CHAPTER – I
INTRODUCTION

1.0 OVERVIEW

Academic Achievement, what way Social Intelligence influence Academic Achievement, Need for the Study, Statement of the Problem, Objectives of the Study, Hypotheses of the Study is briefly narrated. This chapter ends with the Need for the study and the Chapterisation.

1.1 EDUCATION

The term “Education” has a very wide connotation. Philosophers and thinkers from Yajnavalkya (Arana 1000 B.C) to Gandhiji (1896 – 1948 A.D.) in the East and from Socrates (469 – 399 B.C) to Deway (1859 to 1952 A.D.) have given the meaning of Education in accordance with their Philosophy of life with the result there have emerged divergent concepts of education like a diamond which appears to be of a different colour when seen from a different angles. Like a proverbial elephant and the blind men, everybody (i.e.) an artist, a biologist, an educator, a farmer, a merchant, a moralist, a philosopher, a psychologist, a religious preacher, a sociologist and a statesman, a student and a teacher seem to have the version of education, which is influenced by their own outlook on life and the experiences in a limited field.

In brief, concept of education has different meanings on account of the following factors.

1. Cultural settings
2. Economic set-up
3. Geographical considerations
4. Political philosophy and system
5. Philosophical thought
6. Religious moorings
7. Sociological thinking

All these singly or in combination of one or more factors govern their influences on the aims, contents, organization, discipline & methods etc., of education.

1.1.1 AIMS OF EDUCATION

In every walk of life, aims are of unique importance. Without fixing up aims, the work that we take up remains dull and cheerless aims. In fact aims make the process lively, and they also provide satisfaction at the end. In the field of education aims are very essential. Undoubtedly, education is a purposeful and planned activity. It makes a man quite fit for the society. Therefore, we should try to fix up aims in advance and then make efforts to achieve them.

Education without an aim is quite meaningless. In the words of John Dewey, “An aim is a foreseen end that gives direction to an activity or motivates behavior”. An aim is a predetermined goal which inspires the welfare activities of an individual. An aim is achieved after careful thinking and proper planning it is achieved. In fact, an aims is that predetermined goal which stimulates human activities to achieve it.
John Dewey suggested the following criteria for aims of education:

1. Good aims are related to real situations of life. They grow out of these situations and they can be achieved only under these situations.

2. Good aims are flexible. These should be flexible enough to meet the demands of changing circumstances of life.

3. A good aim represents a span of diverse activity. The real objective in pursuing an end is not the end itself but the course of the activity which constitutes the core of education.

Aims are related to real situations in life. Education to be effective must meet the many sided needs of the society. A child is not to be educated in a vacuum. He is a member of the society in which he lives and education must enable him to become a useful member of the society.

Since, economic, physical, political, religious and social needs differ from place to place. From time to time and from country to country, educational aims also differ.

1.1.2 NATURE OF EDUCATION

Education is unique in its nature. The nature of education determines the purpose of the process of education and the goals realized.

i. Education is a tri-polar process where teacher –taught and social environment act and react with one another.
ii. Education is a never ending venture.

iii. It is a process where some purposes are aimed at and efforts accordingly are made to attain them.

iv. It is life – long process.

v. Education is preparation.

vi. It is a process of individual development.

vii. It is dynamic.

viii. It is rotated to time, place and social set up life.

ix. It is both theoretical and practical.

x. It is science and art.

xi. It is an instrument which is used to attain better life.

xii. It is essential human virtue because man is affirmed of becoming a man through it.

xiii. Education is essentially a process of growth and development which goes on throughout the life.

xiv. Education is the modification of behavior.

xv. Education is getting new knowledge and new reactions.

xvi. Education is adjustment with the environment.

1.1.3 NEED OF EDUCATION

The newborn infant is a helpless human being. He has neither any friend nor an enemy. He is not aware of the social customs and traditions. Not only this,
he is not even keen to achieve any ideal or value. But as he grows older he is influenced by the informal and formal agencies of education.

In this way he develops his physical, mental and emotional self. Social feelings also develop in him gradually. By and by he is able to develop a sense of responsibility like his elders and solve the problems of life successfully. In short, education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demand of ever changing society of which he is an integral part.

1.1.4 CHARACTERISTICS OF EDUCATION

The Characteristics of Education are given below:

Education is a process of drawing out the best in child and man-body and spirit.

1. Education is a process of modification of natural tendencies of an individual.

2. It is a process of self-realization.

3. It is a deliberate process.

4. It is a tri-polar process involving the interaction.

1.1.5 ROLE OF EDUCATION

Education can play a vital role in strengthening emotional integration. It is felt that education should not only aim at imparting knowledge but should develop all aspects of a student’s personality. It should broaden the outlook, fasten a feeling of oneness, nationalism, spirit to sacrifice and tolerance so that narrow
group interests should submerge in the larger interests, of the country. Education must build the democratic conviction in youth so strongly that they will withstand the strain not only of the fairly difficult circumstances, of ordinary social living but also of such national and world crisis as may occur in the future.

Education is the weapon of democracy and without good education; all democracy will not be successful. The purpose of education is to ensure that behaviors confirm to the values and ideals of democracy. Education is meant to educate body, mind and spirit of the child. The problem of national integration is essentially one of finding the right philosophy for our education.

1.2 TEACHER EDUCATION

Teacher Education is the program of activities and experiences developed by an institution responsible for the preparation and growth of personal preparing themselves for educational work or engaging in the work of the educational profession. The effectiveness of the Educational Systems depends to a large extent on the efficiency of teachers. The aim and objectives of Education should be ultimately translated into practice by the teachers. But the efficiency of the teacher has been the most neglected aspect of our education system. “Teacher Education” can be defined as all, the formal and informal activities and experience that help to qualify a person to assume the responsibilities of a member of education profession or to discharge his responsibilities more effectively.
Modern Education is not confined to impacting knowledge alone. Teachers have to face many challenges today since the demands on them rate many. They are responsible for the overall development of the children who will be kept in their charge. Hence there should be an overall improvement in the professional preparation of teachers and continue through the career as a person who has completed a professional curriculum in a teacher education institution.

Education is a life-long process. It leaves significant gaps in the knowledge, skills and the attitudes of the teachers. The principles learnt in the training college is left and actual practice done in schools is during the course of service that as a process of reconstruction or reorganization of experience it takes place which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience.

1.2.1 CONCEPT OF TEACHER EDUCATION

Education develops of an individual’s cognitive and affective abilities. Teacher education programmes are designed to prepare effective teachers by providing theoretical awareness of teaching and developing teaching competency and teaching ability. The levels of performance of an individual on a test indicate the growth of his ability. Teacher education covers those theoretical aspects through which knowledge, pertaining to specific subjects and transmitted to students and teachers is prospected.
All those activities, functions and events through which the prospective teachers are to be made aware to the latest trends of subjects and teaching as well as pertaining to the theory related to learner’s behaviour changes and behavioural management as well as subjecting development of communication of teaching skills. Finally, teacher education is provided to prospective teacher’s consequent to which they develop interest in teaching.

The purpose of education is not only to acquaint him with certain skills and abilities but also developing his interest in teaching is necessary. Because if a teacher is interested in teaching and providing education to the pupils, he will continue to acquire new knowledge and shall put still better before the learners.

1.2.2 FUNCTIONS AND OBJECTIVES OF TEACHER EDUCATION

Miss W. Walker in *World Trends in Education* (197), “The function of teacher education is to produce good teachers. The good teacher is one who produces good results in meeting the central, presenting needs of life in whatever social context”.

The main function and objectives of teacher education is as follows:-

a. Better understanding of the Student

b. Building Confidence

c. Methodology of Teaching

d. Building a Favorable Attitude

e. Familiarizing with the Latest trends in Education
f. Familiarizing with School Organization

g. Creating Social Insight

h. Improving Standards

i. Training for Democracy

1.3 THE TEACHER

“The Teacher and almighty both are standing to whom should I bow, thanks to the teacher who enabled me to see the Lord”.

“There is darkness without Guru (teacher)”. – Sant Kabir.

The individuality of the teacher has many faces. From the emergence of human beings and consequent evolution of human society in the world, teacher has ever been a constructive upbringer of the young minds. The man has ever been educating the young ones to lead a good socio-economic life and create cultures and civilizations. It is the teacher who has been doing this role. He has always been respected in the society by all.

“No system of education can rise higher than its teacher. The way to child – centered education can only be through teacher – centered school”.

The teacher stands at the most important point in the educational process. He still occupies a fairly important place inspite of the fact that the education has been pushed to the front in the progressive thought. The Mudaliar commission
states, “we are convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualification, his professional training, and the place that he occupies in the school as well as in the community.

1.3.1 THE ROLE OF TEACHER

❖ **Teacher is the most vital single factor in the system of education:** It is the teacher who matters most as far as the quality of education is concerned. “A significant change”, in the words of **Prem kirpal**, “in the educational process is governed by the extent of his receptivity and initiative”. The well-equipped teacher is a supreme factor in education.

❖ **A teacher affects eternity:** Henry Adams stated so well, “A parent gives life but as parent he gives no more. A murderer takes life, but his deep stops there. A teacher affects eternity, he can never tell when his influence stops”.

❖ **Teacher is the backbone of society:** The teacher is the national integrator, as he is the backbone of society, particularly so in the remote villages. He stands as an outstanding figure among the illiterate and semi illiterate families. He is their friend, philosopher and guide.

❖ **Teacher – the social engineer and the useful social worker:** The teacher activity shares, the responsibility for reconstructing a social order, the values and traditional beliefs of which are being eroded by the surge of new ideals and practices. He has to be a social engineer.
Teacher – a superior guide: At the back of every great man, a good teacher is there who kindled enthusiasm, fostered confidence and guided him to the way of progress.

Teacher – the nation builder: The teacher is always concerned with the children who are potential leaders of tomorrow. Tomorrow’s nation will depend upon the type of citizens trained and educated today in the temples of learning as the teacher involves in the responsibility of building the nation. Humayun Kabir said so well, “teachers are literally the arbiters of nation’s destiny”.

1.3.2 THE ESSENTIAL QUALITIES OF A TEACHER

To become a teacher, book learning, passing the examinations and the ability to interact are not enough. He should possess a sterling character and certain physical, intellectual, social and emotional qualities which are prerequisite for success in teaching. Thus as said by the educationist Joad, “Teaching is not everybody’s cup of tea”.

The following are the qualities essential for a successful teacher:

1. Character

“When Wealth is Lost Nothing is Lost,
When Health is Lost Something is Lost, but
When Character is Lost Everything is Lost.”
Thus man may be viewed as having achieved everything in life when he becomes perfect in character. So, good character is essential for a teacher. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop many noble qualities.

2. Personality

Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, industrious, enthusiasm, drive, initiative open mindness etc., are some of the essential traits of an ideal teacher. Also he should be frank, tolerant, kind and straight forward, so that he can stimulate learning.

3. Mental Health

If a teacher has a good mental health, he can create love, interests and enthusiasm for learning and a taste in the subject he teaches.

4. Physical Health

A teacher should possess a sound body along with a sound mind. He should have sound physical health, physical energy, vitality he should be free from physical defects. This will make him alert, cheerful, happy, dynamic and enthusiastic. He can maintain emotional stability.
5. Social Adjustment

Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contributions to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. Normal social life outside the school will go a long way to give him happy social adjustments.

6. Professional Efficiency

The teacher must possess a strong sense of vocation and true devotion towards teaching. He should have a genuine love for his calling. For his professional efficiency, he should have knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching. He must possess a fair knowledge of current affairs about his own country and other countries of the world.

7. Academic Achievement

A teacher should possess knowledge of the fundamentals of the subjects he teaches. He should have a sound academic and cultural background. Prof. Monegasque in his book, “Education and Human Relations” asserts that “No one should ever be permitted to become a teacher of the young unless by temperament, attitudes and training, he is filled to do so”. So when we speak of the teacher as a professional man it is essential that he should undergo necessary training to know
the art of teaching. Thus, for a successful teacher sound academic achievement and professional training are highly essential.

1.3.3 DUTIES OF TEACHERS

A teacher is supposed to discharge numerous duties, such as

- Planning the curricular and co-curricular programmes.
- Organizing the programmes.
- Supervising and guiding the pupils.
- Maintenance of records.
- Evaluating the achievement of the pupils.
- Reporting
- Maintaining relations with pupils, colleagues, principal, parents and community for effective education.

The teacher effectiveness of teacher is the life of every educational institution.

1.4 PSYCHOLOGY

Psychology is an attempt to study how human beings behave. Human behavior is a complex thing. Psychology has touched every aspects of human life. It plays a vital role to solve the problems of human beings. In the beginning, psychology was considered as a science of soul and then science of mind, then as science of consciousness and finally it was accepted as the science of behavior.
Thus **Woodworth** described this journey of psychology from the soul to behavior as – “First psychology lost it soul, then it lost its mind, then it lost its consciousness; it still has behavior of sort”.

### 1.4.1 FIELDS OF PSYCHOLOGY

Today psychology is considered as a most important and indispensable of the sciences making their contributions to man’s knowledge. The field of psychology has been classified by **J.P. Guilford** as follows:

**I) General Fields of Psychology**

a. **Experimental Psychology**: It deals to understand the fundamental and general causes of behavior. In experimental psychology the experiments are done on basic process such as learning, memory, sensation, perception and motivation.

b. **Physiological Psychology**: Physiological Psychology studies the psychological functions and bodily structure. The structures and functions of sense organs, nervous system muscles and glands are described in details.

**II) Specific Fields of Psychology**

a) **Animal Psychology**: Even though Man is supposed to belong to an Evolved Species, there are some common factors linking human behaviour with that of animal behaviour. Animal psychology provides us the following:

   a. Greater control over the experimental conditions.
   b. Experimentally important characteristics of a particular species.
c. Relatively short life span of sub human animals.

d. Ethical conditions prohibits use of human subjects in certain areas of research.

b) **Child Psychology**: Arther T. Jersild has stated that, “The main aim in child psychology is to understand children through studying what they do think, and feel as they more through the childhood years, why they develop as they do, and how best to promote their welfare. Another aim is to understand adult’s attributes disposition and character his abilities, his attitudes recognizing his character, his abilities, his attitudes regarding himself and other have their roots, in childhood”.

c) **Psychology of Adolescence**: This studies process of growth and development during adolescence, also the personality characteristic, behavioral and adjustment problems of them.

d) **Differential Psychology**: C.V. Good defined – Differential psychology is that branch of psychology dealing with differences or variations in traits among different individuals or groups or with differences within the same individual and studying these differences with respect to the effect of various factors, including sex, age, socioeconomic status, racial orgins, heredity, environmental factors and motivating factors.
e) **Social Psychology** : It is the study of human and collectively and dealing particularly with origins, development purpose, functions, problems, adjustments and peculiarities of human society, the study of human beings living together in groups.

f) **Abnormal Psychology** : It is a branch of psychology that treats of abnormal mental processes and abnormal reactions to situations, involving conflict between the intellect and emotions.

**III) Professional Field :**

a) **Clinical Psychology**: C.V. Good defines “It is a form of applied psychology that aims to define the behaviour capacities and personality characteristics of an individual, through methods of measurement, analysis and observation and on the basis of these findings makes recommendations for management of the individual or carries on educational counseling and psychotherapeutic process.

b) **Educational Psychology**: C.V. Good defines – Educational Psychology (i) the investigation of psychological problems involved in education, together with practical application of psychological principles of education (ii) a study of nature of learning”.

**1.4.2 CHARACTERISTICS OF PSYCHOLOGY**

On the basis of these definition the following characteristics of psychology can be enumerated;
i. Psychology is the science of behavior of man and animal.

ii. Psychology is the study of conscious and unconscious behavior.

iii. Psychology is the science of mutual, interaction between an organism and environment.

iv. Psychology is the study of physical and social behavior.

v. Psychology is the study of cognitive, affective and psychomotor behaviours.

1.5 RELATIONSHIP BETWEEN PSYCHOLOGY AND EDUCATION

Natural relationship prevails between Psychology and Education. Behaviour is the common concern for Psychology and Education. Psychology analyses human behavior. It examines what a man does at a particular time or why he does so in that particular situation. Education tries to warp and mould behavior and bring certain changes in the core behavior of the pupil for the betterment of his life structure.

It is pertinent to quote the words of Ruskin that “Education does not mean teaching people what they do not know; it means teaching them to behave as they do not behave”. Hence, Psychology and Education are inter-related, inter-dependent and must go together.

But it is to be remembered that Psychology is more important because Education is dependent and relies on psychology. For bringing any desirable
changes in the behavior of the pupil, the nature of his innate behavior and its possibility is needed to be known only through psychology. Thus Psychology is facilitating the work of Education.

1.6 NATURE OF EDUCATIONAL PSYCHOLOGY

The nature of Educational Psychology can be summarized in the following manner:

1. Educational psychology is the ultimate result of the combination of Education and Psychology.

2. It is an applied science, which applies the principles of General Psychology in the field of education.

3. It is both theoretical and practical, because at first it gives findings about the student’s behavior and then applies techniques to modify and develop it.

4. It is the psychological approach to education and educational problems concerned.

5. It is concerned with human factor in learning.

It is primarily concerned with the study of the behavior of children since the children are getting education. Alternatively we can say that it deals with the behavior of human beings who undergo education. Therefore, it is an educational science.
1.6.1 OBJECTIVES OF EDUCATIONAL PSYCHOLOGY

Nature, scope and objectives of Educational Psychology are determined by the relationship it bears to the aims and standards of education. The aims and ideals of education are set by philosophy. Educational psychology helps in realizing these goals and ideals. It helps primarily in answering questions of ‘how’ and ‘when’. Fundamental aim of educational psychology is to help the student of education and the teacher in understanding human nature so that he may be able to motivate and direct the learning and growth and conduct. Charles skinner gives two objectives – cultural and professional. But the first he means that educational psychology has to enrich the life of the educator himself by changing the learner’s thoughts, feelings, attitudes, ideals, standards of values and conduct. Besides this general aim as stated above, there have been mentioned various specific aims.

1.6.2 EDUCATIONAL PSYCHOLOGY AND ITS USES

Educational psychology is a systematic study of the behavior of students and teachers in teaching – learning process. It includes regular activities like jumping, running, walking, etc., and affective activities like happiness, sadness, anger etc., It includes conscious, sub conscious and unconscious activities. It covers overt and covert behavior. It includes the behavior of human beings and animals. It is the positive developing science of behavior. It includes prediction, modifiability, purposive and purposeful behavior. It employs scientific methods to modify the behavior of the individual in relation to the environment. Therefore,
educational psychology is that branch of psychology which deals with teaching and learning and it implies the following:

1. **To select and organize the subject matter**

   The teacher can select and articulate the subject matter to suit the abilities, conveniences and practical needs of the students.

2. **To know the technique of teaching – learning process**

   The teacher can know when where and how to teach a given topic or a unit. The students also know when, where and how to learn. This helps better interaction and understanding.

3. **To arrange learning situation or environment**

   Learning situation helps the students to tone up the class room. Congenial atmosphere like adequate ventilation, light, suitable furniture, white washing, cleanliness, friendly and sympathetic attitude, adequate interest, motivation, etc., provide conducive ambience.

4. **To acquaint with the mechanism of heredity and environment**

   The teacher can impress upon the importance of the innate ability of the student. It helps him to provide suitable environment for better learning. He can balance the hereditary factors and the environmental forces.
5. **To help in maintaining discipline**

By knowing his students, he can understand their motivation, attitudes, abilities and aspirations. He can adjust his teaching to suit their needs to create intrinsic discipline.

6. **To help in rendering guidance services**

The abnormality of the student can be studied and guidance may be given for better adjustment. By giving proper guidance to normal and gifted children their personality development will flourish further.

7. **To help in providing motivation**

A teacher can’t teach anyone who is not interested. The efforts of the teacher without motivation will lead to nothing. Hence the teacher requires the techniques of motivation. Hence the teacher has to depend on the assistance of educational psychology.

8. **To help designing curriculum**

A curriculum has to cover the needs and aspirations of the pupils. An ordinary teacher can’t construct a good curriculum, but only the knowledge of educational psychology will help him to design a desired curriculum.

9. **Evaluation and assessment**

The teacher can monitor class – room tests. Results can be announced periodically which will serve as a feedback. This gives him incentive.
10. To help in solving classroom problems

The teacher can arrange group activities. He can attend to mental health in the class. He can sublimate the interests towards accepted goals.

11. To know the teacher himself

At first the teacher has to understand himself by his strengths and weaknesses. He can have mastery in subjects and also be sympathetic towards the students. Thus, he can adjust his learning to the needs and requirements of the students for better interaction.

Thus, Educational Psychology is helpful to the class-room teacher for better inter-communication, interpersonal relationship between the teacher and the student.

1.7 MEANING OF INTELLIGENCE

Intelligence, as defined in standard dictionaries, has two rather different meanings. In its most familiar meaning, intelligence has to do with the individual's ability to learn and reason. It is this meaning which underlies common psychometric notions such as intelligence testing, the intelligence quotient, and the like. In its less common meaning, intelligence has to do a body of information and knowledge. This second meaning is implicated in the titles of certain government organizations, such as the Central Intelligence Agency in the United States, and its British counterparts MI-5 and MI-6. Similarly, both meanings are invoked by the
concept of social intelligence. As originally coined by E.L. Thorndike (1920), the term referred the person's ability to understand and manage other people, and to engage in adaptive social interactions. More recently, however, Cantor and Kihlstrom (1987) redefined social intelligence to refer to the individual's fund of knowledge about the social world.

1.8 MEANING OF SOCIAL INTELLIGENCE

In defining social intelligence we’re talking about a general category: the human capacity to understand what happening in the world and responding to that understands in a personally and socially effective manner. We have to confine our definition of social intelligence so we’re not including within it all positive human attributes, making it a kind of definitional panacea.

What we’re trying to do in defining social intelligence is get at a quality in human beings which makes them capable of awareness and understanding in the broadest possible terms. Not mere financial or academic or interpersonal success but understanding that makes it possible to make their lives worthwhile and in making their society better during their lifetime and after. Social intelligence is in the tradition of wisdom, not the more current idea of "smartness". our definition of social intelligence has to include such a person as Socrates, a man who ended his life as a condemned criminal but who achieved timeless success through passing on his understanding of what intelligence is—“the recognition of one’s own ignorance and faithful dedication to one’s principles..”
"Social Intelligence (SI)" is perhaps best understood as one of a whole range of interwoven competencies. For some years now, Harvard Professor Howard Gardner has been preaching the idea that human intelligence is not a single trait, as the devotees of the IQ cult have always claimed. According to Gardner, we humans have seven or eight distinct intelligences, or primary dimensions of competence. We can characterize SI as a combination of a basic understanding of people - a kind of strategic social awareness - and a set of skills for interacting successfully with them. A simple description of SI is the ability to get along well with others and to get them to cooperate with you.

1.8.1 DEFINITION OF SOCIAL INTELLIGENCE

There are so many definitions given by many psychologists on Social Intelligence which are given below.

Social Intelligence according to the original definition of Edward Thorndike, is “the ability to understand and manage men and women, boys and girls, to act wisely in human relations”. It is equivalent to interpersonal intelligence, one of the types of intelligences identified in Howard Gardner’s Theory of multiple intelligences, and closely related to theory of mind. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition.
Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. At the same time, social intelligence probably draws on specific internal abilities. For example, in a recent study of incompetence, Kruger and Dunning found that incompetent people assessed themselves as being highly competent. This lack of ability to self-assess may be due to a combination of internal (poor metacognition) and external factors (poor ability to compare oneself to others). Social intelligence appears to be receiving the most attention in the management and organizational psychology literatures.

There are various type of intelligence. As society became more complex, intellectual competences became more sophisticated. This competence is social intelligence and can be defined as the intelligence that lies behind group interactions and behaviours.

This type of intelligence is closely related to cognition and emotional intelligence, and can also be seen as a first level in developing systems intelligence. The discipline of social intelligence enhances the field of artificial intelligence with a variety of theories from system theory, adaptive systems, simulations, game theory, biologically inspired algorithms, software agents, etc.
Application examples of social intelligence are social robots, the intelligence paradigm, action selection and the foraging procedure.


More recently, popular science writer Daniel Goleman has drawn on social neuroscience research to propose that social intelligence is made up of Social Awareness (including empathy, attunement, empathic accuracy, and social cognition) and Social Facility (including synchrony, self-presentation, influence, and concern).

Psychotherapy often involves helping people to modify their patterns of social intelligence particularly those that cause them problems in their interpersonal relations. Some efforts are also underway to use computer-based interventions to help people develop their own social intelligence. Paul Ekman, for example, has created the Micro Expression Training Tool, to allow people to practice identifying the brief emotional expressions that flit across people’s faces. The website MindHabits.com offers a research-based software program with
which people learn to modify their mind habits, focusing attention on positive social feedback and inhibiting attention to the social threats and rejections that can cause stress. Other interventions, for example to help autistic individuals develop social perception and interaction skills, are also in development.

- The ability to understand and manage men and women, boys and girls, to act wisely in human relations - **Edward Thorndike (1920)**
- It is equivalent to interpersonal intelligence - **Howard Gardner**
- Social intelligence is the ability to get along well with others and to get them cooperate – **Albrecht**
- Social intelligence as the person's "ability to get along with people in general” – **Vernon (1933)**
- Social intelligence Practices softening the facts into the optimistic, practical, forward-looking, cordial, brisk view - **C. Wright Mills.**
- By social intelligence, then, we mean the Understanding the necessity of life-long self-education. – **Berkeley**
- Social intelligence is what is called as “spiritual intelligence”. - **Theodore Roszak**
- Social intelligence is the ability of persons to see through the social myths dominant during their lifetime. - **Paulo Freire.**
- Social intelligence is to distinguish between people who possess this congeries of abilities and attitudes and people who do not possess it. - **Norman D. Livergood.**
Though all the psychologist narrate the term ‘SI’ in different words and ways it is clearly understood that they mean to reveal the similar meaning.

1.8.2 NEED FOR SOCIAL INTELLIGENCE

Only Social Intelligence has the power to optimize outcomes. For Social Intelligence to matter it needs to be measured against the ability to deliver clarity, scale and value. Social intelligence requires having the ability to understand the emotional and social cues of others, learning how to regulate your emotions, and being able to express yourself adequately to others. It also involves learning how to get on with people you may not like! Nowadays, with so much emphasis on intellectual achievements, it pays for us to remember that a large part of the way our children act socially is determined by their interactions at home, at preschool and at school. We learn to be social, and at the basis of this is the early, consistent nurturing that gives babies a strong sense of attachment. Having social intelligence means not only recognizing your emotions but acting on them reflectively and rationally. It also involves your ability to feel and express a whole range of feelings and to understand your resistances, boundaries and projections while moving toward socially emotional wholeness.

The need is being able to tune into other people, to read them, to know how they are thinking about things, what their feeling right now and using that to communicate effectively with them.
One need to be successful by influencing, persuading, developing, growing, inspiring and motivating other people. That’s the ability of social intelligence. It requires empathy, and requires skills and interaction.

1.8.3 THE QUALITIES OF SOCIAL INTELLIGENCE

By social intelligence, then, we mean the qualities of:

- Seeing through the current social myths and diversions
- Understanding the necessity of life-long self-education
- Recognizing the necessity of social action, including discerning what the social situation requires and creating a program to realize social reform
- Developing genuine feelings of compassion and regard for one’s fellow human beings.

1.8.4 THE DIMENSIONS OF SOCIAL INTELLIGENCE

A careful review of social science research findings, ranging from Gardner and Goleman to Dale Carnegie, suggests five key dimensions as a descriptive framework for SI: 1. Situational Radar (Awareness), 2. Presence, 3. Authenticity, 4. Clarity, 5. Empathy. We seem well overdue to make SI a developmental priority in our early education, public schooling, adult learning processes and in business. Children and teen-agers need to learn to win the fellowship and respect they crave. College students need to learn to collaborate and influence others effectively. Managers need to understand and connect with the people they're appointed to lead. High-tech professionals need to understand the social context.
and achieve their objectives by working from empathy. All adults, in their careers and personal lives, need to be able to present themselves effectively and earn the respect of those they deal with. Social intelligence can reduce conflict, create collaboration, replace bigotry and polarization with understanding, and mobilize people toward common goals. Indeed, it may be - in the long run - the most important ingredient in our survival as a species.

The socially intelligent among us yearn for a quality of life beyond the satisfaction of basic needs. Social intelligence is not like the intelligence measured in high schools by career counselors and psychologists. In our society if an individual has a high intelligence quotient or IQ they are considered more valuable or more gifted than their neighbor with a low IQ. Social intelligence is a measure of social awareness, social progressiveness and appetite for new experiences. A person with a high SI is no better or worse than someone with a low SI. They’re just different. They have different attitudes, hopes, interests and desires.

1.8.5 MEASURING OF SOCIAL INTELLIGENCE

Social IQ has until recently been measured by techniques such as question and answer sessions. These sessions assess the person’s pragmatic abilities to test eligibility in certain special education courses, however some tests have been developed to measure social intelligence. One of these is the EQ Test, which stands for Emotional Intelligence. This test is often useful in diagnosing autism spectrum disorders, including autism and Asperger’s Syndrome. Other, non-
autistic or semi-autistic conditions such as Semantic Pragmatic Disorder or SPD, Schizophrenia, Dyssemia and ADHD, are also of relevance. People with low social IQ will be considered “child like” and immature, even at the adult age group. This test could also be used to assess people that might have some sort of a personality disorder such as Schizophrenia or ADHD.

A good way to measure Social IQ is to use the basic IQ system, adapted for social skills. Most people have social IQ’s from 85 – 115, but many exceed these limits. People with social IQ’s below 80 may show symptoms of autism spectrum disorders such as Asperger’s Syndrome and have trouble with making friends, and with communication, and might need some social skill training or extra support from specialists. People with social IQ’s over 120 are considered very socially skilled and well adjusted and will work well with very social jobs such as social work, education, and law enforcement.

1.8.6 HIGH SOCIAL INTELLIGENCE INDIVIDUALS

The appetite of high SI individuals is based not on a desire for things alone, but the unique personal meaning of things to each individual. Imagination, passcodes, social awareness and desire combine at the heart of social intelligence to transform objects and things into symbols that convey messages, not just about the object but also about the people who love them. In this high SI world basic things carry vastly less value than the symbols that have risen in their place; than peak experiences and social activism.
Individuals with high SI, like are challenging and abandoning the
traditional ways and entering the realms of ethics and principles as local issues
become public policy and public policy changes the ways governments think and
behave. They are unimpressed by corporate brands preferring to evaluate the
corporate culture and management ethics of a brand. Social intelligence
determines what we believe in, what we stand for and how we behave in the face
of inequity.

1.8.7 LOW SOCIAL INTELLIGENCE INDIVIDUALS

Conversely, those in the population with low SI are aroused only by basic
needs and the demand for rudimentary satisfaction. They are happy not to know
what they don’t know. Their attitudes are rooted in social, industrial, and
technological conservatism; defined by traditional social values and by the
production and exchange of objects. No whispered secrets for them.

Our brains are designed to connect to the brains of other people and for
those in the new evolutionary order, social intelligence is the interpersonal part of
emotional intelligence. That’s what enables them to make an emotional connection
with other people like them; what makes them self-selecting. Believe it or not, we
prefer to work with people like us, live near other people like us, socialize with
people like us and marry someone who shares our values.
People with lower social intelligence have much more trouble communicating with or relating emotionally to others. At the extreme they are so unable to relate or connect in a social context they may exhibit symptoms of autism. An autistic person can have a high IQ but their low SI typically prevents them from socializing and utilizing that IQ. So it is that our level of social evolution, social intelligence determines who we are, how we behave and what we get out of life. The good news is that social intelligence is soft-wiring and not part of a predetermined genetic blueprint. We can evolve; change our life. It’s up to each of us.

1.8.8 THE PSYCHOMETRIC VIEW OF SOCIAL INTELLIGENCE

The psychometric view of social intelligence has its origins E.L. Thorndike's (1920) division of intelligence into three facets, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation: “By social intelligence is meant the ability to understand and manage men and women, boys and girls to act wisely in human relations”. Similarly, Moss and Hunt (1927) defined social intelligence as the “ability to get along with others”. Vernon (1933) provided the most wide-ranging definition of social intelligence as the person’s “ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli
from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

By contrast, Wechsler (1939, 1958) gave scant attention to the concept. Wechsler did acknowledge that the Picture Arrangement subtest of the WAIS might serve as a measure of social intelligence, because it assesses the individual's ability to comprehend social situations. In his view, however, "social intelligence is just general intelligence applied to social situations" (1958). This dismissal is repeated in Matarazzo's (1972) fifth edition of Wechsler's monograph, in which “social intelligence” dropped out as an index term.

Defining social intelligence seems easy enough, especially by analogy to abstract intelligence. When it came to measuring social intelligence, however, E.L. Thorndike (1920) noted somewhat ruefully that "convenient tests of social intelligence are hard to devise. Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesroom (sic), but it eludes the formal standardized conditions of the testing laboratory. It requires human beings to respond to, time to adapt its responses, and face, voice, gesture, and mien as tools". Nevertheless, true to the goals of the psychometric tradition, the abstract definitions of social intelligence were quickly translated into standardized laboratory instruments for measuring individual differences in social intelligence.
1.8.9 SOCIAL INTELLIGENCE IN THE STRUCTURE OF INTELLECT

Guilford postulated a system of at least 120 separate intellectual abilities, based on all possible combinations of five categories of operations (cognition, memory, divergent production, convergent production, and evaluation), with four categories of content (figural, symbolic, semantic, and behavioral) and six categories of products (units, classes, relations, systems, transformations, and implications). Interestingly, Guilford considers his system to be an expansion of the tripartite classification of intelligence originally proposed by E.L. Thorndike. Thus, the symbolic and semantic content domains correspond to abstract intelligence, the figural domain to practical intelligence, and the behavioral domain to social intelligence.

Within Guilford's (1967) more differentiated system, social intelligence is represented as the 30 (5 operations x 6 products) abilities lying in the domain of behavioral operations. In contrast to its extensive work on semantic and figural content, Guilford's group addressed issues of behavioral content only very late in their program of research. Nevertheless, of the 30 facets of social intelligence predicted by the structure-of-intellect model, actual tests were devised for six cognitive abilities (O'Sullivan et al., 1965; Hoepfner & O'Sullivan, 1969) and six divergent production abilities (Hendricks, Guilford, & Hoepfner, 1969).

O’Sullivan et al. (1965) defined the category of behavioral cognition as representing the “ability to judge people” (p. 5) with respect to “feelings, motives,
thoughts, intentions, attitudes, or other psychological dispositions which might affect an individual’s social behavior” (O'Sullivan et al., p. 4). They made it clear that one's ability to judge individual people was not the same as his or her comprehension of people in general, or "stereotypic understanding" (p. 5), and bore no a priori relation to one's ability to understand oneself. Apparently, these two aspects of social cognition lie outside the standard structure-of-intellect model.

In constructing their tests of behavioral cognition, O'Sullivan et al. (1965) assumed that "expressive behavior, more particularly facial expressions, vocal inflections, postures, and gestures, are the cues from which intentional states are inferred" (p. 6). While recognizing the value of assessing the ability to decode these cues in real-life contexts with real people serving as targets, economic constraints forced the investigators to rely on photographs, cartoons, drawings, and tape recordings (the cost of film was prohibitive); verbal materials were avoided wherever possible, presumably in order to avoid contamination of social intelligence by verbal abilities. In the final analysis, O'Sullivan et. al developed at least three different tests within each product domain, each test consisting of 30 or more separate items by any standard, a monumental effort at theory-guided test construction.
1.8.10 PROTOTYPE OF SOCIAL INTELLIGENCE

Although social intelligence has proved difficult for psychometricians to operationalize, it does appear to play a major role in people's naive, intuitive concepts of intelligence. Following up on earlier work by Rosch (1978), Cantor (Cantor & Mischel, 1979; Cantor, Smith, French, & Mezzich, 1980), and Neisser (1979), Sternberg and his colleagues asked subjects to list the behaviors which they considered characteristic of intelligence, academic intelligence, everyday intelligence, and unintelligence; two additional groups of subjects rated each of 250 behaviors from the first list in terms of how "characteristic" each was of the ideal person possessing each of the three forms of intelligence (Sternberg, Conway, Ketron, & Bernstein, 1981). Factor analysis of ratings provided by laypeople yielded a factor of "social competence" in each context.

1.8.11 PROTONTYPICAL BEHAVIORS REFLECTING SOCIAL COMPETENCE

Prototypical behaviors were:

- Accepts others for what they are;
- Admits mistakes;
- Displays interest in the world at large;
- Is on time for appointments;
- Has social conscience;
- Thinks before speaking and doing;
- Displays curiosity;
Does not make snap judgments;
Makes fair judgments;
Assesses well the relevance of information to a problem;
Is sensitive to other people's needs and desires;
Is frank and honest with self and others; and
Displays interest in the immediate environment

Interestingly, a separate dimension of social competence did not consistently emerge in ratings made by a group of experts on intelligence.

1.9 PERSONALITY AS SOCIAL INTELLIGENCE

In contrast to the psychometric approaches, the social intelligence view of personality does not conceptualize social intelligence as a trait, or group of traits, on which individuals can be compared and ranked on a dimension from low to high. Rather, the social-intelligence view of personality begins with the assumption that social behavior is intelligent that it is mediated by cognitive processes of perception, memory, reasoning, and problem-solving, rather than being mediated by innate reflexes, conditioned responses, evolved genetic programs, and the like. Accordingly, the social intelligence view construes individual differences in social behavior (the public manifestations of personality) to be the product of individual differences in the knowledge which individuals bring to bear on their social interactions. Differences in social knowledge cause
differences in social behavior, but it does not make sense to construct measures of social IQ.

1.10 SOCIAL INTELLIGENCE IN LIFE TASKS

Life tasks provide an integrative unit of analysis for the analysis of the interaction between the person and the situation. They may be explicit or implicit, abstract or circumscribed, universal or unique, enduring or stage-specific, rare or commonplace, ill-defined or well-defined problems. Whatever their features, they give meaning to the individual's life, and serve to organize his or her daily activities. They are defined from the subjective point of view of the individual: they are the tasks which the person perceives him- or herself as "working on and devoting energy to solving during a specified period in life (Cantor & Kihlstrom, 1987, p. 168). First and foremost, life tasks are articulated by the individual as self-relevant, time-consuming, and meaningful. They provide a kind of organizing scheme for the individual's activities, and they are embedded in the individual's ongoing daily life. And they are responsive to the demands, structure, and constraints of the social environment in which the person lives. Life tasks are imposed on people, and the ways in which they are approached may be constrained by sociocultural factors. However, unlike the stage-structured views of Erikson (1950) and his disciples (e.g., Levinson, 1978; Sheehy, 1976), the social-intelligence view of personality does not propose that everyone at a particular age is engaged in the same sorts of life tasks. Instead, periods of transition, where the
person is entering into new institutions, are precisely those times where individual differences in life tasks become most apparent. People with high social intelligence are magnetic to others. The study and application of metaphysics to everyday life would not be complete without awareness and development of social intelligence.

Social intelligence can be applied in every area of life, including business, relationships, and even health. It can reduce stress, foster feelings of interconnectedness and well-being, improve performance, our ability to deal with challenges, and to enjoy our successes. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated.

Social Style is derived by plotting tendencies along two axes: assertiveness and responsiveness. Assertiveness concerns the tendency to “ask” versus “tell,” while responsiveness is a person’s tendency to control or reveal emotion.

*Points plotted on the four quadrants determine Social Style:*

**Analytical** - ask assertive, control responsive. This person tends to ask questions, gather facts, and consider data seriously.
Driving - tell assertive, control responsive. This person is results oriented and gives limited attention to relationships.

Expressive - tell assertive, emote responsive. This person is imaginative, creative, and can generate enthusiasm, but tends to rely on hunches and intuition.

Amiable - ask assertive, emote responsive. This person is relationship oriented and looks for personal motives in the actions of others.

Versatility - The complementary dimension of versatility is measured by tendencies in four areas (as identified by a rater group) that together represent person’s ability to gain social endorsement from others.

Image - physical appearance and style that are appealing and appropriate.

Presentation - ability to communicate effectively.

Competence - skills that gain the respect and confidence of others, as well as such traits as a willingness to take responsibility.

Feedback - ability to maximize understanding and minimize tension, and make adjustments accordingly.

While an assessment will reveal a person as one Social Style, versatility is measured on a scale from low to high. The Versatility Report doesn’t require classroom time and can be measured through an online assessment. Once completed, the assessment generates a report that includes specific, actionable recommendations to participants on how to improve their workplace performance. For example, a person with an Amiable Social Style who rates low in Presentation
might receive recommendations to state her position more directly, take more risks, and ask more questions to seek clarification.

Social intelligence, in my view, includes the whole range of mankind’s relationships with other humans and with the world in general. Social intelligence, in other words, is much broader than political awareness or psychological savvy or enlightened activism. It includes discernment of all social conditioning, from ritual to religion, from MTV to metaphysics, from jet-set to down-sizing, from anti-terrorism legislation curtailing our freedom to the Orwellian crippling of our language and our minds.

Thus, in creating a definition of social intelligence, we are talking about the whole range of human thought and action. It includes an examination of the mythologies of contemporary science and a review of the work of investigators who are pushing us beyond the current Newtonian-Einsteinium ideologies to new ways of viewing reality. A major element in social intelligence is the ability of persons to see through the social myths dominant during their lifetime. And at any given time, only a few people are able to achieve the necessary understanding of their social conditioning to break through the delusions, myths, and fantasies peddled by the people controlling social ideology and behavior. This aspect of social intelligence has been described by Paulo Freire as critical consciousness and it requires extraordinary abilities to recognize oneself as being a member of an oppressed class and seeing our oppression as a situation which we can transform
through informed action. It will remain for later studies to illustrate separate aspects of social intelligence that lead to personal and social action.

1.11 ACHIEVEMENT

Achievement is the quality and quality of learning attained in a subject of study or group of subjects after a period of instruction. Academic Achievement has been one of the most important goals of the Education process. Academic performance is always related with study habits. Education is of no use unless it aims to develop proper study habits in the students.

Achievement is,

- Accomplishment of specified objectives
- Past performance
- What an individual (or) organization has accomplished in the past in contrast with “ability” which refers to what an individual (or) organization can do now.

1.11.1 DEFINITIONS OF ACHIEVEMENT

Dictionary of education C.V.Good (1959) defines “Academic achievement as the knowledge attained and skill developed in the school subjects which are usually determined by test scores or marks assigned by the teacher or both”.

Taylor (1964) defines “School achievement scores as the best predictive of future success of the student”.

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**John Bellingam (2004)** “A measure of knowledge gained in formal education usually indicated by test scores, grade points, averages and degrees”.

### 1.12 SCHOLASTIC ACHIEVEMENT

The “Scholastic Achievement” is nothing but academic achievement which refers to the gains got by the pupils as a result of education on educational institutions. The scholastic achievement level of the students is judged by marks that the students have scored in tests and examinations.

Verbal and numerical ability of an individual is referred to as one scholastic achievement. Thus, achievement in the subjects, which is the total achievements, is called scholastic achievement.

### 1.12.1 FACTORS INFLUENCING THE SCHOLASTIC ACHIEVEMENT

Scholastic achievement in children is primary concern of teachers, educators, researchers and administrators, academic success in children has been found environmental factors which interact with the learning process of the student.

It is given that the factors affecting the scholastic achievement of the student are,

- The fathers professional level.
- The fathers educational level.
- The fathers income level.
The mothers educational level.

Case and family size.

The above factors are rearranged as follows:-

As far as the teacher is concerned,

- The choosing of the contest.
- The organization of particular content.
- The use of aids.
- Effecting teaching methods.
- The knowledge of the student’s background.
- The way in which the teacher mixes with the students.

Regarding the student;

- Student taste and interest.
- His friends, etc.
- His environment and its influence.

1.13 NEED FOR THE STUDY

The purpose of education is to teach students for their liberty, pursuit of happiness, well prepared for life and most likely for gainful employment. Teaching social skills must be a crucial part of education. The Social Intelligence will helps to develop the social skills among the students. The Social Intelligence is closely related to cognition and Intelligence. The Social Intelligence is made up of many Psychological factors such as Confidence, Co-Operation, Adaptability,
Patience, Sense of Humor and Sensitivity. Since the Student – Teachers are going to become a teacher in the society, they have many number of individuals with different characters. For this purpose they must have awareness about Social Intelligence. The Social Intelligence will reflect the achievement of Student – Teachers in B.Ed Colleges of Educations. Hence the topic has been coined as “Social Intelligence in Relation to Scholastic Achievement of B.Ed Student Teachers of Bharathidasan University”.

1.14 STATEMENT OF THE PROBLEM

The Statement of the problem is “Social Intelligence in Relation to Scholastic Achievement of B.Ed. Student Teachers of Bharathidasan University”.

1.15 OBJECTIVES OF THE STUDY

The major objectives of the study are to find out the influence of the Social Intelligence (SI) towards the Scholastic Achievement (SA) of the student – Teachers studying in different colleges of Education.

The Specific objectives of the studies are

1. To find out the level of SI and SA of the student – Teachers.
2. To find out the significant difference on the SA between the students of High and Moderate SI in Total.
3. To find out the significant difference on the SA between the students of HSI with respect to the Demographic variables such as Gender, Educational
Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

4. To find out the significant difference on the SA between the students of Moderate SI with respect to the Demographic variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

5. To find out the significant difference between the students of High and Moderate SI with respect to the different subjects such as Psychology of Teaching and Learning (Psychology), Education in Emerging Indian Society (EEIS) and Educational Innovation and Technology (EIT).

6. To find out the significant difference on the SA in different subjects and the Demographic Variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

7. To find out the significant relationship between Moderate SI and SA of the student – Teachers with respect to the Demographic Variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

8. To find out the significant relationship between high SI and SA of the student – Teachers with respect to the Demographic Variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.
1.16 HYPOTHESES OF THE STUDY

The following Hypotheses were formulated to realize the above objectives.

1. There is no significant difference on the SA between the Student-Teachers of High Social Intelligence (HIS) and Moderate Social Intelligence (MSI) in Total.

2. There is no significant difference on the SA between the Student-Teachers of HSI with respect to the Demographic variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

3. There is no significant difference on the SA between the Student-Teachers of Moderate SI with respect to the Demographic variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

4. There is no significant difference between the Student-Teachers of high and Moderate SI with respect to the different subjects such as Psychology, EEIS and EIT.

5. There is no significant difference on the SA in different subjects with respect to the Demographic Variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

6. There is no significant relationship between SI and SA of the Student – Teachers in total as well as with respect to the Demographic Variables such
as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

7. There is no significant relationship between SI and SA of the Student – Teachers in total as well as with respect to the Demographic Variables such as Gender, Educational Qualification, Major Subjects, Age, Marital Status, Parents Education, Type of Institution.

1.17 CHAPTERISATION

The thesis contains Five Chapters as follows:

<p>| Chapter 1 | Introduction of the Study deals with the Concepts, Education, Teacher Education, Teacher, Psychology, Relation between Psychology and Education, Nature of Educational Psychology, Meaning of Intelligence, Meaning of Social Intelligence, Definition of Social Intelligence, Need for Social Intelligence, The Qualities of Social Intelligence, The Dimensions of Social Intelligence, Measuring of Social Intelligence, High Social Intelligence individuals, Low Social Intelligence Individuals, The Psychometric view of Social Intelligence, Social Intelligence in the Structure of Intellect, The Prototypical behaviors reflecting Social competence, Personality as Social Intelligence, Social Intelligence in Life Tasks, Need for the Study, Statement of the Problem, Objectives of the Study, Hypotheses of the study and the Chapterisation. |</p>
<table>
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<th>Chapter</th>
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<tr>
<td>Chapter II</td>
<td>Review of Related Literature Concentrates on the Studies Related to Social Intelligence and Academic Achievement done in India and Abroad and Analogy of the Study related to the Present Topic.</td>
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<td>Chapter III</td>
<td>Methodology of the Study provides the Design of the study, Definition of the Key Terms, Objectives of the Study, Hypotheses of the study, Size of the sample , Development of the Tool, Administrating the tool, Collection of Data, Data Analysis, Statistical Techniques Used, Conclusion.</td>
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<td>Chapter IV</td>
<td>Data Analysis deals with the results of the Data Analysis with respect to the Variables such as Gender, Educational Qualification, Major Subject, Age, Marital status, Parents Education and Type of Institution of the Students Teachers,</td>
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<td>Chapter V</td>
<td>Summary and Findings of the study deals with the Need of the Study, Design of the Study, Objectives and Hypothesis of the Study, Findings, Discussions and Conclusion of the Study, Educational Implications, Suggestion for the Further Study based on the results obtained in the Present Study in detail.</td>
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<tr>
<td>Bibliography</td>
<td>Bibliography Provides list of Books, Dissertations, Research Articles, and E-resources which helped the Researcher in the process of the Study.</td>
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The ensuring chapter deals with the Review of Related Literature.