Chapter – 1

1.1 - INTRODUCTION

“Success” is empowering, motivating, and full of revelations. It is determined by individual traits encompassing his/her tenacity, empathy, self-discipline, as well as a capacity to associate with others. To associate and cope with fellow people is certainly not at all complicated and all that it requires is a person to be sound emotionally and intelligent equally. So, combining “emotions and intelligence” together introduces us to the new term “Emotional Intelligence.” To be “emotionally intelligent” is to listen with an intent “to understand,” “to empathize,” “to be polite” and say something kind and encouraging, “showing interest” in other’s work “keeping an open mind,” and “being positive and sincere.” “Emotional Intelligence” as a “phrase” and “concept” was introduced by scholars in the late 1900s and quickly usurped by the business leaders who made it their own.

Since then, “Emotional Intelligence” got it’s own definition which means “the ability to identify and manage your own emotions and the emotions of others.” Broadly, Emotional Intelligence includes three basic abilities, namely:

(a) Emotional Awareness – An ability that helps an individual his own emotions and that of others.

(b) Utilizing the Emotions – An ability to utilize emotions in decision making and problem solving.

(c) Managing Emotions – An ability to synchronize one’s personal emotions with that of others.

Emotional Intelligence – (EI) as a topic has drawn a vast and tremendous support from various businesses and has had a huge impact on management since Daniel Goleman in the year 1995s published his popular book on EI.
From fairly humble beginnings, Emotional Intelligence has come into its own as one of the most popular psychological concepts of the last two decades.

A few people who have dealt with emotion and intelligence individually have felt that emotional intelligence has existed from way beyond in history and whoever has combined them intelligently in his or her way of life has been successful for that matter in any field. On the other hand, some great scholars have opined that EI consists of “soft skills,” “people skills,” and “a general ability to cope with life’s demands,” and it gives you a competitive edge. “It has been argued around the world that having great intellectual abilities may make you a superb fiscal analyst or a legal scholar, but highly developed emotional intelligence will make you a candidate for CEO or brilliant trial lawyer” (Goleman, 1997).

1.2 - INTRODUCTION TO EMOTIONAL INTELLIGENCE AND EFFECTIVE TEACHING

Typically, a “Teacher” carries to the classroom two significant things that are of immense value to the students. First one is the “expertise in the subject” obtained through “study, research, and professional experience,” and the second one is the “knowledge of learning and teaching methods.”

Many researchers suggest that Emotional Intelligence is the unrecognized third element that a teacher should possess. If Emotional Intelligence is used while teaching, the teaching methods and value of knowledge will be enhanced.

“Research has clearly shown that some individuals excel than others in their respective professions even after they have had the same level of qualification and experience or experiential opportunity” („EQ beats IQ”, 1998; Stuller, 1997; McDowelle and Bell, 2000). There is a simple justification for any differences between Intellectual Intelligence and Emotional Intelligence, i.e., “Intellectual Intelligence measures academic competencies or one’s ability to use knowledge to take any decisions and adapting themselves to a new situation” (Bar-On, 1997).
Goleman and Hettich feel “Emotional Intelligence is a measure of emotional and social competencies or one’s ability to identify emotional expressions in oneself and that of others.” They also feel that both Emotional Intelligence and Intellectual Intelligence can be enhanced with appropriate training. Emotional Intelligence is different from Intellectual Intelligence, i.e., “It is an individual’s ability to regulate emotions in response to any environmental stimuli” (Sutarso, 1996; Bar-On, 1997). “Emotional Intelligence has been popularized as a learned skill that is a better predictor of life’s success than intellectual attainment or technical ability” (Goleman, 1995).

1.2a - EMOTIONS, EMOTIONAL LITERACY, INTELLIGENCE, AND EMOTIONAL INTELLIGENCE

**Emotions:** Emotions are strong feelings originating from an individual’s immediate circumstance, state of mind, and the relationship with the other person. It is also the intuitive feeling arising from his or her”s knowledge and personal judgment. Emotions are considered as an intrinsic or structural part of an individual’s behavioral traits. Anger, Happiness, Fear, Love are some of the emotions with which we respond. These have a direct influence on the way we think and the way we react.

Charles Darwin was one amongst the many who recognized the value of emotions. He has cited that “emotions” energize behavior that is required to stay alive. He has also mentioned in his work titled “The Expression of the Emotions in Man and Animals” “Emotions happen instantly and immediately in response to a situation and cannot be checked or held back.” He has also expressed the functional purpose of emotions in the same book. He has also proved with many experiments that expressing one’’s emotions helps in adapting to any given situation and this holds true even in the present times and will probably hold true in the coming years also.

Emotion refers to a feeling, a state, or an experience. It is similar to the waves of the sea, which come again and again, one after the other, totally being unpredictable of its power and strength. Emotions can be both positive and negative. Positive emotions are the
ones that influence all the decisions, be it big or small, you take which would be fair in judgment bringing out positive results.

Negative emotions are chaotic and dangerous to logical thinking, which impair rational decision making. It would bring about decisions that would lack fairness of judgment and affect the outcome or the results of an action.

Ira J. Roseman, Department of Psychology, Rutgers University, in his “Theory of Appraisal” has suggested that “motive consistency” and “accountability” are two elements of any given “Appraisal Process.” He also feels that the intensity of each of the component plays an influential role on the emotions in a given situation.

Roseman’s Model of Emotions:
Roseman’s model consists of five “appraisal” components. These five components in turn generate 14 types of “Emotions.” The five different appraisal components and the emotions that can be generated are as follows:
2. Situations State (Motive-Consistent, Motive-Inconsistent).
3. Probability (Certain, Uncertain, Unknown).
4. Power (Strong, Weak).
5. Agency (Self-Caused, Other-Caused, Circumstance-Caused).

“The basic idea is that when a stimulus is encountered it is appraised along these five dimensions. Each appraisal component is assigned one of its possible values, and together these values determine which emotional response will be generated” (Roseman, 1996).

**Emotional Literacy:** Emotional Literacy (EmLit) was first mentioned during a project study named “Humanistic Education” in 1970s. Claude Steiner was the first person to coin the term and according to him “Emotional Literacy is made up of the ability to understand your emotions, the ability to listen to others and empathize with their emotions, and the ability to express emotions productively.” Emotional Literacy
enhances the human relationships, create emotional bonding amongst people, encourage collaboration and promote the feeling of togetherness in a society.

Claude Steiner proposes five divisions of Emotional Literacy, namely, “Knowing your feelings, Having a sense of empathy, Learning to manage one’s emotions, Repairing emotional damage, and Putting it all together (Emotional Interactivity).”

Emotional Literacy is considered to attune your emotions to work for you rather than against you. “Very similar to verbal literacy being considered to be the building blocks for reading and writing, Emotional Literacy is considered to be the basis for perceiving and communicating an individual’s emotions” (Claude Steiner, 1999).

Emotional Literacy can be looked upon as a preventive tool, which when understood and implemented appropriately will help resolve many of the present day social ills like violence, dysfunctional relationships and the atrocities involved with it, drug abuse due to various reasons, and global-societal conflicts. Emotional Literacy will certainly contribute to a “balanced health of any individual or a society.”

“Learning how to become emotionally literate is one of the best investments that human beings can make for themselves, their children, and the future.”

Intelligence: David Wechsler has very well defined intelligence as “The aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment.” It is an innate quality or trait of human beings for better understanding, deciding, problem solving, and attaining the goals.

According to Einstein "The true sign of intelligence is not knowledge but imagination."
For years together now great thinkers, philosophers and researchers have tried to define and measure intelligence. Current day neuroscientists have tried to define and measure intelligence from the modern scientific perspective and are trying to answer questions like “Why are some individuals more intelligent than others? and Why are some individuals better in storing and recalling or retrieving information than others?” The answer to the above two questions might be that probably the neurons within them (i.e., these gifted individuals) have more number of connections thus widening the network and increasing their capacity to correlate different concepts and ideas.

Researchers have broadly identified and accepted various types intelligence, namely; linguistic, analytic, emotional, etc., but the current day neuroscientists disagree and feel that though “intelligences” can be classified under various headings, they would not be able to exist independently from one another and are interdependent.

In the 20th century research work has put forth three major intelligence theories, namely:

(a) General Intelligence Theory: This was proposed by Charles Spearman in 1904. The theory talks about different types of intelligences and a strong correlation between them. It claims that if individuals score well in one part of an IQ test, they will score well in the other parts of the same test also.

(b) Multiple Intelligences Theory: This was proposed by Howard Gardner. The theory proposes nine different types of intelligences, namely, “(i) Musical-Rhythmic, (ii) Visual-Spatial, (iii) Verbal-Linguistic, (iv) Logical-Mathematical, (v) Bodily-Kinesthetic, (vi) Interpersonal, (vii) Intrapersonal, (viii) Naturalistic, and (ix) Existential.”

Howard Gardner, however, classifying intelligence as above feels that there need not be a correlation between the nine different types of intelligences, for instance, a person could have a strong emotional intelligence even many not possess good analytical skills.

Gardner later on speaking about “Theory of Multiple Intelligences” felt that these different types of intelligences would not have attained this level of differentiation if they had not been useful to the human beings. He also felt that what is important at one point
in time need not necessarily be as important in another point in time. He says that “as we see history unfolding and cultures adapting and evolving over a period of time, the societal intelligences relevant to that particular period in time also evolved or changed with time. Gardner also said that "Until a hundred years ago, if you wanted to have higher education, linguistic intelligence was important. I teach at Harvard, and 150 years ago, the entrance exams were in Latin, Greek and Hebrew. If, for example, you were dyslexic that would be very difficult because it would be hard for you to learn those languages, which are basically written languages." However, in today’s society “mathematical” and “emotional” intelligence is more relevant and significant. Howard Gardner opines "Your IQ, which is sort of a language logic, will get you behind the desk, but if you don’t know how to deal with people and if you don't know how to read yourself, you’re going to end up just staying at that desk forever or eventually being asked to make room for somebody who does have social or emotional intelligence."

(c) Triarchic Theory of Intelligence: Put forth by Sternberg in 1985, it proposes that intelligence is much more than what can be measured in the IQ tests. This theory classifies intelligence as “(i) Analytic, (ii) Creative and (iii) Practical.”

**Emotional Intelligence:** It is an innate ability or trait of an individual to be aware of his surroundings, to control and express his/her own emotions, and use these emotions judiciously and empathetically to manage interpersonal relationships.

This brings to the fore the significant question “What is the major difference between Emotional Literacy and Emotional Intelligence?”

Emotional Literacy (EmLit) stresses upon (i.e., accentuates) the emotions of love, cooperation and the general good for an individual, which is by and large ignored in the definitions of Emotional Intelligence, hence, “EmLiT is considered heart-centered EI.” This distinction is very important according to Claude Steiner in his book “Emotional Literacy: Intelligence with a Heart (2003)” as he feels there is a discrepancy between “a
person knowing his/her own emotions,” “acting morally,” and being able to “manage” their emotions.

1.3 – EMOTIONAL INTELLIGENCE – BRIEF HISTORY

An initial mentioning of the words “Emotional Intelligence” appears to be in a German article (in the German language) titled “Emotional Intelligence and Emancipation” published in the journal “Praxis der Kinderpsychologie und Kinderpsychiatrie,” penned by Leuner in 1966, (Matthews, et al., 2002), and for the first time, the term “Emotional Intelligence” was used and printed in English in a dissertation paper by Payne, which was unfortunately not published, in 1986 (Matthews, et al., 2002). “Emotional Intelligence” since then has captured the interest of the “renowned and popular press” and the “scientific researchers” (for instance Cooper and Sawaf, 1997; Daniel Goleman, 1995 and 1996; Hein, 1997; Steiner, 1997; Wessinger, 1998; Davies, et al., 1998; Mayer, Caruso and Salovey, 2000; Petrides and Furnham, 2000 and 2001).

However, the concept of EI, i.e., Emotional Intelligence can be found in the works of Edward L. Thorndike in 1920 followed by the works of Moss and Hunt in 1927 and Howard Gardner in 1983. All of them contributed to the evolution of EI by implementing small changes to their original theories and tweaking them to their current days. Basically, their idea of EI was of “Social Intelligence or Multiple Intelligence.” There are studies from around the 1930s suggesting research being carried out relating “the emotional aspect to intelligence.” In the year 1934, David Wechsler wrote about the “non-intellective” aspect of intelligence. In the year 1983, Howard Gardner proposed “(a) Interpersonal Intelligence, i.e., to understand other people and (b) Intrapersonal Intelligence. i.e., to understand his or her own self and implement the changes required by any individual to be more effective in dealing with other people.”

The “Emotional Intelligence” movement is a scientific measurement project initiated by Peter Salovey and John Mayer in the year 1990 by tweaking some or all of the parameters of Intelligence Quotient of the Standord-Binet Intelligence Test. Both Salovey and
Mayer were renowned psychologists and were interested in finding out whether there was a different kind of „intelligence” about „emotions” or was it just a „perception.” They wanted to know if there was a different kind of intelligence or an unique form of intelligence and if it did exist then how could it be measured. Their research lead to developing a tool for testing emotional testing and they named it “The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).” This proposed measuring the “Emotional Quotient (EQ)” using the four parameters representing the different skills of Emotional Intelligence.

The four parameters were:

**Parameter 1 – Identify Emotions:** It is an ability to identify and interpret the emotions exhibited by an individual accurately by reading the facial expressions.

**Parameter 2 – Facilitate Thought:** It is an ability helping to create an emotion and then justify or give an explanation to the same.

**Parameter 3 – Understand Emotions:** It is an ability to comprehend and understand the pattern of changes in emotions from one situation to another.

**Parameter 4 – Manage Emotions:** It is the ability to control emotions of self and others.

The above four parameters can be measured using multiple choice questions related to emotional situations.

Since the Industrial Revolution, social researchers and managers of the industries have consistently sought to explain why some employees are more productive or better performers than their colleagues. Elton Mayo between 1924 and 1927 carried out a study (Illumination Study) in the Western Electric Company, Chicago, to find out how can the company increase the performance of the employees and thus increase the productivity. Different theories related to motivation like the “Maslow's theory of Hierarchy of Needs,” “The Herzberg's Two-factor theory,” “The McClelland's Acquired
Needs theory” and “Vroom's Expectancy theory” substantiate the efforts of Elton Mayo to identify the predictors of a job performance. These theories tried to explain what encouraged the individual employee to perform better, namely, the “external stimuli” or the “self-drive.” Somewhere in the 1950s the “Personality” tests were introduced in an attempt to study the employees in much more detail as the previous theories mentioned above brought forth many traits of the employees that were unique to each individual though their level of performance and productivity were the same or almost the same. Unfortunately, the Personality tests were not persuaded for it lacked the “predictive validity” of an individual at various times and under various situations with the same external stimuli. It was felt by Morgeson et al. in 2007 that in a Personality test the "candidate” was most of the time “lying” and “pretending” to be enthusiastic about his job as it did not reflect in terms of the overall productivity by him.

However, since the beginning of the 20th century, scholars have shown an interest in what is called Intelligence Quotient (IQ). It is the result obtained from conducting a test, which assesses human intelligence. This has been changed and evolved significantly over a substantial period in time as the predictor of “job performance.” During the five decades between 1950 and 2000, it was believed that people with high IQs were destined to be successful in life. Nonetheless, there were fingers pointed raising doubts about IQ being considered as a predictor of job performance.” While some researchers like “Hunter and Hunter” in 1984 and later on “Schmidt and Hunter” in 1998 have concluded that IQ predicts the “job performance,” others have totally rejected IQ as a valid predictor of performance. For instance, Cherry in 2014 states that the reason IQ has not been a successful predictor of performance is because “Its scores are too narrow and do not encompass the full range of human intelligence such as the ability to understand and express the role that emotions play in the success or failure of people.”

Goleman in the year 1998 who gave emotional intelligence its global popularity notes that Intelligence Quotient (IQ) on its own is not responsible for an individual’s success in life or at work. He asserts that "IQ alone at best leaves 75% of a job’s success unexplained and at worst 96 percent. Implicitly, it does not determine who succeeds and who fails."
Jensen in the year 2012 said that “although IQ is necessary it is not adequate to predict executive competence and corporate success.” He refers to the research study of “Carnegie Institute of Technology,” which shows that about 85% of any individual’s achievement is due to the qualities of “human engineering” namely, “personality” and “ability to interact and convey, lead and negotiate.”

Ahangar in the year 2012 described “Emotional Intelligence is the ability to know one's own emotions, know how to manage them, know how to recognize and understand other people's emotions, and the ability to manage relationships in an emotion-laden environment.”

### 1.4 – EMOTIONAL INTELLIGENCE DEFINITIONS

(i). Mayer and Salovey in 1990 first defined “Emotional Intelligence” as “The subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action.”

Mayer and Salovey later in 1997 redefined their previous definition and said “The capacity to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”

Mayer and Salovey later in 2004 once again redefined EI as “The ability to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth.”

In addition to providing a more formal definition of EI, the articles of Mayer and Salovey from the year 1990 describe an “Emotionally-Intelligent person” to be a “well-adjusted, genuine, warm, persistent, and optimistic person.”
(ii) Goleman in 1995 as well as the year 1998 did define “Emotional Intelligence” as “The ability to be aware of and handle one’s emotions in different or varying situations. It is the quality or trait in a person to monitor and regulate one's own and others' feelings and use them to guide thought and action." According to Daniel Goleman, EI consists five social and emotional competencies, namely:

A. Self-Awareness: It is to identify self in terms of preference, intuition and state of mind.

B. Self-Regulation: It is to manage the preference, intuition, and state of mind of the self.

C. Motivation: It is to inspire and guide towards achieving targets.

D. Empathy: It is to understand other’s feelings, needs and requirements.

E. Social Skills: It is to the ability to initiate and bring about a positive reaction in others.

He says that the first three are “Personal Competencies” and determine how we manage ourselves while the remaining two are “Social Competencies” which determine how we manage relationships.

(iii) Reuven Bar-On in 1997 did define “Emotional Intelligence” as “An array of competencies and skills that influence both “an individual’s ability to succeed in life “and “an individual’s general, psychological well-being”.” In his words “Emotional intelligence involves abilities, competencies, and skills related to understanding oneself and others, relating to peers and family members, and adapting to changing environmental situations and demands.”

(iv) Dalip Singh in his work published in 2001 “Emotional Intelligence at Work: A Professional Guide” defines EI as “A type of social intelligence that consists of the ability to monitor one's own and others emotions, to discriminate between these emotions, and use information effectively to guide one's thinking and actions.”
Martinez in the year 1997 describes “Emotional Intelligence” as an "An array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures." Martinez also defines “Emotional Intelligence” as “A non-cognitive skill involving skills that in turn helps an individual to deal with his day-to-day life.”

Higgs in the year 2000 (with Goleman’s ideas of EI) defined EI as “Knowing what you are feeling and being able to handle those feelings without having them swamp you, being able to motivate yourself to get jobs done, be creative and perform at your peak, and sensing what others are feeling, and handling relationships effectively.”

1.5 – EMOTIONAL INTELLIGENCE AND ITS IMPORTANCE

Relationships are very important to succeed any business. This relationship includes the gamut of associates and the clients of any business. This relationship does not only include the one that is external but also the internal relationships, i.e., the ones shared with the colleagues working within the organization. These relationships can be a making or breaking factor for the business. Emotional intelligence always deepens the individual’s empathy, i.e., the capacity to sense the feelings of others. Emotional Intelligence brings about success in an individuals career and personal life. **Emotional Intelligence is an “X” factor within an individual helping him or her to realize the true feelings and help in creating a cordial relationship with others. It gives the individual the skills to empathize with others. EI teaches an individual to maintain a balance between his or her thoughts and actions in turn helping to be composed, to take appropriate decisions, and interact effectively.** These qualities will bring out the leadership skills in an individual.

It seems appropriate to mention here that in comparison to the older days, an employee’s emotional needs were not honoured much by the employers. This might be because there was very less demand from the employees themselves. The employees in older days were satisfied with their jobs once the employer met their financial requirements rather than any other requirements, while, the present day employees demand a genuine
attention to their emotional needs along with the financial needs by the employer. Due to this the employer is forced to cater to all the demands and requirements of the employees including respecting their emotional aspects.

1.6 - EMOTIONAL INTELLIGENCE AT THE WORKPLACE

In the past decade or so, a series of changes in the educational context is noticed all over the world. This might be probably due to the consequence of globalization. The industrial revolution as well might be contributing to the same. We have seen that the industry as a whole demanding a lot from the education institutes and want the students “industry-ready” as soon as they come out of their respective education institutions and start contributing to the growth immediately to the industries they join. This demand from the industries has influenced the education institutes to adopt and adapt to the demands and prepare the students accordingly. The strategies adopted puts a lot of emphasis on acquiring the knowledge and the skills. Compared to the past decade, today we live in a world largely dependent on technology which in turn is changing so fast that we often feel we can no longer keep pace with it. Within this context, it is natural to ask ourselves how we can improve the educational process, which will be the role of the teacher in this ever changing scenario and the future.

There are various ways to develop Emotional Intelligence; namely,

(i) Becoming Self-Aware: It is to identify self in terms of preference, intuition and state of mind.

(ii) Expressing one’s thoughts, feelings and beliefs: It is the ability to interact sensibly.

(iii) Knowing one’s strengths and weaknesses.

(iv) Empathize: It is to place oneself in another person’s situation.

(v) Manage your own impulses.

(vi) Being flexible and ready to change.

(vii) Develop humility and humor to face challenging situations.
1.7 – EMOTIONAL INTELLIGENCE MODELS

The present trending three major or significant models of Emotional Intelligence (EI) widely recognized along with other models are follows:

1. Ability model (By Mayer, Caruso, and Salovey)
2. Trait model (By K. V. Petrides)
3. Mixed models (By Bar-On and Goleman) {usually subsumed under trait EI}
4. Other Models;
   a) “The Levels of Emotional Awareness Scale” (LEAS).
   b) “Self-Report Emotional Intelligence Test” (SREIT).
   c) “The Swinburne University Emotional Intelligence Test” (SUEIT).

All the above models have helped in better understanding of Emotional Intelligence and develop instruments to assess the various constructs. It might look like some of these measurements overlap, but many of the researchers feel that they measure different constructs of EI.

1.7a – THE ABILITY MODEL OF EMOTIONAL INTELLIGENCE

Mayer and Salovey’s model of Emotional Intelligence defines EI within the set parameters of standards for a “new intelligence.” Mayer and Salovey later redefined “Emotional Intelligence” as "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." They once again revised it to "The capacity to reason about emotions and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." The Ability-based model perceives emotions as “An useful source of information which helps an individual to make sense of current social environment he or she is in and adapt to it.” The model as such suggests
“Individuals vary in their ability to process information of an emotional nature and within their ability to relate emotional processing to a wider cognition.” This ability or trait in any individual will manifest itself in his or her adaptive behavior. The Ability-based model proposes that EI consists of the following four different abilities:

1. Perception of Emotions: Identifying, organizing and interpreting the emotions in an individual’s face, a picture, voice, or any other artifact. Basically, perceiving an emotion is the crux of emotional intelligence as it initiates the process of EI.

2. Use of Emotions: Harnessing emotions to facilitate thinking, decision-making and problem solving. An emotionally-intelligent individual can always exploit or take utmost advantage of his or her mood swing to deal at the best with the work on hand.

3. Understanding of Emotions: Comprehending emotions and establish the connect between different emotions in any given situation. For instance the connect between emotion like anger and crying.

4. Management of Emotions: Regulating emotions within oneself and in others. This helps a person in regulating all types of emotions (even the negative ones), control them, and achieve the desired objectives.

The Ability Emotional Intelligence model has a limitation, i.e., it lacks the “predictive validity” in a workplace. The Ability Emotional Intelligence model has an upper hand (because of better construct validity) over the Trait model or the self-report scale (this has better predictive validity). The Ability EI model test is scored against a benchmark while the Trait model is not scored against a benchmark and is basically a self-appraisal.

**Mayer and Salovey Measurement Model:**
Both Mayer and Salovey tested the reliability as well as the validity of their proposed “Four-Branch model of EI” with Multi-branch Emotional Intelligence Scale (MEIS). MEIS has 12 subscale measures of EI. Evaluation with MEIS shows that EI is unique in a way that it has three different sub-factors, namely:
(a) Emotional Perception.
(b) Emotional Understanding.
(c) Emotional Management.

Other Measurements of Ability Model

Numerous other researchers, psychologists and philosophers have proposed many other measurement models to evaluate or gauge “the ability in emotional intelligence.” Some of the measurement models include:

1. “Diagnostic Analysis of Non-Verbal Accuracy”: This includes exhibiting 24 photographs of an adult with different expressions on the face (different emotions) that can be rated as of high intensity or of low intensity of “being happy, sad, angry and/or fearful.” The adult face belongs any of the gender. The candidate undergoing the test is supposed to recognize one of the four emotions in the picture to any given stimuli.

2. “Japanese and Caucasian Brief Affect Recognition Test”: This includes exhibiting 56 faces of Caucasian and Japanese people. These faces express seven emotions, namely, happiness, contempt, disgust, anger, sadness, fear, and surprise. These faces may change expressions by trailing off for 0.2 secs to a different emotion. The candidate undergoing the test is supposed to recognize one of the seven emotions in the picture.

3. “Levels of Emotional Awareness Scale”: This includes candidates being given 26 social scenes to read. In the test the candidate has to identify and express “the feelings in continuum from a low to high emotional awareness.”

1.7b – TRAIT MODEL

Konstantinos Vasilis Petrides or (K. V. Petrides) put forth a model with a “conceptual distinction between the Ability-based model and Trait-based model.” According to him, “Trait EI is a constellation of emotional self-perceptions located at the lower levels of personality.” In layman”s terms, the “Trait EI is an individual's self-perception of their emotional abilities, i.e., it includes the individual”s behavioral dispositions and self-perceiving abilities.” It is a self-endorsing measurement. It is also called as “Trait Emotional Self-Efficacy Model.”
The Trait EI model includes the Goleman model. “The overall conceptualization of EI as a Personality Trait leads to a construct lying outside the realms of the human cognitive ability.” This in turn has a direct bearing on the operationalization of the model’s constructs, a direct bearing on the various theories, and a direct bearing on the hypotheses that have been constructed about it.

**Measurement of the Trait Model of Emotional Intelligence**

Emotional Intelligence is measured by various self-reporting measures like EQ-i, the Swineburne University Emotional Intelligence Test (SUEIT), the Schutte Emotional Intelligence Model, etc. It is felt that these tests do not assess effectively the abilities of the individuals, intelligence of the individuals, or the skills of the individuals, rather, they are felt to be measuring the traits of the individual. After wide research, Trait Emotional Intelligence Questionnaire (TEIQue) was designed in various languages which is believed to measure the Ability, Skills, and Intelligence comprehensively.

**1.7c – MIXED MODEL OF EMOTIONAL INTELLIGENCE**

(i) By Reuven Bar-On

(ii) By Daniel Goleman

(i) **Reuven Bar-On’s Mixed Model of Emotional Intelligence:**

Reuven Bar-On is considered to be the first individual to have coined the word or term “Emotional Quotient.” It was he who developed a model to measure EI, which correlates “the performance potential to success” instead of performance or success as lone parameters to measure EI. Hence, Bar-On’s model is considered as “process-oriented rather than outcome-oriented.” Bar-On in his model demarcates five elements of EI, namely: “Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Moods.”
Bar-On’s Measurement Model:
This model is also known as Bar-On Emotion Quotient Inventory – (EQ-i). It is devised to test an individual’s emotional intelligence who are 16 years and above. The model includes 133 questions to extract a Total Emotional Quotient (Total EQ) in an individual. The individual is expected to answer all the 133 questions “To produce five composite scales corresponding to the five main components of the model.” These five main components are “(i) Intrapersonal EQ, (ii) Interpersonal EQ, (iii) Adaptability EQ, (iv) Stress Management EQ, and (v) General Mood EQ.” Furthering his research, Reuven Bar-On developed various versions of his Emotional Quotient Inventory (varying the 133 questions from his first model including increasing or decreasing the number of questions) which can be administered to various individuals in various situations.

(ii) Daniel Goleman’s Mixed Model of Emotional Intelligence:
Daniel Goleman’s model focuses on Emotional Intelligence including a variety of skills and competencies in an individual to bring out the “qualities of a leader” and enhance his or her performance. In his book „What Makes a Leader” Goleman has put forth a model which includes the following five major EI constructs:

(i) “Self-Awareness - The ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.”

(ii) “Self-Regulation – It involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.”

(iii) “Social-Skill- It is managing relationships to move people in the desired direction.”

(iv) “Empathy – It is considering other people's feelings especially when making decision.”
Motivation – It is being driven to achieve for the sake of achievement.”

According to Daniel Goleman “EI includes emotional competencies within each construct of EI. Emotional competencies are not something innate to any individual but are talents acquired which must be worked upon and can be developed over a period of time to achieve outstanding performances.” He strongly feels that all human beings are born with some degree of emotional intelligence, which further determines his or her ability to learn emotional competencies.

According to Daniel Goleman:

(1) The first component of Emotional Intelligence (EI) is Self-Awareness. It literally means “Having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives” (Goleman, 1995). If self-awareness is found high in individuals, they tend to exhibit qualities like being honest, accepting reality, and will have a positive attitude and possess better understanding of the „self“ better compared to others.

(2) The second component of EI is Self-Regulation. “This is an ongoing conversation people have with themselves, which frees them from being prisoners of their feelings” (Goleman, 1995). Goleman feels that an individual with a high-degree of self-regulation is more capable of confronting the variations in the ever developing and changing professions and vice versa. He also feels that people with a higher degree of self-regulation do “enhance the integrity of an organization” by taking the right and appropriate decisions and indulging in impulsive behaviors which in turn may lead to take hasty decisions. Goleman feels that self-regulation helps an individual to have a better insight in what he is dealing with and have immense control over his or her feelings and take appropriate decisions.

(3) The third component of EI is Motivation. “Motivated individuals want to achieve beyond their”s and everyone else”s expectations. Motivation extends to the deep inner desire to achieve for the sake of achievement. Some of the signs seen in a motivated person are: passion for his or her work, quest for challenges, desire to learn, and pride in completing a job well.” Motivation usually helps individuals to strive for the best, they
are adventurous, they have a different approach to do their jobs, and they set high goals for themselves. Thus they perform for themselves and others around them setting a great example being positive and optimistic even during adverse situations. Hence, a self-driven, inspired or motivated individual is always an asset to any organization.

(4) The fourth component of EI is Empathy. “When an individual shows empathy, he or she is aware and considerate of the other individual's feelings. The empathetic person combines his or her feelings and the others' feelings around to make decisions.” Generally, three reasons are outlined as to “Why empathy is important in everyday life?”

(a) One is the increasing need to work collectively.

(b) Two is the ever growing and changing pace of globalization.

(c) Three is avoiding labor turnover and retaining talent.

(5) The fifth component of EI is Social Skills. Considering, “friendliness”, as an example, individual’s friendly attitude or trait helps them to get things done from others. They build a rapport very easily with the other person or group by striking the right wavelength and would generally have a wide circle of acquaintance. Also, an extrovert or an individual with good social skills is good at convincing and persuading and is most of the times able to manage people effectively.

**Goleman’s Measurement Model of EI:**

Based on this Goleman’s model of EI, two measurement tools were developed, namely,

**Tool (I) Emotional Competency Inventory (ECI) – 1999.**

ECI was revised to include social competence in the year 2007 and was termed „Emotional and Social Competency Inventory (ESCI)“. Later on, ESCI was made available at the university level to help teach and learn and was termed Emotional and Social Competency Inventory – University Edition (ESCIU).
The above measurement tools (ECI, ESCI and ESCIU) had been devised by Goleman and Boyatzis. They provide a behavioral measure of the emotional competencies as well as the social competencies.

**Tool (II) Emotional Intelligence Appraisal (EIA) – 2001.**

EIA is a self-assessment by an individual and is considered a 360-degree assessment.

1.7d - OTHER MODELS AND MEASURES OF EMOTIONAL INTELLIGENCE

Various other measures of EI exist and are quite popular. It is befitting to mention here three most popular ones, namely: “The Levels of Emotional Awareness Scale (LEAS),” “Self-Report Emotional Intelligence Test (SREIT)” and “The Swineburne University Emotional Intelligence Test (SUEIT).”

(1) **The Levels of Emotional Awareness Scale - (LEAS):**

Levels of Emotional Awareness Scale (LEAS) is a self-assessment of Emotional Intelligence. It basically assesses the level of awareness of an individual’s own emotions and that of others. “It is based on the hierarchical theory of emotional intelligence” (Lane and Schwartz, 1989). “It consists of five sub-levels, namely: Physical Sensation, Action Tendency, Single Emotion, Blend of Emotions, and Blends of these Blends of Emotional Experiences.”

(2) **The Self-Report Emotional Intelligence Test - (SREIT):**


(3) **The Swineburne University Emotional Intelligence Test - (SUEIT):**

Swineburne University Emotional Intelligence Test (SUEIT) is a self-assessment measure of Emotional Intelligence. Palmer and Stough devised this measurement model in 2001. The measurement is basically used to “index” the individual’s perception about his own feelings, thoughts and actions with emotions and emotional information he
would have. This measurement model was devised with the help of “factor-analytic” study with the help of six different “Emotional Intelligence” scales. Notably, five of these factors accounted for about 58% variance and provided the basis or framework for SUEIT. The five factors are “(i) Emotional Recognition and Expression, (ii) Emotions Direct Cognition, (iii) Understanding of Emotions External, (iv) Emotional Management, (v) Emotional Control.” Under the above five factors 65 questions were framed and measurement was made on a five-point Likert-type scale, (Rating: 1 standing for „Never” and 5 standing for „Always”). The individuals are asked to mark the 65 factors either „True” or „False” based on their thoughts, feelings and action at the workplace.

1.8 – TEACHING

It is an occupation or a profession where a person imparts knowledge. Teaching can also be ideas or principles taught by an authority to a student. It might sound out of place, but the student can be a person or an animal and in today’s world the student can also be a machine/robot with the advent in Artificial Intelligence where interactive robotics is a major part.

Teaching consists of various instruction tools used by the teacher to achieve the desired learning in a student as perceived to be appropriate at any given point in time by the teacher. The tool used would depend on the concept to be delivered or taught and the nature of the learner, as well as, the age and ability of the learner. It has been observed that evolution of human civilization has happened due to various factors and one of them is “reasoning.” This reasoning has enhanced creativity amongst the human civilization.

Teaching can be classified as the following:

1. Teacher-Centric: In a teacher-centric teaching, usually the teacher would decide the subject matter, the aid of instruction, the method of assessment and the end result.

2. Student-Centric: In a student-centric teaching, both the teacher and the student are proportionately involved in the process of learning. The teacher’s duty here is basically
to simplify the concept to be delivered or taught and help the student in better learning. Assessment of the subject taught or learnt is carried out by formal and informal methods. Student-Centric teaching highlights active participation of the students, demonstration at various levels by the teachers, conventional methods of recitation and memorization, and/or a strategic combination of the above.

Table 1 - Higher Education in India

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Years</th>
<th>Total Number of Colleges</th>
<th>Total Number of Teachers</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2009-2010</td>
<td>25,938</td>
<td>6,52,655</td>
<td>1,58,87,680</td>
</tr>
<tr>
<td>2</td>
<td>2010-2011</td>
<td>32,974</td>
<td>7,65,349</td>
<td>1,15,51,516</td>
</tr>
<tr>
<td>3</td>
<td>2011-2012</td>
<td>34,852</td>
<td>12,47,453</td>
<td>29.2 million</td>
</tr>
<tr>
<td>4</td>
<td>2012-2013</td>
<td>35,525</td>
<td>13,08,571</td>
<td>30.2 million</td>
</tr>
<tr>
<td>5</td>
<td>2013-2014</td>
<td>36,634</td>
<td>13,67,535</td>
<td>32.3 million</td>
</tr>
<tr>
<td>6</td>
<td>2014-2015</td>
<td>38,498</td>
<td>14,73,255</td>
<td>34.2 million</td>
</tr>
<tr>
<td>7</td>
<td>2015-2016</td>
<td>39,071</td>
<td>15,18,813</td>
<td>34.6 million</td>
</tr>
</tbody>
</table>

Ref: All India Survey of Higher Education, Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi – Annual Published Reports (Respective year mentioned under the „Years” column in the above figure)

1.8a - EVOLUTION OF TEACHING

Ancient Methods: In India, from time immemorial, it has been believed that the ultimate goal of life is self-realization and the aim of education in India has been to attain the self-realization by exposing the student to all the possible experiences of life. The child learnt the first of lessons of life from the mother and the elders of the house by listening to their words of wisdom and by observing them. Generally, the child followed in the footsteps of his father and continued in the same profession or occupation of his father thus learning the skills of the profession from his father. There was also a system of vocational training where the master craftsman and artisans taught their skills to the students who were working as apprentices under them.
Later the Vedic system of education developed which comprised of the Gurukul (place of study), the Guru (teacher), and the disciple (student). Here the disciple had to reside in the gurukul for the whole duration of his studies and learn only from the guru. The gurukul system established a personal relationship between the guru and the disciple. The disciple residing in the gurukul not only learnt the Vedas from the guru but also got a chance to observe how his guru responded to various situations arising in the day-to-day life. This observation taught the disciple to lead his own life as he grew up and became a part of the society in which he lived. The education system in ancient India basically encouraged the students to learn through discussions and debates. The extension of the gurukul system was seen in the Higher-Learning centers like Takshila and Nalanda universities. The gurukul system lasted through the British rule until they introduced the current system of education in India, which has continued to this day.

Later on during the British era, T.B. MaCaulay tried to influence the method of teaching and learning of the Indians and brought about a sea change. He strongly felt that India during those days did not have much to offer to the world that was rapidly being industrialized. He felt that communication and education in different languages that were prevalent during those days in India posed a great challenge to the teachers. Hence, he felt English was the only language that would facilitate education in India.

Notably, in ancient Greece around 3000 BC, it is observed by various historians that education was given utmost importance as they developed writing in Greek. With great teachers and philosophers like Socrates, Plato, etc. tried to devise and improvise the methods of education imparted to the students and was a matter of national discourse. Plato clearly felt that the Socratic method of education comprising of questioning, investigating, discussing, justifying and concluding was the best method of imparting education to the students. He also felt this brought about or stimulated “critical thinking” in the students.
The above mentioning clearly shows that teachers over ages in any part of the world have strived to impart quality education to their students. Research on teaching has shown that teachers have adopted unique and innovative ways that would inspire the students, create interest and help them in effective learning.

**Medieval and Modern Period Education**

During the medieval and modern periods (between 11th century A.D. and 18th century A.D.), in India, the gurukuls and the centers of higher learning like Takshila and Nalanda retained its importance. Along with the Arabs and Central Asian people introduced the Muslim educational models through madrasas in India.

Actually, the Jesuits in 1542 founded the St. Paul’s College in Goa, India, and introduced the European college system along with printing of books. Francois Pyrard de Laval, a French traveler, in 1608 visited Goa, India, and was surprised to see the College of St. Paul. He has liberally praised the wide variety and number of subjects taught during that period in that college. He has significantly mentioned and praised the effort of that college offering education free of cost to the students. He has very clearly mentioned his diary that around 3000 students were studying in that college when he visited it and they belonged to various „missions” from various parts of the country and world. He has widely appreciated the library and books that were available in the college library and felt it was one of the biggest during those times. He has also mentioned that the first printing press in India was mounted in this very particular library of College of St. Paul.

During the same medieval period, in Bohemia, there was very well known teacher by name Comenius. His only aim or goal was that all children should learn to read and write. In one of his famous book, titled, “The World of Pictures,” he had created illustrations that the children would come across in their day-to-day life so that children while would learning would relate to these illustrations and grasp or understand and retain the message for longer periods of time. Likewise, various methodologies to teach
subjects like science, math’s, philosophy, etc., were introduced in various parts of the world.

**During the 19th Century**

During the 19th Century, research shows that in many parts of the world education was given utmost importance. In Prussia, during the 19th Century, education was made mandatory to all the children and hence became the highlight of education system during this period. The Prussian education model insisted on teachers possessing skills to Effectively manage the class or classroom for the students to sustain interest in learning over an extended period of time. This model received world-wide acceptance and was introduced as an ideal way of education system.

**During the 20th Century**

During the 20th century the improvement in day-to-day lifestyle and demand for comforts brought in various professions, courses and requirements. To cope up with this change and to cater to the demands of the new professions, the education system also had to change. This change brought in various ways of learning and teaching through television, radio, internet, multimedia, hands-on activity.

**1.8b - METHODS OF INSTRUCTION**

**Lectures:** This is one amongst the several teaching methods, which is the most convenient and makes the most sense. It is done in a large classroom where the lecturer has an access to a large number of students at once. Here the instructor or lecturer exposes the student to both published and unpublished or not readily available material. During lectures, the teacher actually presents the facts orally which is in stark contrast to the conjunctive learning methods which is usually seen in classes involving demonstration.
**Demonstrations:** In this process, the teacher adopts methods of teaching by giving examples and demonstrating with experiments to get the students to understand the subject or topic being taught. It is believed by the proponents of this kind of teaching that it provides a visual evidence along with the reasons as to why?, how?, where?, what?, which?, when? and so on. Demonstrations usually help raise the student’s interest in a subject and provides a connection between the actual facts and areas of its applications in real time.

**Collaboration:** In this method of teaching, the students are encouraged to hold debates and discuss amongst themselves. This gives the students a chance to realize the strengths and weakness of their points of view and that of their peer or opponents” points of view. The proponents of this method argue that this would reduce the student’s biases about a given topic.

**Classroom Discussion:** This type of teaching incorporates general discussion between the students and the teacher, which helps in enhancing the student’s understanding about the relevant topic. This method certainly increases inputs to the content of the academic concepts being taught in the classroom. It certainly influences the students believes and widens their perspectives just by listening to the various viewpoints of others about the topic being taught. This leads to reinforcement of the students” knowledge and will greatly enhance their confidence.

**Debriefing:** It refers to the conversational sessions revolving around a specific event that has taken place. Debriefing involves sharing the experience and helping the students to come to terms with their experience and to give critical feedback.

**Classroom Action Research:** It is a method of teaching where the teacher adopts the method of teaching which suits the best in their own classroom. Before adopting any method, the teacher takes into consideration his/her’s own strengths and weakness.
The teacher is expected to be knowledgeable and very well-versed in the subject and have a complete knowledge about the various concepts and have effective methods of communicating it to the students. The teacher here equips his/her students with “research methods” to understand the concept completely.

1.8c – TEACHER

A teacher is an Educator, a Tutor, or an Instructor.

Effective Teacher: An effective teacher is the one who creates an effective learning environment, deliver appropriate instructions, and analyze the student’s potential and make the necessary adjustments in his or her approach.

Roles of a Teacher:

1. Facilitator: Creates a conducive atmosphere for all the students to learn effectively.

2. Coach: As a coach the teacher identifies the strengths and weaknesses of the students and chalks out strategies to perform better to their respective potentials.

3. Mentor: As a mentor, it is about identifying the students talents and directing or redirecting as and when required.

4. Motivator: As a motivator, when the students morale is low, the teacher comes out with new ways and methods to encourage them, help them believe in themselves, and stay on course.

5. Leader: Leading by an example is always the best way to be. The teacher as a role model can always exhibit positive behavior like staying calm, showing respect, helping others, etc., and set an example.

6. Engager: Engaging means to keep the students involved in classroom activities. This will bring the best out of the students and help them realize their potentials and show them as well as others what are they capable of.
Qualities of an Effective Teacher: As a mentor and guide.

1. Positive: A teacher is expected to have a positive attitude and approach that would help in developing an organized classroom atmosphere which, for sure, will be conducive to all the students. A positive teacher usually leads by example.

2. Organized: It is expected of a teacher to be systematic and methodical. This can happen when the teacher is diligent in planning and managing all the available resources on hand as well as being punctual. This would in turn encourage the students also to be resourceful.

3. Adoptive: When a teacher is adoptive, generally we see the teacher using newer, better and improvised techniques in their teaching methods. When the students see their teachers “adopting” new methods to teach in the class, they too in turn would develop the same attitude and look for opportunities for success in academics and life equally. If teachers are tech savvy, generally, they would be able to bring into the classroom more matter and reach more number of students simultaneously. The audiovisual aides, for instance, would certainly be of great help to keep the students” interests in the subject for longer periods of time and the understanding of the subject matter by the students would certainly be better. This will help the students immensely and contribute to their success.

4. Adaptive: This is, basically, a trait or a quality expected in a teacher to build a healthy rapport with the students as all the students are not alike. Each student has to be dealt with based upon his or her individual strengths and weaknesses. When a teacher is adaptive and has a good rapport with the students, it will help them to be more interactive, and a healthy atmosphere is developed in the classroom.

5. Preparedness: It is being prepared in depth about the subject or topic that would be taught in the class. This is handle the questions that might be asked by the students in the class while teaching them. Answering all their questions will leave a very good impression with the students and would be a basis for a healthy relationship for the rest of academic year and maybe even longer.
6. Clarity: It is expected of any teacher to communicate in a language with clear speech, tone, and pronunciation so that the subject they are teaching at various levels and standards can be understood effectively. The teachers should also maintain transparency in what exactly are they doing, what are they teaching, and why are they teaching or doing anything. It is in the best interest of the teacher as well as the students for a teacher to lay down the rules and regulations to maintain a healthy decorum in the classroom throughout the academic year.

7. Active: The teacher is expected to be active in and away from the classroom as he or she is always in the eyes of the students and will be drawing all the attention of the students and their parents alike. This enthusiasm will rub off on all the students and will encourage them also to be active at all times.

8. Patience: A teacher has to deal with a reality that all the students are not alike and vary in the level of their intelligence and learning skills, hence, a teacher should possess or develop the skills of being patient to deal with all the students who come in various hue and colors. This trait or attitude in a teacher is seen to build a very strong self-esteem in the students and helps the teacher to treat the students morally.

9. Honorable: A teacher is expected at all times to be respectful of his or her students irrespective of their individual capabilities be it in academics or other activities. The teachers are also expected to be respectful of the students’ parents as this will lead to the development of a healthy atmosphere between the students and the teacher. It should be noted here that students are the ones who would be in direct touch with the teachers most of the time and it is their opinion in turn that would matter or influence their parent’s opinion or the level of respect towards the teacher.
1.9 – TRADITIONAL LEARNER AND MODERN LEARNER

Table - 2 Traditional Learner v/s Modern Learner

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Traditional Learner</th>
<th>Modern Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sit and Get</td>
<td>Move and Experiment</td>
</tr>
<tr>
<td>2</td>
<td>Learn as receptor</td>
<td>Learn as initiator</td>
</tr>
<tr>
<td>3</td>
<td>Expectation same for all</td>
<td>Student navigates choices</td>
</tr>
<tr>
<td>4</td>
<td>Product oriented</td>
<td>Product and Process oriented</td>
</tr>
<tr>
<td>5</td>
<td>Teacher tells</td>
<td>Student constructs meaning</td>
</tr>
<tr>
<td>6</td>
<td>Paper and Pencil driven</td>
<td>Multimedia driven</td>
</tr>
<tr>
<td>7</td>
<td>Explicit directions</td>
<td>No limits</td>
</tr>
<tr>
<td>8</td>
<td>Isolated learning in private</td>
<td>Shared global, collaborates</td>
</tr>
<tr>
<td>9</td>
<td>Compliant</td>
<td>Problem solver</td>
</tr>
<tr>
<td>10</td>
<td>Answers are primary</td>
<td>Questions are primary</td>
</tr>
<tr>
<td>11</td>
<td>Closed system</td>
<td>Open system</td>
</tr>
<tr>
<td>12</td>
<td>Stayed the same</td>
<td>Changes constantly</td>
</tr>
<tr>
<td>13</td>
<td>Knows facts</td>
<td>Enquirer</td>
</tr>
<tr>
<td>14</td>
<td>There is a right way</td>
<td>No right way</td>
</tr>
<tr>
<td>15</td>
<td>Wait for results</td>
<td>Immediate gratification</td>
</tr>
</tbody>
</table>

Ref: http://twinkleteaches.blogspot.in/2015/05/s-is-for-stem.html

1.10 - EDUCATION IN THE 21ST CENTURY – TEACHING AND LEARNING

It is quite clear from the available information that in the 21st century “Teaching” and “Learning” are significantly different from the “Traditional” methods of teaching and learning. It is observed that the 21st century methods of teaching and learning have evolved over the past centuries. In spite of facing all the challenges there are numerous opportunities for the teachers and learners to achieve better results.

Challenges for the 21st century Teacher:

The challenges faced by the present day teachers are numerous. The present day students are quite different from those students of previous centuries. Today’s students prefer working in groups and look for hands-on experiences be it in groups or as individuals. They enjoy trial and error methods in their education. They do not consider reading
books or listening to any lectures very interesting and claim that at any point in time will they spur them to score well in their academics, while reading books and listening to lectures were the conventional or traditional methods or means of learning in earlier days. The present breed of students always want something that excites them and sustains their interests for a longer period of time, hence, the 21st teacher has to be quite creative in teaching such children. It looks best if the 21st teacher makes “teaching and learning” in a classroom setup more interactive, participative as well as enjoyable.

The 21st century students have been found to have unique characteristics because of which they differ a lot in their ideologies and opinions, and these differences may not necessarily be a weakness within them. These innate characteristics in these students have also affected their “learning” in both positive and negative ways. Hence, the 21st century students cannot be forced to adopt the stereotype education models of the previous centuries, thus the present day teachers are forced to adopt “Interactive Teaching,” “Skill-based Education,” “Counseling and Guiding,” and “Exchange of ideas through discussion and feedback” to impart education.

**Opportunities for the 21st century Teacher:**
Where the 21st century is posing challenges to the teachers, the same is providing them with a lot of opportunities. The opportunities are in the form availability of tools, technology, and resources for teaching along with chalk and board teaching; immediate sharing of knowledge and expertise to overcome uncertain and problematic situations; pre-informed and expressive students giving opportunities to implement changes in the classroom; help and support from the authorities, society and the government; availability of on-hand training programs in soft skills and new concepts like emotional intelligence to improve and upgrade teaching efficiency; and revised grading systems giving the teachers a greater control over the student community.
Challenges for the 21st century Learner:
The present day learner faces challenges in plenty, namely, Personal Challenges and Academic Challenges;

**Personal Challenges:** Making a Choice; Relationship Management; Stress Management; Time Management; Attention Span and Concentration; Different Interests; Language Abilities; Cultural Background; Health Issues; Meeting the Expectations of the Parents, the Education institutions, and the Society; Create a New Identity; Fear of failure and rejection; and Adapting to Different Environments and Lifestyles.

**Academic Challenges:** Over Challenging Goals; High Levels Of Competition; Peer Pressure; Ever Changing Educational and Economic Policies of the Government; Availability of too much Information Leading to Confusion; Adapting to Newer Ways of Teaching; Adapting to Ever Changing Technology; Changing in Grading System; Acquiring New Skills of Learning, Working in Groups, etc.

Opportunities for the 21st century Learner:
The present day learners are quite capable of overcoming the challenges as they understand the varying intensities of these challenges and arrive at solutions from their own experiences, the experiences of others, and the plethora of information which they have access to through various medias.

The 21st century learners have an easy access to relevant, refined, appropriate, time-tested information. The institutions over a period of time have set relevant, appropriate and revised syllabus catering to the needs of the students. Availability of learner or student centric skill-based education leading to expertise in a particular area and immediate acceptance into the workplace. Interdisciplinary approaches in the education system have been a big advantage to the present day student as they can have first-hand information, if not experience, related to the functioning of other associated sectors. Use of technology in the classrooms has been a boon to the 21st century learner as it helps provide standard solutions and clarity on all subjects and concepts making learning effective and interesting. In the best interest of the students, Personality Development Programs are
provided by various institutions to overcome personal challenges with a wide array of counselors and mentors.

1.11 WHY IS EMOTIONAL INTELLIGENCE IMPORTANT FOR A 21ST CENTURY TEACHER?

Definition of an Emotionally Intelligent Teacher: “Alan Mortiboy’s” definition - “The teacher who creates positive emotional climate, recognizes and works with the feelings of himself/herself and that of the learners using listening skills with the groups as well as with individuals, deals with learner’s expectations and develops self-awareness.”

In today’s society people grow apart due to various reasons like greed, selfishness, violence, and unchecked emotions. This is increasing the present day’s educators challenges to teach the new generation. Due to the latest developments in technology and the means of teaching, a teacher's role seems to have changed tremendously. In the past decade itself, it is perceived that emotional intelligence has come to be considered as one of the main components of effective teaching and effective classroom management. The teacher no longer just conveys the information but also manages a learner-centric process of education. In this context, a teacher’s “soft skills” attains more importance than his/her "hard skills." Thus, a teacher's personality and the new role he or she assumes as an effective teacher will provide a good impact benefiting the students and in turn the society to which they have to contribute going ahead in their lives.

Emotional Intelligence (EI) is considered important to have a bearing or an influence the teacher's colleagues and students alike. An unpleasing facial gesture of a teacher demotivates the colleagues and students alike. Just by looking at a teacher's face, the students can understand how he/she is feeling deciding the course of the class.
There are four fundamental emotion-related abilities a teacher should possess:

1. Ability to express the emotions.
2. Ability to interpret the emotions within to think.
3. Ability to understand an emotion.
4. Ability to manage the emotions within and align it with that of others.

The above four abilities will help the teacher to build a quality and healthy relationship with his or her students as well as with their parents. This will in turn improve the emotional health of the teacher as well as that of the students and is bound to reflect in the academic performance of the students and the overall working environment and performance of the teacher.

1.12 – QUALITIES OF AN EMOTIONALLY-INTELLIGENT TEACHER

Table – 3

Ref: Teaching with Emotional Intelligence, Second Edition – By: Alan Mortiboys’.
1.13 - CASE STUDIES SHOWING EMOTIONAL INTELLIGENCE LEADS TO BETTER TEACHING:


“The study focused on Emotional Intelligence among teachers in Private schools. Study was extended to report the emotional intelligence among teachers based on descriptive statistics. Two factors of EI, namely, Value Orientation and Self -Awareness were high compared to other EI factors. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which is good for an effective pedagogy in private educational institution. The Empathy factor was found to be low but was not very low compared to the other higher scores of other EI factors. It was inferred that even if Empathy factor score was found low, overall EI scores were relatively high among the private school teachers. The study found that the teachers of private schools have high level of Emotional Intelligence and the higher levels of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their schools” (Aravapalli; Pasaragonda – 2015). (Vol-2 Issue-3; 2015; IJARIIE-ISSN(O)-2395-4396).


“The analysis is done to understand the relationship between the emotional intelligence among teaching fraternity in higher educational institutions. Scope of the study had covered the important elements of the emotions faced by the lecturers in higher educational institutions. During the research, it was observed that most of the male and female teachers stayed clam in stressful situations, controlled their emotions in during mood swings and demanding situations accordingly, during a low phase they showed a positive attitude and motivated themselves to reach their goals, they were open to the opinions in case of criticism, and they managed to convey their ideas to the students, and
took initiatives in clearing any misunderstanding with their colleagues“ (Kavitha; Reddy; Pravalika – 2014).


1.14 – UNIVERSITIES THAT HAVE ADOPTED EMOTIONAL INTELLIGENCE

There is a mention in the available information that “Yale University for Emotional Intelligence,” New York – Founder: Peter Salovey, has adopted EI constructs in their teaching programs.

Universities offering training programs to develop EI:

(a) University of Adelaide, Australia.
(b) Swinburne University of Technology, Australia.
(c) University of Alberta, Canada.
(d) Concordia University, USA.
(e) Western Reserve University, USA.
(f) Cornell University, USA.
(g) Yale School for Emotional Intelligence,” New York – Founder: Peter Salovey, which has adopted EI in their academic practice.

1.15 – IMPORTANCE OF THE STUDY OF EMOTIONAL INTELLIGENCE AND ITS CONTRIBUTION TO THE ACADEMIC AREAS

A positive and supportive culture in an education institution will always lead to the overall success of that institution, especially, success in academics. “Emotions matter a lot, be it, at work or at home.” Emotions are what drive us to act and react. Being emotionally intelligent does help us identify opportunities or threats and take necessary action. EI in education helps the students and teachers build strong bonds with their respective surroundings and develop strong friendships. It gets the students to stay in school and quit prematurely and in the process helps more number of students graduate.
It helps in reduction of discipline problems by being alert to disruptive or violent behavior and avoid risk behaviors. The academic performance of the students will also increase as does their job performance as it teaches them to empathize. With teachers, it will have a strong impact psychologically as well as physically. It will help them in regulating their mood and manipulate their inner self and feelings leading to reduced anxiety and depression. It would give them a better job satisfaction. Overall, it helps them be optimistic and rub off the same enthusiasm onto their peers and students alike.

<table>
<thead>
<tr>
<th>Table - 4 Benefits of Emotional Intelligence in Teaching</th>
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<tbody>
<tr>
<td>Emotional Intelligence Traits</td>
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</table>
| **Self-Awareness** | 1. Creative  
1. Emotional  
2. Confidence  
3. Assessment  
4. Adaptive |
| **Self-Regulation** | 1. Exhibits Positive Values and Attitudes  
1. Managing Oneself  
2. Being Positive  
3. Adaptability  
4. Goal Oriented  
2. Lead by example  
3. Open to change |
| **Social-Awareness** | 1. Better Communication  
1. Empathy  
2. External and Organizational Awareness  
3. Facilitate and encourage |
| **Relationship Management** | 1. Cordial and respectful relations  
1. Teamwork and Collaboration  
2. Inspire and Influence  
3. Dispute Management  
2. Effective team player  
3. Guide and mentor  
4. Arbitrator |
1.16 – WAYS FOR IMPROVING EMOTIONAL INTELLIGENCE

Emotions are present in all living beings. Human beings due to their intelligence are able to comprehend other’s emotions and express their emotions better. Some people are naturally more emotional and sensitive than others. Those individuals who do not have the ability or skill to handle emotions can acquire and develop their emotional intelligence through sufficient learning pointers and practice. The following are some simple ways to become emotionally intelligent:

1. Identifying your own emotions and accepting its limitations.
2. Control of verbal and non-verbal communication.
3. Being more responsible in your actions.
4. Anticipate and prepare for probable reactions.
5. Reduce stressful situations in ways deemed appropriate.

1.17 - APPROACH OF THIS STUDY

In this study, I would like to identify “The relationship between Emotional Intelligence as well as the efficiency of a teacher” using the following model (Fig 10). The study would be conducted by distributing a questionnaire to undergraduate teachers, data would be collected and analyzed. With the help of the findings appropriate recommendations would be made.

Fig - 1: Conceptual Framework– Impact of Emotional Intelligence on Teaching Efficiency