nothing
- No reply

0%
34%
66%

For me the EI training was....

- Very much beneficial
- slightly beneficial
- not beneficial
- no reply

4%
22%
74%

I have attained certain skills through EI training. As a teacher I am satisfied and I wish to see these skills in my students too.

- Agree
- Not Agree
- No Reply

4%
96%

H. As mentioned in NCF 2005:

"Globalization and the spread of market relations to every sphere of society have important implications for education."

"The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on all children, including the very young, to the detriment of their personal growth and development, and thus hampering the inculcation of the joy of learning."

"Early Childhood Care and Education requires that young children be provided care, opportunities and experiences that lead to their all-round development — physical, mental, social and emotional, and school readiness. A holistic and integrated perspective views the health and nutritional needs of children as integrally related with their psychosocial/educational development. The curriculum framework and pedagogy for ECCE must be based on this holistic perspective, taking into account the various domains of development, the characteristics of children at each sub-stage, and their learning needs in terms of experiences."

Elementary School "This period of eight years is one of tremendous cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place."

I. Conclusion

In an era when children frequently feel disconnected from friends and family, where rapid social change is the norm, when media and sports stars demonstrate poor behaviour, educators recognize the human need for developing EI skills. Research has illustrated how EQ can substantially decrease anti-social behaviour and aggression, school suspensions, and discipline problems while increasing personal and social competency, school attendance, satisfaction, and academic achievement. Social and emotional development is central to children's success in school. By incorporating EI into existing educational programs, we can promote our children's achievement in the present and secure their success for the future.