Chapter 7

Journey of Individuals in Group

This chapter discusses the influence of the group process upon the individual members across the 38 sessions. This discussion is centered on understanding the influence of the group process upon the emotional intelligence of the members at an individual level. The later part explores the change in the women’s ability to manage their emotions and the capacity to solve the problems along with the change in the emotional intelligence over the sessions. The change in emotional intelligence is explored from the perspective of the 5 domains of the emotional intelligence.

Konopka (1972), while giving principles of social group work stresses upon two principles. One is ‘individualization of groups’ and the other, ‘individualization in groups.’ Individualization of groups means realizing that a group is more than the sum of its individuals. Its characteristics are related to the group’s goals and composition. Previous chapters looked at the group as a whole from this perspective, where the patterns of interactions amongst members are explored in terms of changes in group phenomena and emotional intelligence of the group. This chapter focuses on ‘individualization in the group’ where the focus shifts to the individuals in the group in understanding specific needs and expectations of individuals in regard to total group and change in emotional intelligence from the individual perspective.

This study consists of 11 respondents who participated in the group work. They were Aamani, Champa, Jiva, Lavanya, Lincy, Lohita, Mani, Ramya, Ronita, Sumeela and Swarna. These 11 members met for 38 sessions in about 10 months. During these sessions they interacted with one another, shared their experiences, supported, encouraged and learned from one another. The previous chapters explained the influence of these interactions across the 38 sessions upon the emotional intelligence of the members as a group and their ability to manage emotions and problem solving.
behaviours. This chapter explains the journey of these 11 members individually across the 38 sessions. The focus of explanation will be at the individual level where a brief introduction, overview of the experience of CSA, and the changes in the emotional intelligence from the perspective of its 5 domains is given. The five domains of EI are: self awareness, understanding and managing emotions in self, motivating self, understanding and managing emotions in others and social skills. This is followed by a brief note about the changes seen in their ability to manage emotions and problem solving behaviours due to change in their emotional intelligence.

7.1 Ms. Aamani

Aamani hails from a small town namely Bapatla in Guntur District in Andhra Pradesh. She is 20 years old. She completed intermediate (XII std.) and joined the Non Governmental Organization (NGO) to learn embroidery. She was unmarried when she joined the group and had no experience of participating in any group sessions before. Both of her parents are alive and they are farm workers. She is the youngest of 5 siblings. She has 3 elder sisters of whom one is married and one elder brother who is working as a motor mechanic.

Aamani is a medium built girl with a serious look on her face. She looks dull with drooping shoulders and speaks very softly and hesitates to look at others while talking.

7.1.1 Experience of Child Sexual Abuse

Aamani was abused when she was about 7 to 9 years of age. The perpetrator was her maternal uncle who was 15 years older to her. She shared about her abuse with her mother. Her mother did not believe her; instead beat her. She was so angry with her mother that she did not talk to her for a few days. This anger towards her mother continued into adulthood too. She reported feeling angry, ashamed, fearful and hatred whenever she remembered this incident. It used to take for her from few hours to even two days to come out of this experience. She reported having difficulty in expressing
anger. The only known way of expressing anger was as outburst. She was afraid of talking to men.

During the 20th session in the group process she shared that she gets angry when any instruction was given by the elders specially women of her mother’s age. And if the same thing was told by a peer or youngsters she wouldn’t feel angry. After a deep reflection she realized that it was one of the effects she was carrying from the experience of CSA. As her mother supported her uncle without believing her, she thought the mother was doing something wrong by supporting a perpetrator. She thought that all women were the same and began to develop anger towards them.

Another thing she realized during the group process was about her perception, ‘all that is told with raised voice is scolding.’ When she was with the abuser, if her mother called her with a raised voice, she would try to respond. Then the abuser would tell her, “Your mother is already calling you with a raised voice. That means she is angry. Now if she sees you she would know that you are a bad girl and she would beat you.”

(Mee amma ippatike arachi matladuthundi, ante neemeeda kopamga vundi. Ippudu ninnu chuste nuvvu nijamga cheddar danivani telisipotundi, inka neemeeda kopam ekkua avutundi) Thus she got confirmed that if the voice is raised then the person is angry and anything told with a raised voice was a scolding.

7.1.2 Group Process and the Emotional Intelligence

During the five one-day workshops that were conducted before the group sessions she was seen very silent and lonesome. She was one of those members in the group who were late starters. Till the 14th or the 15th session her interaction in the group was very minimal. Several times she was noticed sitting quietly and listening to others during the initial phase. Her voice was very feeble and she spoke lowering her head without any eye contact. The following paragraphs will give a brief picture of how the influence of her experience of CSA and her emotional intelligence has changed across the sessions.
i. Self Awareness

At the beginning of the sessions, Aamani was finding it difficult to be aware of her feelings in the here-and-now context. Most of the time she got confused between the thought and the feeling and in naming the feelings. This confusion was seen till the 11th session. During the initial phase several times she used to say, “I am feeling somewhat.” (Naaku Oka laga anipistundi). Her difficulty in becoming aware was also noticed in her confusion in naming the feeling. Till the 15th session she named her feeling of anger as sadness. Later she realized her misinterpretation about anger as a bad feeling and her difficulty in accepting the reality that she does get angry. Once she was able to understand the misinterpretation, then she was able to help herself to accept her feelings of anger. Another area where her unawareness reflected was in her mistaken belief about the reality. She was under the presumption that all that was said with a raised voice was a scolding and she used to feel fearful. She was considering arguing as explaining. This unawareness about the mistaken belief lasted almost till the 20th session. From then on she showed a rapid change.

From this stage of relative unawareness, she began to move towards awareness. Initially her growing awareness got expressed in experiencing the feelings in the body. Then slowly her awareness expanded to being aware of sadness, anger, fear, happiness, interest etc., and then the combination of these feelings and their expressions. For Aamani one of the challenging and the most helpful awareness was, knowing her mistaken belief and expectations about self and others.

During the initial phase, her sharing about deepening of awareness of feelings and their expressions was shallow. In the middle phase especially from the 14th session onwards, these types of sharing were very frequent. According to her sharing some of the behavioral expressions of her feelings were: telling lies, withdrawing from the place or the person when afraid, when angry shouting at others, walking off from the situation, being indifferent to a person for a long time, becoming stubborn, displacing anger on someone else, arguing, criticizing etc. and blaming self and isolating self from others when sad. She also realized that initially she blamed others and felt strongly angry with them. In addition, later she found it difficult to express the anger and began to blame self and felt sad.
Though she began to talk about her inabilities from the 4th session onwards, this awareness got intensified from the 14th session. The inabilities she was aware of were: difficulty in becoming aware of feelings and in expression of those feelings in an appropriate way (4th session), difficulty in dealing with anger (7th, 8th, 15th session), afraid to share what she wants to share (14th session, 15th session), giving excuses without accepting the mistake (24th session), and not respecting ones opinion and not expressing it (33rd session). Inability to listen to what others said and not able to value self were the two liberating realizations that she was most happy about. These realizations helped her to decide the strategies to help her to change oneself. She began to be aware and share about her growing abilities from the 23rd session onwards. The abilities she articulated were sharpening of the awareness of feelings, growing in courage to face the group, reduced intensity of anger, and the ability to listen to others and to accept her mistake.

Aamani though showed relative unawareness in the beginning of the sessions, as the sessions proceeded she was able to deepen her awareness of self. Till the 14th session her focus was to sharpen the awareness of one’s feelings, thoughts and behaviours. This focus was seen until the 24th session; from then on, she began to express awareness about self in interpersonal issues. This awareness helped her to change her mistaken beliefs like ‘talking with raised voice was scolding’, some tendencies like blaming self, arguing etc. The awareness of the growing abilities helped her to feel confident about self. This deepening awareness about self had brought in changes in her understanding about self, which in turn influenced the way she managed her feelings. The following paragraphs will describe this aspect.

**ii. Understanding and Managing Emotions in Self**

Corresponding to her relative unawareness, the articulations of the understanding of feelings and the influence of thoughts and situations upon the feelings were low in the beginning of the sessions. During the 15th session, she began to understand her difficulty in accepting anger and the tendency of naming it as sadness. In this context, she realized her belief “getting angry is bad” due to which she was finding difficult to say that she was angry. Slowly she also began to understand that her ways of expressions or managing feelings were not appropriate. She was able to understand...
her anger towards the elder women and realized that it was the result of generalization of anger towards her mother related to the experience of CSA. She understood that her conclusion about the raised voice as a scolding and the fear of it also were due to the experience of CSA.

The above understandings led her to realize that her ways of managing feelings were not appropriate and she needs to learn proper ways of expression. As the sessions proceeded, she began to manage feelings through direct expression to the person concerned. Some of the feelings she was seen managing were: anxiety (17th session), tension (20th session), and anger (23rd session). As the sessions proceeded, she understood how thoughts and feelings influence each other. Then she began to help herself to manage feelings through self talk to: to respond to others though angry (14th, 19th session…), to listen and to accept what others said without arguing (21st, 22nd, 27th session…) and to encourage self in accepting others’ freedom (32nd session).

Initially Aamani was not so clear about her feelings and the different influences upon her feelings. As the sessions proceeded, she was able to understand this aspect and helped self to manage anger, listened to others and accepted her mistake. Understanding her tendency of generalization in feeling angry with the women of her mother’s age and her misconceptions about the expression of anger and their effects on the expression of feelings was a liberating experience for her. Her articulations about deepening of her understanding began to appear from the 15th session onwards and the ability to manage the feelings from the 17th session onwards. In this whole process of understanding and managing feelings and helping to change the expressions of feelings, motivating self played a greater role.

**iii. Motivating Self**

As Aamani was able to become aware of her inabilities and understood the influence of various beliefs and attitudes upon her feelings, she began to realize the need to change these beliefs and attitudes. This realization of the need for change was shown in the sessions from the 20th session onwards through her ways of seeking information about changing her behaviours. Some of the issues for which she sought for information were: how to deepen awareness of self (17th session), asking for feedback
Aamani managed to motivate self and change some of her behaviours through self-talk, consulting others and introspection etc. Another way she continued to motivate self was by recognizing small changes that were happening in self, little achievements in changing behaviours etc. and appreciating self. Some of the changes she noticed and appreciated in self were: reducing intensity of anger, able to accept what others say without arguing unnecessarily, feeling confident about expressing her opinion and dealing with fear and anger.

Though Aamani used to express her feelings as outbursts, she was able to change these expressions by motivating self through self-talk. Her interest in this aspect was shown verbally from the 17th session onwards and the efforts were intensified from then on. Her interest in changing the behaviours was visible as she sought for others’ opinion about her excusing and arguing nature during the 20th session and again during the 29th session. As she was constantly motivating and helping self, she was able to recognize changes happening in self and appreciate them. In the same way she showed the ability to understand others and help them to change their emotions.

iv. Understanding and Managing Emotions in Others

As Aamani was becoming more and more aware of her thoughts, feelings and their expressions, she was able to recognize the irrationality in thoughts and inappropriate behaviours. In the process of helping self, she began to pay attention to understand the consequences of her behaviours on the others. Enquiring about the other and being sensitive to the emotional cues of the other were the efforts seen in her towards
understanding the other. Though these efforts were noticed during the 9th session itself, they became more intense from the 23rd session onwards.

As her efforts were becoming successful in understanding the other, her experience of managing feelings helped her to help others to manage their feelings. She was able to help others in managing their feelings by giving information to them by recognizing their efforts and by appreciating them. She was able to help others by giving them advices based upon her experience and by encouraging them to go forward. Her appreciation of the other was more spontaneous from the 22nd session onwards. Her encouraging others was noticed from the 26th session onwards and her advising from the 16th session onwards. She said that being able to confront others in the group was a great achievement for her (22nd session …). Managing the initial inhibitions and fears to express one’s opinion, and being able to tell others something negative about themselves was a point of great joy for her. The whole process of enquiring, explaining, appreciating etc. notify the growing communication skills of Aamani which play an important role in social skills.

v. Social Skill

Armani’s efforts to understand the other and to manage their feelings resulted in expression of her relational skills. She began to show communication skills like ability to make herself clear and the direct communication of feelings etc. She was able to ask for help whenever needed and extended her help even if she was not asked for. She felt confident in initiating conversations and relationships.

7.1.3 Managing Emotions and Solving the Problems

Initially Aamani’s way of managing her feelings was either through impulsive outbursts or through withdrawing from the situation. As the sessions proceeded, she began to get involved in what was happening in the sessions. She began to understand self and the other in a better way. This had enabled her to learn better ways of managing her emotions. Initially her way of managing anger was through outbursts, argumentation, criticizing the other, and expressing on someone else etc. By the end of the sessions she expressed feeling confident in managing anger. She was seen
making efforts and succeeding largely in helping self to manage anger in a proper way. She learnt to express anger directly to the concerned person. She was also able to listen to the other’s point of view instead of arguing and intensifying her feeling. She was able to realize the irrational reasons intensifying her anger towards all elderly women and was able to help self not to get angry but to take them at stride.

She learned to understand the irrationality in her thoughts that were increasing her fear. This helped her to face the situations, people and contexts instead of avoiding. She was able to manage fear of speaking in the group and helped self even to confront the other in the group context. She realized that her tendency to blame self was intensifying her sadness and helped self to manage sadness by understanding reality and by learning to respect and value self.

Initially her ways of dealing with problems were fixed and aimed at managing her feeling. The strategies she used for this were impulsive outbursts and avoidance. Her usual responses to the problems were feeling sad, frightened or angry. If sad, she would withdraw and go on crying. When angry she would express through outbursts and if afraid, she would avoid. Slowly through appraisal coping she learnt to reason out the situations and to make efforts to understand the reality. Then she moved on to focus on solving the problems by seeking information from others, seeking help, learning new skills, and creating new resources etc.

The journey of Aamani across the sessions seems to be showing the enhancement of the capacities of the 5 domains of the emotional intelligence. She was seen making shift from hesitancy to spontaneity, little awareness about self to a deeper awareness and grew in sensitivity towards the other. She expressed feeling comfortable and confident in relating and meeting with new people and initiating conversations and relationships.
7.2 Champa

Champa comes from Chilakaluripet, a small town in Guntur District. She was 20 years old when she joined the group. She completed intermediate (XII) and joined the NGO to learn tailoring and embroidery. She was unmarried when she joined the group and had no experience of participating in the group sessions. Champa lost her father when she was very young. Her mother is alive and she is a homemaker. She is the sixth one among the eight siblings. She has two elder brothers, three elder sisters, one younger brother and a younger sister. After the father’s death, her eldest brother who is a contractor shouldered the responsibilities of the family. All her elder siblings are married and the younger ones are studying.

7.2.1 Experience of Child Sexual Abuse

She was eleven years old when she experienced CSA. The perpetrator was the brother of her sister-in-law. He was around 20 years when he abused her. She was initially cajoled, later forced and threatened into the act. After the incident, she tried to share about it to her sister-in-law. But she supported her brother, refused to believe her and accused her of trying to lure her brother. She also said that Champa was bad and dirty because she spoke openly about these things. Slowly Champa too began to think about herself as a bad girl. She also developed the fear of being blamed if she shares anything with anyone. She said that she remembered this trauma while watching similar scene in a movie and used to become moody, angry, sad and guilty.

7.2.2 Group Process and Emotional Intelligence

Champa was one of the persons who were vocal and showed interest from the beginning. She looked dull and with low energy. Her voice was very feeble in the beginning of the sessions. During the 5 one-day workshops that were conducted before starting the group process she was seen talking in the group timidly. Initially she showed inhibited interactions by looking down while talking. She spoke in monosyllables. Once the sessions started, she tried her level best to get involved in the
sessions. The following paragraphs narrate Champa’s journey during the group process and its influence upon her emotional intelligence.

i. Self Awareness

Champa’s awareness about her feelings and thoughts was not quite evident in the beginning of the sessions. During the initial sessions she was confused in naming the feelings. She was able to become aware of her thoughts but she showed difficulty in becoming aware of the feelings. She used to express her thoughts whenever asked for the feeling. During the second session, when she was asked what she was feeling she said, “What you might ask me.” (meeremi adugutharo ani) Slowly she was able to become aware of different feelings in the here-and-now context. Some of the feelings she was able to name were: happiness, sadness, fear, anger, consolation, interest, comfort, relief, encouragement etc. As the sessions proceeded, she showed awareness of feelings, corresponding thoughts and the behaviors. Some of them were: expression of anger only through silence, telling lies out of fear, intense sadness with which she struggled, expressions of sadness through blaming self or the other, trying to cover up sadness with a smile, and withdrawing from others and crying.

As she got involved in the sessions slowly, she began to realize her growing abilities to express anger, which she considered as a big achievement. By the 22nd session she felt confident in becoming aware of her feelings and motivated self in managing the feelings especially anger, fear etc. She also felt confident in correcting others in the group whenever needed.

Thus from her sharing during the group process it was evident that Champa moved from relative unawareness of the here-and-now feelings to a deeper awareness. She found a way of becoming aware of the feelings by keeping track of her thoughts. She realized that her way of expression of anger and sadness needed a change. For this purpose, she began to make more efforts towards learning to understand and manage her feeling.
**ii. Understanding and Managing Emotions in Self**

Initially Champa’s understanding of self was not very vivid. Though she did not show any difficulty in accepting any particular feeling, during the 7th session she said: “I don’t want to show that I am sad, so I try to smile continuously as though everything is fine.” This statement reflects her discomfort in letting others know that she was sad. She did realize her discomfort about feeling sad which led her towards a self-quest by asking, “What makes me sad / why am I sad?” (Nenenduku kopamgaa vunnanu, nakeedi kopamochetatlu chestundi) (3rd session) This helped her in understanding self further. Similarly, another effort she made was introspection. For example when she heard all the members in the group sharing about their fear to talk in front of the group, she was lost in deep thoughts. When she was questioned about what was going on in her mind, she said, “I am just wondering thinking, if we are frightened in a familiar situation such as this, then how much more we would be frightened of new people and new situation.” (7th session)

As she continued to make efforts to understand self, she began to understand the influence of different situations upon her feelings. For example, she understood that the memories of the abusive experience triggered in her many painful feelings while watching movies (11th session), and she realized that she felt sad and disappointed when someone commented about her as useless and bad (12th session). She also understood the reasons that intensify some of her feelings. For example, feeling more angry when others do not do things in her way (not responding to ones expectations) (30th session). Her understanding about self further expanded as she began to realize the reasons for some of her behaviours like: not sharing about self fearing that others would blame her as her sister-in-law did when she shared about the abuse (11th session), and not able to listen to the peers thinking, “They are also of my age. They will not know anything better than I. They are only showing off” (Vaallu kuda naa vayasu valle, vaalla kemi telusu, vurike badai pothunnaru) (30th session).

As the sessions proceeded and interactions were becoming deeper and more intense, she began to express her growing ability to manage her feelings. She shared that she made efforts to manage feelings by direct or mindful expression of feelings. Another effort she made was motivating self through self talk and challenging self to keep to
her decisions related to expression of feelings. She learnt yet another way of managing her feelings by accepting the realities like failure, mistake, fear of what others would say etc., and apologizing whenever needed.

This whole process of making efforts to understand and manage emotions in self shows that Champa was able to understand the beliefs with which she was expressing her feelings like sadness, anger etc. This understanding guided her towards managing her emotions. Learning to motivate self played a greater role in this process of managing emotions.

iii. Motivating Self

Champa was one of those who were very earnest to help self from the beginning. Her earnestness was seen in the way she sought for more information. As she was deepening her awareness of abilities and inabilities, and understanding expression of feelings and need for changing those expressions, her efforts to seek for more information became intense. She sought for information from the group members for the following: how to manage emotions and live happily (6th session), the reasons for telling lies and avoiding truth ((14th session), and how to understand others especially even when angry (21st & 28th sessions). Not only in seeking for information but she also showed interest in recognizing useful information and sharing with others in and outside the group whenever needed.

The first goal she spoke about during the 3rd session itself was, wanting to deepen her awareness about self so that she grows in confidence. Another broader goal she set was to live life fully without allowing self to get influenced by the experience of CSA. In reaching this goal she made the following decisions at different points of time: not to ruminate over problems, but to learn to face them and to go ahead (3rd session), to share with the group members whenever she felt sad about anything (11th session), to encourage self by remembering the appreciation of the group members whenever she feels to tell herself, “I am useless, I don’t know anything.” etc. (Naavalla emi vupayogam ledu, nenu deniki paniki raanu) (16th session), observing the consequences of her behaviours on others (24th session), to go to the others in the group and discuss when
she failed to motivate self (38th session), and to take help from a counselor if needed (38th session).

She was able to help self to change her expressions of anger, to deepen awareness of self, to listen to and accept what others say and to express opinion even in a bigger group. As the sessions were proceeding, she was able to recognize changes in self and appreciate her efforts. The changes she noticed were: ability to understand her feelings, thoughts and behaviours; beginning to mingle with others and express freely; and ability to understand others in a better way than before. The success of Champa’s efforts in motivating self was noticed through appropriate managing of feelings and changing the expression of feelings. As she was able to recognize these changes in self and appreciate it, she also began to realize the importance of learning to understand and to manage the emotions in others.

**iv. Understanding and Managing Emotions in Others**

As the sessions were proceeding, Champa’s interactions in the group reflected her growing interest in understanding and helping the other. From the 19th session onwards she was able to pay attention to the emotional cues of others and was sensitive to them. During the 7th session she expressed that she felt discomfort when others were in pain not knowing what to do. And by the 20th session she was able to pick up the emotional cues, understand others’ emotions and communicate that understanding to others, which in turn helped them to manage their emotions. She began to show interpersonal interest from the 12th session onwards by enquiring the members about different things like: the here-and-now feeling and missing information while sharing etc.

She began to appreciate others from the 4th session onwards. But from the 17th session she got intensely involved in being sensitive to others’ efforts and to appreciate them more freely. She was one of those who recognized and appreciated the efforts of one another as a group. She showed interpersonal interest by giving advice from the 9th session onwards and explained to others from the 25th session onwards. As she was getting involved in the session in showing interpersonal interest through different efforts, these efforts reflected her social skills or relational skills.
v. Social Skills

As the sessions were proceeding, her social skills found a vivid expression. From the 14th session onwards, she began to express her feelings to the concerned person directly. She began to speak personal issues in the group as per the context from the 11th session onwards and these types of sharing became more frequent as the sessions proceeded. From the 15th session she showed confidence in confronting others. She considered this as a big achievement given her tendency to tell lies out of the fear of the consequences. She was even able to confront the whole group during the 29th session when one of the discussions in the session got deviated without paying enough attention to Swarna after she shared something very personal. She said, “Actually I am feeling sad for Swarna because she shared her problem thinking that the group would help her. Now the whole thing is moving in another direction. So I feel sorry for her” (Naaku Swarna ante badhaga vundi. Manamu sahayam chestamani thanu manato share cheste manamu edo matladu thunnamu) (29th session). She had shown her ability to stand by the other during the 34th session. During that session while discussing about the sub theme Ramya said that she wanted to explore why she was not able to express freely. But the rest of the group felt confident and wanted to take up something else. She intervened immediately and asked the group, “How is it? We cannot leave her; right? How can we?” (tananu vadali petti manamu ela manakishtam vatchindi cheddamu?)

From the 22nd session onwards she began to share in the group about her growing confidence in initiating conversations even with new people or in a group. During the 23rd session she expressed that she felt confident in initiating relationships and maintaining them.

The above discussion shows the path in which Champa moved during the group process and how that affected her emotional intelligence. It seem to be indicating that she moved from relative unawareness to a deeper awareness of self; she expressed being in a better position than before in managing her emotions like anger, sadness; and gained better ability in motivating self in changing her behaviours in a more appropriate way. She showed confidence in understanding and managing emotions in others and relating with them. This shows that the influence of the group process upon
the emotional intelligence of Champa is positive. Now the focus is on understanding how this enhanced emotional intelligence brought about changes in her ways of managing emotions and solving problems.

### 7.2.3 Managing Emotions and Solving Problems

Champa’s sharing across the sessions show that her ability to manage her emotions had grown over the sessions. Her sharing shows that she was struggling: not knowing how to express anger other than through silence; and difficulty in managing sadness and being functional. As the sessions proceeded, she realized that she equated the expression of anger to shouting. Moreover, she was afraid of the consequences after expression of anger. Slowly she understood different ways of expression of anger like direct expression, reporting later etc. depending upon the situation. She tried out this skill in the group context and by the end of the group sessions, she felt confident in expressing anger in appropriate ways.

Sadness was another feeling that she found difficult to manage. Whenever she felt sad, she found it difficult to share with others thinking they might not be able to understand her instead they would blame her. During the sessions, she realized that she picked up this message after the abuse from the way she was treated by her sister-in-law. Added to that she also understood how she was intensifying sadness through her tendency of blaming herself. These realizations helped her to make decisions about changing her attitude and behaviours. By the 11th session, she was able to help self to decide to share with at least someone in the group with whom she felt free. She was able to help self to manage her fear of facing the consequences (something painful might happen) and to tell the truth whenever needed.

At the beginning of the group her attitude towards any problematic situation was either accepting it as fate or blaming herself for it and crying. She was not showing much confidence in solving problems. Till the 16th session whenever she was faced with a problem she showed an attitude of accepting it as fate saying, “What to do, this is my fate, this is what God has destined for me.” (Emi chadamu, idi naa karma, Bhagavanthudu naa nudutina ede rasi pettadu) Slowly she realized her inner potential and
began to solve her problems. She took initiative to seek information in helping self and to solve her day-to-day emotional concerns. Whenever something happened, she was able to take help from others instead of sitting and crying without even sharing with others. This she expressed through her decisions: to go to others in the group and to discuss whenever she fails to help self and to take help from a counselor if needed after the sessions.

She was one of those persons who showed potential to take initiative and exhibited leadership qualities from the initial phase onwards. She showed a lot of interest in time-to-time evaluation about self. She was the one who usually seen suggesting personal evaluation in the group. She gained the confidence of the group so much that two of the members said that they would consult her if need be after the termination of the sessions. Almost everyone expressed being comfortable with her.

7.3 Jiva

Jiva is of medium height with medium built body. Jiva is coming from a small town namely Tenali, in Guntur District. She was 20 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn embroidery. She was unmarried when she joined the group and had no experience of participating in any group sessions. After the 22nd session she got married. Both of her parents are alive and they are farm workers. She is the youngest of 5 siblings. She has 4 elder sisters of whom the eldest one is working as a cook. The second sister stays at home, the third one is a tailor, and the fourth one is studying degree 1st year.

7.3.1 Experience of Child Sexual Abuse

Her paternal uncle abused her sexually for 2 years from the age 10 to 12 years. He was more or less 20 years old when the abuse started. After a few abusive incidents she told her mother who believed her; got angry with her uncle and reported this to her father. Nevertheless, her father refused to believe her and her mother; beat them up saying that they both were cooking up stories against his brother. With this experience, she considered that all men were bad and began to hate them. She decided
that she would never marry. She developed feelings of guilt, anger, sadness and hatred towards men. She became very moody and stubborn thereafter.

During the interactions in the group she understood her perception “all men are bad” was not reasonable. Slowly she began to change her opinion about men and her decision of not marrying. After 20 sessions in the group she got married with her cousin. She considered her marriage as one of the benefits she got because of attending the group. After marriage, also she continued to attend the group.

7.3.2 Group Process and the Emotional Intelligence

Jiva had a sad expression on her face. She looked with low energy and talked very softly. During the pre group workshops, her involvement in the sessions was minimal. Most of the time she remained a silent listener. During those sessions, she was seen alone several times. In the group she was one of the late starters. During the initial sessions though her interaction was minimal, she was noticed making efforts. And from the middle phase she interacted more frequently. Initially she looked very inhibited while talking in the group. She used to look down and speak very softly when she wanted to say something in the group. Every time one or the other person needed to request her to be a bit louder. However, as the sessions proceeded these requests were not seen. The following paragraphs show group process influence on her emotional intelligence over 38 sessions.

i. Self Awareness

Initially she showed difficulty in naming feelings. She was able to name strong feelings like anger, sadness and fear. During the 10th session one of the group members pointed to her smile which appeared even when she was sad, angry or afraid. The other members too confirmed it. This was a new awareness for her, which led her towards deeper understanding about those feelings. Until the 17th session, she showed unawareness of the consequences of her behaviours on others. As the sessions proceeded, she began to become aware of the here-and-now feelings. She was able to be aware and acknowledge the feelings like anger, sadness, fear, tension, hatred, irritation, happiness, curiosity and relief etc. She also understood that she was able
to become aware of anger only after shouting at people. Slowly she became aware of
the corresponding thoughts that were intensifying her feelings. As the awareness was
deepe ning she was able to be aware the expressions of her feelings. She realized that
she was not able to look at others while talking and some times told lies. She
understood that whenever she was angry her ways of expressions were walking off
from the situation, keeping silence with every one, crying and speaking sarcastically
about the other. The interactions of others helped her to understand that she used to
get into strong mood fluctuations and became stubborn. She also understood that she
developed strong feelings of anger and hatred towards men after the abusive
experience and the decision not to marry was the expression of it.

As her awareness was deepening, she was able to realize her abilities and inabilities.
She realized her tendency to become moody and stubborn when angry and difficulty
in managing it. She understood her difficulty in accepting her mistakes. She realized
that she easily misunderstood others and felt angry with them. Out of fear of breaking
the relationship, she found it difficult to express freely with others especially when
she had to tell something unpleasant or different from what others think. She was able
to help self to come out of anger and hatred feelings towards men. As the sessions
were proceeding, by the 22\textsuperscript{nd} session she expressed her confidence in managing
moodiness and cooperating with people. After the marriage, she was having
difficulties in accepting what her mother-in-law said. By the 25\textsuperscript{th} session, she shared
that she was able to understand her mother-in-law and there was growing freedom
between them. By the 29\textsuperscript{th} session she expressed confidence in dealing with her
feelings of fear, anger etc. After the marriage, she was feeling jealousy whenever her
husband spent time with his sister. However, by the 30\textsuperscript{th} session she said that she was
able to manage this jealousy and felt comfortable and joined in their conversations.

The path that led Jiva towards deepening of awareness of self had some important
stages. They were: being aware of her smile when going through negative feelings,
realizing that she was aware of her feeling only after the expression of it, being aware
of the misperception about men, and being aware of her inability to manage feelings
of jealousy, anger and fear. Following these stages, Jiva was able to deepen her
awareness of self. This process of deepening of awareness had influenced her
understanding about her feelings and different influences upon them. The following
portion will help us to understand the influence of the group process upon her ability to understand and manage emotions in self.

**ii. Understanding and Managing Emotions in Self**

As Jiva was exploring her world of emotions, she realized that she had a difficulty in accepting the feeling of jealousy by the 7th session. Added to that, awareness of tendency to smile when angry, sad or afraid helped her to understand her difficulty in letting others know that she felt those feelings. This was a new awareness for her, which led her towards understanding her discomfort in feeling these feelings and in helping self to accept them as part of her being. As the sessions were proceeding, she was able to realize that her ways of understanding of the situation was very negative which in turn was intensifying the feeling. This awareness helped her to realize that the way she was managing her feelings were not appropriate.

Then she began to make efforts in learning to manage her feelings in an appropriate way. She shared that she was able to reduce the intensity of the feeling through reflection and self-talk. From the 12th session, she began to express in the group her efforts to manage her feelings of fear, anger, jealousy etc. and by the 22nd session, she expressed feeling confident in managing these feelings in most of the situations. One of the things she considered as great achievement for her was being able to listen to others and accept what they said when it was reasonable and true. Otherwise, she used to be very stubborn in listening to what others said. She said that because of this weakness she broke many relationships. In the process of deepening her understanding about self, she also understood to learn to manage emotions in an appropriate way she needs to help self with determination. She was able to change her ways of managing emotions through motivating self towards adopting new ways. The following section will give us a better understanding about the way she motivated her self.

**iii. Motivating Self**

Jiva started to share the issues of her concern and sought for information from the 29th session onwards. But at the same time though silent, from the 7th session onwards she was able to pick up information that was useful for her from others sharing and as
others were learning about themselves. Some of the information she felt very much useful was: how the body reveals inner reality (12), how different people feel differently in the same situation (14th session), and the importance of being open and receptive to what others say (17th session) etc. One of the turning points for her in making efforts to change her behaviour was realizing through the sharing of others that her moodiness and stubbornness were affecting others negatively. Otherwise she was thinking only she was suffering with her moodiness. Realizing this, the goals she set for herself were: not to create unpleasantness to others but learn to manage her anger (17th session), and to help self to let go of abusive experience and learn to live life fully (17th session).

To reach the goals she set for herself the strategies she developed were: to focus on thoughts whenever angry and understand what she was thinking at that time (28th session); to talk directly to her husband and the sister-in-law about their behaviours which have negative affect on self (30th session); to continue the growth with constant evaluation and challenging self (38th session); to take help from others by sharing with them when she failed to manage her feelings (38th session). She began to motivate herself and change her behaviours by helping self through self-talk whenever needed. Through self-talk she helped self to accept her mistakes which in turn reduced the intensity of her anger; in understanding her mother-in-law and sister-in-law and their place in her husband’s life; change her stubborn behaviours and to respond to others even when angry etc. She began to recognize the changes that were happening in self and learned to appreciate self which helped her to motivate further in helping self. Some of the changes she recognized in self were: growing freedom between self and the mother-in-law; ability to manage anger, jealousy etc. and ability to understand others and the effect of her behaviours on others. During the process of understanding and managing emotions in self and motivating self, she also realized the interpersonal affect upon one another with whomever she was interacting. This realization led her towards focusing her attention in understanding others.

iv. Understanding and Managing Emotions in Others

During the 17th session, the women shared with her how her moodiness and stubborn behaviours were affecting them. This was a surprise for her because she was under the
impression that due to her silence and moodiness only she was suffering and the rest were all happy. Sharing of the others in this context was an eye opener for her which led her to pay more attention in understanding the consequences of her behaviours on others. This further led her towards helping others in managing their emotions through different ways.

Jiva showed interpersonal interest by paying attention to the emotional cues of others during the sessions and enquiring them about it. She began to show interest in picking up emotional cues from the 13th session onwards. However, her actual intense interpersonal exploration was noticed only from the 25th session onwards. She started helping others to manage their emotions by appreciating them, which began during the 3rd session and became intense from the 19th session onwards; advising from 10th session onwards; and she helped her sister-in-law in managing her anger by sharing what she learned in the group. She also showed interest in encouraging and affirming the other but not as frequent as appreciating and advising. This interpersonal interest got reflected through her relational or social skills.

v. Social Skills

One of the social skills Jiva showed the earliest was expressing her ability to share about herself as per the need and the context. She showed this ability from the 12th session onwards and got intensified from the 22nd session. Then she began to express her ability to confront others from the 24th session. She was able to express her feelings directly in the group from the 20th session onwards. She expressed confidence in initiating conversations and relationships from the 22nd session onwards. She did express her ability to develop satisfying relationships.

The above explanation reveals the influence of the group process on Jiva’s emotional intelligence. In the beginning of the sessions, she was finding it difficult to become aware of the here-and-now feelings. As the sessions were proceeding, she was able to be aware of it. She understood her difficulty in accepting jealousy as a feeling and was able to accept it and learn to deal with it. Realizing her discomfort in experiencing and expressing anger, fear, sadness etc., and understanding how her moodiness was affecting others was a turning point for her. Towards the end of the
group process she felt more confident in dealing with anger, fear and jealousy which
she noted as the feelings with which she struggled most not knowing how to deal with
them. She was able to express her opinions comfortably in the group. Along with that
she was able to confront others when needed facing the fear of breaking the
relationship. Hence it can be considered that the influence of group process upon the
emotional intelligence of Jiva was positive.

7.3.3 Managing Emotions and Solving the Problems

At the beginning of the sessions Jiva expressed that she found difficult to manage her
anger and fear. Her usual ways of managing anger at the beginning of the session
were: walking off from the situation, keeping silence with every one, crying and
speaking sarcastically about the other, and becoming moody and stubborn. During the
group process with the help of the interactions of others she realized that others were
afraid of talking to her due to her moody and stubborn behaviours when angry. This
was a great revelation to her about self. Otherwise, she was thinking that only she was
suffering by keeping quiet and others were all happy. This motivated her strongly to
change her modes of expression of anger. By the 28th session, she was able to learn to
express anger directly to the concerned person; respond to others even when angry;
analyze the situations and see the reasons for her anger and then help self to give
freedom to the other if any expectations were at play.

Jiva’s usual ways of managing fear was by avoiding the situation. She was able to
manage her fear by learning to face it. This she did by encouraging self not to avoid
the situation but to face it. Especially she was afraid to express her opinion in the
group out of fear that relationships might get affected. Slowly she encouraged self to
face this fear by telling self, “Let me value my opinion, I have the freedom to express
my opinion; agreeing to it or not is the other’s business.” In this way her fear was
reduced and she was able to express and even confront the others when needed.

Initially Jiva’s attitude towards problems was avoiding and not doing anything about
it and waited for things to get sorted out by themselves. Later as the sessions
proceeded she began to understand that this attitude of hers was affecting the others
too and she needed to do something. As she learned to manage her emotions she also began to understand the causes of the problems. She began to move from emotion-focused problem solving behaviours to appraisal and problem-focused strategies.

7.4 Lavanya

Lavanya is short in stature and was very quiet. She is coming from a small town, Chirala in Prakasam District. She was 20 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn embroidery. She was unmarried when she joined the group and had no experience of participating in any group sessions before. Both of her parents are alive and are farm workers. She is the youngest of 5 siblings. She has 3 elder sisters of whom one is married and one elder brother who is working as a motor mechanic.

7.4.1 Experience of Child Sexual Abuse

She was abused by her cousin when she was 8 years old. He was about 19 years old at that time. As her mother did not believe her when she shared the incident she concluded that no one in the world would believe her and she never shared with anyone. She developed feelings of loneliness, anger, sadness, moodiness and fear of men.

7.4.2 Group Process and Emotional Intelligence

Lavanya looked sad and dull with less energy. She spoke so softly, that every time one or the other person had to ask her to speak a bit louder. During the preparatory sessions she hardly spoke. She was seen alone and withdrawn most of the time. During the beginning sessions she was very quiet. She played a very passive role most of the time during the initial phase. She was one of the late starters in the group. She began to interact during the middle phase. She was one of those who played the distracter’s role during the initial phase by trying to read something or other or toying with something during the sessions. She was very submissive and showed a kind of dependence upon those who were interacting actively. Her dependent behaviour was
reflected in her way of looking constantly either at the most vocal person in the group or the facilitator and then just agreeing with what they said whenever any opinion was asked specifically. Till the 10\textsuperscript{th} session she was one of the two persons with whom the members were not so comfortable to spend their leisure time. The following paragraphs explain the influence of group process on her emotional intelligence.

\textit{i. Self Awareness}

During the initial sessions, her awareness of self was minimal. Until the 13\textsuperscript{th} session, she showed confusion in naming the feeling. When asked about the here-and-now feelings sometimes she was getting confused with the feeling and the behaviour saying, \textit{“I don’t feel like concentrating on anything” (Deni meeda dhyasa kudaratam ledu)} (8\textsuperscript{th} session). Sometimes she got confused feelings with thoughts. For example, some when asked what she was feeling she said, \textit{“I feel something is wrong with me”} (11\textsuperscript{th} session).

From the 7\textsuperscript{th} session onwards she began to articulations reflected her awareness of feelings. These articulations became more frequent after the 20\textsuperscript{th} session. The feelings which she frequently expressed during the group process were: sadness, tension, fear, anger, upset, anxiety, happiness, freedom and relief. Of these she said fear, anger and sadness were the feelings with which she struggled much. As the sessions proceeded she realized that she intensified her sadness through blaming self, \textit{‘I am good for nothing; I don’t know anything.’} Etc. whenever she felt sad she used to go alone and cry. Till the 30\textsuperscript{th} session she expressed that she was afraid to tell something negative about the others directly or to confront others even in the group. After that, she made efforts and by the 35\textsuperscript{th} session, she was seen spontaneously giving feedback to others. She realized that she found it difficult in managing her anger and fear. She also realized that it was very difficult for her to accept when others told her that she made a mistake and felt angry with them.

From the 22\textsuperscript{nd} session onwards, she began to share about her growing abilities. She shared that her fear reduced and the confidence increased (22\textsuperscript{nd} session). She was able to observe the other and understand what the other was feeling (24\textsuperscript{th} session). She was able to manage her anger and sadness (29\textsuperscript{th} session). She felt free and comfortable in
the new group. From the 29th session onwards she was seen expressing her opinion freely and spontaneously.

**ii. Understanding and Managing Emotions in Self**

Lavanya expressed two types of difficulties with anger. In her own words (in tears), “… I feel that my anger is not reasonable and I always think that by getting angry I am making a blunder. Even when the other person is angry with me, I think that the mistake is mine.” She began to talk about her difficulty with anger only during the 25th session. Slowly by the 30th session she was able to help self to be comfortable in feeling angry. Added to this she was able to understand the intensity of her anger, fear, and guilt through reflection and questioning self. She began to understand the following: Since her mother did not believe her when she shared about the abuse, she concluded that no one would believe her and almost stopped sharing to anyone when she was sad. And another fear which did not allow her to share when sad was, “what would others think of me listening to my sharing?” (nenu cheppedi vini itarulu emanukontaro ani bhayam) After the abuse when she was angrily indifferent to the abuser, her mother used to get angry with her saying, “if you remain angry like this everyone will consider that you are a bad girl.” She also realized that she was afraid to correct others because they might think, “she is telling everyone as though she is good. She herself is a bad girl.” (Ame chala manchidani laga andariki cheputundi. Ame manchidi kaadu) Realizing these patterns of thoughts that were influencing her feelings she began to help herself to manage the feelings through self talk.

She used to find it difficult to accept when others pointed out her mistake and she gave reasons justifying what she did. During the sessions she realized that through this process she was intensifying her feelings and helped self to listen to what others were saying and to accept her mistake. She also began to apologize when needed.

**iii. Motivating self**

Lavanya helped herself to manage feelings through learning to motivate self. She showed her readiness to help self by seeking information for the issues of her concern. She sought for information from the 19th session onwards. The areas for which she sought for information were: importance of awareness, consequences of one’s
behaviours on others, managing anger; dealing with fear of talking to new people, and fear to express directly to the concerned person etc.

In the process of helping self, she set some goals for self. They were: to let go of the impact of CSA and to learn to effectively manage her feelings. The decisions she made to move towards these goals were: to help self not to indulge in self-blame and thus not to intensify sadness (15th session), to make efforts to talk freely respecting her opinion and without feeling fearful about the other’s opinion (33rd session), to make efforts in understanding others and to accept them (34th session), to help self through constant reflection and evaluation (38th session), and to share with the other members in the group and to take their help when she found it difficult to manage things by herself (38th session).

She shared that she succeeded in motivating self through self talk and changed her behaviours. Some of the behaviours she shared having changed through the self talk were: able to talk in the new group though afraid of talking (21st, 34th session), managing fear and expressing her opinion in front of the authority (23rd, 26th session), not shouting when angry and behaving normal with other people (27th, 29th session), not blaming self when she was sad (33rd session), and not giving excuses for her mistake but accepting it (35th session). Slowly from the 22nd session onwards she recognized the above changes in herself and began to appreciate herself.

iv. Understanding and Managing Emotions in Others
Initially she was self-absorbed and was not paying much attention in interpersonal interactions. In addition, from the 24th session she showed lots of interest in paying attention to the emotional cues of others and in enquiring them. Though her first expressions of recognizing others’ efforts and appreciating them appeared during the 9th session itself, they were intense and more frequent from the 22nd session onwards. Advising and encouraging started more or less during the same time.
v. Social Skills

Initially she was very hesitant to speak in the group. Slowly by the 14\textsuperscript{th} session, she began to express herself. By the 17\textsuperscript{th} session, she became more spontaneous and was able to express her disagreement and how others affected her etc. Her sharing about self became more personal and with expressions of feelings from the 19\textsuperscript{th} session onwards. Lavanya began to feel confident about her communication skills and shared that she was able to initiate conversations from the 22\textsuperscript{nd} session onwards. Even by the time of termination, she did not share feeling confident about initiating relationships. She said during the 38\textsuperscript{th} session that she was able to manage her sadness and share about it with others, which brought people closer to her. She confronted only once in the group at the 33\textsuperscript{rd} session.

Lavanya’s actual participation in the group began very late, i.e. from the 20\textsuperscript{th} session onwards. Later she expressed several times that she felt regret for not participating actively like others from the beginning of the sessions. Over the sessions she was able to speak confidently in the group, shared about herself and interacted freely. Her awareness about self was deepened after joining the sessions and was able to manage the feelings like fear of people, anger and sadness to a certain extent. At the same time since she did not show that confidence in some of the relational skills like confrontation, initiating relationships etc. she still needed time for herself.

7.4.3 Managing Emotions and Solving Problems

Lavanya shared that she was afraid to talk to people, and felt difficult to express anger and sadness. Her usual ways of expression of fear was avoiding the situation if there were more people. When sad she used to go alone and cry; and when angry she used to keep silence and cry. With the help of others’ interactions in the group, and their encouragement, she was able to face this fear and express freely in the group.

She understood that she intensified her sadness through self-blame. She was able to realize that after her mother got angry with her when she shared about the abuse she thought that it was a waste of time to share to anyone. With this opinion, she seemed to have stopped sharing anything about self to others. Another realization she shared
was that she was afraid others might consider her bad if she shared about herself. After realizing this, she was able to help herself not to give into these beliefs and helped self through self-talk to share about herself whenever needed.

Lavanya’s usual ways of expression of anger was going alone and crying. During the group process she understood two things about her anger. One was thinking that getting angry was not correct and wrong. In addition, another thing was blaming self when either she or the other got angry. These realizations helped her to help self to accept anger as one of the feelings and to feel comfortable about feeling angry. Then she focused upon changing her behaviours when angry and was able to express her anger directly to the persons concerned. She also helped self not to become stubborn when angry, but to respond to others and to cooperate in doing things. She also encouraged self to listen to others and understand what they were saying and accept if there is something to be accepted.

Thus by the time the sessions had ended, she was able to manage her feelings especially the feelings with which she was struggling most.

She was one of the late starters in the group. Her attitude towards problems was resigning to them without making any effort. Her ways of dealing with problem situations was by focusing upon reducing pain through avoidance and crying. As the sessions proceeded, she began to process the issues. As she was learning to manage feelings, she also began to focus upon looking at the causes of the problem and thought about doing something about it. Her decision “to help self through constant reflection and evaluation” (eppudu nannu nenu parishodinchu kovatam dwara, emi merugu parachukovalo tarachi chuskovatam dhwara naaku nenu sahayam chesikontanu) (37th session) in dealing with anger and fear reflects this cognitive processing. By the end of the sessions she moved from resigning to fate to seeking for help in learning to deal with the problems. This interest in her was reflected in her decision to share with other members in the group when she would find it difficult to manage by herself (38th session). Thus we can say that Lavanya had moved from using only emotion-focused strategies to an integrated effort of using emotion-focused, appraisal-focused and problem-focused strategies while dealing with the problems.
7.5 Liney

Liney is coming from Arundalpet in Guntur District. She was 22 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn tailoring. She was unmarried when she joined the group and had no experience of participating in any group sessions before. Both of her parents are alive. Her father is LIC agent and her mother is a tailor. She is the eldest of two girls. She joined the NGO discontinuing B.Sc after the first year. The reason she gave for discontinuing the studies was that everyone else in the class were intelligent except her. After the 23rd session she felt confident about herself and paid the fees to appear for B.A privately. She also took up a job as a LIC agent. She attributed these two events in her life as the result of participating in the group.

7.5.1 Experience of Child Sexual Abuse

She was abused sexually when she was around the age of nine years by her neighbor who was around 20 years of age at that time. She categorized the experience as cajoled, forced and threatened. She remembered the experience of CSA whenever she heard about similar experiences of other people. She felt guilty, frightened and bad about her self. Usually she struggled with the thoughts like, “I could have done something to stop him; since I went he did like that; of all the women around I am bad since this happened to me” etc. (Nenu edaina chesi athanini apavala Sind. Nenu vellanu kaabatte athanu ala chesadu. Deenivalla, adavallandarilo naa antha cheddar vyakthi lekapoi vundo chu anipistundi). Whenever she remembered this experience, usually it took a few hours for her to come out of it and be normal. By keeping herself busy with work she helped herself to come out of the influence of her experience. She felt that she became sensitive to the word “proud” because after she began to resent the sexual abuse she began to withdraw from the group. This behaviour was misread by the other girls that she was feeling proud because a handsome guy was giving her gifts.
7.5.2 Group Process and the Emotional Intelligence

Lincy was one of those members who were actively involved in the group sessions from the beginning. She was vocal and quite expressive. She participated well during the one-day sessions by coming out of the initial shyness and inhibitions. At the same time initially she was avoiding eye contact while talking. She was one of the three who were taking initiative in the group from the beginning and showed impressive behaviours. Initially she was disliked by two members of the group. Her journey of emotional intelligence across the sessions is given briefly in the following paragraphs.

i. Self Awareness

Lincy did not express awareness of the here-and-now feelings during the initial sessions. Initially her interactions notified difficulty in becoming aware of her feelings. She shared that she was able to be aware of strong feelings like anger, sadness etc. but found it difficult to be aware of what she felt at that particular time. As the sessions proceeded she began to become aware of different feelings. Some of those feelings were: sadness, fear, anger, hatred, anxiety, tension, disappointment, guilt, happiness, surprise, comfort, pleasure, relief, free etc. She also began to be aware of the corresponding thoughts along with the feelings and their expressions. She realized that she was withdrawing and crying when sad; telling lies out of fear; shouting, scolding, walking off from the place when angry; blaming and hating self with guilt etc.

She was able to realize her inabilities from the 3rd session onwards, but this realization became intense from the 17th session. Some of the inabilities she was aware were: her difficulty in becoming aware of her feelings (4th, 7th session), feeling helpless not knowing how to console when others were sad (10th session), difficulty in listening to the other and accepting their corrections and in managing her anger and guilt (14th session), and feeling sad after comparing with others (17th session). From the 21st session onwards she expressed that her ability to communicate with others was becoming better; she was able to help self not to compare self with others and to grow in confidence. She began to express her opinions very freely from the 13th session.
onwards. This deepening awareness enabled her to understand her feelings in a better way and to manage the feelings.

**ii. Understanding and Managing Emotions in Self**

Lincy made efforts from the 8th session onwards to help herself in understanding the here-and-now feelings by questioning what she was feeling at that time. During the 15th session she understood that she felt ashamed of her anger and found it difficult to manage it. Paying attention to self, on the 18th session, she shared that whenever she cried it was more with anger than sadness. She also realized that if someone said anything with anger she behaved angrily and cried. Another important understanding she had about herself was; tendency to impress others with a need to be considered as good by others. She said that it was a liberating realization for her. During the 20th session she understood her tendency to compare self with others and got angry with self saying, “I don’t know anything, I can’t do anything”. She shared that the more she was becoming aware of her thoughts the more she was realizing the negativity in them (21st session). One more realization that was important for her was; tendency to think that others correct her when they don’t like her (30th session).

This understanding enabled her to realize the influence of these patterns of thoughts upon her feelings. As the sessions proceeded, she began to feel confident about managing her feelings through mindful expression and self-talk. She expressed feeling confident to manage anger and fear. She stopped comparing self and started to value oneself. She also began to listen to others when they pointed out her mistake and accepted it when it was true. Learning to motivate self had helped her a lot in the process of understanding self and in managing feelings.

**iii. Motivating Self**

Lincy’s efforts in managing feelings and to change behaviours became successful through motivating self in those directions. She showed interest in learning to motivate self by seeking information for the issues of her concern. The issues for which she sought information were: managing emotions in general; fear and anger in particular (3, 7, 9, 11, 17 sessions), observing the consequences of her behaviours on the other and to understand the other (24th session); expressing one’s opinion by
managing the fear of breaking the relationship (34th session) etc. She was able to recognize the useful information she received from the group and was able to share with the others in the group and outside the group whenever needed.

During the 13th session she was able to set goal for herself by saying, “I want to learn to let go of the effect of CSA and to live my life.” (Ee chedu anabhava prabhavanni naa jevitham loo nundi vadilastanu) The other goals she set for herself were to express anger in an appropriate way (10th session), to value self without comparing self with others (18th session) and to learn to understand and accept others as they are (27th session). In reaching these goals she made some decisions or set strategies to help self. From the 19th session onwards she shared that she was able to manage her feelings and change her behaviours through self talk. Slowly she began to recognize the changes taking place in her and began to appreciate self. Some of the changes she recognized in herself were: moving from shouting with anger to talking when angry (17th session), moving from comparing and feeling sad to recognizing her potential and appreciating herself (23rd session), feeling confident about her potential and continuing her studies (24th session), confident about her communication skills, deepening awareness about self, (23rd & 37th sessions), and increased ability in dealing with anger and fear (38th session).

iv. Understanding and Managing Emotions in Others

Lincy showed sensitivity to the emotional cues of the others from the 16th session onwards and began to enquire about them. From the 9th session, onwards her enquiries were mainly to know more about what the other was sharing. The enquiries from the 16th session were based upon the emotional cues in the here-and-now context. She showed growing efficiency in communicating her understanding of the other, and helping the other to understand self through questioning her etc. From the 25th session onwards she showed growing efficiency in accepting what others said. She also began to appreciate the other (22nd session…), advise the other (23rd session…), and to encourage them (20th session…).
v. Social Skills

Lincy began to show her confidence in communicating self in different ways. She began to express her feelings directly to the concerned person from the 5th session onwards, but these expressions got intensified and became spontaneous from the 14th session onwards. Sharing about self became more personal with experiencing and expression of feelings from the 12th session onwards. As the sessions proceeded, the sharing became more deep and personal. Being one of the vocal persons in the group, she began to confront others in the group from the 5th session onwards. But during the initial phase whenever she confronted others, she regretted for doing that. From the 16th session onwards she was able to confront or tell others in the group what she wanted to say without regretting about it. She was able to initiate conversations even before joining the group. She shared that due to the participation in the group she learned how to maintain relationships and to develop satisfying relationships.

The above narration shows that Lincy’s emotional intelligence was influenced positively by her experiences in the group across the 38 sessions. She was able to help self to come out of the effects of CSA and the sensitivity she developed towards the word ‘proud’ after CSA. She learned to value self by recognizing her potentials. Her awareness about self was deepened which enabled her to manage her feelings in a better way. She was able to motivate self towards changing her behaviours. Her enhanced relational skills enabled her to help others to manage their feelings. The following section gives a brief account of change in the way she managed her emotions as her emotional intelligence was changing.

7.5.3 Managing Emotions and Solving Problems

In the beginning of the sessions Lincy shared that the feelings with which she struggled were fear and jealousy. She said when she felt jealous she blamed self and felt sad. And when she was afraid she withdrew from the place. Later slowly she realized through interactions in the group the actual feeling with which she had problem was anger. Most of the times whenever she said she was afraid, actually she was angry and was afraid that she might burst out and spoil her name or give a bad impression. Even when she was jealous, she was angry with the other and most of the
times when she cried she was not sad but angry. This realization was a turning point for her.

Then she began to focus on learning the ways of managing anger. She realized her tendency to shout at people, to be indifferent, to talk sarcastically about others and to avoid him/her. Once she realized this she began to introspect and question self whenever she was aware of her anger. Then she understood that the main reason why she got angry was, others did not respond the way she wanted. After this realization, she was able to help self to reduce the intensity of anger and changed her behaviours by telling self to respect others freedom.

Initially Lincy was engaged in solving her problems through emotional outbursts and avoidance which were aimed at reducing the emotional pain. Slowly, as she understood the different influences on self like way of thinking, past experiences etc. she began to make efforts to analyze the situations and to understand the causes of the problems. This understanding enabled her to solve the problems in a better way. Thus by the end of the group process, Lincy was able to use emotion focused coping, appraisal-focused coping and problem-focused coping as per the need.

7.6 Lohita

Lohita is coming from a small town called Phirangipuram in Guntur District. She was 20 years old when she joined the group. She completed intermediate (XII std.) and came to the NGO to learn embroidery. She was unmarried when she joined the group and had no experience of participating in any group sessions before. Both of her parents are alive. Her father is a contractor and the mother a farm worker. She is the eldest of 3 girls. She has two elder sisters of whom one is married and an elder brother working as a motor mechanic.

7.6.1 Experience of Child Sexual Abuse

She was sexually abused when nine years old by a boy from the neighborhood, who was 18 or 19 years of age at that time. The experience was forceful and threatening. She said that she could never forget the incident and felt angry, sad, hatred towards
men and ashamed of herself. She blamed self for her free and frank nature considering it as responsible for the experience of CSA. The perpetrator told her that no one would believe her if she shared about this incident. Therefore, she stopped speaking freely and sharing about herself to anyone, whenever she was sad or angry. In this regard she shared “Since I talked freely all this happened... And he also said that no one would believe me... so I don’t feel like sharing anything to anyone” (Session 17).

7.6.2 Group Process and the Emotional Intelligence

Lohita is of medium height. She looked skinny with drooping shoulders. She spoke with a loud voice. Initially when she joined, the group there was a stern look on her face. She used to be by herself during the days of 5 one-day workshops. Her interaction during the sessions at that time was average. She got involved in the group sessions actively from the beginning. She was able to participate in the group only for 20 sessions. After that her father passed away and the family moved to a far place. So she could not continue with the sessions.

i. Self Awareness

Initially her sharing in the group reflected her difficulty in naming the feeling and the lack of congruence between her verbal and nonverbal behaviours. These expressions stopped by the 10th session. From the 3rd session onwards, she began to share her awareness of feelings and this awareness got intensified after the 10th session. Some of the feelings she shared in the group in the here-and-now context were: sadness, fear, anger, tension, disappointment and happiness etc. She began to share in the group the experience of these feelings in her body. Actually, this bodily awareness led her to the awareness of feelings.

She began to be aware of the feelings and the thoughts that were intensifying her feelings and her behaviours. The following were the behavioral expressions she realized: crying when sad, telling lies when afraid, crying, banging head, scolding, shouting at others, and walking off from the place when angry, and failing to concentrate when tensed. Along with this awareness, she also realized her inabilities. They were: inability to look at others while talking (3rd session), inability to express
freely about herself (9th session), and helplessness in managing her fear and anger (7th, 11th, 16th session). As the sessions were proceeding, she was able to notice her growing abilities in the awareness of her feelings, thoughts and behaviours, and in managing her anger and fear, and her capability to talk freely in the group etc.

ii. Understanding and Managing Emotions in Self
During the initial sessions, she spontaneously used to share that she was feeling sad. Looking at her nonverbal expressions, the members used to ask her to check back her feeling and with much difficulty, she used to articulate that she was angry. During the 16th session she realized that, difficulty in accepting feelings of anger was due to her belief, “angry people are bad people.” She made efforts to understand her feelings, thoughts and behaviour through introspection and reflection. She understood that she found it difficult to accept her mistake when others pointed it out to her thinking that they were venting their past anger upon her (16th session).

She began to manage the feelings especially her anger, sadness and fear through mindful expression and self-talk. By the 12th session, she began to listen to what the others were saying and could accept them. She was very happy to see this growth in her. By the 16th session, she not only accepted what others said, but also began to accept her mistakes.

iii. Motivating Self
During the 12th session, she showed her interest in seeking for information about dealing with anger. She also picked up useful information for her growth when others were given information in their concerned areas. She was able to give useful information to others when they asked for in the group. 14th session onwards she shared that she could manage sadness, anger and fear in some situations by motivating herself through reflection and self-talks. 16th session onwards she began to recognize the positive changes taking place in her and appreciated the growth.
iv. Understanding and Managing Emotions in Others
Lohita began to be sensitive to the emotional cues of others from the 11th session onwards and began to enquire what was happening. From the 16th session she was seen communicating her understanding of the other very spontaneously in the group. Though she began appreciating the other from the 7th session, it became more spontaneous and frequent from the 14th session. From the 12th session, she began to advise and encourage others in the group.

v. Social Skills
As she left the group by the 20th session enhancement in her social skills were not so visible. By the 12th session she began to share her personal issues in the group. Her communication became more spontaneous and direct from the 12th session onwards indicating her growing communication skills. She shared being confident in initiating conversation from the 12th session and maintaining relationships from the 16th session. She began to confront others in the group from the 18th session onwards.

7.7 Mani
Mani comes from a small town, Angalakuduru in Guntur District. She was 20 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn tailoring and embroidery. She was unmarried when she joined the group and had no experience of participating in any group sessions before. Both her parents are alive. Her father is a farm worker and mother, a home maker. She is the third one among five siblings. She has two elder sisters, a younger sister and a younger brother.

7.7.1 Experience of Child Sexual Abuse
She was 11 years old when she was sexually abused by one of the neighbors from whom her father had borrowed money. He was about 25 years old when the abuse happened. She considered the experience as forceful and threatening. She used to remember this experience whenever someone spoke of marriage or rape etc. She felt feel often sad and depressed. She hated all men, thinking they were all bad and also felt angry with them. And she said, “We cannot trust men.”
7.7.2 Group Process and the Emotional Intelligence

Mani is tall and well built. She looked sad and dull. She spoke in a very soft voice often looking down. During the five one-day workshops, she used to interact only when asked to do so; otherwise, she used to be a silent listener. She was seen almost alone during the leisure time. During the initial sessions in the group she was one of the silent observers and later she began to interact slowly.

i. Self Awareness

During the initial sessions, she showed confusion in naming the feelings. She usually used to name thought as feeling. From the 10\textsuperscript{th} session, this confusion was not noticed. From the 3\textsuperscript{rd} session, she began to share about awareness of feelings, which was mostly about the past feelings. But from the 12th session she was able to be aware of the here-and-now feelings and shared in the group. Some of the feelings she became aware and shared in the group were: sadness, fear, anger, anxiety, worry, curiosity, and happiness etc. Slowly she began to be aware of the thoughts and expressions of these feelings.

Though she began to share about the expressions of her feelings from the 5\textsuperscript{th} session, the sharing was more spontaneous and free from the 13\textsuperscript{th} session only. Some of the behaviours she was aware and shared in the group were: isolating herself from the others, crying and being indifferent and silent with others when sad; walking off, not telling the truth, and keeping silent when angry.

She began to be aware of her inabilities to: express sadness (7\textsuperscript{th} session); look at people while talking (13\textsuperscript{th} session); manage anger and fear (16\textsuperscript{th} session); saying ‘no’ when necessary (30\textsuperscript{th} session); accept what others say (34\textsuperscript{th} session). Slowly she began to realize her abilities to: understand the feelings of others (24\textsuperscript{th} session); console others (25\textsuperscript{th} session); deepening of awareness of the here-and-now feelings (26\textsuperscript{th} session); free expression (34\textsuperscript{th} session); accepting what others say (35\textsuperscript{th} session); communicating herself (36\textsuperscript{th} session); managing anger and fear (37\textsuperscript{th} session). From the 12th session onwards she began to express her opinion freely in the group.
ii. Understanding and Managing Emotions in Oneself

Mani did not show any difficulty in accepting any feeling. The efforts she made to understand her feelings were not clear in her articulations. She began to share the reasons for her behaviours from the 27th session onwards as: not listening to and accepting when others advised her thinking “they were advising as though they were perfect” (34th session); not talking in the group thinking “I may not speak clearly and others might think negatively about me” (33rd session); feeling angry if anyone told her with a serious tone (25th session); not correcting others thinking that they might think, “she is saying as though she is perfect” (34th session).

After understanding the above reasons, she began to manage her feelings like anger, fear, sadness etc through mindful expression, and through self talk. Some of the things, which she considered as big achievement for her, were: accepting what others said, accepting her mistake and apologizing to others when needed.

iii. Motivating Self

Mini began to seek information about: dealing with negative feelings (7th session); how to change thoughts and feelings (9th session); understanding the consequences of one’s behaviour on others (29th session); reasons for not being able to say no (33rd session). She was able to recognize useful information and share it when needed. The over all goal she set for herself was to be able to stand by herself and go forward in life without bothering much about the experience of CSA. Accordingly, the decisions she took were: to speak loudly (33rd session); to enable herself to listen to others and to accept them if needed, without arguing (34th session); whenever negative thoughts go on in mind, to help self to look at the reality (38th session); if something is right however painful it is helping self to accept (38th session). She expressed confidence in managing sadness and mingling with people. She shared that she would share with someone and take help if she finds difficulty in dealing with any feeling (38th session). She shared that she was able to motivate herself through self-talk. From the 17th session onwards, she began to notice changes in self and appreciated self. The changes she noticed were: listening to others (17th session); sharing to others when sad (22nd session); managing fear (22nd, 23rd session); understanding and consoling others (24th, 25th session);
accepting nonacceptance of others (32\textsuperscript{nd} session); able to say no whenever needed (33\textsuperscript{nd} session); able to express herself freely (34\textsuperscript{th} session); and managing anger (37\textsuperscript{th} session).

iv. Understanding and Managing Emotions in Others.
Mini’s interpersonal interest began to appear from the 10\textsuperscript{th} session onwards. But the frequency and intensity increased from the 25\textsuperscript{th} session. The initial efforts she showed were being sensitive to the emotional cues of others and enquiring about them. Her enquiring the other began from the 11\textsuperscript{th} session. But these enquiries were focused on knowing further about what the other person was sharing. But from the 25\textsuperscript{th} session she began to enquire observing the emotional cues of others. Though she began to appreciate from the 5\textsuperscript{th} session, the frequency of appreciation increased from the 15\textsuperscript{th} session onwards. In the same way advising and encouraging the other began from the 16\textsuperscript{th} and the 18\textsuperscript{th} sessions respectively.

v. Social Skills
Mini’s social skills were expressed in her ability to share about self, expressing feelings directly to the concerned person and initiating relationships. She began to share about self in a personal way from the 12\textsuperscript{th} session onwards. She felt confident to express her feelings directly to the concerned person from 13\textsuperscript{th} session. She shared being able to initiate relationships from the 22\textsuperscript{nd} and the 13\textsuperscript{th} session onwards. She began to confront others in the sessions as and when needed from the 30\textsuperscript{th} session.

7.7.3 Managing Emotions and Solving Problems

The feelings, which Mani shared as struggling with, were sadness and anger. At the time of joining the group, she was managing these feelings by isolating herself from others, crying and being indifferent and silent with others when sad; walking off, not saying truth, and keeping silence when angry. By participating in the group, she realized the thought patterns that were intensifying these feelings and began to help her to express in an appropriate way by motivating herself through self-talk. She was able to use her capacity to process cognitively and decided to express feelings understanding the situation.
The above ways of expression of feelings explain that initially, Mani’s ways of dealing with problems was by focusing on emotional smoothing. Later, as the sessions proceeded, with growing self-understanding and awareness she developed different strategies in dealing with her problems. By the time of the termination of the group process, she was able to help herself to be flexible in dealing with problems understanding the situations. She was able to take an integrative approach of being able to use the emotion-focused, appraisal-focused and problem-focused strategies depending upon the situation.

7.8 Ramya

Ramya comes from a small town named Ravipadu in Guntur District. She was 19 when she joined the group. She completed her intermediate (XII std.) and joined the NGO to learn tailoring and embroidery. She was unmarried when she joined the group and had no experience of participating in the group sessions before. Both her parents are alive. Her father is a farm worker and mother home-maker. She is the sixth one among seven siblings. She has three elder sisters, two elder brothers and a younger brother.

7.8.1 Experience of Child Sexual Abuse

She was sexually abused by her cousin when she was ten years old. At that time he was 19 years and he had coaxed her into this experience. At the end she realized and cried. She felt angry, ashamed and guilty. She remembered the experience whenever she heard or watched similar types of things in movies. She used to take time to come out of it. Since the person whom she trusted cheated her, she found it difficult to believe anyone and felt lonely since she did not have any friends.

7.8.2 Group Process and the Emotional Intelligence

Ramya was one of the persons who actively involved in the sessions from the beginning. She showed a lot of interest and curiosity from the beginning. At the beginning of the middle phase when her behaviours were confronted, her participation
became less. Later, again she got herself involved. She is short and slim. She looked dazed and anxious. During the five one-day workshops, her participation was good.

**i. Self Awareness**

Until the 25th session, she showed lack of congruence between verbal and nonverbal behaviour. It was more frequent during first 10 sessions and later the frequency reduced. Most of the times she named her feeling as sadness / guilt / anxiety while the expressions were of anger. Once she realized her difficulty in accepting anger thinking, ‘feeling angry is bad’, she was able to accept anger and this confusion disappeared. She also showed ambiguity in naming the feeling by saying either thought or behaviour instead of the feeling. This ambiguity continued until the 20th session.

As the sessions proceeded, she began to name the feelings. Some of the feelings she shared were: sadness, fear, angry, disappointment, dislike, anxiety, happiness, enthusiasm, comfort, relief and feeling free. Slowly she began to be aware of the corresponding thoughts and their expressions. She became aware of the behavioral expressions of her feelings as: telling lies with fear; crying and blaming self when sad; walking off from the situation, becoming indifferent, stubborn, withdrawn when disappointed. She also realized her belief that everyone thought the way she thought or everyone made meaning out of the situation the way she did. She realized that this way of thinking was causing problems in interactions with others.

Ramya began to be aware of her abilities and inabilities as the sessions progressed. Some of the inabilities she became aware of were: not able to look at others while talking (2nd session); not able to express her feelings for the other (7th session); accepting the mistake with the same age group (30th session); trying to give excuses when corrected (34th session). As the sessions progressed, she began to share about her growing abilities from the 18th session. Some of the abilities, which she shared, were: ability to share in the group freely without fear (18th, 22nd session); to feel comfortable without feeling angry with others thinking that they were talking about her after seeing two people talking (22nd session); to recognize talents in self by thinking, “I have my talents and they have theirs. And I need not compare myself; I only need to improve myself” (22nd session); feeling confident about dealing with anger and jealousy (22nd session).
session); feeling free to talk to people and to make friends with them (22\textsuperscript{nd} session); able to understand others (24\textsuperscript{th} session); able to console others (25\textsuperscript{th} session); feeling confident to do things in front of others (27\textsuperscript{th} session); expressed feeling more confident in doing things (29\textsuperscript{th} session); feeling confident about motivating self in managing fear, and deciding to share with someone and to get help, if she failed (29); able to listen to others when they corrected and accepted the mistake (33\textsuperscript{rd}, 36\textsuperscript{th} session). She showed confidence in expressing her opinion even when it was different from others.

As Ramya’s self awareness was deepening, she was able to understand her feelings and different influences upon them. This understanding enabled her to manage feelings in an appropriate way.

\textit{ii. Understanding and Managing Emotions in Oneself}

Ramya expressed difficulty in accepting feelings of anger and jealousy. This difficulty went on until the 10\textsuperscript{th} session and thereafter she felt comfortable to accept these feelings as something normal. Initially she believed that these feelings were bad and was not able to accept them as part of self. Understanding the irrationality in this belief helped her to accept anger and jealousy as part of her feeling domain. She paid attention and made efforts to understand different feelings in her through reflection and questioning. The following are some of the things she understood about herself: getting angry when others failed to do the way she wanted (31\textsuperscript{st} session); comparing self with others and blaming self and feeling disappointed (16\textsuperscript{th} session); thinking about self as bad after her mother labeled her as a ‘bad girl’ after the abusive experience (18\textsuperscript{th} session); not relating with others out of fear of separation; not talking in the group thinking that others would talk (34\textsuperscript{th} session); accepting only those who told her things in the way she wanted (30\textsuperscript{th} session) and she also realized that she needed to learn to respect herself. She began to learn to manage her feelings through mindful expression (sadness, shame, confusion, tension, anger) and through self-talk. In the end, she began to listen to others and accepted what they said. She also began to acknowledge her mistakes by apologizing.
iii. Motivating Self

Ramya’s interest in motivating self found expression in the way she sought information for different issues. Some of the concerns for which she sought for information were: facing fear (3rd session); dealing with fear, anger, disappointment (16th, 18th, 19th session); understanding others (29th session). She was able to recognize useful information for her growth and shared them with others perceiving their need for it. Personalizing the information she received, she decided letting go of the experience of CSA; living life meaningfully and happily as a goal to achieve (18th session).

The following are the decisions she took in moving towards her goal: not to come to a conclusion just by hearing what others say, but to ask them and find out from them what they really think (16th session); to express her feelings directly if she observed anyone laughing at, when she shares (16th session); to share with someone in the group whenever she feels sad (18th session); after realizing that she was getting angry when others did not respond the way she wanted she decided to help herself by saying to self, “They don’t have to meet my expectations. They have the freedom to choose what they want to do” (31st session); decided to respect and value her opinion and to express freely (33rd session); to take the help of the group members in helping self depending on their availability (38th session). She shared that she was able to help herself through self talk and managed to reduce the intensity of her anger, to move from self-blame to self-acceptance. She also was able to come out of different fears like fear of people, doing new things, taking risks etc. As the sessions progressed, the changes she recognized in self and appreciated and shared in the group were: moving away from fear and to do things in freedom and in the way she wants (22nd session); freedom from preoccupation with negativity (22nd session); moved from self-blame to realizing one’s talents (22nd session); confident to deal with anger and jealousy (22nd session); feeling free from the effect of CSA (22nd session); feeling free to talk to people and to make friends (22nd session); understanding and consoling others (24th, 25th session); confident in doing things (27th, 29th session); and accepting corrections (36th session).

iv. Understanding and Managing Emotions in Others

Her sharing began to reflect interpersonal sensitivity from the 18th session onwards. Though she began to enquire others for information from the 9th session onwards,
initially these enquiries were more out of curiosity. But from the 18\textsuperscript{th} session she enquired after recognizing the emotional cues of others. From the 25\textsuperscript{th} session she showed understanding about how she was affecting the other and began to question herself. Though she began to appreciate others from the 8\textsuperscript{th} session onwards, this appreciation became more spontaneous and frequent from the 22\textsuperscript{nd} session. She started to encourage others from the 18\textsuperscript{th} session onwards. Advising the other began during the 8\textsuperscript{th} session and got intensified from the 11\textsuperscript{th}session. One of the liberating awareness that enhanced her interpersonal sensitivity was realizing that everyone need not think the way she thinks. Each one has his/her freedom to think and understand things in his/her own way. This realization helped her to listen to others and to accept what they were telling.

\textit{v. Social Skills}

Initially she used to speak with a lot of hesitation. But as the sessions progressed she learned to express herself directly to the concerned person. Her self disclosure became more personal from the 14\textsuperscript{th} session onwards. She began to confront others from the 3\textsuperscript{rd} session. At that time she expressed feeling regret for having confronted. But from the 12\textsuperscript{th} session onwards she was able to feel comfortable after confrontation. She said that she began to feel comfortable after she told to herself that she wanted to learn to respect herself. From the 22\textsuperscript{nd} session, she expressed feeling free and confident in initiating conversations and relationships. She began to feel comfortable in making friends.

Ramya had begun her journey in the group with relative unawareness and by the end of the group sessions; she had a deeper knowledge about herself. Understanding and freeing self from some irrational beliefs like, \textit{“everyone thinks the way I think”}; \textit{“feeling angry and jealous is bad,”} etc. helped her to manage her feelings in a better way. Understanding these thoughts also helped her to motivate self towards changing behaviours. Her interpersonal sensitivity enhanced her capacity to understand others and to help them in managing their feelings. She began to enjoy relationships freeing self from interpersonal fears. Thus, by the end of the group process her emotional intelligence was enhanced.
7.8.3 Managing Emotions and Solving Problems

Ramya’s ways of dealing with feelings was turning inwards or suppressing. Her ways of managing different feelings were: telling lies out of fear; crying and blaming self when sad; walking off from the situation, becoming indifferent, stubborn, withdrawn when disappointed. When she was sharing about her expressions of feelings, she was not aware of her anger and jealousy. She thought that all those feelings as sadness. After realizing her difficulty in accepting anger and jealousy, she was able to recognize the way she managed these feelings. She avoided the situations and people where she felt angry; and she cried whenever angry.

As the sessions progressed, she was able to understand different influences upon her feelings and mental blocks. This understanding helped her to set proper goal for self and to make decisions about managing her feelings. By the end of the group process, she was able to share with others whenever she was sad and functioned normally. She learned to manage anger by expressing directly to the concerned persons and by helping self not to avoid but face the situations and people. She was able to manage fear and helped self to express her opinions freely.

The above ways of expression of feelings explain that Ramya’s ways of dealing with problems was initially by focusing on emotional smoothing. Later, as the sessions proceeded, with growing self-understanding and awareness she developed different strategies to deal with her problems. By the time of the termination of the group process, she was able to help herself to be flexible in dealing with problems, and understanding the situations. She was able to take an integrative approach of being able to use emotion-focused, appraisal-focused and problem-focused strategies depending upon the situation.

7.9 Ronita

Ronita is coming from a small town namely Siripuram in Guntur District. She was 19 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn lab technician course. She was unmarried when she joined the group.
and had no experience of participating in the group sessions. Both of her parents are alive. Her father is agriculture worker and mother house wife. She is youngest of two children. She has one elder brother who is working as load operator.

### 7.9.1 Experience of Child Sexual Abuse

She was abused by her teacher who was around 35 years old. She was around 11 years of age at that time. She considered that she was cajoled into abusive experience. She remembered this experience whenever she heard or saw on TV or movies the related experiences. She used to feel sad, fear and guilty. She felt guilty thinking, “Since I went it happened, so I am responsible.” Due to this reason she considered herself as bad. She concluded that all men were same and frightened of them. She shared this experience with her friend. When they both fought, her friend went and shared with others. Then Ronita felt betrayed and from then onwards she found difficult to trust others and to share about self.

### 7.9.2 Group Process and the Emotional Intelligence

Ronita is tall and slim. Though she looks very quiet, she was one of those who involved in the sessions from the 1st session onwards. She showed lot of enthusiasm and interest in helping self. During one day sessions she remained mostly as silent listener without much involvement in the sessions. And once the group sessions started she began to involve enthusiastically. She was the first one to share in the group about the experience of the abuse. Her sharing encouraged others to share about personal issues and to help self. Initially she used to talk looking at the roof etc. She was one of the persons liked by majority of the members in the group.

#### i. Self awareness

Initially she showed ambiguity in naming the feeling. This ambiguity was noticed till the 6th session. As the sessions went on, some of the feelings she was aware were: sad, anger, fear, lonely, helpless, confused, tensed, guilty, happy, curious, free, wonder, relieved, surprised etc. In the course of time she also began to become aware of thoughts and the corresponding behaviours. She became aware some of the behaviours
through which she expresses her feelings. They were: blaming self, crying, withdrawing when sad; avoiding the situation and persons with fear, walking off, crying when angry.

As the sessions were proceeding, she was able to be aware of her abilities and inabilities. She realized her inability in managing anger, fear, and to understand others especially when angry. During the group process, the abilities she realized were: able to tell others freely what she wanted (18th, 20th session); able to speak freely with authority (21st session); sharing about self with others. (26th session); feeling free and closer to her father (26th session); not to respond to others in anger when they talk with anger (32nd session); Speaking freely in front of elders better than before. (Still need to improve) (34th session); able to take corrections from others without getting angry (35th session); confident about dealing with fears (36th session); able to relate freely (36th session); able to manage fear and growing in confidence (37th session); able to enquire and console others (37th session); to express anger directly to the concerned person and not become moody (37th session); courageous to correct others (38th session).

Thus Ronita moved from relative unawareness to deepening of awareness and increased self knowledge. She got the clarity to some extent about her abilities and inabilities. As she was growing in awareness, she was also able to understand her feelings in a more tangible way, which led to proper management of those feelings.

**ii. Understanding and Managing Emotions in Self**

During the interactions in the group, Ronita was able to understand that fear was the feeling with which she struggled most. Initially when she joined the group she thought she had problems in dealing with anger and sadness. She made efforts to deepen her understanding of self through questioning. In this way, she understood the following things about self: wanted to share with others when sad but afraid that others might use what she shared. (9th session); one of the reasons for anger was failure of others to respond and behave the way she expected (32nd session); feeling frightened to talk in the group and telling self “Some others will say, let me be quiet” (Evaraina cheptaru, naakenduku) (20th session); afraid to talk in the group thinking others might comment (20th session); fear to correct others thinking that they may think “She her self is not perfect how she would correct others” (34th session). After realizing the above she
learned to manage her fear and helped self to express freely in the group through self talk. Learning to motivate had helped her in this process of managing her feelings.

### iii. Motivating Self

Ronita was one of the persons who were involved actively and enthusiastically in the sessions. In this process, she was very keen on looking for needed information. During the group process she sought for information regarding: understanding the reasons for the fear with which she suffered in many contexts (1st session); to learn to understand others (3rd session); to know more about becoming aware of feelings and to console others (7th session); know about dealing with anger (10th session); to know more about how to understand others and communicate it (28th session); to know how to understand others when she was angry with the other person (32nd session). She was able to recognize useful information and shared with others whenever she thought appropriate.

The goals she set for self were: to succeed in life with determination and without thinking "I am not useful for anything" (Naa valla vupoyogam ledu. Nenu waste) (5th session); to live life by ignoring the abuser for his fate (10th session); to become stronger and not to be moody when angry (22nd session); to get back the childhood freedom and to talk freely by realizing and removing blocks (33rd session). In reaching these goals she developed some strategies for self. Those strategies or decisions are: to pay more attention in observing feelings (5th session); to help self to feel comfortable and express whenever noticed fear to express (20th session); to observe how her way of talking was affecting others (29th session); to understand others by going beyond their behaviours (30th session); to express self freely (33rd session); to stop blaming self and to question her fears in talking to new people (33rd session); to express freely one’s opinion without fear of breaking the relationship (34th session); to share with others and take help when found difficult to deal with any feelings (38th session). As the sessions went on she helped self to manage her feelings and change behaviours through self talk. She recognized changes in self and began to appreciate self.

### iii. Understanding and Managing Emotions in Others

As Ronita was able to motivate self and changed the behaviours which she thought was not appropriate she also began to show interpersonal sensitivity. She was sensitive to
the emotional cues of the other and was able to help them through her enquiries. Though her enquiries began in the 11th session, from 17th session they were more frequent and based on the here - and -now context. She began to recognize others efforts appreciated them from the 14th session, advising and encouraging from the 11th session.

She was one of those who showed the ability to support the other. During the 20th session when Ramya expressed anger towards those who laughed whenever she talked in the group, somehow the whole conversations were side tracked. That time she was able to recognize that, confronted the group, and brought the interactions back to the issue related to Ramya.

v. Social Skills
Though Ronita was actively involving in the sessions from the beginning it self, she was withdrawn when it came to sharing about something personal in one to one context. But as the sessions proceeded she was able to help self to come out of the fears related to interpersonal interactions and was able to interact with others freely. She was able to express her feelings directly to the concerned person from the 17th session onwards. Her sharing about self became more personal and deep from the 9th session onwards. Her deep sharing gave motivation to many others to share personal issues in the group. Initially she was finding difficult to relate and to maintain relationships because she does not like to share anything personal with a fear of betrayal. However, by the 19th session she shared that she felt confident in initiating conversations and by the 22nd session, she shared being able to initiate relationships. During the 36th session she shared that, she was enjoying relationships. Thus, her relational skills were enhanced and she began to feel confident in relationships.

7.9.3 Managing Emotions and Problem Solving
Ronita shared initially that she was struggling in managing her anger and sadness. Later during the interactions in the group she realized that fear was stronger feeling with which she struggled than anger and sadness. She realized how fear blocked her from doing several things; and then helped self to come out of it and to express freely when
angry. Whenever sad though she wanted to share with someone, she found it difficult to share. Then she used to go alone and cry and felt lonely too. In the course of time she realized her fears about betrayal then she helped self to come out of that fear and began to share with few in the group with whom she felt free. As a result, she said that she was able to develop satisfying relationships.

The above ways of expression of feelings explain that Ronita’s ways of dealing with problems was initially by focusing on emotional smoothing. Later as the sessions proceeded with deepened awareness and understanding of self, she developed different strategies in dealing with her problems. By the time of the termination of the group process, she was able to help self to be flexible in dealing with problems and understanding the situations. She was able to take an integrative approach of being able to use emotion focused, appraisal focused and problem-focused strategies depending upon the situation.

7.10 Sameela

Sameela is coming from a small town namely Phirangipuram in Guntur District. She is 20 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn lab technician course. She was unmarried when she joined the group and had no experience of participating in the group sessions before. Both of her parents are alive. Her father is a clerk in the bank and her mother is a tailor. She is second one among three children. She has one elder sister and one younger brother.

7.10.1 Experience of Child Sexual Abuse

She was abused at the age of nine or ten years by three boys who were just acquaintances. They were around 18 or 19 years old at that time. She considered this experience as forceful. Later they seem to have threatened her saying if she tells her father; they would tell something else to him about her, so that he would beat her. She used to remember this experience when she walked through the trees alone and felt frightened. She used to feel angry, frightened, guilty and ashamed whenever she remembered it. The abusers forced her into this experience and she got angry with them and told that she would tell her father. They abused her further saying that they would
test her anger. From then onwards she thought that others were testing her anger, felt guilty thinking she was responsible for what happened and got into self blame and self punishing behaviours.

7.10.2 Group Process and Emotional Intelligence

Sameela is a tall girl with well-built body. Initially he looked very shy and spoke softly. Later she was free and spoke loud enough. Her interactions in the group during one-day sessions were average. Once the group sessions started, she made efforts to participate. From the 8\textsuperscript{th} session onwards, her participation was more spontaneous and free. Initially she too was finding difficult to look at the person and talk. But as the sessions proceeded she was able.

\textit{i. Self Awareness}

Sameela showed more familiarity in becoming aware of body sensations than becoming aware of the feelings she experienced. Gradually she began to be aware of feelings and shared them as: sadness, fear, anger, tension, happy and relieved. As the sessions were proceeding she was able to be aware of the corresponding thoughts and the behavioral expressions of those feelings. She realized that she: walks off from the place and said lies when afraid; walked off from the situation, cried, threw whatever in hand, beat her head etc. when angry. She also understood that several times she got angry with self and went on blaming self.

As the sessions proceeded, from the 20\textsuperscript{th} session onwards she was able to realize her inabilities and accept them. Some of them were: tendency to argue (20\textsuperscript{th} session), to accept the differences in others (24\textsuperscript{th} session), fear of those who are angry (34\textsuperscript{th} session); unable to understand others (34\textsuperscript{th} session). From the 22\textsuperscript{nd} session onwards she was able to realize growing abilities in self and began to share as: able to choose ways of expression of anger as per the situation (22\textsuperscript{nd} session); able to understand others through their facial expressions (24\textsuperscript{th} session); speaking freely even in new situations (34\textsuperscript{th} session); able to accept what others said when reasonable without arguing (36\textsuperscript{th} session). From the 27\textsuperscript{th} session onwards she was able to express her opinion in the group though differed from others.
Thus as Sameela was deepening her awareness simultaneously she was deepening her understanding of the self and was growing in her ability to manage feelings.

**ii. Understanding and Managing Feelings in Self**

Initially her lack of understanding of self used to get reflected the way she blamed others. Slowly she began to understand how her ways of experience and expression of anger got influenced by the comments of the boys who abused her. She also understood her difficulty in managing anger. Through introspection, she began to understand the reasons, which intensified some of her feelings. She was afraid to talk with new groups of people thinking she might make a mistake, others may think negatively about her, and that would be more shameful. Due to the above reason she was also afraid in the group to confront others in the group. She realized that she was intensifying anger towards self through blaming self. Understanding the above reasons she was able to manage fear and anger through mindful expression and by encouraging self through self talk. Slowly she began to accept what others said when it was reasonable and even asked apology realizing her mistake. In this whole process the ability to motivate self had helped her.

**iii. Motivating Self**

Sameela’s efforts to motivate self began to find expression in the session as she started to seek for information for different issues of her concern. Some of the things she sought for information were: to know how to manage fear and anger (5th, 11th, 19th session); to understand others (28th); to understand the consequences of ones behaviours on others (30th session); to express freely and spontaneously (33rd session). She was able to recognize useful experiences for self and began to share in the group whenever needed. Understanding her inabilities and different influences on self, she set the following goals for self: to let go of the experience of CSA; able to express anger in an appropriate way (11th session) and to learn to give value to self and one’s opinions (19th session). She succeeded in motivating self through self-talk and slowly she began to notice changes in her behaviours. The following are the changes she noticed in self: able to choose the ways of expression of anger depending on the situation (22nd session); able to stop blaming self (35th session); able to relate in a better way (36th session).
session); less moody and more accepting (36th session); able to talk freely (36th session); accepting without arguing (37th session).

iv. Understanding and Managing Emotions in Others
Initially she showed her inability to understand others feelings through her insensitive comments when others were already in pain. Through the interactions of others she was able to understand what she was doing and began to pay attention to the emotional cues of others. In this process, she began her efforts through enquiring others from the 9th session onwards. She showed confidence in understanding the emotional cues of others by the 17th session. Sameela was able to recognize the efforts of others to change and began to appreciate them from the 17th session onwards. She was one of those who did not express encouraging and supporting behaviours in the group.

v. Social Skills
Initially Sameela was very hesitant to speak in the group. Slowly her communication improved in the group. She began to express her feelings directly to the concerned person from the 17th session onwards. Her self-disclosure became more deep and personal from the 17th session onwards. She shared feeling confident to initiate conversation from the 24th session. During the 34th session, she said that she felt confident in maintaining relationships and she was enjoying relationships. One of the things she was very happy about was able to tell others directly something negative about them. She was able to feel confident about it from the 20th session onwards. Initially she was finding difficult to relate with others or maintain relationships due to anger outbursts and her tendency to blame either self or the other. By the end of the group sessions, she felt confident about managing anger, fear and maintaining relationships. Thus, it can be considered that through the group process Sameela’s emotional intelligence was enhanced.

7.10.3 Managing Emotions and Solving the Problems
Sameela shared her struggle in managing fear and anger during the initial sessions. She used to walk off from the place and said lies when afraid; walked off from the situation, crying, threw whatever in hand, used to beat the head etc. when angry; Some times she
used to feel angry towards self and managed it by scolding self and punishing self. Slowly she understood more about her feelings and different influences upon them. Through introspection and self-talk, she was able to change her ways of managing feelings. She helped self to face fearful situation and persons and reduced the intensity of fear through self-talk. She was also able to do what she wanted to comfortably. She helped self not to get into self-punishing tendencies and not to throw anger upon others and expressed directly to the concerned person depending on the situation and the context.

As she was able to manage her feelings her strategies to solve the problems also have changed. The above ways of expression of feelings explain that Sameela’s ways of dealing with problems was initially by focusing on emotional smoothing. Later as the sessions proceeded, with growing self-understanding and awareness she developed different strategies in dealing with her problems. By the time of the termination of the group process, she was able to help self to be flexible in dealing with problems understanding the situations. She was able to take an integrative approach of being able to use emotion focused, appraisal focused and problem focused strategies depending upon the situation.

7.11 Swarna

Swarna is coming from Brodipet in Guntur District. She was 19 years old when she joined the group. She completed intermediate (XII std.) and joined the NGO to learn embroidery. She was unmarried when she joined the group and had no experience of participating in the group sessions before. Both of her parents are alive. Her father is a farmer and mother, homemaker. She is the eldest among four children. She has two younger sisters and one younger brother.

7.11.1 Experience of Child Sexual Abuse

Her abusive experience began when she was six years old and continued for two years. Her perpetrator was her maternal uncle who was around 20 and 25 years of age at that time. Initially she was cajoled into the experience later she was forced and threatened as
she began to refuse. When asked how often she remembered the experience of CSA, she said, “... I remember it whenever I watch T.V or movies, or hear some one talking about it. This means all most every day” (T.V lo kaani, cinema lo kaani chisinappudu, leda evaraina ituvali vishayalu matladitee ee anubhavam gurtukostundi. Ante dadapu prathiroju). She felt guilty, unworthy, bad, cheated, angry and hatred. She often thought that she was the cause for the happening and felt angry with self. She thought, “Since I am bad I think I deserve all bad things.” (Nenu chda Danniti kibatti, naku antha chede jaruguthundi). Thinking this way she always felt sad.

7.11.2 Group Process and the Emotional Intelligence

Swarna is a tall girl with medium built body. She looked energetic and active. During the initial phase, her involvement in the sessions was good and at the middle phase and termination, she was one of those who were actively involved in the sessions. During one day sessions, she was seen a bit quiet. Other group members liked her and she was seen in the company of one or the other person during free time. Her communication was audible and clear. She too communicated looking down initially later she was able to look at the concerned person and talk.

i. Self Awareness

Until 5th session, Swarna was finding it difficult in becoming aware of the here - and - now feelings. While discussing about how to become aware of ones feelings she said, “... some times it looks very plain” (okkakkasari ebhavamu ledu, khaliha vundi anipstundi) (5th session). She also was confused in naming her feelings. Slowly she began to be aware of the here - and - now feelings and shared about them. Some of the feelings she shared about in the session were: sad, fear, anger, hatred, anxiety, disturbed, rejected, happy, comfortable etc. She also began to be aware of corresponding thoughts and expressions. She understood the ways of expression of her feelings as: feeling sad and keeping quiet, forgetting with fear what she wants to say; withdrawing or avoiding when angry.

As the sessions were proceeding, her awareness about self was deepened and she began to understand her abilities and inabilities. She realized that she was not able to express what she wanted to express with fear of breaking the relationship. (34th session) From
the 22nd session, she began to share in the group the confidence she was gaining by participating in the group. The newly recognized abilities she shared were: reducing intensity of anger and able to express appropriately (22nd session); feeling free from fear (22nd session); able to realize the mistake and accept (26th session); listening to others without arguing much (36th session); understanding others (37th session) able to express directly to the concerned person (38th session). As the awareness was getting deepened, she began to understand much more deeply about her feelings. This knowledge enabled her to manage her feelings.

**ii. Understanding and Managing Emotions in Self**

Swarana made efforts to understand her feelings through reflection. She began to manage feelings through mindful expression and by motivating through self-talk. She shared that she was able to manage anger and fear through self-talk. She also helped self to listen to and accept others and to stop blaming self through self-talk. In this whole process of managing her feelings, her learning to motivate self, seem to have played a greater role.

**iii. Motivating Self**

Swarana’s interest and enthusiasm in learning to help self was reflected the way she sought for information. She started to seek for information towards the end of middle phase. Some of the issues for which she sought for information were: to know more about understanding others (28th session); to understand the consequences of ones behaviour on others (30th session); to talk freely and express self even with new people and in new situations (33rd session). She was able to recognize useful information for self and others and shared with others as per the need.

She was one of those who wanted to live life fully without getting influenced by the experience of CSA. To achieve this goal the following are the few decisions she had taken to help self: Instead of blaming to motivate self to express when needed (33rd session); to observe and see what is happening to self when others say something negative (34th session); to listen to others when they tell something and also to communicate to others her understanding of their situation (38th session); to continue to respect her opinion and to express freely (38th session).
She was able to help herself to change some of the behaviours, which she wanted to change through self-talk. As the sessions proceeded, she was able to recognize changes in self and felt happy about it. Some of the changes she noticed in self were: expressing anger without abusing or putting the other down (22nd session); able to manage fear and anger (23rd session); accepting mistake (26th session); not talking negatively about the persons when angry (37th session); encouraging others to change their behaviours (37th session). As she was able to motivate self and learn from ones own experience, she was able to help others in managing their emotions.

iv. Understanding and Managing Emotions in Others
By the 11th session, Swarna showed interpersonal sensitivity by paying attention to the emotional cues of others and by enquiring them. These enquiries became more intense from the 16th session onwards. Good number of times her enquiries brought shift in the sharing of others deepening their self-disclosure. Though she began to recognize the efforts of others and began to appreciate from 5th session onwards, they became more intense and frequent from the 14th session. She began to encourage others in the group from the 16th session onwards and advising from the 12th session onwards. As she was interacting in the group these ways her relational skills found stronger expression.

v. Social Skills
Swarna was able to communicate from the beginning. At the same time as the sessions proceeded, she became more confident in some of the communication skills, which she was not so much confident. One of those was able to express feelings directly to the concerned person. She was seen doing this from the 17th session. Sharing about self became more spontaneous and personal from the 11th session onwards. She expressed feeling confident about initiating conversations and relationships. She shared that after learning to express her feelings in an appropriate way she was able to maintain relationships in a satisfying way. She was one of those who were able to confront others spontaneously and with freedom, which helped others to deepen their awareness about self. She was able to confront the whole group to be more objective and straight in telling to each other so that every one can get maximum benefit out of the group sessions.
Looking at the above explanation it is clear that the emotional intelligence of Swarna improved due to the participation in the sessions. Her awareness about self was deepened and she was able to feel confident recognizing her potentials. She was confident by the end of the sessions about managing the feelings like anger and fear of talking in the group etc. She felt happy that she was able to motivate self in changing some of her behaviours, which she felt inappropriate. Her skills to understand and manage others emotions and there by relational skills too improved.

7.11.3 Managing Emotions and Solving the Problems

Swarna shared that she wants to learn how to manage fear of speaking in front of others and expressing anger in an appropriate way. During the group process she understood that her ways of expression of her feelings as: feeling sad and keeping quiet, forgetting with fear what she wanted to say; withdrawing or avoiding with anger. As the sessions proceeded, she was able to realize that her fear to express self in front of the group was being intensified by the thought that others may think bad about her if she made a mistake. After realizing this she was able to help self by constantly reminding to self that she is important for herself than others opinion.

She realized that she got angry whenever others will not respond the way she expected. Her ways of expression of anger was keeping silent and going away. During the group process, she realized that her silence was not real silence. However, she was talking negatively about those with whom she was angry, she will not respond to them and makes sarcastic comments whenever the opportunity comes. Realizing this she was able to help self in managing anger by telling self that others have the freedom to be the way they want and they do not have to respond to her expectations. She also learned to look into the situation and see what exactly was happening and where the problem lies. She helped self to accept if she was at fault or expressed directly her feelings to the concerned person without talking about her here and there. As she was training self with these strategies, she observed intensity of anger reduced and feeling confident about managing anger.
Initially the way Swarna was solving her problems were focused upon managing her feelings and being normal with the people around and in the situations. Participating in the group she learned cognitive processing where she was able to look into the problem and find the cause for it and focus upon solving the problem. As the sessions were proceeding she was able to use an integrated approach of using emotion focused, appraisal focused and problem focused strategies in managing her problems.

**7.12 Summary**

The above narrations show that overall; all the women’s emotional intelligence was enhanced due to participation in the group sessions. All of them expressed initially inability in managing their anger and by the end of the sessions; they were able to feel confident about managing anger. Almost nine of them, who were withdrawn and had difficulty in mingling with groups, were able to feel comfortable and speak freely not only in this group but also even in other groups where they had to face new people.

Nine of them had problems in sharing some thing personal especially when they were sad. The reason for not sharing was that others might betray them. All of them were able to come out of this fear, learned to trust at least one or two, shared with them their pain, and help self to feel relieved. Due to the participation in the group, every one learned to process cognitively and to decide what needs to be done and motivate selves to do that. With increased interpersonal sensitivity, they were able to understand others and help others to manage their emotions. By the end every one of them showed better communication and relational skills compared to the beginning of the sessions. They shared that their confidence in initiating and maintaining relationships increased. Except Lavanya and Mani the rest all were able to say that they were feeling confident about initiating relationships. In addition, with in those nine months they were able to develop relationships and at the time of termination, they were able to say that they were enjoying the relationships. Lavanya and Mani began to initiate relationships by the end of the sessions and were not able to share anything about their ability to maintain relationships in a satisfying way. Sameela just began to feel confident about her empathetic behaviours by the time of the termination.
All the members were able to move from their emotion focused problem solving strategies to integrated way of solving the problems where they focused on reducing the intensity of the feeling. Then they looked for the cause of the problem and do whatever they can do to solve the problem.