1.0 Education

Education is a lifelong process, begin with birth and ends with the death. It is a continuous process and significantly contributed for balanced personality development process. There are two mode of system- formal and informal, which play a significant role for acquiring of education. Education has two way influencing process. It get influenced by self as well as influenced by different factors, like home where we live, school and society. On the other hand, it is influenced by the other factors like different mode of mass media like films, televisions, state policies and other social, political and economic institutions. It has been observed that the exposure on these factors have been given rise to enrich the mental faculty of the people, who come across on these different socio economic and political factors (NPE, 1986).

1.1. Historical Background

The school is considered one of pioneer institution which plays an important role for imparting training for the students for their personality development. They are exposed themselves in the different environment which play a vital role for shaping one’s personality. Different schools are standardized by the different ‘yard sticks’ which have been influenced the present scenario. The competency is achieved by the learners, but some of inheritable questions have been emerging out of current educational paradigm. There are few questions which become ‘burning questions’ in the present scenario. Does the school curriculum relevant for developing knowledge based society? The cognitive based curriculum sufficient for drawing out the best in the child. Should effective based curriculum be framed? In order to answer these questions, the study of cognitive and effective domains of the students has great relevant in the present scenario (NCF, 2005).

It has been observed that the present century is characterized by the multi-culture ‘plural society’. It is because of steady growth of
industrialization, urbanization, globalization and dissimulation of family system. It is therefore, the role of competency based education for prospective generation is no doubt a sine non for developing the cognitive, effective and psychomotor abilities (Agrawal, 1986).

1.2 Emotional Intelligence

Emotions play a very important role in our lives. It is essential to know how they affect our personal and social adjustment. Adjustment is an important factor to complete a person’s goal successfully. It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment refers to the ability of an individual to fit into his environment. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their adjustment in school. Romasz, Kantor and Elios (2004).

The findings, based on several research projects, indicate that the present school curriculum is completely based on intelligent quotient which has no ground reality. It is therefore, pragmatic and futuristic pattern of curriculum is needed for bringing out the world peace and global prosperity. Keeping in view the all problematic areas of the education, it become imperative to adopt holistic approach for emerging knowledge based society. In this context, Goleman (1995) and Mayer and Salovey (1997) have put forth a novice idea for integrating emotional intelligence in the school curriculum. According to Goleman, there are only 20% of the people, who success in their life. The rest of the 80% can be attributed to emotional intelligence. This classical finding of Goleman (1996) has paved the way for other researchers for conducting further research in this field. There are few numbers of researches till now, which have given a complete insight on issue of competency and quality based curriculum. Therefore, it is a matter of serious thinking which has given impetus to researcher to carry out the study on ‘Emotional Intelligence’ cognitive abilities and perspective-taking ability of the studies.

It has been observed that Indian is experiencing a socio-economic
change in the present period. In the age of computers and the Satellite, there are problems like unemployment, hazard growth of industrialization and urbanization, terrorism, communicable disharmony which has given rise to make instable society. It is therefore, become an imperative to meet ‘challenges’ developed by growth adverse environment. It is therefore very essential to prepare our children to meet to growing challenges in the society. In order to meet these challenges, emotional intelligence cognitive abilities and perspective-taking ability some of emerging areas which are to be explored without delay for tapping the good potential for the students studying in different institutions.

The term ‘Emotional Intelligence’ was introduced in the year 1990 by the two American University Professors, Salovey and Mayer. In their attempt for developing a scientific measure for knowing the variability in people’s ability for the concept ‘emotion’ however, the credit for popularizing this concept went to Goleman (1995), an American psychologist. They have discussed the ‘Emotional Intelligence’ as a set of skills that involve the ability to mentor one’s icon and others feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action (Goleman, 1997). In other words it can be defined as knowing what feels good, what feels bad and how to get from bad to good. A more formal academic definition refers to “emotional awareness and emotional management skill which provide to ability to balance emotional and reason so as to maximum long term happiness” (Agrawal, 2012, p. 1).

Emotional Intelligence includes components like self-awareness, ability to manage moods, motivation empathy and social skills such as cooperation and leadership. It is a belief that learning difficulties as well as various problems of maladjustment at the workplace have their origin in poorly developed emotional awareness in early childhood. Emotions enable human beings to respond appropriately to a variety of environmental situations. Finally, Salovey and Mayer (1990) introduced the notion as a challenge to intelligence theorists tocontemplate an expanded role for the emotional system in accordance with schemes of human abilities. The relationship between emotions and rational
intelligence is a complex phenomenon. Instead of accepting the historic dichotomy between reason and feelings, between academic basics and emotional basics, it is important to appreciate how these interact. Through conscious effort, emotional responses can be regulated and used appropriately; it is when such awareness is lacking that emotional reactions override on rational thought.

The concept of emotional intelligence has brought a revolution in the field of child care home, school and work place management. It has also provided sufficient support to guidance and counseling services including physical and mental health programmes. In all, emotional intelligence essentially reflects our ability to deal successfully with other people and without own feelings and qualities which count significantly towards a person’s success for concerned area. It may motivate him to achieve the required success.

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim as an inborn characteristic. Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence. In their influential article ‘Emotional Intelligence,’ they 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 actions” (Salovey & Mayer, 1990, p. 5).

Emotional intelligence is the ability to perceive emotions, to access and generate emotions, so as to assist thought, to understand emotions and emotional knowledge and to reflective regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence, then, is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence is only a part of a solution. It is the head working with the heart.
“Emotional intelligence is the ability to perceive accurately appraise and expresses emotions generated feelings that facilitate thought and an ability to regulate emotions to promote growth” (Mayer & Salovey, 1997, p. 10).

In the beginning of a new century and now a day, emotional intelligence is considered more significant rather than intelligence in the success of person. It is relatively a new concept. ‘Emotional Intelligence’ with its significance, being more that one’s general intelligence has emerged on the educational and social fronts. Although the roots of emotional intelligence back to over 200 years, the famous psychologist E. L. Thorndike through his concepts of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920, who defined social intelligence as “the ability to understand and manage men and women, boys and girls to act wisely human relation”, as cited in Harpers’ magazine.

Gardner (1983) put forwarded Thorndike ideas of social intelligence by talking about multiple intelligence including interpersonal intelligence (an ability of understanding other) and intra personal intelligence (an ability of understanding, motivating and managing self). Sternberg (1986) also put forward the concept of social intelligence in the name of contextual intelligence in his theory of intelligence.

Subsequently, serious steps have been taken which has based the way to make more significant for all walks of life. Researchers were puzzled by the fact that while IQ could predict to a significant degree the academic performance and to some degree, professional and personal success, there was something missing in the equation. Some of those with higher IQ scores performing poor in practice. One of the missing parts in this success equation was discovered by subsequent researchers like Salovey, Mayer and Goleman etc., was the ‘Emotional Intelligence’. According to Goleman, IQ which accounts for only 20% of a person’s success in life. The balance can be attributed to emotional intelligence or EQ.
Fig. 1.1: Indicator of a Person’s Success in life.

Mayer (2000) described emotional intelligence as a component of emotional perception, emotional facilitation of thought, emotional understanding and emotional management. Their concept gained popularity, as they are performance oriented and empirically based. They have alternative scoring procedures in order to discriminate right from wrong answers on performance-based measures of emotional intelligence.

1.2.1 Various Components of Emotional Intelligence

i) Self-awareness: Knowing One’s internal state, preference, resources and intuitions. Self-awareness includes, Emotional awareness (Recognizing one’s emotions and their effects); accurate self-assessment (Knowing one’s strengths and limits) and Self-confidence (A strong sense of one’s self worth and capabilities).

ii) Self-regulation: Managing one’s internal state impulse and resources. Self-regulation includes, Self-Control (Keeping disruption emotions and impulse in check); Trustworthiness (Maintaining standards of honesty and integrity); Adaptability (Flexibility in handling change) and Conscientiousness (Taking responsibility for personal performance).
iii) Motivation: Emotional tendencies that guide or facilitate towards goals. Motivation includes, Achievement drive (Striving to improve or meet a standard of excellence) and Commitment (Aligning with the goal of the group of organization).

iv) Social skills: Adeptness at inducing desirable response in others.

v) Empathy: Awareness of others feelings, needs and concerns.

1.2.2 The Emotional Intelligence and its Branches:

According to Salovey, Woolery and Mayer (2001), the four branches of their model are, arranged from basic psychological processes to higher and more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion.

Salovey and Mayer (2001), proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

i) Perceiving emotions

The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

ii) Reasoning with emotions

The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

iii) Understanding emotions

The emotions that one perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if the boss is angry, it might mean that he is dissatisfied with subordinates work; or it could be because he
got an over speed penalty on his way to work that morning or that he's been fighting with his wife.

iv) Managing emotions

The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

1.2.3 A Brief history of Emotional Intelligence

- 1930s – Thorndike described the concept of "social intelligence" as the ability to get along with other people.
- 1940s – Wechsler suggested that affective components of intelligence may be essential to success in life.
- 1950s – Humanistic psychologists such as Maslow described how people can build emotional strength.
- 1975 - Gardner published *The Shattered Mind*, which introduced the concept of multiple intelligence.
- 1985 - Payne introduced the term emotional intelligence in his doctoral dissertation entitled ‘A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go).’
- 1987 – In an article published in *Mensa Magazine*, Beasley uses the term ‘emotional quotient.’ It had been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.
- 1995 - The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Goleman’s book *Emotional Intelligence: Why It Can Matter More Than*
IQ.

1.2.4 Measurement of Emotional Intelligence

Goleman (1995) identified 5 factors that affect emotional intelligence. They are: self-awareness, self-regulation, motivation, empathy and social skills. Similarly, Bar-On (2000) has identified 5 factors, such as intrapersonal ability, interpersonal ability, stress management, adaptability and general mood. These five factors are further divided into 15 subscales.

It is presently unclear to what extent a number of specific competencies are nestled in each factor, as there are continuous additions in the Goleman’s model. Thus placing all competencies such as achievement orientation, impulse control and adaptability are components of self-regulation, it can be conclude that such concepts confuse rather than clarify the role of emotional competencies in the workplace. Since the field of emotional intelligence remains relatively new many of these factors, which have been studied in organizational psychology for some time, now are much better understood than the concept of emotional intelligence. Reconceptualization of these factors as forms of emotional intelligence may lead to further confusion and dealing with distinct interrelated competencies are more tractable for research and practical purposes. There are many measuring tools for emotional intelligence. These are being described below:

(i) Reuven Bar-On’s EQ-I (1997)

A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, “Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

- Multifactor Emotional Intelligence Scale (MEIS) An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.
- Seligman Attributional Style Questionnaire (SASQ) originally designed as a screening test for the life insurance company Metropolitan Life, the
SASQ measures optimism and pessimism.

- Emotional Competence Inventory (ECI) based on an older instrument, known as the self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person’s abilities on a number of different emotional competencies.

  Hence, emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in delinquent behavior. While it might be correct that there have been a lot of theorizing in the usefulness of emotional intelligence in helping the adolescent in adjustment to academic, social and school life, there is a paucity of empirical data in this regard. The purpose of the present study is to determine the extent of relationship between emotional intelligence and adjustment of school adolescents, so that efforts can be made to develop a strategic plan for recommending to the school to improve the emotional intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life.

  The emotional intelligence helps in understanding the emotional information and in reasoning emotions. If taken a deep thought, nothing new about emotional intelligence will be found. In some ways or others, emotional intelligence is based on a long history of research and theory in personality, sociology as well as psychology. There has been an impressive and growing research panel that suggests that the abilities of emotional intelligence are important for success in many areas of life. Emotional intelligence is more useful for effective performance at work.

  The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. Emotional intelligence has much to do with knowing when and how to express emotion along with controlling it. Empathy particularly is an important aspect of emotional intelligence and this contributes to occupational success.
(ii) Multifactor Emotional Intelligence Scale (MEIS) the MEIS – Indian version is also an adaptation of MEIS appropriate for Indian population (Shanwal, 2003; 2004). It consists of 141 item scale and 31 stimuli designed to measure the following four branches of emotional intelligence (a) perceiving emotions, (b) using emotions to facilitate thought, (c) understanding emotions, and (d) managing emotions (Described in chapter 3).

1.3 Cognitive Abilities

It is a set of abilities, skills or processes which is an almost integral part of human activity. Cognition deals with a person to understand and acts in the world. Cognitive abilities are the brain-based skills which are followed to perform any task from the simplest to the most complex (Singh & Narang, 2014). They are more concerned with the mechanisms of how we learn, remember, solving the problem, and pay attention rather than acquiring actual knowledge. Any task can be bifurcated into the different cognitive skills or functions which are needed to complete that task successfully. For instance, answering the telephone involves at least: perception (hearing the ring tone), decision taking (answering or not), motor skill (lifting the receiver), language skills (talking and understanding language), and social skills (interpreting tone of voice and interacting properly with another human being).

The fields of neuropsychology, cognitive psychology, and thus cognitive training are based on the framework that cognition consists of different mental functions or cognitive abilities which are based on specific constellations of brain structures. For instance memory skills rely mainly on parts of the temporal lobes (next to the temples) and parts of the frontal lobes (behind the forehead). (Bond, 1987).

Cognitive process refers to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used (Neisser, 1967). It represents a group of processes by which the organisms obtain knowledge of various objects of their environment and make use of this knowledge to achieve solutions to their problems. These processes range from the simple perceptual to the more complex thinking and reasoning processes. Recognition, labeling,
analysis, categorization and planning are considered some of the basic cognitive processes. These are often viewed as intellectual and it is believed that through these processes people try to comprehend their environment and achieve solutions to a wide variety of problems and they encounter. Due to its widespread usage, the study of cognitive processes have for a long time been fundamental to all researchers who have some concern with the acquisition, retention, retrieval and utilization of knowledge. For example, learning theorists have always shown concern with the formulation of general principals of acquisition of knowledge and skills; developmental psychologists have tried to understand the growth of knowledge and skills as a function of the biological maturation of human organisms, and their ever-increasing physical and social worlds surrounding them: psychometricians have attempted to develop tools and techniques for the measurement of the skills and abilities of individuals; and educationists have been concerned with the application of psychological knowledge about individuals for teaching a variety of skills in the most effective ways. The dimensions of development of cognitive processes represent a second issue of concern in research in this field. The qualitative and quantitative aspects of development have been particularly in focus. The contents of different individuals’ cognition do present evidence of qualitative differences, but quite often these qualitative aspects are quantified, and a general conclusion about an individual’s cognitive competence is drawn. While qualitative differences can be easily evaluated on a ‘horizontal plane’ which characterized as ‘better’, whereas those placed on the lower pole are characterized as ‘poor’ in terms of the concerned cognitive processes. Thus, some individuals are considered as more able, competent and intelligent than others. (Kumari, 1991)

1.4 Perspective-Taking Ability

It had been observed that the ability to perceived messages though facial expressions was intimately related with social maturity. The following review, therefore, has been divided into two sections. The first section concentrates on perceptions of facial expressions and the second on performance of deaf and normal children on social maturity scales.
Most persons are born with solid perspective-taking skills that began in uterus and then developed intuitively though basic human interactions shortly after birth through early childhood and ultimately across our adult lives. The growth of perspective-taking skills continues across all persons lives, thus unlike many skills we learn in school this one is evolutionary with each developmental perspective taking lesson leading to a deepening of awareness that allows for more mature and wiser interpretations and responses. For persons born with social-cognitive deficits, or those who acquire them through accident or injury, the evolution of this critical process is not guaranteed (Garcia, 2000).

Perspective-taking ability one develops by early elementary school has a direct impact on one’s ability to develop and functionally use verbal and non-verbal language and nuance to engage in increasingly sophisticated interactions as our students age. Those with sustained weaknesses in this area, even if they have solid cognitive and emerging language learning abilities, often demonstrate difficulty with higher level forms of language, including abstract interpretation of meaning, as well as forming an overall conceptual understanding of what is being discussed or read. Those with severe deficits in perspective-taking, may be unable to develop verbal and non-verbal communication skills that move them beyond the initial but very important ability to focus on their own desires, needs and thoughts during communicative interaction. (Heagle & Rehfeldt, 2006).

Although the act of perspective-taking is deeply embedded in our eventual success as communicators and personal problem solvers, the ability to measure it through standardized tests remains elusive. Given its very abstract nature, one’s ability or lack of ability to take perspective of others is not currently associated with the official diagnostic descriptions of persons with autism spectrum disorders as defined in the DSM IV or for persons with nonverbal learning disabilities. While a lack of development in perspective taking directly impact’s ones ability to develop social skills and language, professionals often only refer to ‘social skill problems’ and ‘difficulties with verbal or non-verbal communicative development’ in the anecdotal descriptions
of a larger label such as ‘autism’ or ‘Asperger syndrome’ (Garcia, 2000).

In order to understand the thoughts, feelings, and motivation of other people – social perspective taking – plays an important role in the classroom experience. It supports the development of social skills and academic learning. Previous research on social perspective taking has focused on either ability or motivation to take on board another person’s perspective.

According to Gehlbach (2004 a), a more realistic approach combines ability and motivation with other factors such as the classroom environment. While it is widely accepted that understanding the thoughts, feelings, and motivations of others – or social perspective taking – is crucial to successful relationships, researchers have found that it also plays an important role in the classroom. ‘One of the findings from my research,’ explains Gehlbach (2004) that the students who get higher grades also tend to be more motivated and more accurate in their perspective-taking.

Perspective-taking can influence many elements of the academic experience. While formulating a lesson plan, a teacher needs to be able to select topics that will interest and engage a particular group of students. Teachers are also need to enable to read their students’ gestures and facial expressions to determine whether or not they are engaging with, or understanding, the material. For students, the ability to read the social cues of their peers is a crucial component of any group activity. Furthermore, understanding other peoples and cultures is a fundamental component of literature, foreign languages, history, social studies, and virtually all the other social science disciplines. (Maurice & Charles, 1986).

1.4.1 Ability and Motivation

Gehlbach (2004) first became interested in social perspective taking as a tenth grade social studies teacher. According to Gehlbach's work, the fact that students interact with each other more regularly and have more in common with each other than they do with historical figures should mean that they are more proficient at taking each other's perspectives. However, while many of his students were highly adept at adopting the perspective of historical figures,
Gehlbach observed that the same students sometimes found it strikingly
difficult to understand the perspective of another student, especially when
resolving conflicts among themselves. ‘By taking a classmate's perspective
they stand to lose something, so it might be harder for them to do that than to
relate to a historical figure. This is a bit counter intuitive’ says Gehlbach (2004
a). ‘That's where it is important to think about motivation as well as ability.
You really have to have both for social perspective taking to be useful.’

1.4.2 Multidimensional Approach

Although many research projects have looked at ability, and others have
investigated motivation, very few studies have examined with a view of both
people's ability to engage in social perspective taking and their motivation or
propensity to do so – what Gehlbach (2004 a) describes as a multidimensional
approach. ‘Very few people are trying to look at both at the same time,' says
Gehlbach. ‘But that's what is needed in the real world.’

In the real world, according to Gehlbach (2004 b), social perspective
taking depends on ability and motivation, but also on the context in which
someone is trying to take another person's perspective. For example, a social
studies student who is trying to understand Napoleon's actions will be
influenced by a number of factors. Is the subject interesting to the student? Is
the student pressured to prepare for a test? Is this student being distracted by
friends? Each of these environmental factors will influence the student's
motivation and ability.

1.4.3 Strategies in Perspective Taking

In his latest research, Gehlbach (2004 a) is taking a closer look at the
strategies people use to interpret the behavior of others. Using interviews,
surveys, and videotapes of interactions, he is examining the strategies used by
novice perspective takers, as well as by expert perspective takers, such as
detectives, actors, and trial lawyers.

According to Gehlbach (2004 a) very little is known about how
perspective taking happens and how effective different strategies are. ‘One
strategy that people often use,’ he explains, ‘is to put themselves in someone
else's shoes. But this could be a really bad strategy. If I'm very different from you and I project my background and my personal history into your situation, there's a pretty good chance I would think something different from you.'

Gehlbach (2004 a) and HGSE doctoral student Brinkworth (2012) has developed a test to measure perspective-taking ability and they invite you to try it. Watch this video of a conversation between Gehlbach and Brinkworth (2012) and then answer the short list of yes-or-no questions below. Then click the submit button, and find out how skillfully you can recognize the feelings that underlie other people's words, gestures, and expressions.

Ultimately all students should be provided, at the very least, with an education that facilitates the development of skills for success in life, whether this is to achieve a higher level of education, participate with increasing independence in the work environment and seek leisure activities in the community. Given that students have different learning abilities we have to be reminded that they also need different curricular standards to facilitate this goal of education: to live and work successfully in our communities.

1.5 Rationale of the Study

The justification of a research project lies in its contribution to society for its welfare. National unity is the basic necessity of India. It is time of lively approval of educational development in India. Now-a-day’s emotional intelligence is considered as vital for success. Infect emotional intelligence is more important than intelligence in success of person. Most of the problems in our life is whether childhood problems, adolescent problems, home and family problems, work situation problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals. We are living in an age of acceleration change and super complexity, which is straining out physical defenses and overwhelming our decisional process. It has been accepted that the environment, both in and outside school in which the child grows has a great influence on the student. There is growing realization that much more than cognitive abilities is involved in determining one’s level of functioning and ensuring overall success in life. The research studies in this context found that people with the same level of I.
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Q. and academic credentials differ greatly in their professional abilities and effectiveness (Bhalla & Nauriyal, 2004). In addition to one’s intellectual capacity a multitude of personality and temperamental characteristic have been identified as playing a crucial role in determining one’s performance. These include emotional stability, adjustment, social maturity, perspective-taking ability and ability to work with other persons. These findings have led to a significant change in the traditional concept regarding the nature of intellectual potentialities in human being. Important among the new development is the theory of multiple intelligence put forward by Gardner (1983) and the theory of emotional intelligence Salovey and Mayer (1990) and Goleman (1995). However pioneers in this field themselves has questioned these assumptions. They point out that the level of performance and success of a person depends upon a variety of competencies and personality characteristics including intellectual competency and emotional competency. Surprisingly very little research has been carried out to explore interrelationship and interaction among these determining factors. The present study conceived in this context. The theoretical framework, the validity of which the present study is taken to examine complex interaction cognitive and non-cognitive aspects of the personality of the able-bodied and differently-abled school-going children.

It may be noted that traditionally these two domains of personality are considered as two distinct entities, which are more or less important of each other. The cognitive domain is believed to be part of one’s biological and endowment, while the non-cognitive domain is considered to be more under the control of one’s environmental and social background. The natures of interaction between these two domains have not been well understood or explored in detail. This account for attempts act enhancing one’s cognitive skills in relative isolation of one’s non-cognitive skills like adjustment, emotional intelligence and perspective-taking ability in the traditional academic curriculum and at also policy level. It is expected that the present studies which focuses on both the cognitive and non-cognitive domains of personality of particularly differently-abled learners in comparison to their normal pears. Because any form of disability of a person may have significant
impact on his/her personality as well as behavioural characteristics. Research studies conducted by Sugarman (1969); Odom, Banton and Laukhuf (1973); Schiff (1973); Streng and Kirk (1938); Avery (1948); Vernon (1964); Schlesinger and Meadow (1976); and Bala (1985), confirmed the above remarks.

There have been fair amounts of evidence indicating that ability to correctly interpretation of emotions through facial expression is correlated with intelligence. Further, research studies conducted on cognitive abilities revealed that deaf children were performed relatively better in performance based I. Q. test than to verbal intelligence, but always less to their corresponding age group of hearing pears. Thus, there is a good reason to expect difficulties in the interpretation of facial expression in deaf children (Sovani & Borcher, 2004).

Further, social acceptance and recognition is one of the issues for able-bodied learners. This problem initially starts from the family. The addition of a differently-abled member in any normal family could be a cause of crisis. No person voluntarily chooses to have a differently-abled child. The time, energy and finance involved in carrying of the differently-abled child is demanding and frustrating for the parent. Further in order to overcome the inferiority complex of differently-abled learners, they must be educated in the normal school. In this context National Policy on Education-1986 and Programme of Action-1992 and National Curriculum Framework for Secondary Education postulated that learners with disabilities who can be educated in general school should be educated in general schools, and those studying in special school should be transferred to general school once they are ready to make the shift. Corroborated by NCFSE, 2000 that these practices are cost effective and have sound pedagogical practices. Under this backdrop, the following research questions hence need to be answered in the present study.

- To what extent perspective-taking ability predicts cognitive abilities of able-bodied and differently-abled school-going children?
- Does emotional intelligence play any role in the field of cognitive abilities of able-bodied and differently-abled school-going children?
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- Does emotional intelligence play any role in the field of perspective-taking ability of able-bodied and differently-abled school-going children?

- Is there any significant difference exist in cognitive abilities, perspective-taking ability and emotional intelligence of the able-bodied and differently-abled school-going children?

1.6 Statement of the Problem

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, COGNITIVE ABILITIES AND PERSPECTIVE-TAKING ABILITY OF DIFFERENTLY-ABLED AND ABLE-BODIED SCHOOL-GOING CHILDREN OF DELHI.

1.7 Operational Definitions of the Terms Used

1.7.1 Emotional Intelligence

Emotional Intelligence refers to- “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 actions” as measured by the Multifactor Emotional Intelligence Scale developed by Shanwal, (2004).

1.7.2 Cognitive Abilities

Cognitive abilities refers to all the abilities by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. In the present study cognitive abilities refer to the abilities of children for recognition, discrimination, labeling, categorizing and problem-solving, as measured by Koh’s Block Design Test (Koh, 1923).

1.7.3 Perspective-Taking Ability

Perspective-taking ability in the present study refers to the ability of individual child to assess another persons’ emotional state expressed through facial expression. In the present study the perspective-taking ability is accessed by adapted Facial Expression Test developed by Kapoor, 1990.

1.7.4 Differently-Abled School-Going Children

In the present study differently-abled school-going children includes
locomotor impaired and hearing impaired children.

(i) Hearing impaired refers to “a person with hearing impairment having difficulty of various degrees in hearing sounds is an impaired person” (PWD Act, 1995, p. 11). In the present study only those hearing impaired children were taken who have 40% or more hearing impairment.

(ii) Locomotor impaired refers to “a person’s inability to execute distinctive activities associated with moving both himself and objects, from place to place and such inability resulting from affliction of musculoskeletal and/ or nervous system” (PWD Act, 1995, p. 12). In the present study only those locomotor impaired children were taken who have 40% or more locomotor impairment.

1.7.5 Able-Bodied School-Going Children

In the present study able-bodied school-going children refers to those who do not have disability of any kind in terms of physical, mental & emotional and being educated in the general schools.

1.8 Objectives of the Study

1. To study the emotional intelligence of differently-abled (locomotor impaired and hearing impaired) and able-bodied school-going children.

2. To study the cognitive abilities of differently-abled (locomotor impaired and hearing impaired) and able-bodied school-going children.

3. To study the perspective-taking ability of differently-abled (locomotor impaired and hearing impaired) and able-bodied school-going children.

4. To investigate the differences in emotional intelligence of locomotor impaired and able-bodied school-going children.

   i) To investigate the differences in identification of emotions (EI Dimension 1) of locomotor impaired and able-bodied school-going children.

   ii) To investigate the differences in assimilation of emotions (EI Dimension 2) of locomotor impaired and able-bodied school-going children.
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going children.

iii) To investigate the differences in understanding of emotions (EI Dimension 3) of locomotor impaired and able-bodied school-going children.

iv) To investigate the differences in regulation of emotions (EI Dimension 4) of locomotor impaired and able-bodied school-going children.

5. To investigate the differences in emotional intelligence of hearing impaired and able-bodied school-going children.

i) To investigate the differences in identification of emotions (EI Dimension 1) of hearing impaired and able-bodied school-going children.

ii) To investigate the differences in assimilation of emotions (EI Dimension 2) of hearing impaired and able-bodied school-going children.

iii) To investigate the differences in understanding of emotions (EI Dimension 3) of hearing impaired and able-bodied school-going children.

iv) To investigate the differences in regulation of emotions (EI Dimension 4) of hearing impaired and able-bodied school-going children.

6. To investigate the differences in emotional intelligence of locomotor impaired and hearing impaired school-going children.

i) To investigate the differences in identification of emotions (EI Dimension 1) of locomotor impaired and hearing impaired school-going children.

ii) To investigate the differences in assimilation of emotions (EI Dimension 2) of locomotor impaired and hearing impaired school-going children.

iii) To investigate the differences in understanding of emotions (EI Dimension 3) of locomotor impaired and hearing impaired school-going children.
Dimension 3) of locomotor impaired and hearing impaired school-going children.

iv) To investigate the differences in regulation of emotions (EI Dimension 4) of locomotor impaired and hearing impaired school-going children.

7. To investigate the differences in cognitive abilities of locomotor impaired and able-bodied school-going children.

8. To investigate the differences in cognitive abilities of hearing impaired and able-bodied school-going children.

9. To investigate the differences in cognitive abilities of locomotor impaired and hearing impaired school-going children.

10. To investigate the differences in perspective-taking ability of locomotor impaired and able-bodied school-going children.

11. To investigate the differences in perspective-taking ability of hearing impaired and able-bodied school-going children.

12. To investigate the differences in perspective-taking ability of locomotor impaired and hearing impaired school-going children.

13. To examine the relationship between emotional intelligence and cognitive abilities of school-going children.

i) To examine the relationship between identification of emotions (EI Dimension 1) and cognitive abilities of school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of school-going children.

14. To examine the relationship between emotional intelligence and perspective-taking ability of school-going children.
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i) To examine the relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of school-going children.

15. To examine the relationship between cognitive abilities and perspective-taking ability of school-going children.

16. To examine the relationship between emotional intelligence and cognitive abilities of able-bodied school-going children.

i) To examine the relationship between identification of emotions (EI Dimension 1) and cognitive abilities of able-bodied school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of able-bodied school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of able-bodied school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of able-bodied school-going children.

17. To examine the relationship between emotional intelligence and perspective-taking ability of able-bodied school-going children.
i) To examine the relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of able-bodied school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of able-bodied school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of able-bodied school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of able-bodied school-going children.

18. To examine the relationship between cognitive abilities and perspective-taking ability of able-bodied school-going children.

19. To examine the relationship between emotional intelligence and cognitive abilities of locomotor impaired school-going children.

i) To examine the relationship between identification of emotions (EI Dimension 1) and cognitive abilities of locomotor impaired school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of locomotor impaired school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of locomotor impaired school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of locomotor impaired school-going children.

20. To examine the relationship between emotional intelligence and perspective-taking ability of locomotor impaired school-going children.
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i) To examine the relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of locomotor impaired school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of locomotor impaired school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of locomotor impaired school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of locomotor impaired school-going children.

21. To examine the relationship between cognitive abilities and perspective-taking ability of locomotor impaired school-going children.

22. To examine the relationship between emotional intelligence and cognitive abilities of hearing impaired school-going children.

i) To examine the relationship between identification of emotions (EI Dimension 1) and cognitive abilities of hearing impaired school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of hearing impaired school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of hearing impaired school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of hearing impaired school-going children.

23. To examine the relationship between emotional intelligence and perspective-taking ability of hearing impaired school-going children.
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i) To examine the relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of hearing impaired school-going children.

ii) To examine the relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of hearing impaired school-going children.

iii) To examine the relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of hearing impaired school-going children.

iv) To examine the relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of hearing impaired school-going children.

24. To examine the relationship between cognitive abilities and perspective-taking ability of hearing impaired school-going children.

1.9 Hypotheses of the Study

1. There exists no significant difference in emotional intelligence of locomotor impaired and able-bodied school-going children.

   i) There exists no significant difference in identification of emotions (EI Dimension 1) of locomotor impaired and able-bodied school-going children.

   ii) There exists no significant difference in assimilation of emotions (EI Dimension 2) of locomotor impaired and able-bodied school-going children.

   iii) There exists no significant difference in understanding of emotions (EI Dimension 3) of locomotor impaired and able-bodied school-going children.

   iv) There exists no significant difference in regulation of emotions (EI Dimension 4) of locomotor impaired and able-bodied school-going children.

2. There exists no significant difference in emotional intelligence of
hearing impaired and able-bodied school-going children.

i) There exists no significant difference in identification of emotions (EI Dimension 1) of hearing impaired and able-bodied school-going children.

ii) There exists no significant difference in assimilation of emotions (EI Dimension 2) of hearing impaired and able-bodied school-going children.

iii) There exists no significant difference in understanding of emotions (EI Dimension 3) of hearing impaired and able-bodied school-going children.

iv) There exists no significant difference in regulation of emotions (EI Dimension 4) of hearing impaired and able-bodied school-going children.

3. There exists no significant difference in emotional intelligence of locomotor impaired and hearing impaired school-going children.

i) There exists no significant difference in identification of emotions (EI Dimension 1) of locomotor impaired and hearing impaired school-going children.

ii) There exists no significant difference in assimilation of emotions (EI Dimension 2) of locomotor impaired and hearing impaired school-going children.

iii) There exists no significant difference in understanding of emotions (EI Dimension 3) of locomotor impaired and hearing impaired school-going children.

iv) There exists no significant difference in regulation of emotions (EI Dimension 4) of locomotor impaired and hearing impaired school-going children.

4. There exists no significant difference in cognitive abilities of locomotor impaired and able-bodied school-going children.

5. There exists no significant difference in cognitive abilities of hearing
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impaired and able-bodied school-going children.

6. There exists no significant difference in cognitive abilities of locomotor impaired and hearing impaired school-going children.

7. There exists no significant difference in perspective-taking ability of locomotor impaired and able-bodied school-going children.

8. There exists no significant difference in perspective-taking ability of hearing impaired and able-bodied school-going children.

9. There exists no significant difference in perspective-taking ability of locomotor impaired and hearing impaired school-going children.

10. There exists no significant relationship between emotional intelligence and cognitive abilities of school-going children.

   i) There exists no significant relationship between identification of emotions (EI Dimension 1) and cognitive abilities of school-going children.

   ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of school-going children.

   iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of school-going children.

   iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of school-going children.

11. There exists no significant relationship between emotional intelligence and perspective-taking ability of school-going children.

   i) There exists no significant relationship between identification of emotions (EI Dimension 1) and Perspective-taking ability of school-going children.

   ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of
school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of school-going children.

12. There exists no significant relationship between cognitive abilities and perspective-taking ability of school-going children.

13. There exists no significant relationship between emotional intelligence and cognitive abilities of able-bodied school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and cognitive abilities of able-bodied school-going children.

ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of able-bodied school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of able-bodied school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of able-bodied school-going children.

14. There exists no significant relationship between emotional intelligence and Perspective-taking ability of able-bodied school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of able-bodied school-going children.

ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of able-
bodied school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of able-bodied school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of able-bodied school-going children.

15. There exists no significant relationship between cognitive abilities and perspective-taking ability of able-bodied school-going children.

16. There exists no significant relationship between emotional intelligence and cognitive abilities of locomotor impaired school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and cognitive abilities of locomotor impaired school-going children.

ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of locomotor impaired school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of locomotor impaired school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of locomotor impaired school-going children.

17. There exists no significant relationship between emotional intelligence and perspective-taking ability of locomotor impaired school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and perspective-taking ability of locomotor impaired school-going children.

ii) There exists no significant relationship between assimilation of
emotions (EI Dimension 2) and perspective-taking ability of locomotor impaired school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of locomotor impaired school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of locomotor impaired school-going children.

18. There exists no significant relationship between cognitive abilities and perspective-taking ability of locomotor impaired school-going children.

19. There exists no significant relationship between emotional intelligence and cognitive abilities of hearing impaired school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and cognitive abilities of hearing impaired school-going children.

ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and cognitive abilities of hearing impaired school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and cognitive abilities of hearing impaired school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and cognitive abilities of hearing impaired school-going children.

20. There exists no significant relationship between emotional intelligence and perspective-taking ability of hearing impaired school-going children.

i) There exists no significant relationship between identification of emotions (EI Dimension 1) and Perspective-taking ability of hearing impaired school-going children.
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ii) There exists no significant relationship between assimilation of emotions (EI Dimension 2) and perspective-taking ability of hearing impaired school-going children.

iii) There exists no significant relationship between understanding of emotions (EI Dimension 3) and perspective-taking ability of hearing impaired school-going children.

iv) There exists no significant relationship between regulation of emotions (EI Dimension 4) and perspective-taking ability of hearing impaired school-going children.

21. There exists no significant relationship between cognitive abilities and perspective-taking ability of hearing impaired school-going children.

1.10 Delimitations of the Study

The study is delimited to-

i) the hearing impaired and locomotor impaired children of classes VI to VIII as differently-abled school-going children.

ii) NCR Delhi only.

iii) the tools used i.e. ;

a) The Indian version of Emotional Intelligence Scale developed and published by Shanwal (2004), to measure emotional intelligence.

b) Koh’s Block Design Test (Koh, 1923) to measure cognitive abilities of children.

c) Adapted Facial Expression Test developed by Kapoor (1990), to measure perspective-taking ability of children.