CHAPTER-IV

Development of Emotional Intelligence Package (EIP)

This chapter deals with procedural details of the development of the Emotional Intelligence Package in detail.

4.1 Introduction:

The package entitled “Emotional Intelligence Package (EIP)” consists of different strategies to enhance Emotional Intelligence of participants. These strategies are focused around the concept of Emotional Intelligence and its components- Self Awareness, Self-Regulation, Motivation, Empathy and Social Skill as defined by Goleman, D.(2001). The strategies are formulated according to these components, which require interaction and co-operation of both the researcher and participants.

4.2 Selection of Strategies

Considering the attributes of each component of Emotional Intelligence, the strategies that involve interactions and cooperation of both the teacher (researcher) and the students (participants/teacher trainees) are identified. They were Picture Interpretation, Scenario Interpretation, Situation Analysis, Story Interpretation, Debate, Game, Role Play, Problem Solving, Brain Storming, Question Answer, Case Study, Justification, Co-operative Learning, Pick and Speech, Lecture, Sociometry, Story Construction.

Picture Interpretation, Scenario Interpretation, Story Interpretation involve drawing inferences by observing the pictures, scenes from the movies, stories from the newspaper/magazines. In the present study, Teacher Trainees’ views and explanation on the pictures of emotions, scenes from the movies and newspaper articles are considered as Picture, Scenario, and Story interpretation.

Situation Analysis is a technique of analyzing the situations, problems related to daily life. In the present study, the Teacher Trainees are expected to observe and describe the given situations as they view.

Debate is a method of interactive and representational argument, about the given topic which improves participants knowledge, and the skills of substantiating
their view (for or against) and communication. In the present study, debate was organized by the researcher on the topics, Volunteering is a good way to learn responsibility. The only person that I should really compete with is myself. If I am a team member, I should sacrifice my own desires for the sake of good of the team and the Teacher Trainees are expected to make argument for or against the given subject.

Problem Solving is a method of finding solutions to the problem, which develops creativity, and abstract thinking. In the present study, Teacher Trainees are expected to find out the solutions to the situations provided by the researcher.

Justification is formal proof, an object that justifies the validity of a formalized statement. In the present study, Teacher Trainees are required to justify their views regarding the statements which they select from these given by the researcher.

Lecture is a lengthy/short explanation in order to clarify some ideas or facts. In the present study, the researcher’s explanation about communication to make Teacher Trainees to understand is considered as Lecture.

Sociometry is a quantitative method for measuring social relationships. In the present study, the technique is used to measure the relationship among the Teacher Trainees in their class.

Role Plays are short drama episodes in which participants experience how a person feels in a similar life situation. In the present study, the Teacher Trainees are required to dramatize a given life situation by playing the respective roles assigned to them.

Story construction is a technique of narrating a particular theme, based on actual events, which gives detailed information about an event or life situation in an interesting way while passing a moral message. In the present study, the Teacher Trainees are required to construct a story on the given theme/pictures relating to competencies of Emotional Intelligence.

Brainstorming is a free expression of ideas among participants on a given issue or question. In the present study, the Teacher Trainees are required to express their ideas and views spontaneously on the given problematic situations.
Games are interesting and exciting activities, which have set rules, and derive happiness after the completion. In the present study Teacher Trainees required to play a game to express their emotions.

A thorough discussion was held with the guide and a few other subject experts with respects to the feasibility and appropriateness of the strategies to enhance different components of Emotional Intelligence. These strategies are found simple, based on day-to-day experiences of teacher trainees in and outside the classroom, found feasible and practicable in the classroom situation. Thus the list of strategies to be employed for enhancement of Emotional Intelligence among D.Ed teacher trainees, were finalized.

4.3 Development of Strategies

The strategies are developed based on Experiential Learning methods and co-operative learning.

The process of learning through discussion, group work, hands-on experience with active participation, and applying information outside the classroom is termed as experiential learning (Wurdinger and Carlson, 2010, p. 2).

Experiential learning is a process by which the experience of the learner is reflected upon, and from this emerges new insight or learning. Experiential learning is cyclical and has three basic phases: an experience or problem situation; a reflective phase within which the learner examines the experience and draws learning from that reflection; and a testing phase within which the new integrated insight or learning is applied to a new problem situation or experience.

Experiential learning as a method of learning is useful to both educators and learners. This methodology helps learners to develop capacities to reflect on experience and appropriate significance through such reflection.

The Experiential Learning method is concerned particularly with assessing and accrediting learning from life and work experience. As a method of learning it is useful with reference to the following points;

- Basis for bringing about changes in the structures, purposes and curricula.
- Basis for group consciousness raising, community action and social change.
Concerned with personal growth and development.

- Increases Self Awareness and group effectiveness, self confidence, leadership skills, brotherhood, communication, motivation and co-operation.

The vast array of educational activities using the experiential learning method are, problem solving, independent learning, personal development, social change, activity based work, community placement and project work (Henry, Jane (1989) and team building exercise.

Cooperative learning is a humanizing experience which predisposes to take a benevolent view of others, encouraging trust, sensitivity, open communication and pro social activity.

The researcher thoroughly studied the theory behind Emotional Intelligence and enhancement of it. Some related studies with the area were also reviewed. After acquaintance with the literature related with the enhancement of Emotional Intelligence the researcher has identified and pooled up a number of strategies which can be utilized to enhance the Emotional Intelligence.

The researcher also formulated a number of strategies. The strategies were built upon the topics from the D.Ed teacher education syllabus and also from real life.

Different activities for the earmarked strategies under each component of Emotional Intelligence (totally 5 components) were designed/ modified keeping in the view the criteria given vide 4.3.1 and details are presented under the following heads-meaning, objectives, materials, procedure and discussion.

The guide and two experienced teacher educators were consulted and required modifications were made in preparing this draft package.

4.3.1 Criteria followed for developing the EIP.

The following points were considered while developing the strategies.

- The strategy should suit the need, interest, ability and age of the students.
- The package should fit into the organizational structure of a D. Ed college.
- There should be flexibility for teachers to reorganize the content and strategies if required without disturbing the purpose of the strategy.
• The opportunities for the learners are to be provided to participate actively in teaching-learning process.

• There should be flexibility for teachers to use any strategy according to the demand of the situation and need of the learners.

• Motivation and interest among participants throughout the programme are to be sustained.

• Sufficient opportunities are to be provided to express the opinions and feelings of the participants towards different strategies.

• There should be provision for continuous and in built evaluation of participants learning.

• There should be scope for regular interaction with teachers and the peer group regarding the relevance and implications of activities in which they involve.

• There should be provision for each student’s active participation, in the programme.

4.3.2 Pilot study of the EIP.

The details of the strategies developed for the EIP were again discussed with three more subject experts, for validation and required modifications were incorporated with respect to,

i. language used

ii. style of presentation

iii. suitability of the strategy to a particular component.

Then package was subjected to pilot study on the teacher trainees of the D.Ed colleges, to

• ensure the feasibility of the package.

• test the suitability of the package for the given age group.

• ensure adoptability of package by the teacher educators.

• test the suitability of the package to achievement of the respective objectives.
• Estimate the time required for each strategy.

One of the D.Ed colleges with a strength of 20 teacher trainees was selected to take up the pilot study (convenience sampling). Based on the pilot study experiences of the researcher while taking up the classes and interaction with the teacher trainees, a thorough discussion was held with the guide, subject experts and teacher educators regarding the strategies. Based upon this discussion, the strategies have been modified in terms of the content to be considered for the activity, procedure to be followed and the style of presentation and EIP was finalized.

The Emotional Intelligence Package is considered to be valid as it is validated against the opinion and suggestions of guide, subject experts and experienced Teacher Educators. Thus, it is said to have content validity.

The details of the strategies included in the package are given in table 4.1
Table 4.1: Details of the Strategies included in the package:

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Components</th>
<th>Competencies</th>
<th>Sessions</th>
<th>Strategies Followed</th>
<th>No. of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction Session</td>
<td>Self Awareness</td>
<td>01 session of 60 minutes, 10 sessions of 60 minutes each.</td>
<td>Game, Picture Interpretation, Exploring the words, Situation Analysis</td>
<td>01</td>
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<tr>
<td></td>
<td></td>
<td>Emotional Awareness</td>
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<tr>
<td>2.</td>
<td></td>
<td>Accurate Self Assessment</td>
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<td>Situation Analysis, Self Evaluation</td>
<td>02</td>
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<td>01</td>
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<td></td>
<td></td>
<td>Self Confidence</td>
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<td>Scenario Interpretation, Article Interpretation, Story Interpretation</td>
<td>01</td>
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<td>Total</td>
<td>600 minutes (10 hours)</td>
<td>10</td>
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<td>2.</td>
<td>Self Regulation</td>
<td>Self control</td>
<td>10 sessions of 60 minutes each</td>
<td>Situation Analysis (3), Scenario Interpretation(1), Situation Analysis</td>
<td>03</td>
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<tr>
<td></td>
<td></td>
<td>Innovation</td>
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<td>01</td>
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<td>Trust Worthiness</td>
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<td>Conscientiousness</td>
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<td>Adaptability</td>
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<td></td>
<td>Total</td>
<td>600 minutes (10 hours)</td>
<td>Discussion</td>
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<tr>
<td>3</td>
<td>Motivation</td>
<td>Achievement Drive</td>
<td>11 sessions of 60 minutes each</td>
<td>Explanation and Discussion 01</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commitment</td>
<td></td>
<td>Situation Analysis 01</td>
<td></td>
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<td></td>
<td></td>
<td>Initiation</td>
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<td>Article Interpretation 01</td>
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<td>Optimism</td>
<td></td>
<td>Justification 01</td>
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<td></td>
<td>Total</td>
<td>660 minutes (11 hours)</td>
<td>Situation Analysis 01</td>
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<td>4</td>
<td>Empathy</td>
<td>Understanding others</td>
<td>14 sessions of 60 minutes each</td>
<td>Situation analysis 01</td>
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<td></td>
<td></td>
<td>Developing others</td>
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<td>Exploration 01</td>
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<td>Service Orientation</td>
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<td>Story Interpretation 01</td>
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<td></td>
<td>Leveraging Diversity</td>
<td></td>
<td>Letter Writing 01</td>
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<td></td>
<td>Situation Analysis 01</td>
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<td></td>
<td>Explaining 01</td>
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<td>Brain storming 01</td>
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<td>Discussion 01</td>
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<td>Pick and Speech 01</td>
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<td></td>
<td>Problem Solving 01</td>
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<tr>
<td>Organizational Awareness</td>
<td>Total</td>
<td>840 minutes (14 hours)</td>
<td>Group Discussion(2)</td>
<td>Picture Interpretation</td>
<td>02</td>
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<tr>
<td>Social Skills</td>
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<tr>
<td>Influence</td>
<td></td>
<td>15 sessions of 60minutes each</td>
<td>Presentation Explanation (2)</td>
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<td>02</td>
</tr>
<tr>
<td>Communication</td>
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<td></td>
<td>Article Interpretation</td>
<td></td>
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<tr>
<td>Conflict Management</td>
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<td>Lecture</td>
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<td>Leadership</td>
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<td>Seminar</td>
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<td>Change Catalyst</td>
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<td>Discussion</td>
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<tr>
<td>Building Bonds</td>
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<td>Discussion(2)</td>
<td></td>
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<tr>
<td>Collaboration and co-operation, Team Capabilities</td>
<td></td>
<td>900 minutes(15 hours)</td>
<td>Explanation</td>
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<td></td>
<td>Situation Analysis</td>
<td></td>
<td>01</td>
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<td></td>
<td>Situation Analysis</td>
<td></td>
<td>03</td>
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<td></td>
<td>Discussion(3)</td>
<td></td>
<td>01</td>
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<td></td>
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<td></td>
<td>Problem Solving</td>
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<td>01</td>
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<td></td>
<td></td>
<td></td>
<td>Sociometry</td>
<td></td>
<td>03</td>
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<td></td>
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<td></td>
<td>Discussion(3)</td>
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<td>01</td>
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<td>Brainstorming</td>
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<td>Story construction (2)</td>
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<td>03</td>
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<td>Role play(3)</td>
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<td></td>
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<td>Construction of logo and sculpture</td>
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<td></td>
<td>Interpretation</td>
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<td></td>
<td></td>
<td></td>
<td>Team exercises</td>
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<td>32</td>
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<tr>
<td>Total</td>
<td></td>
<td>3600 (60*60)minutes</td>
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<td>88</td>
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</table>
4.4 Characteristics of Emotional Intelligence Package

The developed Emotional Intelligence Package has the following characteristics. The Package

- is purely activity based, includes activities which are simple, life based and near to daily life.
- includes different type of strategies like, situations, role play, video clippings, story completion, analysis of story, analysis of articles, etc., which are related to experiential learning methods.
- expects co-operation in learning which enables sharing of knowledge and experiences in the classroom.
- provides stage for free expression, exchange of views and help students to think creatively.
- provides opportunity to teachers to know about their own and student’s emotions.
- is different from regular teaching programme, which encourages student’s active participation.
- can be integrated in the regular classroom teaching.
- ensures clarity with respect to the objectives, materials required, methodology and procedure of the activity and discussion at the end.

4.5 Instructions to Teacher Educators to use the Package

The Emotional Intelligence Package is a material designed to enhance the level of Emotional Intelligence of D. Ed Teacher Trainees. The package includes variety of activities under different strategies to develop each of the five components of Emotional Intelligence viz., Self Awareness, Self Regulation Motivation, Empathy and Social Skills.

While using this package the following instructions should be followed by teachers /Teaches Educators.

- Have a clear knowledge and understanding of the concept of Emotional Intelligence and its components.
• Use individual or group activities or combination of both as the situations demands.
• Read the material and understand the required preparation and material for each activity and your role in implementing the package.
• Regional language can be used wherever necessary to make the program effective.
• Instructions regarding the activities should be given carefully and clearly.
• Can collect and use different articles, video clippings suitable to the component of Emotional Intelligence, other than the ones in the package.
• Can instruct students to collect the materials related to the topic in the form of home assignment.
• Discussion should be carried out compulsorily about the activities and their responses in the class and evaluate it.
• Should create good rapport with the students and develop group cohesiveness among the students.
• Situations, which happens in their classroom, in Practice teaching programme and daily life experience and of the participants can be used apart from those in the package.
• Brain storm students to recall and present situations, events, articles from newspaper, magazines and clippings from some movies and relate to the topic which they experienced.
• Activities/strategies can be integrated with regular teaching of the prescribed subject.
• Provide opportunity for self-expression and encourage group sharing among students.
• Conduct some outdoor activities also relation to the topic. Field visit and school excursions can be used for this purpose.
• Do not criticize or make fun of students’ response, instead accept as they express and encourage them to express providing barrier free environment.
• Be friendly, co-operative in nature, approachable and act as a facilitator.
• Can increase the number of activities or use alternative activities for different components.

The package is explained in detail in the following paragraphs.

4.6 Details of the Emotional Intelligence Package

4.6.1 Introductory Session

The purpose of this session is to create group cohesiveness and rapport with the participants before implementing the strategies. It also purported to introduce the purpose of the Package and make them aware of their expected role in this programme.

Activity-1 Ice Breaking

Objectives.

• To create group cohesiveness.

• To develop rapport among teacher trainees.

Procedure

• Welcome the participants to the programme and initiate the programme through an activity.

• Assign numbers to the participants by asking them to tell the numbers 1, 2, 3 and 4 and divide them into 4 teams by putting participants possessing No. 1 into 1st team, No. 2 into 2nd team, No. 3 into 3rd team and No. 4 into 4th team.

• Ask each team to select a leader of their own.

• Call upon leaders and ask them to take a lot in which different tasks are mentioned for each team, like name of the participants, their hobbies, their liking. viz., food, dress, color, flower, subject, games, sports etc.

• Ask the group leader to instruct his/her team members to execute the task assigned to the group i.e., to collect the relevant information (as per the allotment) from all the participants.
• Ask each team leader to present the collected information to the whole class.

Activity-2 Introduction to the programme.

Objectives

➢ To orient participants to the programme.

➢ To encourage participants to participate actively in the programme.

Procedure

➢ Introduce the significance, objectives and details of the Emotional Intelligence Package.

➢ Explain their role and significance of active participation in the Package.

4.6.2 Strategies related to the component - Self Awareness (SA)

Self-Awareness is awareness of one’s internal states, preferences, resources and intuitions (Goleman, 1995). The ability to recognize emotions as it happens is the keystone and is foundation skill to the emotional competencies. This skill plays an important role in almost all the jobs especially in the profession, which involves dealing with people.

The Self Awareness has three components Emotional Self Awareness, Self Assessment, and Self Confidence.

**Emotional Awareness (SA-1)**

Emotional Awareness means recognizing one’s emotions and their effects. People with this competence are able to know which emotions they are feeling and why realize the links between their feelings and what they think, do and say. The people with this competence,

• Recognize how their feelings affect their performance.

• Have a guiding awareness of their values and goals.

**Objectives**- The participants will be able to

➢ Recognize their emotions and their effects on their behavior.
➢ Explore their views about Emotional Awareness.

➢ Categorize emotions as pleasant and unpleasant.

**Materials Required**

- Laptop for PPT presentation
- Pictures of different emotions, like, happy, joy, sorrow, bored, disappoint, etc.,
- List of emotion words, like active, angry, boiling, brave, bad, etc.,
- Worksheets
- Blackboard.

**Procedure:**

<table>
<thead>
<tr>
<th>Activity 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher Activity</strong></td>
<td><strong>Participant Activity</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask to make a circle.</td>
<td>• Make a circle.</td>
<td></td>
</tr>
<tr>
<td>• Ask the following questions.</td>
<td>• Express experiences with action like-happy, joy full, bore, amazing, sad, feathery light etc.</td>
<td></td>
</tr>
<tr>
<td>❖ Express your today’s experience in a word with action.</td>
<td>• Follow the instructions and respond.</td>
<td></td>
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<tr>
<td>❖ Tell about the effect of it on your behavior and reasons for that behaviour.</td>
<td>• Participate in discussion.</td>
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<tr>
<td>• Record it on the blackboard.</td>
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<tr>
<td>• Discuss about the responses in the light of “Emotional Awareness”.</td>
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</tbody>
</table>

**Activity -2**

- Show some pictures which expresses different emotions. ([Appendix](#)-A File-1)
- Ask them to identify the emotions from the given pictures and list it.

**Activity -3**

- View the pictures.
- Identify and list the emotions like happy, worried, etc.,
• Ask to think of some feeling words and tell.
• Record on the board.
• Supporting to the words given by the participants show a list of emotion words. (Appendix-A File-2)
• Ask to categorize as good, bad, loving and neutral feelings.
• Ask to identify which emotion they are feeling now.
• Its effect on their behavior.
• Discuss responses in the group.

• Discuss the response in the light of Emotional Awareness and clarify about it.
• This way of knowing our emotions, identifying it and its effect on behavior is referred as Emotional Awareness.
• Ask to think and provide some similar situations they experienced.

Activity-4

• Provide worksheet and ask to respond to the questions.

• Express like, cheerful, happy, pain, surprised, etc.,
• View.
• Categorize as pleasant and unpleasant emotions.
• Identify and note down.
• Discuss in the group.
• Share the experience and present it to whole class.

• Understand about the Emotional Awareness and clarify the doubts.
• Think and provide some situations.

Worksheet -1

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>Events</th>
<th>Emotional Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Entrance to college</td>
<td>Happiness, Newness.</td>
</tr>
<tr>
<td>1</td>
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<td>6</td>
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</tbody>
</table>
Please go through the table and record your emotional reactions in the 1\textsuperscript{st} week of this college / course. Then answer the questions given below.

- Give reasons for your reactions.
- List the effects of reactions on your behavior.
- List the emotions behind your reactions.
- Categorize them as pleasant and unpleasant emotions.

<table>
<thead>
<tr>
<th>• Ask to present the responses</th>
<th>• Presents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss the responses</td>
<td>• Participate in discussion.</td>
</tr>
</tbody>
</table>

**Self Assessment (SA-2)**

Accurate Self-Assessment means knowing one’s inner resources, abilities and limits. People with this competence are,

- Aware of their strengths and weaknesses.
- Reflective, learning from experience.
- Open to candid feedback, new perspectives, continuous learning and self-development.
- Able to show a sense of humor and perspective about themselves.

**Objectives** – The participants will be able to

- Introspect themselves.
- Identify their strengths and weaknesses.
- Assess them.
- Have knowledge of right way of expressing emotions.

**Materials**

- Worksheets
- Blackboard
Procedure

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide worksheets instructing participants about the situation in the worksheets.</td>
<td>• Go through the situation in the worksheet and respond</td>
</tr>
<tr>
<td>• Collect the worksheets and discuss the responses given by participants.</td>
<td>• Participate in discussion.</td>
</tr>
</tbody>
</table>

Worksheet -2

Name:

Please go through the situation given below carefully and answer the questions.

Situation:

You came to know that your teacher has not given you grade ‘A’ for which you are eligible. However, one of your classmates has been awarded ‘A’ grade who is not eligible for that.

Answer the questions given below.

• How do you feel?
• Identify your emotions at that time.
• List reasons for your emotions.
• How could you have behaved in that situation?
• Did your emotions have any effect on your behavior? Then explain which emotions affected your behavior and how?
• If you feel that you are worthy than your classmate, list your abilities.
  • ---------------
  • ---------------
  • ---------------
• If not, your limits.
  1,--------------
  2,--------------
  3,--------------
• Summarize and note down the responses on the blackboard.
• Ask to identify the emotions from the recorded responses on blackboard.

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify as Angry, Hate, Sorrow etc.,</td>
<td>• Explain about Emotional Awareness and Self Assessment with help of some articles from newspaper. (Appendix-A File-3)</td>
</tr>
<tr>
<td>• Ask the questions.</td>
<td>• Ask to list out some similar situations which they have experienced in daily life in the worksheet and answer the questions.</td>
</tr>
<tr>
<td>• What is the effect of angry on your behavior?</td>
<td>• Understand about the traits of Emotional Awareness and accurate Self Assessment.</td>
</tr>
<tr>
<td>• Which are the right way or is there is any alternative way?</td>
<td>• Make a list of the situations in the worksheets.</td>
</tr>
<tr>
<td>• Then what are these ways?</td>
<td>• Analyzing yourself means what?</td>
</tr>
<tr>
<td>• Analyzing yourself means what?</td>
<td>• Respond, like,</td>
</tr>
<tr>
<td></td>
<td>I throw off my things, I feel cry, start abusing my colleague, I will approach my colleague aggressively, etc.,</td>
</tr>
<tr>
<td>• After analyzing yourself what will you do?</td>
<td>• Respond and provide alternative ways.</td>
</tr>
<tr>
<td></td>
<td>Responds, like</td>
</tr>
<tr>
<td></td>
<td>Ask the higher authorities in a smooth manner.</td>
</tr>
<tr>
<td></td>
<td>Analyze myself, introspect myself about my strength, limits and weaknesses.</td>
</tr>
<tr>
<td>• This way of analyzing ourselves, is known as Self Assessment, knowing emotions and its effect on our behavior is referred Emotional Awareness.</td>
<td>• Try to develop myself.</td>
</tr>
<tr>
<td></td>
<td>• Improve my abilities.</td>
</tr>
<tr>
<td></td>
<td>• Listen and understand.</td>
</tr>
</tbody>
</table>

Activity-3

• Discuss about the characteristics of effective teachers. The
characteristics are based on following aspects.
Personality components.
Behavior.
Qualification.
Job satisfaction.
• Ask to list out their characteristics and achievements in the worksheet.
• Listen and understand teacher’s description.

Workbook -3

Name:

Instructions:

There are two columns in the given sheet. First column is named as Characteristics and second column is named as Achievements. List the characteristics (qualities, attitudes, skills) you have, in the first column. Then list your achievements because of those characteristics in the second column.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Example; Good Voice</td>
<td>Singing</td>
</tr>
</tbody>
</table>

Answer the questions given below.

• What are your weak points as identified by you?
• What are your strong points as identified by you?
- Divide participants into groups.
- Ask to discuss responses in the team and also possible future aims (strengths and experience) that will enable and help their achievement in relation to their teaching.
- Record responses on black board.
- Discuss the responses of the participants.
- Work in the group.
- Discuss.
- Presents points aroused during discussion like, Mastery over subject, Good voice, Positive attitude, Drawing etc.,
- Participate in discussion.

Record responses and discuss it with reference to ‘Self Assessment’.
This aspect of knowing about our strengths, weaknesses, and limitations are referred as ‘Self Assessment’ a trait of Self Awareness.
Consolidate the points discussed.

Understand.

**Self Confidence (SA-3)**

Self-Confidence means a strong sense of one’s self worth and capabilities. People with this competence are able to,

- Present themselves with self-assurance.
- Voice views that are unpopular and strongly stand in support of what is right.
- Make decisions which are sound despite uncertainties and pressures.

**Objectives**
The Participants will be able to

- Understand the meaning of Self-Confidence.
- Develop Self-Respect.
- Recognize Self-Worth and Capabilities.
Materials

- Laptop
- Video Clippings of Kamalesh Patel Dance, A man with no legs and no arms.
- Clippings from Movie Chak de India.
- Articles from Newspaper
- Blackboard

Procedure - Scenario Interpretation

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity-1</strong></td>
<td></td>
</tr>
<tr>
<td>• Show video clippings on Kamalesh Patel Dance, A man with no legs and no arms. (<a href="#">Appendix-B Folder-1</a>) which shows the achievement of challenged persons although they are differently abled.</td>
<td>• View the clippings.</td>
</tr>
<tr>
<td>• Ask to note down the reactions.</td>
<td>• Note down their reactions.</td>
</tr>
<tr>
<td>• Ask to discuss on the noted reactions in group and present.</td>
<td>• Discuss on the reaction and present to the class.</td>
</tr>
<tr>
<td>• Record responses on the blackboard.</td>
<td>• Participate in the discussion.</td>
</tr>
<tr>
<td>• Discuss the responses.</td>
<td></td>
</tr>
</tbody>
</table>

| **Activity-2** | |
| • Provide photocopies of the newspaper article. ([Appendix-A File-4](#)) which explains the theme where there is a will there is a way. | • Read out and fellow members follow it. |
| • Ask one of the participant to read loudly to the whole class. | • Discuss, record and present to the whole class. |
| • Ask to note down the reactions discussing with team members regarding the article and present it to the class. | • Participate in the discussion. |
| • Record reactions on the blackboard and discuss the responses. | |

| **Activity-3** | |
| • Narrate a story from the magazine. ([Appendix-A](#)) | • Listen. |
File-5) about two frogs depicting difference in their nature to come out of the problem.

- Ask to analyze the story with reference to the questions in the worksheet.
- Work on worksheet.

Worksheet-4

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>List the characteristics of each frog?</td>
</tr>
<tr>
<td>2)</td>
<td>What are differences between the characteristics?</td>
</tr>
<tr>
<td>3)</td>
<td>Bring out the theme of the story?</td>
</tr>
</tbody>
</table>

- After the completion ask to present their views to the whole class.
- Record on the blackboard.
- Discuss.
- Present the views (Team leader).
- Participate in discussion.

Discuss the responses of participants from each activity with reference to Self-Awareness and its competencies, Emotional Awareness, Accurate Self-Assessment and Self-Confidence and draw meaningful inference.

4.6.3 Strategies related to Self-Regulation

Self Regulation means managing impulse as well as distressing feelings which are two primary skills lies at the core of five emotional competencies, Self-Control, Trustworthiness, Conscientiousness, Adaptability and Innovation.

**Self-Control (SR-1)**

Self-Control means keeping disruptive emotions and impulses in control. The people with this competence are able to,

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive and firm even in trying moments.
- Think clearly and stay focused under pressure.
Objectives

The participants will be able to

➢ Develop the skill of managing disruptive emotions and impulses effectively.
➢ Express their emotions in right way.
➢ Understand importance of Self-Control.
➢ Stay composed and positive in problematic situations.

Materials

• Worksheets
• Blackboard
• Laptop
• Clippings from movie Chak de India.
• Brain storming

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Participants</td>
</tr>
</tbody>
</table>
| • Explain about the situation in the worksheet. | • Listen.  
• Go through the worksheet and work upon the situation. |

Worksheet-5

“One day, in anger you and your friend got into an argument in front of the whole class. The argument goes to the extent of personal attacks from both sides”.

Now give reactions to the following questions.

• What is your reaction in this situation?
• List your emotions at that moment.
• How will you express your emotions?
• How will you manage your impulsive feelings?
• List ways of managing your impulsive and disruptive emotions.
• How will you stay composed and positive in that moment?
- Divide class into teams.
- Ask teams to consolidate their responses.
- Ask to present their points.
- Record the responses on blackboard.
- Discuss the responses aroused by participants.

<table>
<thead>
<tr>
<th>Activity-2</th>
</tr>
</thead>
</table>
| - Give a small introduction as follows.  
   - All of us have experienced one or the other type of emotions which may be positive or negative in some situations, which influences our behavior.  
   - Give the worksheet with a situation  
   - Ask to analyze the situation and answer the questions in the worksheet. |
| - Listen.  
   - Listen.  
   - Work upon the worksheet. |

**Worksheet-6**

“One day your teacher starts to scold you for a mistake not done by you in front of the class”.

Analyze and interpret the situation with respect to the following questions.

- What is your reaction in this situation?
- Identify your emotion and how will you express it.
- What strategies you use to deal with that emotion?
- Write down the effectiveness of your each strategy.
<table>
<thead>
<tr>
<th>Activity-3</th>
<th>Activity-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the case of Arushi.</td>
<td>• Show some clippings from a movie which shows changes in a Punjabi girl in her attempt to have self control (<a href="#">Appendix-B Folder-2</a>) and photo clippings of Self-Control (<a href="#">Appendix-A File-6</a>) depicting the ways of Self Control.</td>
</tr>
<tr>
<td>• Ask to discuss on,</td>
<td>• Ask to identify and note down the procedure adopted to control their emotions.</td>
</tr>
<tr>
<td>• How could their parents have controlled their emotions?</td>
<td>• Discuss the suitability of the procedure adopted by the participants to control the emotions.</td>
</tr>
<tr>
<td>• What are the alternatives for their parents?</td>
<td>• View, note down and discuss about recorded points.</td>
</tr>
<tr>
<td>• After discussion, ask them to present their responses.</td>
<td>• Identify, note down and present.</td>
</tr>
<tr>
<td>• Discuss about the Self-Control.</td>
<td>• Participate in discussion and are clarified to understand about it.</td>
</tr>
<tr>
<td></td>
<td>• Exchange and discuss.</td>
</tr>
<tr>
<td></td>
<td>• Get brain stormed about other strategies.</td>
</tr>
<tr>
<td></td>
<td>• Participate in the discussion and understand about the right way of expressing emotions and controlling of emotions.</td>
</tr>
</tbody>
</table>
INNOVATION (SR-2)

Innovation means being open to novel ideas and approaches. People with this competence are able to,

• Seek out fresh ideas from a wide variety of sources.
• Entertain original solutions to problems.
• Generate new ideas
• Take fresh perspectives and risks in their thinking.

Objectives

The participants will be able to

➢ Open themselves to novel ideas.
➢ Generate original solutions to problems.
➢ Generate new ideas.
➢ Seek out ideas from wide variety of sources.

Materials

• Blackboard
• Worksheet

Activity-1

| Explain the situation given in the worksheet. | Listen and follow the teacher’s instructions. |
| Ask to analyze and interpret the situation.   |

Worksheet-7

“In your classroom you will come across a student with a problematic behavior who always disturbs the class”. Analyze the situation and interpret with respect to the following questions.

• Steps you follow to understand the issue.
• List the possible solutions to the problem.

| After the completion, divide class into teams. | Discuss record and present to the whole group. |
| Ask to discuss their views in team, record and present. | Participate in discussion. |
| Record responses on blackboard. | Understand and are clarified about Innovation. |
| Discuss the responses in the light of Innovation a trait of Self-Regulation. |  |
Activity-2

- Pose a social problem as follows.
  All of us know that “the Corruption has become a big problem which is ruining the society. As a teacher and citizen of the nation how will you try to solve this problem”.
- Ask to think about the issue in teams.
- Record responses on blackboard.
- Discuss about innovation a trait of Self-Regulation.
- Listen and understand about the posed problem.
- Get brainstormed and express responses to the whole group.
- Participate in discussion.

Activity-3

- Discuss the articles from the newspaper with reference to the Innovation. ([Appendix-A File-7](#)) which explains Charlie Chaplin’s creative mind and way of thinking.
- Participate in the discussion.

TRUSTWORTHINESS (SR-3)

Trustworthiness means maintaining standards of integrity and honesty. The people with this competence are able to,
- Act ethically and are above
- Build trust through their reliability and authenticity.
- Take tough, principled stands even if they are unpopular

Objectives

The participants will be able to
- Act ethically.
- Admit their mistakes.
- Build trust, take tough and principled decisions.

Materials

Laptop
### Activity-1

- Ask to write names of their friends & teachers, family members in a sheet of paper whom could they trust, and why they considered them as trustworthy.
- Ask to discuss in the group and present to the whole group.
- Record and discuss the responses in the view of trustworthiness to make them to understand the characteristics of a trustworthy person.
- Write the names and reasons for consideration.
- Discuss and present.
- Understand about the trustworthiness.

### Activity-2

Give a test for trustworthiness as follows.

- Your teacher gives you higher grade than you deserve what you do.
- One of your friends submits a project report, which is prepared by you in his/her name. What would be your reaction?
- Ask to discuss responses in the team and present.
- Record on the blackboard and discuss the responses in the light of Trustworthiness.
- Listen, think, comprehend and respond to the questions.
- Discuss and present.
- Participate in the discussion.

### Activity-3

- Instruct about the activity, as follows.
  For each situation read out, individuals should take a few steps (three or four large steps) if they totally trust and zero steps (staying there itself) if they do not trust.
  Then ask to line up against one wall.
  Read out the situations.
- Follow the instruction.
- Line up.
**Situations:**

1. Your friends ask you to borrow money.
2. Your best friend blindfolds you and wants to take you to some place.
3. Your teacher gives your name to a chess competition.
4. Your coach wants you to try out for a sport..
5. A club from your college wants to blindfold you and take you some place.

<table>
<thead>
<tr>
<th>Discuss with respect to the following points.</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Accurate depiction of their trust in the activity.</td>
</tr>
<tr>
<td>❖ Their thoughts, feelings and actions.</td>
</tr>
<tr>
<td>❖ What makes them to be so comfortable with their friends?</td>
</tr>
</tbody>
</table>

| Follow the instruction and act according to it. |

**Activity-4**

<table>
<thead>
<tr>
<th>Show some photo clippings to discuss the characteristics of Trustworthiness. (<a href="#">Appendix-A File-8</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record and discuss.</td>
</tr>
</tbody>
</table>

| View, understand and identify characteristics of trustworthiness. |
| Participate in the discussion. |

**CONSCIENTIOUSNESS (SR-4)**

Conscientiousness means taking responsibility for personal performance. The people with this competence area able to,

- Meet commitments and keep promises.
- Hold themselves accountable for meeting their objectives.
- Are organized and careful in their work.
Objectives
The participants will be able to
➢ Understand the meaning of conscientiousness.
➢ Meet commitments and keep promises.
➢ Hold themselves accountable for their objectives.

Materials
• Worksheets
• Stories/articles
• blackboard

<table>
<thead>
<tr>
<th>Activity-1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain about the duties and responsibilities of a teacher.</td>
<td>• Listen &amp; understand.</td>
</tr>
<tr>
<td>• Ask to check out their duties and responsibilities in the provided worksheets.</td>
<td>• Work on worksheets.</td>
</tr>
</tbody>
</table>

Worksheet-8
List out your responsibilities as a student and teacher, and the returns you get maintaining this responsibility.

<table>
<thead>
<tr>
<th>Responsibility.</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Eg., Hard Work</td>
<td>Getting higher grade.</td>
</tr>
</tbody>
</table>

Then answer the questions below.
• List your responsibilities and duties as a teacher in future.
• List actions taken by you to meet your responsibilities.

| • After completion, ask to discuss responses in teams and to present. | • Discuss in team and come out with a list. |
| • Record on blackboard and discuss with reference to the conscientiousness aspect of Self-Regulation. | • Present to the whole group. |
| • Participate in the discussion, understand, and clarify doubts.          |                                        |
### Activity-2

- Organize a brainstorming session.
- Brainstorm to provide the strategies and ways to meet their commitments.
- Discuss the provided strategies with reference to the conscientiousness.

- Participate and come out with a list of strategies.
- Participate in the discussion.

### Activity-3

- Discuss the characteristics of keeping promises, committed to the work and responsibilities, giving examples of Sister Florence Nightingale, Mother Theresa, Radhakrishnan (Appendix-A File-9).

- Listen and comprehend.
- Participate in the discussion.
- Understand about the conscientiousness.

### ADAPTABILITY (SR-5)

Adaptability means being flexible in responding to change. The people with this competence are able to,

- Smoothly handle multiple demands, shifting priorities and rapid change.
- Adapt their responses and tactics to fit changing circumstances.
- See events flexibly.

### Objectives

The participants will be able to

- Handle multiple demands.
- View events flexibly.
- Adapt themselves to changing circumstances

### Materials

- Laptop
- Worksheets
- Blackboard
### Activity-1

<table>
<thead>
<tr>
<th>Explain the situation in the worksheet.</th>
<th>Listen carefully.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask to analyze the situation with respect to the questions.</td>
<td>Go through the situation in the worksheet.</td>
</tr>
</tbody>
</table>

### Worksheet-9

“Assume that you are teacher of the class. One day all of a sudden all of your colleagues and Headmaster on leave because of some reason. The responsibility of maintaining the school will be on you.”

- What will be your reaction?
- What are your emotions?
- Think of some flexible ways that will be help your students to have a useful good day.
- Think of some problems that will occur if you refuse to be flexible.
- Write a short story describing your experience.
- Analyze your story with reference to roles played by you.
- Emotions you felt with the roles.
- Problems faced by you.

<table>
<thead>
<tr>
<th>Ask to discuss in team and present their stories.</th>
<th>Present.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the responses with reference to the adaptability a trait of Self-Regulation.</td>
<td>Participate in the discussion.</td>
</tr>
<tr>
<td>Get clarify the doubts to understand.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity-2

- Show the video clippings of, Man with no leg and hands, Kamalesh Patel dance([Appendix-B File-5](#)) which explains about how they are flexible in adjusting to the changing conditions.
- Ask to identify the feature of adaptability.

- View.
- Identify the feature of adaptability.
- Participate in the discussion through asking questions and understand about the adaptability.
Activity-3

- Ask to discuss in teams about how themselves they changed/adapted to the college and hostel life and record present.
- Discuss.
- Discuss.
- Record and present to the whole group.

Discuss the participants responses at the end of the each activity with reference to the Self-Regulation and its competencies in all the above activities and draw meaningful inferences.

4.6.4 Strategies related to the component Motivation (MO)

Motivation means a strive to improve or meet a standard of excellence has three Motivational competencies which typify outstanding performance, are Achievement Drive, Commitment and Initiative and Optimism.

**Achievement Drive (MO-1)**

Achievement Drive means striving to improve or meet a standard of excellence. The people with this competency are,

- Result oriented, with a high drive to meet their objectives and standards.
- Able to set challenging goals and take calculated risks.
- Able to pursue information to reduce uncertainty and find ways to do better.
- Able to learn how to improve their performance.

**Objectives**

The participant will be able to

- Strive hard to meet a standard of excellence.
- Work hard to meet their objectives and standards.
- Set challenging goals and take-calculated risks.
- Pursue information to reduce uncertainty and find ways to do better.

**Materials**

- Articles from newspaper.
- Laptop
<table>
<thead>
<tr>
<th>Activity-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain about the characteristics of effective teacher.</td>
</tr>
<tr>
<td>• Ask to respond to the questions in the worksheets.</td>
</tr>
<tr>
<td>• Listen and understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worksheet-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set your objectives to become effective teacher in your career.</td>
</tr>
<tr>
<td>• Information you pursue to become effective teacher.</td>
</tr>
<tr>
<td>• What are your tasks to achieve the goals?</td>
</tr>
<tr>
<td>• After the completion,</td>
</tr>
<tr>
<td>• Ask to discuss the responses in the teams and present.</td>
</tr>
<tr>
<td>• Record on the blackboard and discuss.</td>
</tr>
<tr>
<td>• Discuss and come out with summarized points and present to the whole group.</td>
</tr>
<tr>
<td>• Participate in the discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the following situations.</td>
</tr>
<tr>
<td>1. You have decided to achieve a goal of getting highest marks in your final exam.</td>
</tr>
<tr>
<td>2. You are preparing yourself for a competitive exam, to get highest scores.</td>
</tr>
<tr>
<td>• Ask the following questions.</td>
</tr>
<tr>
<td>1. What drive made you to set this goal?</td>
</tr>
<tr>
<td>2. How do you meet that?</td>
</tr>
<tr>
<td>• Discuss in the group and come out with strategies to achieve the goal.</td>
</tr>
<tr>
<td>• Discuss the strategies provided.</td>
</tr>
<tr>
<td>• Listen.</td>
</tr>
<tr>
<td>• Think and respond.</td>
</tr>
<tr>
<td>• Participate in the discussion and present discussed strategies to the whole class.</td>
</tr>
<tr>
<td>• Participate in the discussion.</td>
</tr>
</tbody>
</table>
### Activity-3

- Provide Articles from the newspaper and magazines read out aloud. (Appendix-A File-10) which explains the achievements of people with challenging goals.
- Ask to analyze the article and discuss in the teams with reference to the Achievement Drive.
- Discuss.
- Listen, follow and understand about the article.
- Analyze and discuss in the teams.
- Participate in the discussion.

### Activity-4

- Provide a List of statements as follows.
- Ask to choose any one of them.
  - I want to study to widen my knowledge.
  - I study as my parents wants me to become a teacher.
  - I study as my friends also study.
  - I want to study for the sake of a job.
  - I want to study to become an effective teacher.
  - I want to study so as to identify myself in the society.
- Which of the above statements is suitable to Achievement Drive more? Justify your choice.
- Ask to discuss responses in teams and to present to the whole class.
- Record and discuss.
- Go through the statement.
- Select which is mostly suitable to the Achievement Drive.
- Justify.
- Discuss and present to the whole class.
- Participate in the discussion.

### Activity-5

- Show some video clipping from the movie Chak De India. (Appendix-B Folder-3) shows the
- View and observe.
efforts and risks taken by the team players to win the final match.
• Ask to identify the feature achievement drive and analyze the situation with reference to the efforts, risks taken by the players.
• Discuss about the achievement drive.

• Identify the efforts of players to meet standard of excellence the feature of achievement drive.
• Participate in the discussion.

COMMITMENT (MO-2)

Commitment means aligning with the goals of a group or organization. The people with this competence are,
• Ready to make sacrifice to meet their larger organizational goal.
• Find a sense of purpose in the larger mission.
• Use the group’s core values in making decisions and clarifying choices.
• Actively seek out opportunities to fulfill the group’s mission.

Objectives

The participants will be able to
➢ Align with goals of a group.
➢ Sacrifice to meet their larger organizational goal.
➢ Develop sense of purpose in the larger mission.
➢ Use the group’s core values in making decisions and clarifying choices.
➢ Seek out opportunities to fulfill the group’s mission.

Materials

Laptop
Blackboard
### Procedure

#### Activity-1
- Explain the situation.
  
  “As a teacher you set a goal of improving your students’ performance to a higher level.”

What are the ways you adapt to meet your goal?
- Ask to discuss in teams and present to the whole group.
- Record the responses on the blackboard and discuss.
- Listen and understand.
- Discuss and present.
- Participate in the discussion and understand about the commitment.

#### Activity-2
- Show clipping from the movie Chak de India to explain the characteristics of commitment, which reveals the commitment of coach of the hockey team as much dismayed by the poor attitudes, selfish, egoism, etc., of players, coach sets about to change his players and train up them to win the match. ([Appendix-B Folder-4](#))
- Discuss about the commitment of the coach in training the players to win the match.
- View, analyze and understand about the commitment.
- Participate in the discussion.

#### Activity-3
- Explain the situation.
  
  “Once you came to know that a body of higher authority is visiting your school. Headmaster asks you and staff members to get prepared to build good image of the school, keeping aside your personal work.”

- Listen.
i. Which is your first priority?
   ii. Do you feel it is important?
   • Ask to discuss in teams regarding steps followed by them to meet their goal.
   • Discuss the responses.
   • Discuss in teams.
   • Present.
   • Participate in the discussion.

Activity-4

• Ask to give examples of great personalities of the world who are committed to their field of work.
• Ask to justify their responses.
• Think and provide examples.
• Justify and get clarify about the commitment.

INITIATION (MO-3)

Initiative means displaying pro activity and persistence. The people with this competence are,
• Ready to seize opportunities.
• Able to pursue goals beyond what is required or expected of them.
• Able to cross and bend the rules when necessary to get the job done.
• Mobilize others through unusual, enterprising efforts.

Objectives
The participants will be able to
➢ Understand and display pro activity and persistence.
➢ Seize opportunities.
➢ Pursue goals beyond what’s required or expected of them.
➢ Mobilize others through unusual, enterprising efforts.

Materials
Laptop/PC and Screen
**Procedure**

<table>
<thead>
<tr>
<th>Activity-1</th>
</tr>
</thead>
</table>
| • Explain a situation using worksheet.  
  “Think that you are monitor of your class. Once you came to know about State Level Sports competition. But the time is over to give your college name for participation”. Respond to the questions in the worksheet. |
| • Listen. |

**Worksheet-11**

“Think that you are monitor of your class. Once you came to know about State Level Sports competition. But the time will be over to give your college name for participation”.

Analyze and interpret the situation with respect to the following questions.

i. List the strategies you follow to grab this opportunity.

ii. The ways you adopt to get enrolled your college for participation.

iii. How will you mobilize your teammates for participation?

<table>
<thead>
<tr>
<th>Activity-2</th>
</tr>
</thead>
</table>
| • Ask to discuss in teams and present your views.  
  • Record on the black board and discuss. |
| • Discuss and present responses.  
  • Participate in the discussion. |

• Assign different activities to each team and ask to take initiatives in conducting activities.
  
i. Organize a singing competition.
  
ii. Organize exhibition.
  
iii. Organize debate on topic ‘Globalization and Education’.
  
iv. Conduct a drama.

(All the activities are carried out within the classroom)

• Discuss the experiences of the participants with reference to the trait of initiation.

| • Follows instruction. |
| • Conduct the Activities.  
  • Express the experiences in conducting the activities.  
  • Participate in discussion. |
### Activity-3

- Provide the following situations.

  “In your class all of you have discussed and decided to organize a seminar in your college. But nobody is ready to discuss this with your principal”.

  How will you respond in this situation?

  Will you take initiative to discuss with principal?

- “One of your friends is not able to attend the exam because of financial problem. But you do not have money to help him/her”.

  i. Will you take initiative to raise money for him/her?

  ii. How will you raise it and help your friend?

- Brainstorm students to come out with their responses.

- Ask to discuss in teams and consolidate their views.

- Discuss the responses.

- Listen and understand the situation.

- Get brainstormed.

- Discuss and present to the whole group.

- Participate in the discussion.

### OPTIMISM (MO-4)

**Optimism** means looking positively towards life. The people with this competence are,

- Persist in seeking goals despite obstacles and setbacks.
- Able to operate from hope of success rather than fear of failure.
- Able to see failures due to manageable circumstance rather than a personal flame.
Objective
The participants will be able to develop the trait of optimism i.e.

- Persistence in seeking goals despite obstacles and setbacks.
- Operate from hope of success rather than fear of failure.

Materials
Laptop
Photo Clipping
Newspaper Cuttings

Procedure

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide photocopies of some articles from the newspapers and ask to go through it, which explains the each days of the week as steps of optimism and how to view situation of failure. (<a href="#">Appendix-A File-11</a>)&lt;br&gt;• Ask to analyze the article with reference to,&lt;br&gt;  a) Positive thinking.&lt;br&gt;  b) Characteristics of optimism.&lt;br&gt;• Discuss the observations of the participants with reference to the optimism.</td>
<td>• Go through the provided photocopies.&lt;br&gt;• Analyze and present views.&lt;br&gt;• Participate in the discussion.</td>
</tr>
<tr>
<td>• Explain the situation using worksheet.&lt;br&gt;• Ask to analyze the situation with reference to the questions in the worksheet.</td>
<td>• Listen</td>
</tr>
</tbody>
</table>
Worksheet-12

“Think that you are in the way of innovation of new method of teaching. But your friend and colleagues will not accept, instead criticize and make fun of you”. Analyze and interpret the situation with reference to the questions below.

a) How will you react to this situation?
b) What are your feelings?
c) Do you leave your innovation in between or continue?
d) Provide reasons,
   i. For continuation,
   ii. For dropping of the work.

- Ask to discuss their views in teams and present.
- Discuss the responses.
- Discuss and present to the whole group.
- Participate in discussion.

Activity-3

- Show some photo clippings and asks to record their views.
- Discuss the video clippings of Kamalesh Patel, Silent National Anthem and others, to discuss their way of looking the life. (Appendix-B Folder-5)
- Ask to think of situations of optimism, which they experienced.
- Discuss the responses and observations made by the participants.
- View and note down the observation.
- Provide examples.
- Participate in the discussion.

Activity-4

- Narrate stories of great achievers like Alva Edison, Gandhi, etc. (Appendix-A File-12) with respect to achievement of the goals despite the obstacles.
- Ask to think record and present their views.
- Discuss the views with reference to the optimism.
- Listen.
- Understand.
- Record and present to the whole group.
- Participate in the discussion.

Discuss the participants’ responses at the end of each activity with reference to the Motivation and its competencies Achievement Drive, Commitment, Initiation, Optimism, and draw meaningful inferences.
4.6.5 Strategies related to Empathy (EM)

Understanding Others (EM-1)

Understanding others means sensing others feelings and perspectives and taking an active interest in their concerns. The people with this competence,

- Are attentive to emotional cues and listen well.
- Show sensitivity and understand others perspectives.
- Help out based on understanding other people’s needs and feelings.

Objectives

The Teacher Trainees will be able to,

- Sense feelings of others.
- Take an active interest in their concerns.

Materials

Worksheets

Activity-1

- Explain the situations.
  1. You get low grade in your Mathematics, but you are not surprised because you have been busy getting ready for the school sports. However, your friends pick up your paper and starts showing everyone.
  - Go ahead with the activity.
  2. The bell is about to ring and everyone is rushing towards class. In the rush, accidentally Rama dashes the Raghu whose books fall down. Everyone laughs and keeps on moving while Raghu pick up his books.
  - Go ahead with the activity.
  - Analyze the situations with reference to,
    i. What is happening?
    ii. What are characters feelings?
    iii. How are they not being

- Listen and grasp.

- Listen and grasp.

- Analyze and record views.

- Present
empathetic?
• Ask to present their views.
• Discuss the responses.
• Participate in the discussion.

### Activity-2

- Ask questions as follows.
  1. List Empathy acts you see in the daily life.
  2. How will you help your students to develop the ability to sense feelings of others?
- Discuss in teams and present.
- Discuss the responses.
- Recall, think and discuss.
- Present discussed points to the whole group.
- Participate in the discussion.

### Activity-3

Discuss articles (Appendix-A File-13) which explains the character of Drowpadi from the Epic Mahabharata who shows the feature of understanding the feelings of a mother.

Ask to identify the feature of understanding of others from the given article.

Listen.
Identify.
Understand.

### Developing Others (EM-2)

**Developing others** means sensing others developmental needs and bolstering their abilities. The people with this competence,

- Acknowledge and reward people’s strengths and accomplishments.
- Offer useful feedback and identify people’s needs for further growth.
- Mentor, give timely coaching and offer assignments that challenge and foster a person’s skills.

### Objectives –

The participants will be able to

- Acknowledge and reward people’s strengths and accomplishments.
- Offer useful feedback and identify people’s needs for further growth.
### Activity-1

- Instruct to write a letter to someone they trust with reference to the following points.
  - The letter should
    - Consist of a request for advice concerning a real problem in teaching/classroom.
    - Include enough facts and clues about your emotions in such way, these should allow the person who read this letter to sense the feelings and provide suggestions.
    - Sign with a fictitious name.

- Ask to,
  - Exchange their letter.
  - Read the request.
  - Follow up with a response in writing.
  - Ask to read the letter and their response to the whole group.

- Listen.
- Write a letter following the instructions.
- Read and write the response.
- Read and present response to the whole group.

### Activity-2

- Explain the situation.
  
  “One of your students is a compulsive worker who does an excellent work in literature assignments and writes excellent short stories. But she does not share her stories with other members of the class and declines to participate in any activities in the performing acts.”

- Ask to answer the following questions.
  1. What is your reaction to this situation?
  2. List some strategies you follow to make student to understand her capabilities and encourage your student’s participation?
- Discuss in teams and present your responses.

- Listen.
- Follow the teacher, think and list the strategies.
- Discuss and present.
### Service Orientation (EM-3)

**Service Orientation** means anticipating, recognizing and meeting customer’s needs. The people with this competence,

- Understand customer needs and match them to services or products.
- Seek ways to increase customer’s satisfaction and loyalty.
- Gladly offer appropriate assistance.
- Grasp customer’s perspective acting as a trusted advisor.

### Objectives

The participants will be able to

- Understand needs of others and match them to services.
- Seek ways to increase customer’s satisfaction and loyalty.
- Gladly offer appropriate assistance.
- Grasp customer’s perspective acting as a trusted advisor.

### Procedure

#### Activity-1

- Explain the situation.
  
  In your class, you find a student who lags behind in study. However, you know that he/she will achieve if support is provided. As a teacher,
  
  i. What is your reaction?
  ii. How will you meet your student needs?
- Ask to, discuss in teams and come out with some strategies.

- Listen.
- Think.
- Discuss and come out with strategies and presents.

#### Activity-2

- Explain the service oriented mind of Mother Theresa, Florence Nightingale the great poet D.V.G, J.N. Tata (articles from magazine) to make participants to understand the attitude of serving the society. ([Appendix](#)-A File-14)

- Listen.
- Identify their services to society.
**Activity-3**

- Brainstorm by posing the following problem.  
  As a teacher of the class how will you try to satisfy your students’ academic expectations.
- Ask to think of some strategies to meet students’ academic expectations and discuss.
  - Get brainstormed.
  - Discuss and present to the whole class.

**Leveraging Diversity (EM-4)**

Leveraging Diversity means cultivating opportunities through different kinds of people. The people with this competence,

- Respect and relate well to people from varied backgrounds.
- Understand diverse worldviews and are sensitive to group difference.
- See diversity as opportunity, creating an environment where diverse people can thrive.
- Challenge bias and intolerance.

**Objectives**

The participants will be able to,

- Respect and relate well to people from varied backgrounds.
- Understand diverse worldviews and are sensitive to group difference.
- See diversity as opportunity, creating an environment where diverse people can thrive.
- Challenge bias and intolerance.

**Procedure**

**Activity-1**

- Explain about individual differences and diversity in the classroom.
- Ask to list and discuss about the strategies to maintain/bring out solidarity in the diverse classroom.
  - Listen.
  - Discuss in the teams and come out with strategies.
**Activity-2**

- Organize an activity of ‘pick and speech’ on different cultural backgrounds.
- Ask to speak on the topic.
- Ask to share their thoughts and feelings while speaking about other cultural backgrounds.
- Discuss the responses.

- Follow the instructions and participate in the activity.
- Share thoughts and feelings.
- Participate in the discussion.

**Activity-3**

- Pose the following problems.
  “We are living in a society which is diverse in nature i.e., multicultural, multilingual and multi religious and also facing challenges with this issue.”
  “As a citizen of this nation how will, you create an environment where diverse people can thrive”.
- Ask to discuss in teams and provide their suggestions to the whole group.

- Listen and understand about the posed problem.
- Listen and understand about the posed problem.
- Discuss in teams and present views.

**Organizational Awareness (EM-5)**

Means reading social and political currents in an organization the people with this competence

- Accurately read key power relationships.
- Detect crucial social networks.
- Understand the forces that shape views and actions of clients, customers/competitors.
- Accurately read organizational and external realities.

**Objectives**

The participants will able to

- Read key power relationships.
- Detect crucial social networks.
- Understand the forces that shape views and actions of others.
- Understand organizational and external realities.
**Procedure**

**Activity-1**

- Ask to write about their organization with reference to following aspects.
  - Mission
  - Vision.
  - Achievement of the institution.
  - Staff.
  - Suggestions to improve.
- Ask to discuss in the teams and present to the whole group.
- Record on blackboard and discuss.
- Follow the instructions, discuss and record the points with reference to the given aspects.
- Discuss and Present.
- Participate in the discussion.
- Participate in the discussion.

**Activity-2**

- Explain briefly about need for teachers to be organizationally aware of their positions in the institution. Teachers should be aware about the institution in which they are working and its management styles.
- Give topic to each team.
  - Teacher is a manager of the school.
  - Teacher is a link between school and community.
  - Teacher is a creator of progressive society.
  - Teacher is a discipline maintainer.
- Ask to discuss with reference to the teacher role in creating social network in the institution.
- Listen and understand.
- Discuss in teams and present report to the whole group.
- Participate in the discussion.
Activity-3

- Explain the consequences of lack of organizational awareness with the support of some photo clippings. *(Appendix-A File-15)*
- Listen, view and observe the clippings.
- Understand.
- Identify the consequences.

Discuss the activities with reference to the Empathy and its competencies understanding others, Developing others, Service Orientation, Leveraging Diversity and organizational Awareness and meaningful inference.

4.6.6. Strategies Related To Social Skills (SS)

Social Skills is the essential sense of handling another person’s emotions artfully, underlie several competencies. These include, influence, communication, change catalyst, building bonds, collaboration and cooperation and team capabilities.

**INFLUENCE (SS-1)**

Influence means wielding effective tactics for persuasion. The people with this competence,

- Skilled at winning people over.
- Give fine tune presentations appeal to the listeners.
- Use complex strategies like indirect influence to build consensus and support.
- Orchestrate dramatic events to make a point effective.

**Objectives**

The participants will be able to,

- Develop skill of influencing others.

**Materials**

Laptop

Objects from the surrounding.
### Activity-1
- Provide some topics from the syllabus (Peace Education, Globalization, Liberalization, Personality, Adjustment, etc.,) to give a small talk.
- Ask other participants to observe and note down the points regarding the presentation while one participant is presenting.
- Ask to discuss on who influenced them more and why? Give reasons.
- Take topic and get ready to give talk.
- Observe.
- Note down
- Discuss and present to the whole group.

### Activity-2
- Ask to make list of those who have influenced them and why? Explain.
- Ask to present.
- Discuss the responses.
- List and explain.
- Present.
- Participate in the discussion.

### Activity-3
- Show some photo clippings of the great personalities who have influenced the society explaining their characteristics. *(Appendix-A File-16)*
- Discuss.
- View and understand.
- Participate in the discussion.

### Activity-4
- Explain the collected articles which depicts the trait influence. *(Appendix-A File-17)*
- Ask to analyze the articles identifying the trait of influence.
- Analyze, discuss and understand.
**COMMUNICATION (SS-2)**

Communication means listening openly and sending convincing messages. The people with this competence,

- Effective in give and take, registering emotional cues in attuning their message.
- Deal with difficult issues straightforwardly.
- Listen well, seek mutual understanding and welcome sharing of information fully.
- Foster open communication and stay receptive to bad news as well as good.

**Objectives**

The participants will be able to

- Demonstrate Skill of Communication

**Materials**

Laptop

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give a lecture on communication skills.</td>
<td>• Listen, comprehend and understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity-2</th>
<th>Activity-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give the topic “Teacher” and ask to present a talk on it.</td>
<td>• Take the topic and get ready for the talk.</td>
</tr>
<tr>
<td>• Ask other participants to observe and record with reference to different aspects of communication and give feedback.</td>
<td>• Follow instruction and record.</td>
</tr>
<tr>
<td>• Discuss.</td>
<td>• Give feedback.</td>
</tr>
<tr>
<td></td>
<td>• Participate in the discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity-3</th>
<th>Activity-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organize a debate on the following statements. Ask to argue (for / against) about the given topic to substantiate their view.</td>
<td>• Note down.</td>
</tr>
<tr>
<td></td>
<td>• Select and think.</td>
</tr>
<tr>
<td></td>
<td>• Understand.</td>
</tr>
</tbody>
</table>
| ❖ Volunteering is a good way to learn responsibility. Why and... |...
Why not?
- The only person that I should really compete with is myself.
- If I am a team member, I should sacrifice my own desires for the sake of good of the team. Why and why not?

- Present their views (for/against) on selected statements.

- Ask other teams to record their observation while one team is presenting their views with reference to communication.
- Observe and record.
- Present.

- Discuss the recorded observation with reference to the communication skills of the debaters.
- Ask to come to an inference about the best way of communication.
- Participate in discussion.
- Understand and are clarified about the communication.

## CONFLICT MANAGEMENT (SS-3)

Conflict Management means negotiating and resolving disagreements. People with this competence,
- Handle difficult people and tense situations with diplomacy and tact.
- Spot potential conflict, bring disagreements into open and help de-escalate
- Encourage debate and open discussion
- Orchestrate win-win solutions.

### Objectives

The participants will be able to,
- Identify causes of conflict.
- Identify effects of unresolved conflict.
- Resolve conflict.
- Appreciate non-violent ways of resolving conflicts.
### Activity-1

- Pose a problem as follows.
  “Explore the challenges that youth may encounter as they interact with their family members?” (Parents-Siblings, etc.)

  Ask to,
  - List the challenges.
  - Explain the reasons for the challenges.
  - Explain effects of the challenges.
  - List the better ways to resolve the challenges.

- Ask to discuss in the teams and come out with their report.
- Record on the black board, consolidate by discussing the reports with reference to Conflict Management.

- Listen.
- Think.
- Follow the instructions.
- Respond and note down.
- Discuss in the team.
- Present.
- Understand.

### Activity-2

- Explain about the negotiation (using a chart showing six steps of negotiation). (Appendix-A File-18)

- Ask to practice negotiation, providing the situations as follows.
  - Two of your friends are in hot argument about an issue in the class
  - Two groups of your students indulge in an issue related to sports.
- Encourage to make recommendation and act out different opinions.
- Discuss with reference to skill of negotiating the conflict situations, and come

- Observe and understand.
- Role play.
- Go through the situations understand and get ready for role-play.
- Participate in discussion.
LEADERSHIP (SS-4)

Leadership means inspiring and guiding both individuals and groups. People with this competence,

- Articulate and arouse enthusiasm for a shared vision and mission.
- Step forward to lead as needed, regardless of position.
- Guide the performance of others while holding them accountable.
- Lead by example.

Objectives

The participants will be able to,

- Lead a group.
- Identify qualities of a leader.

Materials

Laptop

Photo clippings
**Procedure**

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
<th>Activity-3</th>
<th>Activity-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Discuss the qualities of a leader.</strong></td>
<td><strong>• Discuss the responses of participants.</strong></td>
<td><strong>• Ask to list great leaders of the world and list their characters.</strong></td>
<td><strong>• Provide the following situations, and ask to discuss in the teams and respond the questions.</strong></td>
</tr>
<tr>
<td><strong>• Ask to explore the qualities of a leader.</strong></td>
<td><strong>• Participate in the discussion.</strong></td>
<td><strong>• List.</strong></td>
<td><strong>1. “Think that your teacher makes you leader to a team where the members are weak in their performance.”</strong></td>
</tr>
<tr>
<td><strong>• Discuss the responses of participants.</strong></td>
<td><strong>• Follow instructions.</strong></td>
<td><strong>• Record.</strong></td>
<td><strong>❖ Will you accept it?</strong></td>
</tr>
<tr>
<td><strong>• Participate in the discussion.</strong></td>
<td><strong>• Explore.</strong></td>
<td><strong>• Present reports to the whole group.</strong></td>
<td><strong>❖ What are strategies you follow to guide and improve your team members’ performance?</strong></td>
</tr>
<tr>
<td><strong>• Explore.</strong></td>
<td><strong>• Participate in the discussion.</strong></td>
<td><strong>• View and participate in the discussion.</strong></td>
<td><strong>2. As a leader of the sports team, how will you arouse enthusiasm among your team members to work for shared vision?</strong></td>
</tr>
<tr>
<td><strong>• Participate in the discussion.</strong></td>
<td><strong>Understand about the qualities of a leader.</strong></td>
<td><strong>• Understand.</strong></td>
<td><strong>• Ask to Record the responses on the black board and discuss.</strong></td>
</tr>
<tr>
<td><strong>• Participate in the discussion.</strong></td>
<td></td>
<td></td>
<td><strong>• Listen and understand.</strong></td>
</tr>
<tr>
<td><strong>• Follow instructions.</strong></td>
<td></td>
<td></td>
<td><strong>• Discuss.</strong></td>
</tr>
<tr>
<td><strong>• Explore.</strong></td>
<td></td>
<td></td>
<td><strong>• Record the responses and present.</strong></td>
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<td><strong>• Participate in the discussion.</strong></td>
</tr>
</tbody>
</table>
CHANGE CATALYST (SS-5)

Change Catalyst Means initiating or managing change. People with this competence,
- Challenge the status quo to acknowledge the need for change.
- Champion the change and enlist others in its pursuit.
- Model the change expected of others.

Objectives
The participants will be able to,
- Identify the areas, which require change.
- Recognize need for change.
- Challenge the status quo.

Materials
Laptop
Blackboard
Photo clipping

Procedure

Activity-1
- Explain the situation.
You are a teacher in a school, which is always lagging behind in getting 100% result and remains in the low status. As a teacher, how will you try to change this status quo?
- Ask to discuss and come out with some strategies and present.
- Discuss the responses.
- Listen.
- Discuss
- Present reports.
- Participate in the discussion.

Activity-2
- Provide examples of great personalities with photographs (S.Vivekananda, Mahatma Gandhi, B.R.Ambedkar, Nelson Mandela) who are change catalyst in their own field (Appendix-A File-20).
- Discuss regarding change catalyst.
- View and listen.
- Identify their roles.
- Discuss about the qualities of observed great personalities.
### Activity-3

- Provide a list of questions as follows.
  - Identify the areas you want to bring change in your personality.
  - List the reasons for the changes.
  - Identify barriers to changes.
  - List strategies you adopt to remove barrier.
  - Explain effects of changes on your personality.
- Ask to discuss in teams and present their responses to the class.
- Discuss the responses.
- Go through the questions and understands.
- Think and answer.
- Discuss and present recorded responses.
- Participate in the discussion.

### Activity-4

- Ask to think on following issue and give their response to the questions.
  “As a citizen of the Nation how will you bring about change to take it in the path of progress”.
  - Identify the areas of change.
  - Challenges you may face.
  - Strategies you follow to bring change.
- Ask to discuss in the team and present.
- Discuss the responses with reference to change catalyst.
- Follow the instructions.
- Discuss & report.
- Participate in the discussion.

### Activity-5

- Provide copies of articles from paper cuttings and discuss in relation to the change catalyst which are real examples. (Appendix- A File-21)
- Discuss.
- Comprehend and understand.
- Participate in the discussion.
BUILDING BONDS (SS-6)

Building Bonds means nurturing instrumental relationships. People with this competence,

- Cultivate and maintain extensive informal networks.
- Seek out relationships that are mutually beneficial.
- Build rapport and keep others in loop.
- Make and maintain personal friendships among work associates.

**Objectives**

The participants will be able to,

- Appreciate importance of building bonds.
- Develop bonds.

**Materials**

Blackboard

**Procedure**

<table>
<thead>
<tr>
<th>Activity-1</th>
<th>Activity-2</th>
<th>Activity-3</th>
</tr>
</thead>
</table>
| - Conduct Sociometry in the classroom to find out relationship among participants.  
  - Identify star of the class.  
  - Ask,  
  - Why identified individual considered as a star of the class?  
  - Record and discuss. | - Participate, get involved and co-operate.  
  - Give reasons.  
  - Participate in discussion. | - Ask to provide some strategies to build bond between India and Pakistan discussing in teams.  
  - Discuss the strategies provided. | - Discuss and come out with strategies and presents.  
  - Participate in discussion. |
| **Activity-3** | | **Activity-3** |
| - Ask to provide the ways they adapted in building bonds with the followings at their first entry to the college.  
  - With their friends.  
  - With teachers. | | - Present points. |
- With Principal and non-teaching staff.
  - Record and discuss.
- Participate in discussion.

**Activity-4**

- Ask following questions.
  - Who is your best friend?
  - Why you think him as a best friend?
- Ask to Record, discuss, and discuss.
- Respond and analyze the reasons.
- Present.
- Participate in discussion.

**Activity-5**

- Ask to think on the following situation and to provide strategies followed.
  - As a teacher at the time of your practice teaching how you have built bonds with,
    - The head of the institution.
    - The teachers.
    - The Students.
  - Brainstorm and ask to provide some strategies to build bonds with others.
  - Record and ask to identify best way of building bonds.
  - Discuss the suitability of the strategies and consolidate.
- Think.
  - Participate in Brainstorming session and provide strategies.
  - Identify.
  - Participate in discussion.
COLLABORATION AND CO-OPERATION AND TEAM CAPABILITIES

(SS- 7)

Collaboration and Co-operation means working with others towards shared goals. People with this competence,

- Balance a focus on task with attention to relationships.
- Collaborate, sharing plans, information and resources.
- Promote a friendly, co-operative climate.
- Spot and nurture opportunities for collaboration.

Team Capabilities means creating synergy in pursuing collective goals. People with this competence,

- Model team qualities like respect, helpfulness and co-operation.
- Draw all members into active and enthusiastic participation.
- Build team identity, spirit de corps and commitment.
- Protect the group and its reputation, share credit.

Objectives

The participants will be able to,

- Appreciate the value of collaboration and co-operation.
- Work with others towards shared goals.
- Promote friendly and co-operative climate.

Materials

Pictures
Blackboard

| Activity-1 |
|-----------------|-----------------|
| - Provide a word related to competencies of Emotional Intelligence (honesty, commitment, achievement, positive thinking, etc.,) to each team. | - Discuss in team. |
| - Ask to construct a story on the given word. | - Construct a story. |
| - Ask to share their experience (thoughts, feelings, co-operation, way of thinking, | - Present constructed story to the whole group. |
| | - Share. |
**Activity-2**

- Provide some cuttings of pictures, which are unrelated to each other.
- Ask to create a story using the given picture. Ask to present their stories to the whole group.
- Ask to share their experience (thoughts, feelings, co-operation, way of thinking, consensus in arranging pictures, etc.,) while constructing the story.
- Discuss the presented points with reference to the competency.
- Go through the pictures.
- Discuss in team & construct a story using pictures.
- Present and share experience to the whole group.
- Participate in discussion.

**Activity-3**

- Ask to think of a situation they have experienced and then to role play on it for each team.
- After the demonstration of the role-plays, ask to share the experience they had while preparing for the role-play.
- Discuss shared experiences with reference to the competency cooperation, collaboration and team capabilities.
- Think.
- Discuss in team.
- Identify roles.
- Assign roles.
- Demonstrate.
- Evaluate.
- Share.
- Participate in discussion.

**Activity-4**

- Ask to create a logo for their team with an emblem and statement related to their logo.
- Ask present to the whole group.
- Work in teams.
- Come out with logo.
- Present to the whole group.
<table>
<thead>
<tr>
<th>Activity-5</th>
<th>Activity-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask to share the experience they had while creating the logo.</td>
<td>• Collect the things.</td>
</tr>
<tr>
<td>• Discuss shared experiences with reference to the competency cooperation,</td>
<td>• Create a sculpture.</td>
</tr>
<tr>
<td>collaboration and team capabilities.</td>
<td>• Explain the created sculpture.</td>
</tr>
<tr>
<td></td>
<td>• Share.</td>
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<td></td>
<td>• Participate in discussion.</td>
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<tr>
<td></td>
<td>• Participate.</td>
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<tr>
<td></td>
<td>• Co-operate.</td>
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<tr>
<td></td>
<td>• Try to state the statement.</td>
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<tr>
<td></td>
<td>• Observe and record.</td>
</tr>
<tr>
<td></td>
<td>• Present.</td>
</tr>
<tr>
<td></td>
<td>• Participate in Discussion.</td>
</tr>
</tbody>
</table>

**Activity-5**

- Ask to create a meaningful sculpture out of the things which they had at present and explain that.
- Ask to share the experience they had while creating the sculpture.
- Discuss shared experiences with reference to the competency cooperation, collaboration and team capabilities.

**Activity-6**

- Write some statements as follows on a slip to each team. (Each team has to carry out the activity)
  - I want to become an effective teacher.
  - I feel proud to be a primary school teacher.
  - I chosen teaching profession as I love children
  - I am committed my teaching.
- Ask one member from each group (Volunteer) to come and go through the statement.
- Ask to present the written statement to teammates non-verbally.
- Ask team members to identify what his/her friend is telling them and state the statement.
- Observe their active participation, co-
operation, enthusiasm and helpfulness.

- Ask other team members to observe and record the activities of the participating team members and to present.
- Discuss the observations.

**Activity-7**

- Ask to think of a situation, which they have experienced to each team.
- Ask to discuss on it.
- Ask to Role-play.
- Observe the demonstrated role-plays and ask other teams to observe.
- After the demonstration of role play, ask other teams to provide feedback.
- Discuss the observations.

**Activity-8**

- Provide four different situations.
- Ask to role-play the situation.
- Provide opportunity to assign roles, prepare their own dialogues.

- While you are teaching in the class one of your students falls down and become unconsciousness.
- Ask to enact this situation without words by use of gestures, signs, physical movement and facial expression.

- Two of your friends are indulged in a conflict and others are trying to pacify them. Ask to enact this situation as a still picture.

- Think and recall.
- Discuss.
- Assign roles.
- Demonstrate.
- Observe.
- Record.
- Give feedback.
- Accept feedback.
- Participate in Discussion.

- Listen and understand the situations.
- Take the responsibility of assigning roles and preparing dialogues.
- Demonstrate the Role-play.

- Discuss on the situation.
- Assign roles.
- Role-play.
<table>
<thead>
<tr>
<th>Situation</th>
<th>Activities</th>
</tr>
</thead>
</table>
| One of the students finds that one of his/her friends is involved in drug taking. They invite him/her either to join them in the bad habit or quit their company. He/she is determined to say no, but still want to maintain friendship. | Discuss on the situation.  
Assign roles.  
Role-play. |
| As a teacher, you came to know that one of the top students of your class in the first four years of school suddenly turned to quite and rarely talked or played with friends. You also came to know that his/her performance in class also poor. On investigating, you find that he/she is spending his free time on computer viewing some unfavorable sites and wasting time. | Discuss on the situation.  
Assign roles.  
Role-play. |
| How you help to improve his performance?                                 |                                                                           |
| What advice would you give his parents?                                  |                                                                           |
|                                                                           |                                                                           |
|                                                                           |                                                                           |
| Ask other teams to observe and record while one team is enacting the situation.  
Record on blackboard and encourage discussion.  
Consolidate views.          | Present their reports.  
Discuss and provide feedback.  
Accept feedback, comprehend and understand about Emotional Intelligence. |

Discuss the responses of the participants at the end of the each activity with reference to the Social Skills, which is the essential sense of handling another person’s emotions artfully, and its underlying competencies, influence, communication, change catalyst, building bonds, collaboration and cooperation and team capabilities and draw meaningful inference about Social Skills and Emotional Intelligence.
4.6.7 Concluding Session.

- Discuss the views and responses of participants with reference to all the five components of Emotional Intelligence – Self Awareness, Self Regulation, Motivation, Empathy, Social Skills separately and Emotional Intelligence in total.
- Consolidate the experiences of participants on all the strategies used to enhance their Emotional Intelligence level.
- Explain and enable participants to grasp the characteristics of this Package.

This session purports to consolidate the experience of the participants on a variety of activities under different strategies to develop each component of Emotional Intelligence among the participants and to enable them to get an eclectic view of the package and their achievement on Emotional Intelligence.
Appendix – A (Appendix for Chapter – IV)

File-1

Pictures of Emotions
**File-2**

**List of Emotion Words**

<table>
<thead>
<tr>
<th>active</th>
<th>fine</th>
<th>joy</th>
<th>shocked</th>
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Intense desire is necessary for any achievement.

Once there lived a Sadhu. He was an enlightened one. He had many followers and one of them wanted to accomplish what his guru achieved. One day, he went to his guru and asked him, “What shall I do to be enlightened like you/ show me the way”.

Guru asked him to accompany him to the middle of a flowing river where he forced his head down the water. Soon the follower struggling for his breath forced his head up. Guru asked him, why he had done that.

He said, “I love my life and it gave me the energy to pull myself out of the water”.

Then guru said, ‘it was your intense desire for life that had given the energy and motivation too you. Nothing is impossible in this world. First try to know about what you want to achieve, abilities and desires then you will achieve whatever you want.'
Where there is a will there is a way

The teacher was conducting an experiment. He filled the jar before him with small stones and asked the students, ‘Is there any space left?’ ‘No’ was the students answer. Then the teacher poured some sand between the gaps of the stones. He repeated the question and the students repeated their answer. Next, the teacher put some water into the jar and everyone saw the water sinking in. Then the question and the answer
continued as before. Now the teacher had some sugar brought and let it to dissolve in the water. Same question and same answer got repeated. Finally, the teacher had a bunch of flowers and he stuffed its stalks in the jar.

Then he explained that nothing is impossible for man provided he manages time, confident of his ability and wills to perform.
"ಸಮಾಧಿಯಲ್ಲಿ, ಕೈಗಳಿಗೆ ಇದು ಬಂತಾದಾಯಿತು, ಅನುಮೋದನೆಗಳನ್ನು ಪಡೆದುಕೊಂಡವು ಅವರು ಅತ್ಯಂತ ಕರ್ನಾತಕ ಸರ್ಕಾರದ ಬಂಡಿಸುತ್ತಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಕ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು.

ಆತ್ಮಾ ನಿರ್ವಹಣೆಯಲ್ಲಿ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಅನುನಾಡಿಸಿದ್ದವು ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು. ಆದರೆ ಅವರು ನೀಡುತ್ತಿದ್ದು, ಸರ್ಕಾರ ವಿಜ್ಞಾನ ಸಚಿವ ಮತ್ತು ವಿಜ್ಞಾನ ಪರಿಸರದ ಉಪ ಸ್ಥಾನಿಖ್ಯತ ವಿಜ್ಞಾನ ಕಾರ್ಯಾಲಯದ ಉಪ್ಯುಪಚಾಲಕರಾಗಿದ್ದರು.
CONFIDENCE

Human beings are considered to be the noblest of all living beings, chiefly because of his powers of rationality and thinking. If the human life has a clear-cut aim, a person would naturally be concerned about reaching the goal, even during the old-age. A person aspires to reach his place before darkness. Similarly, our body is so tuned in that way, that it keeps us healthy. ‘Idle mind is a Devil’s workshop’, says an old adage. It becomes the store-house for anxiety, tension and fear. So, if you want your old-age to be enjoyable and peaceful, you must and should develop some hobby or past-time that illuminates your life. ‘Rolling stone gathers no moss’, if you keep yourself active as a rolling stone, you will never be troubled by unwanted tensions and anxieties.

The history of the world is full of such examples of great personalities who have attained great successes in the dusk of their lives. Even though they succeeded in their old-age, it is noteworthy that they kept nurturing the aspirations of their successes through their youth too. Such power of aspirations instigates a life-style full of health and happiness.

If you water a plant every day, it certainly bears flowers and fruits one day. But one cannot predict as to when it would bloom. Similarly, anyone who works hard will certainly succeed one or the other day. In the same way, involving oneself in different fields of study, like arts, literature and research, it would lead one to achieve great milestones in their lives. One should not feel disheartened about failures and stop their efforts and move in their fields of interest with a positive attitude.

The fields of literature, art and research do not have any limits like retirement age. If our attitude is youngish enough to aspire to learn more and more, it becomes a motivational force to achieve great feat; else, if our attitude is such that we feel old and worn out and not interested in our work, it is high time for retirement and certainly is a hearty welcome to diseases!! Thus retired life should be planned such that it should energize you.

A person who is interested in literature and arts enriches his experience as he grows old. Tagore’s ‘Geetanjali’ was written in his old age. Daniel Dipo’s ‘Robinson Crusoe’ was also written in his old age. Noah Webster published his Webster’s Dictionary at the age of 69 and Claude Monnet who was popular for his paintings of Water-lilies painted them at the age of 84.

Age is not a constraint for research too. Christian Bernard operated upon the first heart transplant at the age of 45 and Marie Curie of France conducted one of the greatest researches upon Radio X-rays at the same age. Samuel Morse invented the Morse-Code at the age of 50 and Henry Ford, at this same age initiated the production of automatic machines. American Barbara Emkintok won her Nobel Prize for medicine at the age of 81!

‘Where there is a will, there is a way’, new inventions and adventures are not restricted by old age. American Marshall Field initiated the supermarket chains like Big Bazaar at the age of 47 and Alexander Eifel completed the construction of Eifel Tower in France at the age of 56. Benjamin Franklin inscribed the Constitution of United States of America, just three years before his death, i.e., at the age of 81. These people involved themselves actively in various fields that they could cherish good health, happiness and longevity.
One can say that there is no retirement in politics and social service. Many politicians have involved actively in politics till they breathed their last. Abraham Lincoln, perhaps one of the most popular Presidents of America, chaired that honorable post at the age of 52 and Goldamcer became the President of Israel at the age 70 and Winston Churchill became the Prime Minister of England at the age of 77. Mother Theresa, who was honored with the prestigious Nobel Prize for Social service acclaimed this honor at the age of 69.

Politics may not be suited for one and all. But Social service is a different ball game – it brings happiness to one and all involved in these activities. Aged people can involve themselves in various activities like gardening, planting of saplings and trees, conduct tuitions, counseling, guidance and many such activities.

A person went to a doctor complaining of severe headache. Doctor gave him his coat button to chew, instead of tablets and told him that his headache would be cured. After ten minutes when the doctor inquired, he told that his headache was cured. But he was surprised to know that what he was chewing was not a tablet, but a coat button. His faith in the doctor was what cured him. God is omnipresent, Omni-powerful. He will shower us with all the good things, if we involve ourselves in service and you will have the gratitude of attaining greatest feats even in your old age.
YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

Modern
Science

Self-Control

Ancient
Philosophy

Contemporary
Religion
SELF-CONTROL
Choosing to do what you should do,
not what you want to do

Using Self-Control

Stop, take a deep breath, and count to five

Decide what the problem is and how you feel

Think about your choices and their consequences

Decide on your best choice and do it.
Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.
नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था। तो नासिक के ठिक उत्तर में सिकंदराबाद शहर रहता था।
Yesterday’s solutions wouldn’t be an answer to today’s problems!

Charlie Chaplin is a famous actor known to all. He could parody the follies of the world making himself the laughing stock. When he had become world famous and was 60 years of age, the Americans wished to pay their respects to him. They decided to hold a competition in his name and invited contestants to mimic Chaplin to win a prize amount of 1 lakh dollars.

The news was widely publicized. Chaplin too came to know about the announcement. It came to his mind that he too should partake in the contest. But as it was to honor him he was not supposed to contest in that! But he was always a man of innovative ideas and applied in the name of Thomas Young, an inventive name.

The event was held in Los Angeles, the Mecca of the western cinema world. Five adjudicators were invited to judge the winners. They selected 6 contestants from a long list of contestants for the final round including Thomas Young.

A 10 minutes performance slot was allotted in that final round. Charlie Chaplin competing in the name of Thomas Young won the 2nd place. Then he requested for a permission to address the audience for 2 minutes. He disclosed his identity to the surprise of everyone. Even the judges were greatly astonished. Why Chaplin could win only the 2nd place in mimicking himself?

Chaplin appreciated the judges’ discretion. He told that there was a flaw in his mimicking. The flaw was that he had chosen to repeat an earlier acting and had not innovated on that. The repetition had taken away the radiance of real acting. Innovation and situational response are the two essentials of any great acting which he had missed on that day. History never repeats and yesterday’s solutions would not suit exactly to tomorrows problems.

This episode highlights the need for openness and innovation in life.
Dr. Radhakrishnan moved beyond being a mere academic and sought to engage his philosophical and religious studies in the political and social developments of the contemporary context.

He believed that in India, the philosopher's duty was to keep in touch with the past while stretching out to the future. This commitment to society, the crusading urgent tone in his scholarly writings, the modern note in his interpretations of even classical texts and his intellectual resistance to the deforming pressures of colonialism gave Dr. Radhakrishnan a distinct public image. He was a coin minted differently from the usual run of politicians and academicians.

Far from being a stern and severe intellectual remote from the world, Dr. Radhakrishnan was a very humane person. Exceedingly popular among his students right from his early days as a professor at Presidency College, Madras he was an evocative teacher. His mastery on his subject and his clarity of thought and expression made him a much sought after teacher. But what made him even more popular was his warmheartedness and his ability to draw out people. This aspect of his personality continued to win him countless admirers throughout his long and illustrious public life.

Pandit Jawaharlal Nehru, who was one of his closest friends throughout, said about Dr. Radhakrishnan: "He has served his country in many capacities. But above all, he is a great Teacher from whom all of us have learnt much and will continue to learn. It is India's peculiar privilege to have a great philosopher, a great educationist and a great humanist as her President. That in itself shows the kind of men we honour and respect."
Mother Teresa was the recipient of the Nobel Peace Prize in 1979, for her extensive, extraordinary service among the poorest of the poor. She was the founder of the Missionaries of Charity, which are now present in almost every country in the world. Her most remarkable projects included care homes for the abandoned dying, which she called “Nirmal Hriday” (home of the pure heart); a basic public education system that primarily targeted children in slum areas with elementary lessons in hygiene, manners, matters of faith, math, and reading, which she called “Shishu Bhaven” (the children's home in Calcutta for the Sisters of Charity); centers and mobile clinics that ministered to the needs of people with leprosy and AIDS; shelters for single mothers; homes for handicapped children; soup kitchens for the homeless; visits and ministry of love to prisoners; and many others.

**Mother Teresa’s Business Card**

- The fruit of silence is prayer
- The fruit of prayer is faith
- The fruit of faith is love
- The fruit of love is service
- The fruit of service is peace
Florence Nightingale – The Lady with the Lamp!

Florence Nightingale was the founder of the modern nursing profession. She was an embodiment of mercy. She worked hard against the adulation of public. During the Crimean war, she was the person who took care of the wounded soldiers. She had become a heroine in England. She was one person who sacrificed her life for the welfare of the people in her country. She served the grief and misery stricken people and thus, proved that women could do anything for the society.
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The story of the richest man in India: K. P. Singh, a saga

Here are some secrets shared by the richest Indian, 74 year old Kushalpal Singh.

He was born 15th August 1931 in a family of landlords in Bulandshahar, Uttar Pradesh. He attained his graduation in Science from a college in Meerut and learnt Aeronautics in Dehradun and joined IMA (Indian Military Academy) in search of his future. But being fed up with the discipline of the Military, he planned his escape and revealed his plans to the Commander of Deccan Horse Cavalry Regiment. But the Commander chided that he will be caught in the railway station, lest in Delhi and offered to help him to reach Haridwar if Singh was ready to be branded an escapist throughout his life. This opened the eyes of young Singh and he decided to stay back.

Singh’s father-in-law was a good businessman. He found the need of many housed essential for the immigrants from Pakistan, during the partition of India-Pakistan. He took lands on loan and developed residential properties in various parts of Delhi. He initiated DLF, but the same was crestfallen due to nationalizing the fixed asset transactions.

Having married Choudhary’ daughter Indira, Singh entered the real estate business. He had an opportunity to meet George Haddy, founder of Universal Electrics. K. P. Singh states that this incident brought out the entrepreneur in him. Real Estate Industry was under the firm control of the Government in those days and any person who wanted to establish an enterprise had to obtain permissions from various departments. Because of this, DLF gradually faded out of real estate arena.

But K. P. Singh had a passion towards this field. He decided to take a risk and start a township in Gurgaon. But there were many hurdles to par. But Singh met Rajiv Gandhi and he helped him to overcome these hurdles and when in the year 1981 Town Development law was implemented in Haryana, DLF got its first sanction.

Singh requested for the construction of good quality road to reach DLF Township. Once this was done, many facilities for health and entertainment and other basic needs were provided. This brought many international companies to this place. Singh aspired to build a township where any employee could walk towards his office and thus invited many popular companies over here. The first company to set up an office here was General Electricals (GE). GE Information Centre and GE Medical System were established here and many companies followed suit.

George Welch, the then Chief Executive Officer of GE, in his book “Jack – Straight from the Gut”, lauds K. P. Singh. He says, “K. P. Singh is a great ambassador. He made us look towards a land, like India, which is full of employment opportunities”.
From that day on, DLF has not looked back. Today, Gurgaon’s DLF Township is the biggest township in Asia.

“We are a big name in the Real Estate Field” says K. P. Singh himself. DLF plans to build similar townships in different parts of India. In the coming years DLF plans to build 14 cities and 35 townships in 1 lack acres of land. Also it plans to build malls in different parts of India.

**File-10 B**

You need the strength of self-confidence and unflattering persistence to Succeed

The train of success moves on unflattering persistence and the strength of confidence. This is the basic capital that you need to attain any feat or adventure.

Today, Honda is one of the top car production companies. But this was not an easy feat to attain. Honda had invented a new improved piston for Car engines. But no car production company entertained him. He was sent back by the engineers of Toyota Company. But, he persistently met them again and again and finally succeeded in obtaining an order for supplying the same for Toyota Company. But his dreams perished like anything. His production unit was bombed by the rivals during the Second World War. But he worked doubly hard and established the production unit once again and he even supplied the pistons to Toyota Company.

He started the production of cars too. And today, Honda is much more popular than Toyota itself. But not many know the sad losses that are behind the success of Honda Company. Mother Goddess of Success loves those who work hard.

Many great men who have attained great successes have had sad beginnings. Einstein himself was dismissed from school labeled an idiot. If he had lost heart, then this world would not have got such a great scientist.

Norm Jean Baker was given a post of clerk in a modeling company, considering her unfit for becoming a model. If she was depressed at that moment, the world could never see the beauty queen Marilyn Munroe. Beethoven, who lost his ability to hear, composed some of the greatest compositions the world has seen. If Walt Disney was disheartened by losing the post of artist in a newspaper for lack of creativity, the Wonder World of Disney comics would never have materialized into reality. Wilma Rudolf, who won three gold medals in Olympics, was in fact suffering from polio!

Therefore what matters is your attitude. If a person has enough self-confidence to attain anything, then he or she will definitely succeed in the mission on hand.
ಅನ್ನುವವೆ ನಾಲ್ಕನೇಯ ಬೆಂಬಲ ಹಾಗೂ ವರಿದು ಯೋಗಿಸಿದ್ದು, ನೊಟ್ಟಾದಕ್ಕೆ ಭಾರತೀಯಸಾಗರದ ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ. ನೊಟ್ಟಾದಕ್ಕೆ ಹೆಸರು ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ. ನೊಟ್ಟಾದಕ್ಕೆ ಹೆಸರು ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ.

ವಾಂಭವಾದರು ಹೊಸ ವಿನ್ಯಾಸದ ಶಕ್ತಿಯನ್ನು ವಿಶೇಷಿಸುತ್ತದೆ. ನೊಟ್ಟಾದಕ್ಕೆ ಹೆಸರು ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ. ನೊಟ್ಟಾದಕ್ಕೆ ಹೆಸರು ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ. ನೊಟ್ಟಾದಕ್ಕೆ ಹೆಸರು ಹಿಂದೂರುಗಳು ಸಂಸ್ಕಾರದ ಹಾಯಗೆ ನಿರ್ದೇಶವಾಗಿದ್ದಾರೆ.
"ಸ್ವಂತಗೂಡ್ದು ಹೊಸ ಮುಂಟಿರುವ ಹೊಸ ಮನೋರಂಜನೆಯನ್ನು ಮತ್ತು ಪ್ರತಿನಿಧಿಸುತ್ತದೆ.
"

ಕೆಲವು ನಾಡಿನ ಒಂದು ವಾಸ್ತವದ ವಿಷಯದ ಗುರುತಿಸುವ ಪ್ರಕಟಣೆಯನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ವಾಸ್ತವದಲ್ಲಿ ಹೆಚ್ಚು ವಿಷಯದ ವಿವರಣೆಗಳಿಗೆ ನೇಮಿಸಲು ಸಹಾಯವಿರುವ ಪ್ರಕಟಣೆಯನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ಸಾಮಾಜಿಕ ದೇಶದ ಸಾಮಾಜಿಕ ಪ್ರಯಾಣವನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ಅಸಮಾನ ಸಾಮಾಜಿಕ ವ್ಯಾಪತ್ತುಗಳುಯು ಹೊಡೆದಿರುವಾಗ,
"

ಅಂತಿಮವಾಗಿ ಹೊಸ ಮನೋರಂಜನೆಯನ್ನು ಮತ್ತು ಪ್ರತಿನಿಧಿಸುತ್ತದೆ.
"

ಕೆಲವು ನಾಡಿನ ಒಂದು ವಾಸ್ತವದ ವಿಷಯದ ಗುರುತಿಸುವ ಪ್ರಕಟಣೆಯನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ವಾಸ್ತವದಲ್ಲಿ ಹೆಚ್ಚು ವಿಷಯದ ವಿವರಣೆಗಳಿಗೆ ನೇಮಿಸಲು ಸಹಾಯವಿರುವ ಪ್ರಕಟಣೆಯನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ಸಾಮಾಜಿಕ ದೇಶದ ಸಾಮಾಜಿಕ ಪ್ರಯಾಣವನ್ನು ಹೊಡೆದಿರುವಾಗ,
"

ಅಸಮಾನ ಸಾಮಾಜಿಕ ವ್ಯಾಪತ್ತುಗಳುಯು ಹೊಡೆದಿರುವಾಗ,
"

ಅಂತಿಮವಾಗಿ ಹೊಸ ಮನೋರಂಜನೆಯನ್ನು ಮತ್ತು ಪ್ರತಿನಿಧಿಸುತ್ತದೆ.
"

ಕೆಲವು ನಾಡಿನ ಒಂದು ವಾಸ್ತವದ ವಿಷಯದ ಗುರುತಿಸುವ ಪ್ರಕಟಣೆಯನ್ನು ಹೊಡೆದಿರುವಾಗ,
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"

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"
**Change in perspective**

If you could change your perspective, even your failures would like a success. Viewing any situation in a narrow way would not only limit one’s understanding, but would even restrict one’s creativity.

In our day-to-day life, we often feel uncomfortable, defeated, ashamed or insulted. For example, assume that you are participating in a program as a chief guest. While you go on to the stage for delivering your speech, you miss step and stumble down before the gathering. What will you feel?

Think of another situation in a party, where you are eating your food standing and holding it in hand. A friend calls you up. As you turn round to see who it is, the curry spills over your shirt. How will you feel then?

These kinds of situations are common in our life. They embarrass us pushing us to the extremes of shame and insult. But that could be one kind of seeing and feeling. There could be another kind too, a positive one.

Think of a situation similar to the above elaborated below.

There is a 9-year girl, named Sandhya, practicing dance. One day her father arranges for a party. In the middle one of the guests knowing about Sandhya’s dance practicing, invites her to perform. She comes forth, her father arranges for it and she starts to dance. In the middle she looses her balance and falls down on the floor. Everybody laughs and some even tease her. She breaks down to weeps. Tears spill over her cheeks.

However, her father understands the situation, she comes forth encouragingly and tells her, ‘it was looking so good while you fell down. It was not bad. All your weight was on your left toe and you were swinging like a Russian bale. I was surprised that you could balance like that. Now you restart. It will come right.’ Listening to her father’s words the gathering applauded her.

Once everyone left the place her father tells her, “My child don’t be upset if mishaps occur. Laugh heartily over it. They are common on your way to an achievement. Think of it as necessary and restart, things will improve and get better.”

This reveals that how a failure too could be viewed as necessary and in a positive way.
ಜೊತೆಗೆ ಯುಕ್ತವಿಗೆ ಯಾವುದೇ ವಿಧಾನ ವಿಶೇಷವಾಗಿದ ಪ್ರಕಾರ
ಆಗಿ ಕೆಲವು ಪ್ರಕಾರ ವಿವಿಧವಾಗುತ್ತದೆ.

ಅಧಿಕೃತವಾಗಿರುವ ವಿಧಾನಗಳು,
ಸ್ಮಾರಕವಾಗಿ ಪಡೆಯಲು ಸಮರ್ಪಿಸಲು ಹೊಂದು ವಿವರಗಾಗಿದೆ.

ಇದರೊಳಗೆ ಕಂಡವು ವಿದ್ಯಾಧ್ಯಾಯಗಳು,
ಭಾಗವಾಗಿ ಪ್ರಕಾರ ವಿವಿಧವಾಗಿದೆ.

ಎಂಜಿನೇಯರು ಬಿಡುಗಡೆ ಹೊಂದು ವಿವರಗಾಗಿದೆ.

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ಭಾಗವಾಗಿ ಪ್ರಕಾರ ವಿವಿಧವಾಗಿದೆ.
Hope in life – Mishel’s story

Mishel met with an severe accident when he had all the blessings of life. His hands were broken, stomach bruised and his body was burnt all over. Doctors had no hope of his survival. He survived and went through a series of bone and plastic surgeries. He survived with a disfigured face and fingerless hands.

But he was so determined to live his life, he established a company, which prospered and made him a millionaire. He trained himself as a pilot. Four years later ill fortune struck him again when the airplane piloted by him nosedived. His backbone got damaged and he was bound to a wheel chair. Still he continued to enjoy his life, continued to manage his business and turned to skydivingsports.
He lost many things but not his hope for life. His words of hope in life is quoted as below: “Earlier I was able to attend to 10,000 tasks. After the misfortunes I lost about 1,000 work ability. I am not worried about what I lost, but hopeful of 9,000 tasks I am capable of doing!”

At age seven - after spending 12 weeks in a noisy one-room schoolhouse with 38 other students of all ages - Tom's overworked and short tempered teacher finally lost his patience with the child's persistent questioning and seemingly self centered behavior. Noting that Tom's forehead was unusually broad and his head was considerably larger than average, he made no secret of his belief that the hyperactive youngster's brains were "addled" or scrambled.

If modern psychology had existed back then, Tom would have probably been deemed a victim of ADHD (attention deficit hyperactivity disorder) and proscribed a hefty dose of the "miracle drug" Ritalin. Instead, when his beloved mother - whom he recalled "was the making of me... [because] she was always so true and so sure of me... And always made me feel I had someone to live for and must not disappoint." - became aware of the situation, she promptly withdrew him from school and began to "home-teach" him. Not surprisingly, she was convinced her son's slightly unusual demeanor and physical appearance were merely outward signs of his remarkable intelligence.

All the while he was cultivated a strong sense of perseverance, readily expending whatever amount of perspiration needed to overcome challenges. This was a characteristic that he later noted was contrary to the way most people respond to stress and strain on their body.... The key upshot of this attribute was that his unique mental, and physical, stamina stood him in good stead when he took on the incredible rigors of a being a successful inventor in the late 19th Century....
Empathy and the power to forgive

On the last day of Mahabharatha Dhuryodhana was lying down on the battle ground breathing his last. His thighs were broken and his suffering and humiliation had no bounds. Ashwathama, son of Drona, who was also killed by the Pandavas, visits him. To console Dhuryodhana he promises to behead the Pandavas. He steals into their tent. Mistakes their sons for Pandavas, cuts off their heads and comes back to Dhuryodhana. He recognizes the heads as the children’s and dies.

Pandavas learn about the mishap. They capture Ashwathama and prepare for his execution. But Draupathi stops them saying, “Ashwathama is the only survivor for his mother. Her husband, Drona was killed before. If Ashwathama is killed, her sorrow and grief would have no bounds. But I have the husbands to forget all my sufferings. Such a mishap should not happen for his mother. So don’t kill Ashwathama.” Accordingly Ashwathama was pardoned.

Draupathi’s sorrow was not less than anybody else’s in Mahabharatha. But there is no part to her power of empathy and character of pardoning. Feeling for the pain of others is the greatest of the virtues.
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A soul dedicated for national development

We need more TATAS to build our nation!

J. N. Tata had been to a prestigious hotel with two Englishmen. The two English were welcome heartily but Tata was thrown out for being an Indian. This incident instigated Tata to take the initiative of building his own group of hotels and prove that Indians are equally capable. Thus emerged ‘Hotel Taj Mahal’; in 1902 ‘Taj Group of Hotels’ started functioning and it spread its wings across the nation.

J. N. Tata was 29 years old, when he started his private business firm. Having comprehended the ill-treatment meted out to Indian industries, Tata went on a tour of England, visited many industries and understood their functioning. He also understood that the reason for such treatment was to obtain a market for cotton clothes in India. After his return in 1877, he established ‘Empress Mills’ in Nagapur, Maharashtra. The laurels for the initiation of Swadeshi Movement should in fact be credited to J. N. Tata, not to Gandhi. He also was the first entrepreneur to establish pension facilities and Retirement Fund way back in 1895.

Meanwhile Tata met Swami Vivekanand on a voyage in ‘Empress of India’, sailing from Japan towards America. Having influenced by his words, and upon his suggestion, Tata established a Research Centre to provide for scientific research in Bangalore - thus materialized, Indian Institute of Sciences. But unfortunately J. N. Tata passed away before this. Yet J. R. D (Jahangir Ratan Ji Dadabhai Tata), continued this legacy. And in 1907 Tata Iron and Steel Company (TISCO) was established in Jamshedpur. In 1910 Tata Hydroelectric Plant was established.

In 1947 J.R.D and his friend Homi J. Baba planned for the establishment of Atomic technology to strengthen the borders of the nation. Bhabha met Rajaramananda, who was studying Physics in King College London, and inspired him to take up Nuclear Sciences. He was also awarded J. N. Tata fellowship. But when the proposal for building the first nuclear reactor was kept in front of the government, Nehru refused to grant permission for the same. But Tata backed this project and even provided financial aid. Thus the first atomic reactor was established.

Today, Tata Group owns 80 different companies. Tata never revolted against the British but involved himself in developmental activities. Maybe this is why Swami Vivekananda exclaimed, “If there were more Tatas in this country, this nation would be 100 times better”!
Bumper Results – Only in Sonle

Reshma Rao Sonle

Any person who has heard of this little village in Shimoga District has heard of the Government School there, inevitably. The efforts put by the teachers to nurture the students of this school to scale great heights are unparallel. Today, this school boasts of obtaining 100% results in SSLC Examinations consecutively for 5 years and for a total of 7 years from the past 9 years. One or two pupils, who could not make it in one subject, have disheartened the teachers.

The teachers of Sonle Government High School, took up the challenge of bringing children to school. They met each and every household and explained them the importance of sending their children to school. They do not take any reasons whatsoever for absenteeism. These teachers make the boys sit and read even after school hours. This rule is not binding to the girls, but every girl should give a missed call to her teacher around 10.30 pm and assure them that she is reading. And again, she should give another missed call around 5 a.m. These girls cannot sleep back after ringing. Their teacher might call them anytime asking about the lesson she is reading. One of the students has been selected to National Volleyball School. Children grow vegetables and flowers around the school.

Every single rupee obtained as donation has been vouched for, and been efficient spent for the development of school. Now the school is looking for donations to build a hall to accommodate students during rainy season.
ಸೇವೆ ಚಟುವಟಿಕೆ

ಅನೈಸಿ ಸಾಕಷ್ಟು ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಅನೈಸಿ ಸಾಕಷ್ಟು ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಒಳಗಿಸಲು ವಾರ್ತೆ ಇರುತ್ತಾಗುತ್ತದೆ. ಅನೈಸಿ ಸಾಕಷ್ಟು ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಒಳಗಿಸಲು ವಾರ್ತೆ ಇರುತ್ತಾಗುತ್ತದೆ.

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A person helped by others would have his fulfilment in helping others

D V Gundappa or DVG as he was popularly known, was famous as a journalist and literary person. He was introduced to public works by 2 well known personalities of his time, namely, Venkatasubbiah and Narasimhamurthy. This helped DVG to develop acquaintances with many more renowned personalities like Sir K P Puttanna Shetty, M G Varadachar, T S Venkannayya, Bellave Venkatanaranappa, Masti Venkatesh Aiyangar, Sir M Visweswarayya, Sir Mirza Ismail, Mysore Vasudevachar, V S Srinivasachar, etc. Each one was a renowned person in the area of his selection. Together they formed a close knit friend’s circle and organized cultural fests and social service activities. DVG was a sort of coordinator of the activities.

During 1917-18 Bangalore was severely affected by influenza. The group pulled together few doctors, visited each of the houses, educated people on matters of health care, treated patients hit by influenza and soothed people where death had visited.

The friends group met regularly. But once DVG fell ill and couldn’t attend one of the meetings. Knowing about this Sir Visweswarayya visited DVG in his house. When bidding farewell he had these words to tell DVG, “You don’t have time to fall ill”. “How could you fall ill when you have so many things to do?” was the question.

DVG himself wrote this famous 4 liner:

“How much of your life is in your hand?
It is formed and driven by so many forces!
You are fed, made knowledgeable and protected
Aren’t they all your life lights – Mankuthimma?

So humans have the obligations to fulfill. Their fulfillment is in helping others feeling grateful for being helped innumerable times.
"Snowballs? I thought we were discussing coconuts."
Aung San Suu Kyi – The Leading Face of Pro-democracy Movement!

Suu Kyi is one of the prominent leaders in the world. She is the face of pro-democracy movement and a great leader for National League for Democracy in Myanmar. She is one of the world’s renowned freedom fighters and advocates of non-violence. Suu Kyi spent most of her time under many house arrests. She is currently under detention by the military junta. She is one powerful woman, who is one of the examples of the civil courage in Asia, especially in the recent decades. She is the symbolic figure for the struggle against oppression. Suu Kyi received the Nobel Peace Prize in 1991. Don’t you think this has created an impact in the life of every woman?
Billy Jean – The Wimbledon Queen!

Billy Jean rose to fame in the 1960’s had become a role model for many females across the United States. She was a woman of valor, who ruled the tennis courts in the 60’s. She won 12 grand slam single titles, 16 grand slam women’s doubles, and 11 grand slam mixed double titles. One of her greatest achievement was when she won “Battle of the Sexes” in 1973, where she defeated Bobby Riggs. This was one achievement, where she proved that women also had the same prowess. Now, there are many Wimbledon female players, who have proven their skills by winning many titles.

Mary Kay Ash – The Outstanding Business Woman in 20th Century!

Mary Kay is none other than the founder of Mary Kay Cosmetics. She created this business, which was helpful for nearly half a million women. They fulfilled their dreams of business ownership. She was also one of the best-selling author and a great speaker. Lifetime Television named her as the most outstanding woman in business in the 20th century. She always lived by her words, which were “God first, family second, career third” expressed her insistence that the women in her company keep their lives in balance.
Gandhi influenced both the world society and the greatest personalities of that society. He upheld truth, nonviolence and peace.

The following are some of the testimonials of that:

Romerola, a French Nobel laureate: “Gandhi is the peace messenger of not only India but of the entire world. We could identify a world spirit in him.”

Martin Luther, the Black American civil rights activist: “I have two teachers. One is Jesus who gave me life in this world. And the other is Gandhi who showed my path in life.”

Viceroy Lord Mount Baton: “Whenever I saw Gandhi I saw Jesus in him.”

Dr. Kalam visited the 6x 6 and half jail cell in South Africa where Mandela was kept imprisoned. It included space for toilet too. Except the sea nothing else was visible from the high placed window. Mandela was solitary during his 27 years in the jail. Dr. Kalam asked Mandela about the spirit which sustained him during those years. The answer was Mr. M K Gandhi.

Dalai Lama on receiving his Nobel Peace Prize referred to Gandhi like this, “I wish to receive this honor in memory of Mahatma Gandhiji. His life is motivation and education to me.”

In 1999, Gandhi was voted as the man of the century in a worldwide referendum covering 200 nations. The citation had this to say, “In the 20th century which witnessed 2 world wars of terrible violence Gandhi experimented with nonviolence and succeeded in winning freedom for India. India had one fifth of the world population then. His method influenced the world to terminate colonialism world over and dictatorship in many countries.”

Louie Fisher writing in his writing said, “Unlike Churchill, Roosevelt, Stalin, Lenin, Hitler, Woodroe Wilson, Linkon, Napolean, etc. Gandhi had no military or any kind of state power with him. He touched the conscience of the people. He never taught about any God or religion, but he himself was the embodiment of that teaching.”

The purpose of these excerpts is not to glorify Gandhi. But to understand the influence he wielded over people beyond the boundaries of nations. Gandhi was ordinary like anybody else. similarly his achievements too would be anybody’s who aspires for them.
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Steps

1. Explains that negotiation involves putting yourself in the place of the other person and understanding their point of view. This is essential because of following reasons:
   - It appreciates and respects the other person’s point of view. This reduces the risk that you will say something that causes conflict and hurt.
   - If you recognise the other person’s point of view, they will become more willing to recognise yours.
   - Good negotiation should result in both people gaining something.

2. Explains six steps of negotiation:
   - Say what you feel using I statements
   - Listen to what the other person has to say to find out what they need or want.
   - Tell the person what you understood, so you are sure you understood it.
   - Together, think of as many ideas as possible that may bring a solution to the problem.
   - Agree on a solution.
   - Try it. If it doesn't work, start again!
<table>
<thead>
<tr>
<th>Leadership qualities</th>
<th>Nelson Mandela</th>
<th>Winston Churchill</th>
<th>Martin Luther King Jr</th>
<th>Walt Disney</th>
<th>Abraham Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspirational</td>
<td>Inspired people to be non-violent</td>
<td>Inspired his people to fight against the Nazis</td>
<td>Inspired millions to stand up against racism and cruelty in the world</td>
<td>Inspired people to be creative and never give up</td>
<td>Inspired people to abolish slavery</td>
</tr>
<tr>
<td>Selfless</td>
<td>Fought for the freedom of all races</td>
<td>Ensured the safety of comrades</td>
<td>Fought for black rights</td>
<td>Spent his own money to let workers attend classes to improve their skills</td>
<td>Freed many slaves</td>
</tr>
<tr>
<td>Empowered people</td>
<td>Empowered many to believe in non-violence</td>
<td>Empowered his people to fight to the very end and never give up</td>
<td>Empowered people to fight against racism</td>
<td>Empowered people to do their very best and never give up</td>
<td>Empowered people to fight against slavery</td>
</tr>
<tr>
<td>Type of leader</td>
<td>Transformational Leader</td>
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The South African activist and former president Nelson Mandela (1918-2013) helped bring an end to apartheid and has been a global advocate for human rights. A member of the African National Congress party beginning in the 1940s, he was a leader of both peaceful protests and armed resistance against the white minority’s oppressive regime in a racially divided South Africa. His actions landed him in prison for nearly three decades and made him the face of the antiapartheid movement both within his country and internationally. Released in 1990, he participated in the eradication of apartheid and in 1994 became the first black president of South Africa, forming a multiethnic government to oversee the country’s transition. After retiring from politics in 1999, he remained a devoted champion for peace and social justice in his own nation and around the world until his death in 2013 at the age of 95.

Mohandas Gandhi is considered the father of the Indian independence movement. Gandhi spent 20 years in South Africa working to fight discrimination. It was there that he created his concept of satyagraha, a non-violent way of protesting against injustices. While in India, Gandhi’s obvious virtue, simplistic lifestyle, and minimal dress
endeared him to the people. He spent his remaining years working diligently to both remove British rule from India as well as to better the lives of India's poorest classes. Many civil rights leaders, including Martin Luther King Jr., used Gandhi's concept of non-violent protest as a model for their own struggles.

SWAMI VIVEKANANDA'S inspiring personality was well known both in India and in America during the last decade of the nineteenth century and the first decade of the twentieth. The unknown monk of India suddenly leapt into fame at the Parliament of Religions held in Chicago in 1893, at which he represented Hinduism. His vast knowledge of Eastern and Western culture as well as his deep spiritual insight, fervid eloquence, brilliant conversation, broad human sympathy, colourful personality, and handsome figure made an irresistible appeal to the many types of Americans who came in contact with him. People who saw or heard Vivekananda even once still cherish his memory after a lapse of more than half a century.

In his own motherland Vivekananda is regarded as the patriot saint of modern India and an inspirer of her dormant national consciousness, To the Hindus he preached the ideal of a strength-giving and man-making religion. Service to man as the visible manifestation of the Godhead was the special form of worship he advocated for the Indians, devoted as they were to the rituals and myths of their ancient faith. Many political leaders of India have publicly acknowledged their indebtedness to Swami Vivekananda.
ANAGARAWADA: ‘NAMELESS’ NURTURE THE FUTURE HERE

This was a community where its members refused to take bath. They strongly believed that if water was used for any other purpose other than drinking, the invisible God would be angry with them and curse them all. Their marriage ceremonies were a place for drinking ‘unlimited’ alcohol. Education and doctors were banned in their community, and little children were made to perform in nearby town gatherings, by walking on the ropes and performing many such acts, which posed a possible risk to their lives. And the money thus earned would be spent by the men-folk for drinking. Women went begging alms for a livelihood.

This was the fate of the people belonging to nomadic tribes of Gopala Khalakhali and Dongri. Their heartening situation touched the heart of a college
student. That was during the year 1995. He was not one among them, still being the son of a coolie he could feel the pains of poverty. This boy was Narasimha Jhare. He dedicated his entire life for the upliftment of these people.

Gradually the seeds of change, sown by this young man, started bearing fruits. Now the entire situation is changes. These nomadic men have bid adieu to alcohol and have started their own band troupes. They go all the way to far off places like Mumbai and Hyderabad, earning some six to eight thousand rupees. And they save out of this money to educate their children. The hands that were begging alms have started weaving blankets and these are being exported to foreign countries too! Self-help groups are being initiated with an investment of Rs. 10. More than anything, they have comprehended the importance of using water for other purposes than drinking – especially to bath and to clean!

The revolution initiated by Narasimha Jhare and his team does not stop here. They have started to celebrate the Ganesha festival, and many other festivities in a meaningful way. The first engineer from this village, Chandrashekar Patil, has taken the responsibility of these festivities.

The children of this community, who are little wonders in performing arts, are being given efficient training in this regard. Moreover, provisions for electoral and ration cards and residence certificate have been made for these people, after all these years.

It took two decades for Jhare to create this reformation. He says that many of them did not even wish to talk with him initially, but they changed gradually, as he met them repeatedly, explaining them the importance of obtaining their rights. When Jhare observed that the efforts of more than one person were needed in this regard, he established ‘Gopal Vikas Parishad’ to empower this community.

Now there are two band companies in this little city. A well organized shop is set for the products prepared by women. Keshavasrushti Foundation has rewarded them with One lakh rupees cash prize. Prashanth Asalekar has authored “Against All Odds” based on the story of Jhare, and his unique progressive experiments in Anagarawada. Jhare says, “I heard to the call of my soul; and started building by itself”.

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