CHAPTER IV

ENHANCING EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE
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SPIRITUAL INTELLIGENCE

Introduction

The present study is an enhancement programme, focussing on the enhancement of emotional intelligence (EI) and spiritual intelligence (SI) of the sampled B. Ed. student-teachers and this programme was carried out for a period of three months over the experimental group. Materials developed for the enhancement of EI & SI and a detailed description of the programme are presented in this chapter.

For the present investigation, the investigator had taken 21 dimensions (Emotional self-awareness, Accurate self-assessment, Self-confidence, Emotional Self-control, Trustworthiness, Conscientiousness, Adaptability, Optimism, Achievement orientation, Initiative, Empathy, Organizational awareness, Service orientation, Developing others, Leadership, Influence, Communication, Change catalyst, Conflict management, Building bonds and Teamwork & Collaboration) of the four major clusters [Self Awareness, Social Awareness, Self Management and Relationship Management] of EI and 15 dimensions (Knowledge of God,
Religiosity, Soul or Inner being, Self Awareness, Quest for Life Values, Conviction, Commitment and Character, Happiness and Distress, Brotherhood, Equality of Caste, Creed, Colour and Gender, Interpersonal Relations, Acceptance/Empathy, Love and Compassion, Flexibility, Spirituality in Leadership, Holistic Approach in Spirituality and Spiritually Intelligent about Death) of the five major clusters [Ultimate reality Aspects, Personal Aspects, Social Aspects, Holistic Aspect and Life & Death (Natural) Aspect] of SI. The following were the objectives of the study:

1. To develop various strategies for the enhancement of EI and SI of the sampled student-teachers.

2. To study the effectiveness of the developed strategies for enhancing EI and SI in terms of the student-teachers’ responses before and after the implementations.

In the light of these objectives, the investigator prepared materials for each dimension to make use of experiential learning method.

Activities chosen for the emotional and spiritual development were life-based and simple. In the development of the programme, the investigator had used simple language and methods of experiential teaching/learning, with inputs, inventories, discussions, workshops, sharing, demonstration, etc. Building awareness among the sampled student-teachers and motivating them for transformation were the main focus of the study. The investigator had taken full care to avoid vagueness in the concepts and they were mainly based on the experiences of day-to-day life situations as far as possible; and when it was relevant, certain inputs based on the reviewed previous studies in the field were also given, especially in the case of EI.

The enhancement programmes were implemented on the participants, who were student-teachers of the M. G. University College of Teacher Education,
Kanjirapally, which was the experimental group of this study. The details of the programmes are as stated below:

4.1 SELF-INTRODUCTION

The first session of the enhancement programme was an ice breaking session. The participants were to be encouraged to understand each other through activities given to them. This was expected to create group cohesiveness among them.

Session Objectives:
- To enable the participants as well as the investigator to get acquainted and to feel at ease with each other.
- To break the ice in an initial group session.
- To provide participants with a chance to practice talking about themselves in a group setting.

Materials Required:
- Chart paper
- Sketch pen
- Sheets of papers containing tasks

Methodology:
- Group sharing
- Individual activity

Procedure:
The investigator welcomed the participants and initiated an activity of introduction. The participants were divided into different sub-groups and each sub-group was asked to select a leader. The leaders were then requested to come forward and take lots from the different folded cards in which different tasks for each group were written. Tasks such as knowing the family
background of each participant, knowing their talents, hobbies, etc., favourites-colour, food, dress, etc, were written on the cards. Each sub-group had to collect the data required for that task from all the participants in about 20-25 min. At the end, the collected data about each participant were presented by the group leaders to the whole group.

4.2. EI ENHANCEMENT

4.2.1 Orientation on the Whole Programme of EI

Topics:
1. Introduction to the EI enhancement programme.
2. Emotional Intelligence.
   
   This session of the enhancement programme was to introduce the EI programme and the concept of EI.

Session Objectives:

1. To orient the participants about the EI educational programme and its implication for the enhancement of EI.
2. To enable the participants to familiarise themselves with the four major clusters of EI.
3. To enable the participants to learn the meaning of EI and appreciate its value for the success in life.
4. To enable the participants to become aware about their emotional state in different situations of life.

Materials Required:

1. Laptop
2. LCD Projector
3. Blackboard and chalk
Enhancing EI and SI

**Methodology:**

1. Lectures and discussions
2. Sharing
3. Self-reflection
4. Group sharing

**Procedure:**

The session dealt with the concept of EI and an orientation towards the role of enhancement programme in developing EI. Inputs on the history of EI, its definition and meaning, and different aspects of emotional intelligence were presented with the help of OHP and LCD. The investigator mainly pointed out that the enhancement programme would be of a great help for them to become emotionally intelligent. A brief explanation about the enhancement programme was also given.

**Activity:**

After the presentation of the content, the following exercise was given for reflection. Each participant had to go through the exercise individually.

1. Recall any event when you felt very depressed and thought that you would never succeed in life.
2. Recall any event or a particular time when you were carried away by the emotions of another person, with whom you were interacting.
3. Recall any event or a particular time when you felt self-confident to initiate an activity in a group.
4. Name the feeling you had at the above particular moments.

The participants were asked to share their experiences of the exercise in sub-groups. Later, the experiences in sub-groups were shared to the whole group of
participants. Their opinions and understandings regarding their emotions were also discussed in the group.

4.2.2 Introduction to Feeling Words

Areas: Emotional Feeling Words, Emotional Literacy

A Feeling word is an intuitive awareness word and it is the experiencing of affective/emotional states in words. The primary purpose for developing emotional literacy was to enable the participants to accurately identify and communicate one’s feelings. One must be acquainted with how he feels to others in order to be able to fulfil his emotional needs. We must communicate our feelings in order to get the emotional support and understanding we need from others, as well as to show our required emotional concern to others. Also, one of the initial steps for developing our EI is to improve our emotional literacy. Some feeling words not only express a feeling, but also the intensity of the feeling. By expressing intensity, they communicate the degree to which our needs are being met and our values and beliefs are being upheld. Accurately, to capture the intensity of an emotion is critical to judging the message of our feelings. If we either exaggerate or minimize the feeling, we are distorting reality and undermining the effectiveness of our communication.

Session Objectives:

1. To identify and name commonly used feeling words from different life situations.
2. To explore and refine the group participants’ views and knowledge/understanding about emotional feeling words and emotional literacy.
3. To promote the importance and to enhance the thinking about emotional feeling words and their applications in daily life situations and school class rooms.
Materials Required:

1. List of feeling words
2. Photo clippings (handouts) of feelings expressed in various situations
3. Video clipping for the same
4. LCD Projector
5. Lap Top

Procedure:

Activity-1

The investigator gave a prepared list of feeling words (Appendix. H- File 1.) and asked the participants to tick each feeling that s/he has experienced at some time. The group participants were then asked to turn to the person next to them and compare notes about the feeling words. A discussion was held about the nature and expression of feelings. (Source: Burnard, 1999).

Activity-2

Clippings from the Indian Hindi films ‘Munna Bhai MBBS’ & ‘Taare Zameen Par’ were viewed. (Appendix H-File 5 & 6)

Activity-3

Photo clippings of different people, having different types of feelings or emotions, were shown. From these clippings the students were told to identify and note down the feelings or emotions which were exhibited and from the list of feelings, each one was asked to tick each feeling that s/he had experienced. These clippings also pointed out to the feelings they had during times when they could not name the feeling.

After every one had completed this stage of activity, group participants were asked to turn to the next person and compare their notes. The different feeling words, which were unfamiliar to them, were explained. The unfamiliar emotional words/feelings/expressions were explained and some related clippings were also
shown. After a break of two to five minutes, the group was reconvened and discussions were held about the nature and expression of feelings. The investigator also joined the discussion wherever needed.

4.2.3 Cluster-I: Self-Awareness
Self-awareness is awareness of oneself, including one’s traits, feelings, and behaviours (The American Heritage Dictionary of the English Language, 2000) or it is knowing one’s internal state, preferences, resources and intuitions (Goleman, 1995). The ability to “recognise a feeling as it happens and put it off if inconvenient” is the keystone to emotional intelligence. An individual’s ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding. The skill comes into play in most jobs particularly those that involve dealing with people. People who are unable to know their feelings are at a tremendous disadvantage, in the sense, they are emotional illiterates. Teachers with greater certainty about their feelings are better pilots to their lives/teaching.

4.2.3.1 DIMENSION: EMOTIONAL SELF-AWARENESS
It is the recognition of how our emotions influence our performance, and the ability to exercise our values to guide decision making. People with this competence: know which emotions they are feeling and why, realize the links between their feelings and what they think, do, and say, recognise how their feelings affect their performance; and have a guiding awareness of their values & goals.

Emotional literacy words or the feeling words are the only instruments by which we can express our inner-self and emotional feelings. Once we are aware of what all emotions or feelings (both positive and negative) generally possessed, we can manage them accordingly. First to identify what all emotions are commonly possessed, we have to be emotionally literate and practice feeling words. Once we
are aware of the feelings, we can deal with them and we can identify accurately what is going on physically and emotionally to us. This understanding develops the capacity to think before and during each act. Words are the powerful tool for expressing the feelings. The ability to express *appropriate* words to each feeling, to be aware of those feeling words, and to manage those feelings, needs a high level of self-awareness and emotional intelligence. Being self-aware, we recognise that each person is unique and realize our uniqueness too.

**Session Objectives:**

1. To explore the group participants’ views about Self-Awareness
2. To help them appreciate the importance and effects of Emotional Self-Awareness.
3. To strengthen their standing on Emotional Self-Awareness.

**Materials Required:**

1. A Self description sheet with prepared list of words was given.
2. Clips (handouts) of feelings expressed in various situations
3. LCD Projector
4. Laptop

**Procedure:**

**Activity–1**

*Emotional Self-Awareness Exercise – “Who Am I” or “Do I Know Myself”*

A thought on awareness of the self was given. Then all the participants were given one Self description sheet (Appendix H-File 1.) through which s/he could identify the real self. Some time was given to complete the sheet and after that they discussed on this.

From the three areas of the description sheet, firstly they were asked to list out their habitual traits and emotions. Then they were directed to mark the
most habitual traits and emotions in a sequential order. Later the participants shared their own experiences in sub-groups and listened to others too at the end, to get deeply involved in the internal process of strengthening emotional self-awareness.

**Activity-2**

**Illustration on Bill Gates**

The investigator gave an illustration of emotional self-awareness from the biography of Bill Gates. Even though Bill Gates was dismissed from the Harvard University because of his poor performance in studies, he was aware of his potentials and worked very hard on it and became the great leader in the software industry. Honouring his position and achievement, he was later invited as speaker at the inaugural day of an academic year of the Harvard University.

The participants were asked to discuss about how emotional self-awareness helped an individual like Bill Gates in moulding him.

**4.2.3.2 DIMENSION: ACCURATE SELF-ASSESSMENT**

A candid sense of our personal strengths and limits, a clear vision of where we require improving, and the ability to gain knowledge from experience - these are all characteristics of a person who can accurately carryout self-assessment. To self-assess is to pass judgement on their own work and feel pride in their accomplishments/weaknesses without relying on external sources of approval. People with this competence are: aware of their strengths and weaknesses, reflective, willing to learn continuously from experiences, open to candid feedback, new perspectives in order to seek self-development; able to show a sense of humour and perspective about themselves.
Session Objectives:

1. To explore the group participants’ views about accurate self-assessment
2. To help them know the importance of accurate self-assessment.
3. To strengthen their standing on accurate self-assessment.

Materials Required:

1. Activities on real life situations.
2. LCD Projector
3. Lap Top

Procedure:

Activity-1

The investigator presented some real life situations. For each question, the participants were asked to opt one of the choices.

1. You are trying to calm down a colleague who has worked herself into a fury because the driver of another car has cut dangerously close in front of her. What do you do?
   a. Tell her to forget about it – she’s OK now and it is no big deal.
   b. Join her in criticizing the other driver.
   c. Put on one of her favourite tapes and try to divert her attention.

2. You are a student-teacher and hoping to get very good marks in the final B.Ed examination. However, in your mid-term test, your score is only fifty six percent because of poor performance in one of the courses. Then what are you planning to do?
   a. Work out a time-table through which you can do a more comprehensive learning and resolve to work hard towards the goal by seeking the guidance of concerned teachers and other classmates who are good in that course.
b. Concentrate on other courses where you have attained higher marks.

c. Convince the teacher to give some extra marks by telling him/her sob stories

d. Blackmailing the teacher by telling about her/his father’s popularity/influence in the society.

e. Forget that tough course.

Discussions were held on each option by keeping in mind the ideal one, in order to achieve the objectives of the session.

Activity–2

The investigator asked the participants to write their strengths and weaknesses on a given sheet of paper. On the basis of what they wrote, the participants were asked to respond to the following questions:

1. Based on the past experience, give one instance where one of the strengths was exhibited?

2. Do you feel that the weaknesses are being an obstacle to your area of strength? Suppose ‘taking decisions abruptly’ is one of your weaknesses; does this affect your strength of ‘maintaining good relationship with friends’?

3. Do you usually observe your friend’s behaviour in a particular situation?

4. Have you ever tried to convert your weakness into strength by adopting good behavioural patterns of your friends?

Discussions were held based on each answer by focussing on the objectives to be achieved.

4.2.3.3 DIMENSION: SELF - CONFIDENCE

It is the courage that comes from certainty about our capabilities, values, and the goals, i.e., a strong sense of one’s self-worth and capabilities. People with this
competence present themselves with self-assurance; have “presence of mind”, can voice their views even if the views are unpopular and go out on a limb for what is right; are decisive and able to make sound decisions despite uncertainties and pressures.

Session Objectives:
1. To explore the group participants’ views about Self-confidence
2. To help them appreciate the importance of Self-confidence.
3. To strengthen their standing on Self-confidence.

Materials Required:
1. Picture Clips (Appendix H- File 3.)
2. Video clipping of ‘Taare Zameen Par’ and ‘Chak De India’(Appendix H-File 6 & 7)
3. LCD Projector
4. Lap Top
5. Certain relevant quotations

Procedure:
Activity – 1
The investigator discussed about stars in the athletic field. They calmly made the final shot, scored the winning goal, or led their team for a touchdown in the final minute of the game. The investigator asked the participants to discuss on: “Even though their talents and determination play a role in the success, what is the most valued and admired?” (It is the supreme self-confidence they display – they know that they will succeed).

The participants were divided into sub-groups and were asked to discuss about how they could boost up their self-confidence based on the above activity.
Activity–2
The investigator showed certain famous quotes on ‘self confidence’ such as “Confidence is a companion of success” “Experience tells you what to do; confidence allows you to do it” – Stan Smith.

The participants in sub-groups were asked to analyse and discuss about how far they agreed with these statements.

Activity–3
Then the investigator showed a movie clipping from ‘Chak De India’ (Appendix H- File 7.) showing the development of the women’s hockey team’s self-confidence by the coach. In addition to this movie, some clippings of ‘Taare Zameen Par’ (Appendix H- File 6.) were viewed in which the teacher tried to boost the self-confidence of the child. The investigator showed some pictures also for the development of the self-confidence (Appendix H- File 3.).

After every one had completed this stage of activity, the participants were told to review the clippings and pictures which they had seen in their sub-groups.

Discussions at the end were based on the reports of all the sub-groups.

4.2.4 Cluster II: Self-Management
The capacity for effectively managing one’s motive and regulating one’s behaviour are dealt here. This cluster refers to managing internal states, impulses and resources, (or the act of managing self – impulse as well as distress feelings) and the self-management cluster includes seven dimensions (competencies) relating to this.
4.2.4.1 DIMENSION: EMOTIONAL SELF-CONTROL

This is the trait of resolutely controlling one’s own behaviour. It keeps the disruptive emotions and impulses in check and manages these (disruptive emotions and impulses) effectively. In emotional self-control, the act of denying yourself and controlling your impulses occur. People with this competence manage their impulsive feelings and distressing emotions well, stay composed, positive, and unflappable even in trying moments and think clearly and stay focussed even under pressure.

Session Objectives:

1. To explore the group participants’ knowledge and understanding about emotional self-control
2. To help them understand the consequence of lack of emotional self-control.
3. To improve their standing on emotional self-control.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clippings from ‘Chak De India’ and ‘Taare Zameen Par’ (Appendix H- File 7 & 6)
3. LCD Projector
4. Lap Top

Procedure:

Activity-1

To begin with, the investigator presented a movie clipping from ‘Chak de India’ showing the changes taking place in a Punjabi girl belonging to the ‘women’s hockey team’, in her attempt to have self-control. In addition to this movie, clipping of ‘Taare Zameen Par’ was viewed by the participants in which the teacher dealt emotionally well balanced with colleagues in an
emotionally provoked situation with self-control. The investigator also showed some pictures for developing the emotional self-control among the participants.

Activity-2

The incident of Mike Tyson becoming enraged and biting off a chunk of Evander Holyfield’s ears during the 1997 heavy weight boxing title match was also discussed.

Activity-3

The investigator gave an illustration of emotional self-control in sports. It is the ability to manage emotional impulses which lead to poor performances, to create emotions which lead to good performance and to be disciplined enough. e.g., when a coach watches his athlete performing poorly, he gets frustrated. A sudden interaction may be heart-breaking to the athlete. If he can control his emotions and give suitable advice afterwards, he can expect an improved performance from his athlete. What can you conclude from this illustration?

After every one had completed this stage of activity, the group participants were asked to review the presentations.

4.2.4.2 DIMENSION: TRUSTWORTHINESS

Trustworthiness is the trait of deserving trust and confidence. In this dimension, maintaining standards of honesty and integrity are kept in mind. This competency enables others to know one’s values and principles, intentions and feelings, and actions that are consistent. People with this competency act ethically and are above reproach, build trust through their reliability and authenticity, admit their own mistakes and confront unethical actions in others and take tough, principled stands even if they become unpopular.
Session Objectives:

1. To explore the group participants’ views about trustworthiness
2. To test whether the participants are trustworthy.
3. To help them appreciate the importance of trustworthiness.
4. To enhance their standing on trustworthiness.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping from ‘Arabi Kadha’ (Appendix H- File 8)
3. LCD Projector
4. Lap Top
5. Sheets of Paper

Procedure:

Activity-1

In the beginning, the investigator showed a clipping from ‘Arabi Kadha’, a Malayalam movie showing the trustworthiness of the character Mukundhan in spite of odds in his life.

Activity-2

Some photo clippings for developing trustworthiness were shown.

Activity-3

The investigator asked the participants to write the names of people whom they could trust and why they considered them as trustworthy. This activity was intended to understand the characteristics of a trustworthy person.

Activity-4

As a test for trustworthiness, the investigator asked questions such as:
(1) Your teacher has miscalculated your test score giving you a higher grade than you deserve. What do you do?

(2) If your friend helps you in doing a project and if the teacher asks you whether you did it all alone, what would be your answer?

The participants were asked to discuss in sub-groups about the situations where trustworthiness could be assessed.

Activity-5

The investigator illustrated the importance of trustworthiness by symbolizing it with a tower (with the following comments):

![Figure 4.1: Tower symbolising Trustworthiness.](image)

*Every time you are doing something indirectly or directly, as such, you are revealing your character; then if you are untrustworthy a block is removed from the bottom of the tower that may cause the tower to tumble. You must then start building trust all over again.*

*Every time you do something to show you are trustworthy, a block is added at the top of your tower.*

After every one completed this stage of activity, the sub-group leaders were asked to take up and review the concepts discussed.
**4.2.4.3 DIMENSION: CONSCIENTIOUSNESS**

Conscientiousness is the quality of being in accord with the dictates of conscience/soul or the trait of being painstaking and careful. It takes responsibility for personal performance. This competency includes being careful, self-disciplined and meticulous in attending to responsibilities. A person with this competency meets commitments and keeps promises, holds himself accountable for meeting his objectives and is organised and careful in his work.

**Session Objectives:**

1. To explore the group participants’ views about conscientiousness
2. To help them appreciate the importance of conscientiousness.
3. To make the participants more conscientious.
4. To understand the true meaning of conscientiousness and the effect of conscientiousness on job or work.

**Materials Required:**

1. Picture Clips (Appendix H- File 3.)
2. Video clippings from ‘Chak De India’ and ‘Taare Zameen Par’ (Appendix H- File 7 & 6.)
3. LCD Projector
4. Lap Top

**Procedure:**

**Activity - 1**

To begin with, the investigator showed a clipping from ‘Chak De India’ showing the painstaking efforts of the coach for building a team and the hard practice sessions attended by the women’s hockey team for being conscientious. In addition to this movie, clipping of ‘Taare Zameen Par’ was viewed in which the teacher visited the home of the dyslexic student.
for finding the child’s problem. Then the investigator showed some photo clippings for developing the conscientiousness among the participants.

Activity-2
The investigator narrated the story of a railway gate keeper who sacrificed his only beloved son for saving the lives of thousands in a train.

Activity-3
The investigator explained the story behind the monument at Trafalgar Square in London, as an illustration of conscientiousness.

Lord Nelson was one of the geniuses in the history of London, who was admired a lot due to his functional devotion to duty. According to Southey, Lord Nelson’s officers and colleagues respected him because of his ‘constant readiness to render justice to every man’. Lord Nelson had only one motive – to do his duty faithfully. At the battle of Trafalgar, Nelson reminded forcefully, “England expects everyman to do his duty”. No one could deny his instructions as he had demonstrated his commitment to the duty by his brave conduct in the battle field. He lost his right eye and right arm during the fight. Eventhough he was in poor health and prone to sea sicknesses in bad weather, he was committed to his work, which is evident from the words, ‘while I serve, I will do it actively, and to the very best of my abilities... My mind carries me beyond my strength’.

Appreciating the conscientiousness of Lord Nelson, people built a monument which stands even today at London’s Trafalgar Square.

After the above three narrations, the participants were asked to comment on each episode, in writing. After every one completed this stage of activity, the sub-group leaders were asked to review their report for further discussions.
4.2.4.4 DIMENSION: ADAPTABILITY

Adaptability is the ability to change or be changed to fit into changed circumstances. It is the flexibility in handling change and challenges. People with this competence smoothly handle multiple demands, shifting priorities and rapid change, adapt their responses and tactics to fit fluid circumstances and are flexible in how they see events.

Session Objectives:

1. To explore the group participants’ views about adaptability.
2. To help them appreciate the importance of adaptability.
3. To enhance their standing on adaptability.
4. To help group participants to find out how they can be adaptable.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping of the man having no legs and no hands (Appendix H- File 9.)
3. LCD Projector
4. Lap Top

Procedure:

Activity–1

The investigator showed the video clipping of a man who had no hands and legs. In spite of his unfavourable situations in his life he is confident and very adaptive to his environment.

Activity–2

Photo clippings were also shown to strengthen the concept.
Activity–3

The investigator showed a video clipping of a dance programme of Sudha Chandran. Sudha Chandran, a renowned dancer and actor, due to an accident, became orthopedically handicapped and her legs were surgically removed. Adapting to the usage of artificial legs and dancing with perfection needed very long hours of practice. In the earlier stage, she found it difficult to dance with her artificial legs. But seeing her enthusiasm and determination to dance, her doctor arranged more flexible artificial legs, with which she could dance more comfortably. With those legs, she began practising very hard and within six months, she was able to do her stage performance after the accident.

Activity-4

The investigator illustrated a story depicting decision making:

A man goes to the doctor and says "Doctor, I've become a compulsive thief." The doctor prescribes him a course of tablets and says, "If you're not cured in a couple of weeks would you get me a widescreen television?"

This is not a lesson of ideal behaviour; it's a humorous illustration of options - whether to try to change something, to accept it or to actively support it. Such decisions normally have two main reference points - the difficulty of the change, and the ethical implications of the situation.

The participants were asked to express their views based on the above example.

Activity–5

As another illustration of adaptability, the investigator explained about Hellen Keller, the blind and deaf educator who adapted to her environment, studied and became a teacher. According to her, “Everything
has its wonders, even darkness and silence, and I learn whatever state I am in, therein to be content.”

Activity - 6

The investigator stressed the importance of adaptability in different situations by asking them to discuss:

1. A newly married lady in her husband’s house
2. A new employee in his office/company
3. New students in school/college and so on.

After every one had completed this stage of activity, the sub-group leaders were asked to take up their reviews for discussion.

4.2.4.5 DIMENSION: OPTIMISM

Optimism is the general disposition to expect the best in all things and the feeling that all is going to turn out well. It is the persistence in pursuing goals despite obstacles and setbacks. People with this competence will operate from hope of success rather than fear of failure and see setbacks as due to manageable circumstances rather than a personal flaw.

Session Objectives:

1. To understand the group participants’ views about optimism
2. To help them understand the true meaning and importance of optimism.
3. To enhance their standing on optimism

Materials Required:

1. Picture Clips (Appendix H-File 3.)
2. LCD Projector
3. Lap Top
4. Written song “We shall overcome.......” (35 copies) (Appendix H- File 1.)

Procedure:

Activity–1

The investigator explained the real life situation about the author of ‘My Optimism’, Hellen Keller. She attributed her own accomplishments to her optimism. With fortitude and determination, she did not let her unchangeable circumstances determine her fate, but she decided to make the most of life. She even saw benefits in being deaf and blind! Keller has left us with a legacy of overcoming through living optimistically. The investigator quoted some of the statements of Keller like:

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence”.

“My optimism, then, does not rest on the absence of evil. But on a glad belief in the preponderance of good and a willing effort always to cooperate with the good, that may prevail. I try to increase the power God has given me to see the best in everything and everyone, and make ‘the Best’a part of my life”’.

“No pessimist ever discovered the secret of stars or sailed an unchartered land or opened a new doorway to the human spirit”.

(Source: My Optimism)

The investigator motivated the participants to discuss about the ways in which they could face difficult situations on the basis of Hellen Keller’s experience.

Activity–2

The investigator showed some photo clippings (Appendix H- File 3.) for developing optimism.
Activity–3

The investigator narrated the ‘shoes story’ to illustrate the difference between positive thinking and negative thinking:

Many years ago two salesmen were sent by a British shoe manufacturer to Africa to investigate and report back on market potential. The first salesman reported back, "There is no potential here - nobody wears shoes." The second salesman reported back, "There is massive potential here - nobody wears shoes." This simple short story provides one of the best examples of how a single situation may be viewed in two quite different ways - negatively or positively.

We could explain this also in terms of seeing problems and disadvantages in facing a situation, instead of its opportunities and benefits. When telling this story its impact is increased by using exactly the same form of words (e.g., "nobody wears shoes") in each salesman’s report. This emphasizes that two quite different interpretations are made of a single situation.

The participants were asked to discuss how one should view a situation on the basis of the above example.

Activity – 4

The investigator and the participants sang a popular song “We shall overcome, we shall overcome, we shall overcome someday…”

After every one completed this stage of activity, the sub-group leaders were asked to take up the reviews for further discussion.
4.2.4.6 DIMENSION: ACHIEVEMENT ORIENTATION

Achievement orientation means striving to improve or meet a standard of excellence. It is an integrated set of attitudes and beliefs for achievement (reaching a goal) and also refers to an optimistic striving to constantly improve performance. People with this competency are results-oriented with a high drive to meet their objectives and standards, set challenging goals and take calculated risks, pursue information to reduce uncertainty and find ways to do better and learn how to improve their performance.

Session Objectives:

1. To evaluate the group participants’ views about achievement orientation.
2. To help them appreciate the importance of achievement orientation.
3. To help them grow to reach the level of achievement orientation.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping from ‘Chak De India’(Appendix H-File 7 )
3. LCD Projector
4. Lap Top

Procedure:

Activity-1

The investigator started the session by asking some questions from real life situations:

1. Why should trouble making students get more praise than other students?
2. Is it fair when compared with other children?
3. You are a college student who had hoped to get an A-grade in a course that was important for your future career aspirations. You have just found out you got a C-grade in the midterm. What do you do?
Activity-2
The investigator asked the participants to choose the statement which they felt appropriate.

1. I study because I like to know about educational practices and psychology of learners.
2. I study because my parents want me to become a teacher.
3. I study because all my friends study
4. I study because I like to get a job
5. I study because I want to become a good teacher.

Which of the above thoughts helps in achieving more?

Activity - 3
A clipping from the movie ‘Chak De India’ (Appendix H- File 7.) was viewed in which the captain of the women’s Indian hockey team and the key player showed their mettle in the game and won the women’s hockey world cup inspite of the hard realities of life and negative response from their family members. The investigator showed some photo clippings also for the development of ‘achievement orientation’.

After every one completed this stage of activity, the sub-group participants were asked to take up the presented experiences from the activities in this dimension, and discuss, to come to certain conclusions in the whole group.

4.2.4.7 DIMENSION: INITIATIVE

Initiative is the readiness to embark on bold new ventures or the first of a series of actions. This is the readiness to act on opportunities and it is also the competence to act before being forced to do so by external events. People with this competence are ready to seize opportunities, pursue goals beyond what’s required or expected of them, cut through red tape and bend the rules (but only when
ethical reasons are available) when necessary to get the job done and mobilize others through unusual, enterprising efforts.

Session Objectives:

1. To discuss participants’ views about ‘initiative’ in group.
2. To help them appreciate the importance of ‘initiative’.
3. To develop their ‘initiative’ skills through some activities.

Materials Required:

1. ‘Passing the parcel’ Game Kit
2. Picture Clips (Appendix H- File 3.)
3. LCD Projector
4. Lap Top

Procedure:

Activity–1

‘Passing the parcel’ game was played here as one of the activities. In the parcel, they were given various activities such as extempore, mono act, single act play, songs, rhymes, taking classes, role plays, etc. In addition to these, various group activities/situations were created in which each of them has to take some initiatives in carrying out certain activities.

Activity–2

The investigator gave some situations related to the objectives and asked the participants what they would do in these situations.

1. A very important matter was discussed in your class and you would like to execute this matter of discussion. But you need the permission of your principal. All the friends in the class tell, “You tell to the Principal” looking at the next person. How will you respond in this situation?
2. In your neighbourhood lives a poor man who has no proper roofing for his house. You have an idea of renovating his house. But you have no money. Will you take the initiative to raise the money from your neighbours and friends to help this man?

The investigator gave some real life situations too. After these activities the participants were told to review their feelings, and come to certain conclusions as a group.

**4.2.5 Cluster III: Social Awareness**

Social awareness is the capacity of understanding what others are saying and feeling, and why they feel and act as they do. This cluster refers to reading people and groups accurately, and encompasses the following three dimensions of social awareness which determine how we handle relationships: empathy, organisational awareness, and service orientation.

**4.2.5.1 DIMENSION: EMPATHY**

Empathy means understanding the issues or concerns that lie behind another's feelings (ie. understanding and entering into another's feelings). This competence gives people an astute awareness of other's emotions, concerns and needs. People with this competency can read the emotional currents and can pick up the nonverbal cues such as tone of voice or facial expression.

**Session Objectives:**

1. To explore the group participants' views about empathy
2. To help them understand the importance of being empathetic.
3. To help them enhance their empathetic skills.

**Materials Required:**

1. Picture Clips (Appendix H- File 3.)
2. ‘News paper’ / magazines clippings.
3. Sheets (35) of paper with the incomplete statement, ‘I feel worried when......’ to all the participants.
4. LCD Projector
5. Lap Top

Procedure:
The investigator explained the importance of the topic ‘Empathy’. As invited by the investigator, Dr. K. S. Joseph (Retd. Reader - CASE, Vadodara and the present faculty member of the M.Ed Department of Titus II Teachers College, Tiruvalla) gave an inspiring talk on the topic. The meaning of the word ‘empathy’, definitions of the term given by some well known writers, characteristics of an empathetic person, how to develop empathy? etc. were discussed by Dr. Joseph.

The participants were divided into sub-groups and were asked to discuss about the talk given by Dr. Joseph.

Activity-1

*I feel worried when........*

Each participant was given a sheet of paper with the incomplete statement, ‘I feel worried when....’ to be completed.

Then each participant put their anonymous response in a container kept in the centre of the circle. All the participants were asked to take a paper (with worry) and they tried to explain why it was a worry. The investigator helped them to understand how people had worries on different things.

This activity was expected to help participants in promoting their empathy/sensitivity to others.
Activity–2

Investigator showed the pictures of Mahatma Gandhi, Mother Teresa, Adolf Hitler, Abraham Lincoln, Vivekananda, Idi Amin, Bin Laden, Nelson Mandela, etc., and asked the participants to categorise these people as empathetic or not, based on their biographies. The participants were then asked to discuss about the characteristics of an empathetic person.

Activity – 3

The participants were asked to jot down the names of people who fit into the description in the left hand column. In the right hand column, they are asked to make a note of the degree to which they feel these people are empathetic.

Table 4.1: Empathy Rating

<table>
<thead>
<tr>
<th>Person</th>
<th>Name</th>
<th>Empathy rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A close friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher that you liked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher that you did not like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A close member of your family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A neighbour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:

- Very empathetic: 5
- Fairly empathetic: 4
- Not Very empathetic: 3
- Not at all empathetic: 2
- Don’t know: 1

(Source: Burnard -1995).
The participants were asked to find out the person who was rated by most of the participants as ‘very empathetic’.

Activity–4

The investigator told a ‘story of six blind men’ (Source: Jain Stories) to illustrate what could happen if we do not have an empathetic attitude.

*Six blind men were discussing exactly what they believed an elephant to be, since each had heard how strange the creature was, yet none had ever seen one before. So the blind men agreed to find an elephant and discover what the animal was really like. It didn’t take the blind men long to find an elephant at a nearby market. The first blind man approached the animal and felt its firm flat side, and said – “It seems to me that the elephant is just like a wall”, he said to his friends.*

*The second blind man reached out and touched one of the elephant’s tusks, - "No, this is round and smooth and sharp - the elephant is like a spear" intrigued. The third blind man stepped up to the elephant and touched its trunk, - "Well, I can’t agree with either of you; I feel a squirming writhing thing - surely the elephant is just like a snake." The fourth blind man was of course by now quite puzzled. So he reached out, and felt the elephant’s leg, - "You are all talking complete nonsense," he said, "because clearly the elephant is just like a tree."

*Utterly confused, the fifth blind man stepped forward and grabbed one of the elephant’s ears, - "You must all be mad - an elephant is exactly like a fan." Duly, the sixth man approached, and, holding the beast’s tail, disagreed again, - "It’s nothing like any of your descriptions - the elephant is just like a rope." And all six blind men continued to argue, based on their own particular experiences, as to what they thought an elephant was like. It was an argument that they were never able to resolve. Each of them was concerned only with their own idea. None of them had the full picture, and none*
could see any of the other's points of view. Each man saw the elephant as something quite different, and while in part each blind man was right, none was wholly correct.

There is never just one way to look at something - there are always different perspectives, meanings, and perceptions, depending on who is looking.

After this stage of activity, the sub-group leaders were asked to come forward with their reports to lead a discussion with the whole group.

4.2.5.2 Dimension: Organizational Awareness

Organizational awareness means reading a group’s emotional currents and power relationship or it is the ability to read currents of emotions and organisational (political) realities in the group. People with this competency accurately read key power relationships, detect crucial social networks, understand the forces that shape views and actions of the organization and accurately read organizational and external realities.

Session Objectives:

1. To bring out the group participants’ views about the meaning of ‘organizational awareness’.
2. To explain the importance of organizational awareness.
3. To enhance their standing on organizational awareness.
4. To understand about some skills of organisational awareness required as future teachers.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector
3. Lap Top
Procedure:

To begin with, a short talk was delivered on the topic ‘organizational awareness’ under the area of ‘social awareness’ - by Dr. K. S. Joseph. He explained the importance of being aware about the organisation. He also discussed about some skills necessary for organisational awareness. The participants were divided into sub-groups and were asked to discuss about the talk by Dr. Joseph.

Activity-1

The investigator explained what organisational awareness was by telling about the advisors/ ministers of Kings. During the ancient days of kingdom, some people were always there in the palace to advice the king on matters regarding how a king should react to a situation in the kingdom, with other kings, about wars, etc. The advisory board members were ‘aware of the situation’ of the kingdom and advised the king on these matters by analysing all the areas. The organisational awareness of these advisors and their advices helped a king to handle a difficult situation easily. Even in modern government affairs organisational awareness of the members of the advisory boards, do play a great role.

Activity-2

The investigator explained the need for teachers to be organisationally aware of their positions. Teachers should be aware about the institution in which they are working and its management styles. The participants were divided into sub-groups and each sub-group was given a topic such as:

- A teacher’s role in organising a meeting in school.
- A teacher’s role in the management of school.
- A teacher’s role in maintaining discipline in school.
- A teacher’s role in creating a peaceful atmosphere in school.
• A teacher’s role in the administration of school.
• Attitude of a teacher to his/her authority.
• Attitude of a teacher to his/her students.

The sub-group leaders were then asked to come forward to lead a discussion with the whole group.

**Activity-3**

Some photo clippings were also shown (Appendix H- File 3.)

After these three activities the sub-group leaders were asked to come forward with their reports for further discussion.

**4.2.5.3 DIMENSION: SERVICE ORIENTATION**

Service orientation means anticipating, recognizing and meeting user’s needs. People with this competency understand users’ needs and match them to services, seek ways to increase users’ satisfaction and loyalty, gladly offer appropriate assistance and grasp users’ perspectives, acting as a trusted advisor.

**Session Objectives:**

1. To explore the group participants’ understanding about service orientation.
2. To help them appreciate the importance of service orientation.
3. To enhance their standing on service orientation.
4. To help them become aware about the consequence of lack of service orientation.

**Materials Required:**

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector
3. Lap Top
Procedure:

The session began with a short talk given by Dr. K. S. Joseph. He gave a lecture on service orientation highlighting the need for being service-minded. The services of great personalities were given as illustrations. He also explained that lack of service orientation would badly affect one’s behaviour in the work place. Afterwards there was a group discussion in which each sub-group discussed various aspects of the lecture on service orientation.

Activity-1

The investigator introduced and illustrated the concept of service orientation from the real life situation of Florence Nightingale. She was born on 12th May, 1820 in Florence. She made commitment to nursing, a career with poor reputation at that time. She was so much committed towards the service of nursing that she rejected marriage proposal and thought that it would interfere with her ability to follow calling to the ministry. She was an army nurse and during wars she used to work day and night visiting injured soldiers. In the evenings and nights, she used to carry Grecian lamp with her and thus she was called ‘the Lady with the Lamp’. She is known as the pioneer of modern nursing. Her birthday is celebrated as the International Nurses’ day.

Activity-2

The participants were asked to discuss about the service orientation of

1. The employees in different companies.
2. The teachers to their service.
3. The nurses to the community.
The group discussions helped the participants to become aware about the consequence of lack of service orientation among employees, teachers or nurses.

**Activity–3**

Some photo clippings (Appendix H- File 3.) were shown to the participants to contemplate on the relevant concepts.

**Activity-4**

Finally, the investigator narrated an incident from the life of Mahatma Gandhi to explain about his orientation to serve the society:

Mohandas Karamchand Gandhi (1869-1948), the great Indian statesman and spiritual leader is noted for his unusual humanity and selflessness, which this story epitomises. Gandhi was boarding a train one day with a number of companions and followers. Then his shoe fell from his foot and disappeared in the gap between the train and platform. Unable to retrieve it, he took off his other shoe and threw it down by the first. Responding to the puzzlement of his fellow travellers, Gandhi explained, “A poor person who finds a single shoe is no better off - what's really helpful is finding a pair”. This is how Gandhiji could serve someone, whom he wouldn't be knowing even.

The participants were asked to discuss about the different ways through which they could serve the society in everyday life.

**Activity-5**

After this stage of activity, the sub-group leaders were asked to come forward with their reports to lead a discussion with the whole group.
4.2.6 CLUSTER IV: RELATIONSHIP MANAGEMENT

Relationship management is the capacity of an individual to manage his relationships in the society to which he belongs. This cluster encompasses eight areas of relationship management: developing others, inspirational leadership, influence, communication, change catalyst, conflict management, building bond, teamwork and collaboration.

4.2.6.1 DIMENSION: DEVELOPING OTHERS

‘Developing others’ refers to an individual’s ability to sense others’ development, needs and bolstering their abilities. People with this competence acknowledge and reward people’s strengths and accomplishments; offer useful feedback and identify people’s needs for future growth; mentor, give timely coaching, and offer assignments that challenge and foster a person’s skills.

Session Objectives:
1. To analyse the group participants’ opinion about developing others.
2. To help them appreciate the importance of developing others.
3. To enhance their standing on developing others.

Materials Required:
1. Picture Clips (Appendix H- File 3.)
2. Video clipping of ‘Taare Zameen Par’ (Appendix H- File 6.)
3. LCD Projector
4. Lap Top

Procedure:

Activity-1

*The investigator told an actual story about a teacher by name Sheela, taking special care of an orphan child Meenu. The teacher entered the 1st std of the village school and she started teaching alphabets. On the corner of the class, on the last bench there was Meenu with shabby*
cloths and un-groomed hair. She had only a broken slate. She had been ignored by other teachers and students always in her school. The teacher asked why she was gloomy and sitting alone. Then the teacher was shocked to hear from other children who shouted that Meenu was an orphan and bad too. She took special interest in her. While she wrote an approximately correct letter, the teacher took the broken slate and motivated her by giving a tick; this was the first tick in her life...
Then the teacher started collecting her family backgrounds: Her father divorced her mother and left the child with another woman when she was two. Later her mother left her under the care of her grandmother and she married another person and left their place. So Meenu was under the care of her old grandmother. The grandmother was a beggar and she found it difficult to meet both ends. Meenu and her grandmother were living in a small hut. As a teacher, Sheela did her best in developing Meenu.

Activity-2

The investigator asked the participants to give some life situations in which one develops or tries to destruct others. eg.

1. A teacher motivating a child
2. A child playing with his peer
3. A child being angry with his friend
4. A mother scolding for unseen reasons
5. An angry teacher

Based on their examples, brief comments were made by the investigator/other participants to strengthen the concept of ‘developing others’.

Activity-3

The investigator showed a movie clipping of ‘Taare Zameen Par’ in which the teacher developed the dyslexia affected child through different ways and means.

Activity-4

In addition to this some photo clippings related to this area were also shown.
Activity-5

Finally, the investigator gave an illustration on how one could ‘develop others’:

“A mother wished to encourage her small girl’s interest in the piano, and so she took her to a local concert featuring an excellent pianist. In the entrance foyer the mother met an old friend and the two stopped to talk. The little girl was keen to see inside the hall and so wandered off, unnoticed by her mother. The girl’s mother became concerned when she entered the hall and could see no sign of her daughter. After her complaint to the concerned, an announcement was made requesting the audience to look out for the little lost girl. With the concert due to start, the little girl had still not been found. In preparation for the pianist’s entrance, the curtains drew aside, to reveal the little girl sitting at the great piano, focused in concentration, quietly picking out the notes of ‘Twinkle Twinkle Little Star’.

The audience’s amusement turned to curiosity when the pianist entered the stage, walked up to the little girl, and said ‘Keep playing.’

The pianist sat down beside her, listened for a few seconds, and whispered some more words of encouragement. He then began quietly to play a bass accompaniment, and then a few bars later reached around the little girl to add more accompaniments. At the end of the impromptu performance the audience applauded loudly as the pianist took the little girl back to her seat to be reunited with her mother. The experience was inspirational for everyone.

(Source: Impromptu concert)

The participants were encouraged to develop others by their deeds.

After the activity, the student-teachers were told to review and discuss the issues in the story in sub-groups to come out with good conclusions.
4.2.6.2 DIMENSION: LEADERSHIP

Inspirational leadership is the quality of articulating and arousing enthusiasm for a shared vision and mission in a group. People with this competence step forward to lead as needed, regardless of position and they lead by example.

Session Objectives:

1. To evaluate the group participants’ knowledge about inspirational leadership.
2. To help them understand the need for having inspirational leadership.
3. To enhance their standing inspirational leadership.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector
3. Lap Top

Procedure:

For each activity the role of leadership in sub-groups were rotated and each person was given leadership, through which all the participants were inspired to lead the group.

The activities were:

Activity-1
Theme dance

Activity-2
Mock Parliament

Activity-3
Organizing a Procession

Activity-4
Role-play on Home environment
Each activity was done in a stipulated period of time (five minutes). After the above four activities, FGDs were held, in sub-groups to come out with good learning.

**Activity-5**

The investigator described inspirational leadership with the help of Mahatma Gandhi’s life experience. Gandhi was the most inspirational leader of the first half of the 20th century. His advocacy of civil obedience and non-violent mass protest were the most effective ways of achieving social change. This contribution gave rise to freedom movements around the world, from Poland to the Unites States and to Burma. On the day Gandhiji was assassinated, Nehru addressed the nation saying, “Our light has gone out, but the light that shone in this country was no ordinary light...” from which it can be easily understood how much Gandhi inspired the people of our nation.

**Activity-6**

Photo clippings relevant to this area were also shown.

After the above activities, the participants were told to make a review on the activities, to concretize their learning.

**4.2.6.3 DIMENSION: INFLUENCE**

A person can be called influential if he has wielding effective tactics for persuasion. People with this competence are skilled at winning people over, use complex strategies like indirect influence to build consensus and support; and orchestrate dramatic events to effectively make a point.

**Session Objectives:**

1. To examine the group participants’ views about influence
2. To test whether the participants are influential.
3. To help them appreciate the importance of influence.
4. To strengthen their level of being influential.

**Materials Required:**

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector
3. Lap Top
4. Paper slips in which controversial topics were written
5. Pictures showing different factors that influence the personality of an individual (Appendix H- File 3.)

**Procedure:**

**Activity-1**

Different controversial topics were given for each sub-group to discuss how far they could influence them.

**Activity-2**

The investigator showed a pictorial diagram of different factors that influenced the personality of an individual and each sub-group was asked to discuss on one given factor and how it could influence her/him.

**Activity-3**

The investigator explained the importance of “influence” by giving some quotes:

1. “If you cannot persuade your colleagues of correctness of your decision, it is probably worthwhile to rethink your own”.
   (Source: Influence)
2. “You can get more with a kind word and a gun than you can with a kind word alone”.
   (Source: Entrepreneuer)
**Activity - 4**

The participants were asked to stand in a circle and select any two leaders from them. The leaders were asked to be in the centre to perform some actions say, one of them can clap hands and the other can pat on his shoulders. The participants were asked to enact either of the leaders. Thus it was tested which leader was influential.

**Activity-5**

Some photo clippings were shown to stress the importance of ‘influence’.

After all these activities, the participants were told to reflect on them and strengthen their new learnings.

**4.2.6.4 DIMENSION: COMMUNICATION**

Communication is the ability of an individual to listen openly and send convincing messages. People with this competence are effective in ‘give and take’; deals with difficult issues straightforwardly; listens well, seek mutual understanding and welcome sharing of information fully. They foster open communication and stay receptive to bad news as well as good.

**Session Objectives:**

1. To analyse the group participants’ views about Communication.
2. To help them appreciate the importance of Communication.
3. To develop the participants’ Communication skills.

**Materials Required:**

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector
3. Lap Top
4. Topics for the activity ‘On the spot – On the spot’ written on paper slips
Procedure:

Activity-1

The investigator gave some real life situations:

a) A husband and wife were very loving and caring for each other. In the beginning, everything was told to the partner and everything was shared and even the partner listened very carefully. But after a period of time, everything was not shared as in the beginning and something or the other was not told to the partner, but, which was not done intentionally - sometimes forgot or thought that there was nothing very important to tell. On these issues they began to blame each other and finally ended up in quarrel. And now it has gone till the divorce case ...

b) Ramu, Jacob and Raheem were neighbours. They used to meet every evening, talk about many things, shared their griefs and pains and showed concern towards each other. One day, when Raheem did not turn up, Ramu and Jacob discussed many things, something about Raheem was also discussed that day. Without proper listening/ hearing only certain points told by Ramu, Jacob went to fight with the other neighbour. But there was no such big issue as understood by Jacob. And now it has gone up to fighting with each other ...

c) When Sandeep and Pradeep were young, their parents were killed in communal fight. When they were growing up, no one was there for them in their good and bad times. When they were making mischief, all people used to scold them and no one listened to them, understood them. As such there was no communication between them and the members of the society, but now they have become criminals ...

What do you think of these situations ...? Respond ...
After every one has completed this stage of activity, the participants were asked to look at the causes and effects and discuss further.

Activity-2

“On the spot – On the spot” Activity:

In this activity, each participant talked on an issue by taking topics by lot. After each presentation, other participants evaluated how effective was the communication. The different communication skills were also analysed.

Activity-3

The investigator illustrated how an emotional word picture can be a means of communication. Many people believed that no book has had a more direct and powerful influence on American history than Harriet Beecher Stowe’s anti-slavery novel “Uncle Tom’s Cabin”. With its vivid description of suffering and oppression, the people from the south inflamed the people from the North against slavery, and thus became a force in bringing about the American Civil War. Harriet Beecher used what is known as an emotional word picture. It was in the form of communication that moved people to cry out against slavery in 1800’s.

An emotional word picture is a communication method that uses either a story or an object to help people to understand and feel what other person is feeling; e.g. National flag is an emotional word picture.

The participants were asked to discuss on the above activity.

Activity-4

A problematic situation was presented to the participants.

*Suppose you have an appointment to meet your friend at 10 am. But your friend came by 10.30 am only. How will you respond?*
Choose the response you would like to make from the following statements.

1. You are rude. You are always late.
2. You are an irresponsible friend.
3. Now I’ve only a little time to spend with you.
4. I wish you could come at the right time. Next time please don’t do this.
5. I feel angry when you are half an hour late and you don’t call me.
6. You make me so mad by being late.
7. Use non-verbal communications (NVC) such as looking at him smilingly/ with anger.

After the activity, the participants were told to review, reflect and discuss the activities.

4.2.6.5 DIMENSION: CHANGE CATALYST

Change catalyst means the ability of an individual to act as catalyst in the process of ‘change’. People with this competence will recognise the need for a change and remove barriers, challenge the status quo to acknowledge the need for a change, include others in the process of change and models the change expected of others.

Session Objectives:

1. To understand the group participants’ knowledge about change catalyst.
2. To help the participants to understand the characteristics of a change catalyst.
3. To help them appreciate the importance of change catalyst.
4. To enhance their skills for becoming a change catalyst.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. LCD Projector and Lap Top
Procedure:

Activity-1

The investigator gave some real life situations:

*Suppose you are appointed as a teacher in a school where the whole system was collapsed. All behaved as they liked - quarrelled with each other: “the school reputation is going down day by day. There is no commitment towards the students and society ... altogether a negative academic climate is created; SSC exam results of students - very poor.”* What will you do as a change catalyst in this situation to bring a positive change ...? Discuss.

Activity-2

The investigator gave examples of great personalities who are change catalyst in their own fields, such as, Mahatma Gandhi, Mother Theresa, Nelson Mandela, Dr. A. P. J. Abdul Kalam, T. N. Sheshan, Martin Luther King Junior, etc., Discuss.

Activity-3

The current Indo-US nuclear deal - Discuss.

Activity-4

The investigator motivated the participants to become change catalysts in their living situation by presenting a well known quote:

*I am personally convinced that one person can be a change catalyst, a 'transformer' in any situation, any organization. Such an individual is yeast that can leaven an entire loaf. It requires vision, initiative, patience, respect, persistence, courage, and faith to be a transforming leader.*

- Stephen R. Covey
Activity-5
The investigator presented the following real life situations to the participants and asked them how they would respond in each particular situation.

- Having a friend who has a broken family.
- Conflicts and riots in your society.
- Tensions in workplace.
- An unknown place where a serious bus accident took place.

The participants were then urged to perform as a change catalyst in whichever situation they are in.

Activity-6
Some photo clippings (Appendix H- File 3.) were also shown.

After each activity, the participants were told to review, reflect and discuss to strengthen the process of becoming a good catalyst.

4.2.6.6 DIMENSION: CONFLICT MANAGEMENT
Conflict management refers to the ability of an individual to negotiate and resolve disagreements. People with this competence handle difficult people and tense situations with diplomacy and tact, encourage debates and open discussions, orchestrate ‘win-win’ solutions and maintain peaceful atmosphere.

Session Objectives:
1. To test the previous knowledge of group participants about conflict management.
2. To make them understand the need and importance of conflict management.
3. To help them strengthen their skills of conflict management.
Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping
3. LCD Projectors
4. Lap Top

Procedure:

Activity - 1

Some of the participants on voluntary basis were paired and asked to stand facing each other. (Others were observing.)

They were asked to raise their hands and place their palm against their partners’. When they were asked to “Start”, they were to push against their partners’ hands. They were encouraged throughout; “Keep pushing. Push! ... ... That’s it, push! Keep on pushing”. (for a few sec/minutes )

After 30 seconds to a minute, call time, thanked everyone, and asked them to sit back.

After the completion of the above tasks, the following debriefing questions were asked.

1. What did you commonly feel while doing this activity ...?! 
2. When you pushed against your partner’s hands, what did your partner do to maintain equilibrium ...?! 
3. If you pushed harder, what did your partner have to do in response...?! 
4. Think about responding to someone with a different outlook/idea or opinion from your own. How could you verbally “push” in those situations, making the other person to try to push back harder against you ...?!
5. What are some of the ways in which you would respond to an opinion you disagree with that wouldn’t result in other person’s feeling pushed against ...?! 
6. Are there any additional benefits in asking questions about an opinion or idea you don’t immediately agree with ...?! 

The above questions were supported by giving the following example: “When you drop an egg in hot water, it hardens and when you drop it in cold water, it remains soft”.

Argumentative statements are like hot water: They tend to make people firm up and provoke them to do things in their own way. While soft statements lets your partner stay cool and soft and ultimately more open to hearing and considering your ideas later on.

**Activity-2**

The investigator presented the following statement:

“The well being of a person or an institution or a country does not depend so much on the absence of conflict, but on their ability to identify it, tackle it and in the best possible scenario find solutions”.

(Source: UNESCO)

Then, the investigator asked the participants how they would react to the following situations:

1. A friend teasing you in front of many people 
2. A teacher scolding you for wrong reasons 
3. Your parents allowing your sibling to go for a picnic and don’t allow you to go.

Based on the above activities, the participants were helped to discuss the nature of conflicts and the ways to manage them to reach at ‘win-win’ solutions.
4.2.6.7 DIMENSION: BUILDING BONDS

Building bonds refers to the ability of a person to build and maintain healthy relationships with other people. People with this competence will cultivate and maintain extensive informal networks, seek out relationships that are mutually beneficial, build rapport and maintain personal friendliness among colleagues.

Session Objectives:

1. To explore the group participants’ views about building bonds.
2. To help them appreciate the importance of building bonds.
3. To enhance their standing on building bonds.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping
3. LCD Projector
4. Laptop

Procedure:

Activity-1

Knowing the partner.....

The participants were paired; each of the pair was given a few minutes to know each other, and afterwards they were to introduce each other to a larger group. The following areas were covered; their family, educational background, traits, likes and dislikes etc.

Activity-2

Based on the current issues in the newspaper, the participants were asked to elaborate on building bonds or friendship/brotherhood between India / Pakistan / Bangladesh / Srilanka / China / Japan / USA / UK / Russia / Nigeria / Iraq etc.
Activity-3

The participants were asked to think of a person whom he feels is an ideal friend, and then they were asked to think about the qualities that made him the best friend.

After the above activities, the participants were told to review and reflect on the activities, to strengthen their concept of building bonds.

4.2.6.8 DIMENSION: TEAMWORK AND COLLABORATION

Team work and collaboration refer to the abilities of an individual to work in a group by co-labouring the team’s efforts. Teamwork requires collaborating with each other in a team, sharing plans, information and resources, and promoting a friendly / cooperative climate in the team; protecting the team and its reputation; sharing credit / discredit, etc.

Session Objectives:

1. To evaluate the group participants’ views about teamwork and collaboration.
2. To help them understand the importance of teamwork and collaboration.
3. To help them develop teamwork and collaboration skills.

Materials Required:

1. Picture Clips (Appendix H- File 3.)
2. Video clipping of ‘Chak De India’ (Appendix H- File 7.)
3. LCD Projector
4. Lap Top

Procedure:

Activity - 1

The investigator showed the movie clipping from ‘Chak de India’ pointing out how the coach built the team for the women’s hockey world cup.
Activity-2

The investigator showed some photo clippings (Appendix H- File 3.) for the development of team building and collaboration among participants.

Activity-3

The participants were asked to perform a tableau for developing team building and collaboration. The tableau focussed on:

1. The scene of a family – employed parents and studying children working together in the morning, preparing food, ironing dress and doing other things, by helping each other.
2. The scene from a kitchen – all working jointly with team spirit and collaboration for preparing food for a special function.
3. The scene from a school – teachers and student representatives working collaboratively for the arrangements for ‘School Day’.
4. The scene from a hospital – doctors, nurses, and nursing assistants working together for saving the life of a man met with an accident.

Activity-4

Individually, the participants were asked to compare business with and without partnership by referring to some of companies such as Reliance, Satyam, Tata, and small scale industries/ individual businesses and note down the points. Later the same topic was discussed in their sub-groups and the points were noted. Then, they were asked to compare their own points with that of the group.

Activity-5

At the end, all the participants, individually, were asked to spend the first ten minutes developing a mental picture of what his/her working situation would preferably be like in the next year while teaching. Then, the same was done in sub-groups. Then they were asked to analyse, whether an
individual’s viewpoint differed from the collective response when it came to a group.

Based on the above activities, the participants were directed to review and reflect on their findings to further strengthen the strengths and weaknesses of teamwork and collaboration.

4.2.7 Evaluation Session: EI

The EI enhancement programme was concluded with an evaluative session. The participants were asked to evaluate the programme by completing the reaction scale (Appendix - D) and by sharing their experiences.

Session objectives:

1. To make the participants aware of what they have learnt, and discovered about themselves.
2. To evaluate, the enhancement programme for EI as a whole, in terms of participants’ achievement, satisfaction, interactions and suggestions.

Methodology:

1. Individual exercise
2. Group Interactions
3. Sharing

Procedure:

To begin with Post-test was administered. The participants were asked to fill the reaction scale for feedback. After that each participant was given an opportunity to share her/his experiences during the enhancement programme. They were encouraged to give suggestions for improvement of the programme in its future implementation. The responses of the participants were recorded.
The session was concluded by thanking all the participants for showing a lot of interest in the programme and for their co-operation in voluntarily and sincerely involving themselves in the programme.

4.2.8 Overall (on the spot – brief) Observation of the EI Programme

The enhancement programme on EI was intended to increase the level of emotional intelligence of its participants. The participants, at first were helped to conceptualize EI effectively and made aware about the importance of this programme.

The EI enhancement programme was conducted smoothly according to the planned schedule. The participants showed great curiosity in understanding the concept of EI and its different aspects. All the participants attended all the sessions - this itself shows how this programme made an impact and influenced them. All of them actively engaged in the activities given to them, shared their experiences and reflected upon the thoughts of each session.

The whole enhancement programme on EI took 50 days including the administration of pre-test and post-test. The time table for the programme was fixed according to the availability of the participants. The enhancement programme was implemented effectively without much difficulty.
4.3. SI ENHANCEMENT

4.3.1 Orientation on the Whole Programme SI

Topics:

1) Introduction to the SI enhancement programme
2) Spiritual Intelligence

This session of the enhancement programme was an introduction to the SI enhancement programme and to the concept of spiritual intelligence.

Session objectives:

1. To orient the participants about the SI educational programme and its implication for the enhancement of spiritual intelligence.
2. To enable the participants to familiarise themselves with different aspects of spiritual intelligence.
3. To enable the participants to know and understand the meaning of spiritually intelligent life.
4. To enable the participants to understand about different viewpoints of spirituality.

Teaching Aids:

1. LCD Projector
2. OHP
3. Chalk board and chalk

Methodology:

1. Lectures and discussion
2. Reflection
3. Group sharing
**Procedure:**

The session dealt with the concept of spiritual intelligence (SI) and an orientation towards the role of enhancement programme on developing SI. The concept and meaning of SI and its different aspects were explained with the help of OHP and LCD projector. The investigator explained the role of the enhancement programme in developing SI among the participants. A brief explanation of how the enhancement programme would be conducted was also explained.

**Activity-1**

After the presentation of the context, the following exercise was given for reflection. Each participant would have to go through the exercise individually.

1. Recall any event or a particular time in your life when you overcame a stressful situation by trusting in God.
2. Recall any event when you felt the importance of living a life based on values.
3. Recall any event or particular time when you understood the need for considering people in all caste, creed, colour and gender as brothers and sisters.
4. Mention some of the spiritual values which are practiced in your life.

**Activity-2**

1. Five sub-groups were formed. The participants were asked to share their experiences of the above exercise in sub-groups.
2. The experiences of discussions in the sub-group were later presented to be the whole group.
3. The participants were asked to discuss their opinions and understanding regarding spirituality.
4. Later, they were given time for reflection and absorption of the concepts.
4.3.2 Introduction to Spiritual Literacy

Areas: Spiritual words

Spiritual literacy terms are those words which are used to convey the spiritual ideas and ideologies. It is the literacy of the terms which are directly or indirectly related to the concept of spirit / soul / Aatma. Spirituality, in the right sense, is possible to develop only if one is, first of all, literate about what it is. If a person is spiritually literate, he can acknowledge and maintain relationship with the self, others, environment, natural world and the ultimate. It is not required that to become spiritually literate, one has to master certain religious texts or climb to a high rung on the ladder of enlightenment. To begin with, even though familiarity with such terms would do, actual spiritual growth requires the literacy that goes far beyond reading and writing, or the acquisition of professional growth and skills. It has to answer the universal question, "How can I live a spiritual life every day?" Hence, spiritual literacy is beyond emotional and ethical literacy, nurture from the heart and foster compassion and love and in a wider perspective it is an outcome of insight and wisdom.

Session Objectives:

1. To identify and name commonly used spiritual terms from different life situations.
2. To explore and refine the group participants’ views and knowledge/understanding about spiritual terms and spiritual literacy.
3. To promote the importance and to enhance the thinking about spiritual term and their applications in daily life situations and school class rooms.

Materials Required:

1. List of spiritual terms/words.
2. Photo clippings (handouts) of spirituality expressed in various situations.
3. Video clipping for the same.
4. LCD Projector.
5. Lap Top.

**Procedure:**

**Activity-1**

The investigator gave a prepared list of spiritual terms (Appendix - H) and asked the participants to identify the commonly used and expressed spiritual terms.

**Activity-2**

The investigator explained the concept of spirituality in Indian context. From the list of spiritual terms, the participants were asked to find out the spiritual terms, which are very specifically related to Indian spirituality.

**Activity-3**

Photo clippings of different people well known for spiritual living were shown. From these clippings the students were told to identify and note down the spiritual behaviour which were exhibited through the life of these people.

After every one had completed this stage of activity, group participants were asked to turn to the next person and compare their notes. The different spiritual terms, which were unfamiliar to them, were explained. The unfamiliar spiritual term / feelings / expressions were explained and some related clippings were also shown. After a break of two to five minutes, the groups were reconvened and discussions were held about the nature and expression of spirituality. The investigator also joined the discussion wherever needed.

**Activity – 4**

The investigator explained the need for teachers to be spiritually literate.
Teachers must be spiritually literate, because it gives them necessary skill to ‘read’ the ultimate core of spirituality, its embodiment, and meaning in a particular socio-cultural situation. Spiritual literacy would help teachers to think of the common ground for interreligious / interdenominational uniqueness in the classrooms and to educate the students about tolerant attitude towards spiritual diversity; to do that, all teachers must be spiritually literate and spiritual literacy programs should be included in teacher education courses. Spiritual literacy can be fostered in their own study courses by allowing teacher educators to address spiritual themes which are directly or indirectly concerned with the flourishing of human life, through various world (sectarian) religious & denominations within each sectarian religion.

4.3.3 Cluster I: Ultimate Reality Aspect

Ultimate reality for all living beings and especially to human beings is related to God and divine perspectives. This cluster encompasses three dimensions: Knowledge of God, Religiosity and Soul or Inner being.

4.3.3.1 DIMENSION: KNOWLEDGE OF GOD

‘Knowledge of God’ means knowledge and understanding about the Lord Almighty who directs our lives. This understanding of the divinity helps man to acknowledge the divine presence within him, among his fellow beings and everywhere. It helps man to endure difficult situations.

Session Objectives:

1. To explore the group participants’ knowledge and understanding about God.
2. To help them appreciate the importance of the Knowledge of God.
3. To help them understand that the supreme power is guiding them, from within and always.
4. To (further) enhance their standing on knowledge and understanding of God and to strengthen the concept of ‘ONE GOD’, eventhough different sectarian religions may call Him by different names.

**Materials Required:**

1. Sacred books of major world religions (Bible, Geeta, Quran).
2. A chalk board or flipchart to allow discussion points to be jotted down.
   (The board should not become a focal point of the session.)
3. LCD Projector
4. Lap Top

**Procedure:**

The session began with a short talk by Rev. Dr. K. T. Joy (a well known retired senior priest in Marthoma Christian Denomination) about the ‘Knowledge of God’ in Christian perspective. He talked about the omnipotent and omniscient God who controls everything in the nature. Rev. Dr. Joy told the participants that God knows all the things happening in their life. He encouraged the participants to trust in the Almighty God.

After the talk by Rev. Dr. K. T. Joy, a prominent local leader of the Sanatana Dharma (Hindu religion) and Principal, Sankaramangalam College of Teacher Education, Kaviyoor, Kerala State - Sri. Murali Das Sagar addressed the participants and shared with them the concept of God based on the Hindu point of view. He mainly focused on the basic monotheism and the (apparent) polytheism and explained about the characteristics / nature of some of the demigods, the one (and only one) Supreme Almighty and the presence of all the 33 crores of demigods (‘devat’as) within HIM.

As a well known local representative of the Muslims, Sri. Ashraf. P. (Lecturer in Arabic, Mahatma Gandhi University College of Teacher
Education, Kanjirapally, Kerala State) briefly discussed about the ‘Knowledge of God’ based on Quran. He talked about ALLAHU AKBAR (God is great) and shared some incidents from the Holy Book Quran to establish the basic concepts about God.

The investigator himself briefly talked about the essence of other world major religions, viz., Jainism, Buddhism, Judaism, Confucianism, etc. Dr. K. S. George, Principal, Titus II Teachers College, Tiruvalla concluded the talks given by different religious leaders on the ‘Knowledge of God’ by highlighting its psychological implications, especially in the educational field. All human beings need someone whom they can always trust for solving their problems. Knowledge about the supreme power of God who works out everything for their good and on whom they can trust wholeheartedly, helps people to maintain their mental health, which surely contributes to the psychological well being of the individuals. Dr. George urged the participants to increase their knowledge about God, to maintain good health and hence to live happily.

At the end, the investigator stressed on the concept of ONE GOD, eventhough different sectarian religions call HIM by different names in their own languages; such as, ‘Krishna’, ‘Christ’, ‘Allahu’, etc. – these names refer to the same Supreme Lord Almighty; and thanked all the guest speakers.

The participants were divided into sub-groups and were asked to discuss about the talks on the specific topics to attain the objectives of the session.

Activity–1

Scriptures of various religions were read by the participants with regard to the concept of God. Books written by various religious leaders on God were also read.
Activity–2

A story was told about a person having the knowledge of God. He perceived a situation as God sees it and reacts accordingly.

In a coal mine, the workers used to bring their lunch. One day, a worker saw that his food was missing. After a long search, he saw that it was being eaten by a dog. The man became very sad, but suddenly he heard a voice “Everything is for your good”. He trusted God and went to a nearby shop to buy food. At that time suddenly, the factory was under fire due to some accident. All his fellow workers were burnt into ashes, but he was saved only because he lost his food, and he dealt with this miserable situation with trust in God:

“Man knows only what is seen
But God knows the end of the path”

Activity–3

The researcher gave some quotes related to ‘Knowledge of God’.

a. *It is easy not to listen to what the Quakers call the “still, small voice within,” that is the inner guide and your personal source of wisdom. It is often difficult to march to your own drum beat and listen to your instincts when the world around you pressurises you to conform to its dictates. Yet, to find the fulfilment, abundance and outright greatness that you seek, you must listen to those hunches and feelings that come to you when you most need them.* (Sharma, 2008)

b. *The more deeply we know ourselves, the more we can make authentic choices to make the leadership journey back home to the place we have always known, at our core, we have wanted to be. In the Greco-Roman temples of the past, above the entrance would often find the following words: “Know thyself and you will know the secrets of the universe and the Gods.”* (Sharma, 2008)
Activity–4

The investigator presented the following real life situations:

i. Water may be called as *water* in English, ‘*paani*’ in Hindi, ‘*thanni*’ in Tamil, ‘*vellam*’ in Malayalam...Though we may call it in different names, it is water only.

ii. Water is coming from different streams, but all the streams fall to a pond / river / sea.

iii. If we take some water in a bottle, the water gets the shape of that bottle. If the same water is transferred to another bottle of different shape, it takes another shape. Concept about God is of the same manner. Like the same water takes different shapes, the Almighty is known in different names in different places, in different languages, according to the perception of human beings.

iv. Ramapuram was a beautiful village, calm and greenish everywhere. People lived there peacefully. They believed in different religions but they loved all and co-operated with each other. In the midst of the village there was a large pond with plenty of pure water. All people of the village used this pond for their daily life. There are four entrances to the pond from the east, north, west and south. People from the eastern part used the east path because that was the easiest way for them to the pond. Similarly people from the northern part, western path, and southern part used their easiest path to the pond. In the same way people from different religions believe that their religion was the easiest and reliable path to the God. All the sectarian religions are different paths for reaching God.
After every one has completed this stage of activity, the group participants were asked to narrate such situations which they might have come across, in their life.

**Activity-5**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

### 4.3.3.2 DIMENSION: RELIGIOSITY

Religiosity of an individual is the attitude and appreciation towards all religions in general and to her/his own in particular. A truly religious person will be ‘righteous’. Spirituality is not (always) necessarily dependant on religiosity, but on one’s belief in ‘righteousness’. This session aims at developing the spirituality of the participants, rather than merely religiosity.

**Session Objectives:**

1. To analyse the group participants' views about Religiosity.
2. To help them understand the true meaning of Religiosity, and its relation to spirituality.
3. To help them appreciate the importance of not only Religiosity, but also spirituality.
4. To strengthen their standing on Religiosity, by helping them to honour/accept people in all religions, and hence to strengthen true spirituality.

**Materials Required:**

1. Sacred books of different religions
2. A chalk board or flipchart to allow discussion points to be jotted down.
   (The board should not become a focal point of the session.)
3. LCD Projector
4. Lap Top
Procedure:

Invited religious leaders from major world religions gave short talks about ‘Religiosity’.

Rev. Dr. K. T. Joy explained the meaning of religiosity by sharing some examples. Sri. Murali Das Sagar gave a talk mainly on the characteristics of a religious person. Sri. Ashraf. P. tried to explain about the difference between spirituality and religiosity. All the leaders explained that religiosity is an appreciation of one’s own religion with full understanding and at the same time, also, accepting the people of other religions as their own brothers and sisters.

The investigator and the religious leaders got involved in the discussions with the participants with all the broadmindedness. Dr. K. S. George led the discussion. The participants discussed about different riots which occurred as a result of the intolerant nature of the so called ‘religious’ people who failed to express the true meaning of religiosity by their works. Dr. K. S. George concluded the session by discussing about how the participants could be religious and at the same time spiritual by adjusting and tolerating the people with a different point of view. He emphasized how they should behave in the school classroom as well as society as teachers and encouraged them to be spiritual, rather than only religious.

Activity–1

Scriptures of various religions were read by the participants. Books written by various religious leaders were also read. This activity helped them to understand the central theme of different religions.

Activity–2

The investigator presented some real life situations:
i. A garden becomes more beautiful if it is filled with different types of flowers.

ii. A picture becomes much better if it is coloured properly, with different colours.

iii. Food becomes more delicious if different types of ingredients / dishes are included in it.

iv. From the Ramapuram illustration mentioned in the previous session, the investigator asked the participants to discuss about religiosity and spirituality.

**Activity-3**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the session.

After every one has completed this stage of activity, the group participants were asked to share their experiences, when they had come across similar situation. With the above situations, the participants were enabled to realise the importance of various religions in the process of educating the mankind.

**4.3.3.3 DIMENSION: SOUL OR INNER BEING**

Soul is the inner being of an individual. This inner being guides an individual about the path to be followed in one’s spiritual journey. This session aimed to develop awareness about the soul, among the participants.

**Session Objectives:**

1. To explore the group participants’ views about Soul or Inner being
2. To help them become aware about Soul or inner being
3. To help them understand the importance of Soul or inner being.
4. To develop their knowledge and understanding on Soul or inner being.
Materials Required:

1. Sacred books of different religions
2. A chalk board or flipchart to allow discussion points to be jotted down. (The board should not become a focal point of the session.)
3. LCD Projector
4. Lap Top

Procedure:

The investigator commenced the session by inviting the religious leaders to deliver thoughts about soul. Rev. Dr. K. T. Joy tried to explain that spirit / soul, and body constitutes a human being. Soul is the inner being that is capable to think, analyze a thing and take decisions; the inner being will guide people in the right path. Sri. Murali Das Sagar explained ‘soul’ by telling about ‘Jeevatma’ and ‘Paramatma’ from Hindu scriptures. Sri. Ashraf. P. gave a short talk on the importance of listening to the inner voice, by citing some examples from Quran. Dr. K. S. George delivered a talk about the relationship between a sound psychological wellbeing and one’s inner well being. The investigator himself spoke about the concept of soul in other major world religions.

The participants were divided into sub- groups and were asked to discuss about the talks on the specific topic to attain the objectives of the session.

Activity-1

Scriptures on the concept of soul in various religions were read by the participants. Books written by various religious leaders on the concepts of soul also were read.

Activity-2

The investigator gave some real life situations:
i. We present gifts to our friends and beloveds in different occasions. The gifts may be covered with glittering covers. But the glittering covers or gifts are not the important factors. Our love and concern towards them is the main thing. The gifts are only a way to express our feelings; in the same way our physical body is not the important object. It is only a medium to fulfil our duties. So we should give importance to our soul or inner being.

ii. Inside the body we have a lot of energy. We have to be aware of the source of energy inside the body. A 'living being' does not mean a body only; a body is not eternal, but the soul is eternal. Soul has no shape or size but it can act when it enters to a body. To realize the soul we have to know the meaning of Jeevatma (spirit soul) and Paramatma (super soul). In Hindu scriptures, 'Jeevatma' (spirit soul) is an infinitesimal part of infinite 'Paramatma' (super soul), like a fraction of a drop of water taken from sea. Water collected in the cup has a shape, but water in the sea has no shape. When the cup is broken, water collected (ultimately) reach back to the sea. Similarly when an infinitesimal part of Paramatma enters into a body, the body attains spirit and has the ability to act. When the living being dies the ‘Jeevatma’ leaves the body and goes back to ‘Paramatma’

**Activity-3**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

4.3.4 **Cluster II: Personal Aspects**

Important aspects of Spiritual Intelligence related to the personal behaviour are dealt in this cluster. This includes: Self-Awareness, Quest for Life Values, Conviction, Commitment & Character and Happiness & Distress.
4.3.4.1 DIMENSION: SELF-AWARENESS

Self-awareness is the awareness of an individual about his/her self and about the various activities and dimensions related to life. Spiritual self-awareness is the awareness of an individual that s/he is an infinitesimal part of God; hence, he is expected to be pure, sincere, truthful, etc. Meditation is one of the ways through which one can develop self-awareness.

Session Objectives:
1. To understand the group participants’ knowledge about Self-awareness.
2. To enable the participants to evaluate themselves regarding their ‘Self-awareness’.
3. To help them appreciate the importance of Self-awareness.
4. To further enhance their standing on self-awareness.

Materials Required:
1. Musical CD to help meditation process. (Appendix H File 10)
2. A printed paper sheet consisting of some simple daily practices which will improve one’s communication to oneself.
3. LCD Projector
4. Lap Top

Procedure:
Activity - 1

Meditational Activity

Practical Instruction
Meditation is not the stage of doing but the stage of being. All must be always aware of our own self. Meditation is a means of relaxation. It relaxes physical body and emotional & spiritual being. What does it require? It requires rest. When do we get this? Sleep is one of the means to rest. But while we are resting during sleeping, we are not aware of surroundings.
The physical body needs balanced rest, which can be attained through meditation. Recreation / Meditation needs sound mind. Mind likes rhythm and through this the body movements will be harmonised. When you breathe in, abdomen goes in and when you breathe out, abdomen goes out... so there is a tempo for everything...

**Steps in Meditation:** Relevant musical CD started playing with medium volume with dim light in the room. (Appendix H-File 10.)

*Keep all the things away... Take a comfortable position... All doors (mind) closed... Only open the ears... Gently close the eyes... Deeply close... Close your eyes completely... Keep it closed for ten minutes... You are going to tranquillity... Keep your tongue loose... Both the jaws loose... With the eyes closed... Visualise your leg... Visualise your tongue... Visualise your ankle joints... Visualise your calf muscles... Visualise both the knee joints... Visualise the thighs... Visualise your hips... Visualise your hip joints... Visualise your waist... Be attentive...*

*Now think positively... Loosen the legs... Look at your back or spine... No efforts should be done... do it lucidly... Loosen your back and spine... Now look at the stomach wall... Loosen them... Shoulder joints... Loosen... Hands... Arms... Loosen the hand... Loosen... Face... Full face... Be Calm... Soft, like the children... Look at the whole beautiful face... Good face you have got... Be cool... Look at your Head... Skull... Brain... 1.5kg... Loosen everything... Empty... loosen... Right from head to the toe... The whole body is loosened... Thank you for loosening the body... You are listening to me... Comfortable... Then it is loosening... Experience the lightness of weight... From 70kg... To 7kg... Full rest to the body... to the Central part of the body... Now think of stomach wall... It is not steady... It keeps on moving... Look at the movements... We don’t know... How beautiful it moves... Without any knowing or efforts... How*
rhythmically it is going... Without our permission... Specific type of movement is not there... Think of the stomach wall...

Now think of this... But don’t do anything... When stomach sucks the air out... Sucks the air in... Don’t need your permission... Your authority or permission... But it is working... Now the thought are on the stomach wall... Now concentrate on any divine picture or God or Guru or whichever divine Almighty that you pray to...

Keep on chanting of God... GOD... the Almighty... Paramatma...

Be calm... You are thinking on this... Any divine thing... Few seconds more... Keeping your eyes closed... Look at the wall of your abdomen... Look at the physical body... Coming out to the physical world... Little bit of movements... and then legs... Be stable... peaceful... and happy... Rub the hands... Move the hands on the face... Gently open your eyes...

(... few seconds of silence ...)

How was your experience? ...

After Relaxation activity, the group participants were asked how they felt about this meditational process.

The investigator explained that meditation is not the state of doing only, but the state of being. One must be always aware and balance should be needed in everything. Keep on practising, and then you will have a good state of being. Then our physical body will loosen and come on to the mind. Mind keeps on thinking. Goal is to achieve thoughtless mind on which we can meditate and it should be a divine concept/picture. Discipline should be from inside the mind. Those who have discipline will have good health and be aware of one’s self.
Activity-2

The investigator gave an illustration.

A wise sage met a beggar on the street one day. The beggar, to whom he was speaking, stopped the sage and asked him three questions: Why you are here? Where you are going? Is there any important reason for your going there? The sage looked at the beggar and asked how much money he generally made on one given day. On hearing the honest answer given to him the sage said, “Please come and work for me. I will pay you ten times that amount if only you will ask me these three questions before I do my meditation, early each and every morning”

The participants were asked to reflect on the above illustration.

Activity-3

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

4.3.4.2 DIMENSION: QUEST FOR LIFE VALUES

Quest for life values refers to an individual’s search for finding out values in life and living according to those life values. Spiritual values are given importance in this dimension. People should live on the basis of sound moral principles and strong ethical codes.

Session Objectives:
1. To explore the group participants’ views about ‘Quest’ for Life Values
2. To help them appreciate the importance of Quest for Life Values.
3. To enhance their standing on Quest for Life Values.
4. To challenge the participants to live a value-oriented life.
5. To help them understand the values they should possess as prospective teachers.

Materials Required:
1. Picture clippings (Appendix H- File 4)
2.  Lap Top
3.  LCD projector

Procedure:

Activity-1

The investigator gave an illustration:

*Once upon a time, there lived a farmer who was very hard working. One day, while he was cutting the branches of a tree on a riverside, the axe fell down into the river. He sat sadly on the bank of the river, not knowing what to do, as he lost his only tool of work. Suddenly, a goddess appeared on the water and showed him three axes and asked him to take his axe. The farmer, although poor, decided to be honest and selected the ordinary wooden axe (similar to the one he lost). The goddess was pleased with him. She blessed him and gave the other two (far better) axes to him and wished him a prosperous life.*

*(An old moral story).*

“**Honesty is the best policy**”

The participants were asked to reflect on the above illustration.

Activity-2

The investigator gave another illustration.

One day, Mr. Bejoy and family had three visitors. The visitors introduced themselves as Mr. Wealth, Mr. Fame and Mr. Peace. They asked Mr. Bejoy and family to invite any one of them into their house since “All of us would never enter a house together”. Mr. Bejoy and family were in a dilemma.

SON: We will invite Mr. Wealth, so that I can build a big house and live like a prince.

FATHER: We will invite Mr. Fame, so that I will be well known in the society.
MOTHER: But what is the benefit with wealth and fame, if there is no peace? We will invite Mr Peace, so that we can live here peacefully.

Father and son agreed with mother and they invited Mr. Peace to their house. As Mr. Peace entered the house, Mr. Fame and Mr. Wealth came into the house and sat with them. Mr. Bejoy was stunned at this scene.

Mr. Peace explained

“Wealth and fame rests upon those who long for peace”.

(An old moral story)

The participants were asked to reflect on the above illustration.

Activity-3

A documentary film on AIDS was screened in this session. The participants were asked to discuss on the cause and repercussion of AIDS on human life. The investigator showed some picture clippings too.

Activity-4

Incidents from the lives of great spiritual leaders such as Mahatma Gandhi, Mother Theresa, Martin Luther King Junior, etc were discussed with the participants. It was intended to develop the spiritual values such as tolerance, love, self-sacrifice, resilience, etc.

Activity-5

A message based on the ‘final judgement day’ of the Almighty was presented to the participants. Accountability of one’s life, thoughts and action were narrated in the class with the help of religious scriptures of major religions. Afterwards there was group discussion based on the above disclosure.
After every one has completed this stage of activity, the group participants were asked to discuss about the importance of living a value based life. The participants were also asked to discuss about the values they should inculcate as prospective teachers, and reflect on the following issues:

Generally the things that we value most when we are in our twenties, thirties and forties become the things we value least at the end of our lives. And all those things that so many among us currently value least, like deep human connections, random acts of kindness, being in superb physical condition, devoting ourselves to excellence in our work, creating a legacy and carving out time each day to work on ourselves so that the best within us shines, might act the end –reveal themselves to be most valuable.

4.3.4.3 DIMENSION: CONVICTION, COMMITMENT AND CHARACTER

This area deals with how an individual behaves- his character, conviction about the work and commitment towards the work. An individual who is committed with his convictions, with good character is sure to succeed in life. Mahatma Gandhiji, stressed on “Work is worship” i.e. spiritual man has to be committed and devoted to his work too.

Session Objectives:

1. To analyse the group participants’ views about Conviction, Commitment and Character
2. To help the participants to understand the Conviction, Commitment and Character of some great personalities.
3. To help them appreciate the importance of Conviction, Commitment and Character.
4. To challenge the participants to lead a life based on Conviction, Commitment and Character.
**Materials Required:**

1. Pictures of famous people like Churchill, Einstein, Darwin, etc.
2. Lap Top
3. LCD projector

**Procedure:**

**Activity–1**

The investigator made/helped the participants to recall the story of a railway bridge keeper, who had only one son.

He was watching a bridge which was mechanically adjusted for the passing of ship underneath and train on it. One day unexpectedly his only son was playing between the mechanical systems of the movable bridge, at the same time he heard the sound of train. He had only two choices. Either revolve the lever of the moving bridge to the safe passing of the train with hundreds of passengers or save his only son by not revolving the lever. He decided to revolve the lever. All of a sudden, his only son was crushed among the mechanical bearings of the bridge.

*(An old Moral Story)*

The investigator asked the participants to analyse the story.

**Activity–2**

A poem on ‘commitment’ by a great creative thinker (Goethe) was presented on the project or screen. The participants went through the poem and they were asked to recite the poem and discuss the inner meaning of the poem.

**Activity–3**

The investigator showed some picture clippings related to the theme and discussions were held based on this content at manifest as well as latent levels.
Activity–4

The investigator presented the following famous quote and asked them to discuss about character.

“When wealth is lost, nothing is lost. When health is lost, something is lost but when character is lost, everything is lost”.

Activity–5

Some of the salient features of Biographies of some of the spiritual leaders such as Swamy Vivekanada, Mahatma Gandhi, Baba Aamte, Dr. Radhakrishnan, Mother Theresa, etc. were mentioned by the investigator and discussions were held based on them.

Activity – 6

The investigator presented the following real life situations (illustrations):

**Illustration - 1**

The value of commitment to serve the people in spite of several continuous odds, get reflected from the following record of Abraham Lincon. (Guelzo, 2003).

<table>
<thead>
<tr>
<th>Incidents in Life</th>
<th>At the Age of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failed in business</td>
<td>22</td>
</tr>
<tr>
<td>Ran for legislature-failed</td>
<td>23</td>
</tr>
<tr>
<td>Again failed in business</td>
<td>24</td>
</tr>
<tr>
<td>Elected to legislative</td>
<td>25</td>
</tr>
<tr>
<td>Sweet heart died</td>
<td>26</td>
</tr>
<tr>
<td>Defeated for speaker</td>
<td>29</td>
</tr>
<tr>
<td>Defeated for electoral</td>
<td>31</td>
</tr>
<tr>
<td>Defeated for congress</td>
<td>34</td>
</tr>
<tr>
<td>Elected to congress</td>
<td>37</td>
</tr>
<tr>
<td>Defeated for congress</td>
<td>39</td>
</tr>
</tbody>
</table>
Enhancing EI and SI

<table>
<thead>
<tr>
<th>Event</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defeated for senate</td>
<td>46</td>
</tr>
<tr>
<td>Defeated for vice president</td>
<td>47</td>
</tr>
<tr>
<td>Defeated for senate</td>
<td>49</td>
</tr>
<tr>
<td>Elected president of the United States</td>
<td>51</td>
</tr>
</tbody>
</table>

Illustration–2

As all of you may be knowing, Kottayam RDO never used to bribe, so he had to face a lot of pressure and challenges from the private bus owners. Since his character was good, he did not heed to corruption. If he had taken bribe, he could have got along with them and would not have faced much problem; but he could prove himself. Likewise there are atleast a few people among collectors, doctors, officers, teachers, etc. who have boldly possessed good character, in spite of several odds.

Illustration–3

Henri Ford’s father was a farmer who wanted his son to follow him in his own footsteps. However, young Henri’s heart was with the motor engine and similar things with which he tinkered. After furious arguments, with his father, he left to chart his own course of action to create history by becoming one of the world’s richest entrepreneurs. Here, the lesson to learn is that one has to see where one’s spontaneous inclination lies and then have the courage, conviction and commitment to back it up. Henri Ford was regarded as a business genius in his time. This shows that even geniuses have to indulge in complimentary synergies - supplement their own strength and complement their weakness.

Illustration–4

Leonard Euler, a great mathematician who gave the formula $e^{i\pi}+1 = 0$, (known as God’s formula), was a blind man. His great achievement was due to his commitment to work hard.
The participants were asked to reflect on the above illustration.

**Illustration-5**

The investigator presented some pictures of famous people who were slow starters:

*Winston Churchill was so dull as a youth that his father thought he might be incapable of earning a living in England.*

*Albert Einstein’s parents feared their child was dull, and he performed so badly in high school courses except mathematics, that a teacher asked him to drop out.*

*Charles Darwin did so poorly in school that his father once told him, “You will be a disgrace to yourself and all your family”.*

The participants were asked to reflect on the above famous slow starters.

**Activity-7**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

**4.3.4.4 DIMENSION: HAPPINESS AND DISTRESS**

Happiness is the state of being happy and content about one’s situations; sorrow is the state of being worried and dissatisfied about one’s situation. Human life is mixed with happy and sad incidents. A spiritually intelligent person will accept sorrow in the same way as he accepts happiness. Maturity in facing both pleasure and pain indicates the presence of spiritual awakening.

**Session Objectives:**

1. To evaluate the group participants’ knowledge, and understanding about Happiness and Distress.
2. To help them understand the importance of Happiness and Distress.
3. To enhance their standing on Happiness and Distress.
4. To encourage the participants to live a spiritual life in both happy and distressful situation.

Materials Required:

1. Lap Top
2. LCD projector

Procedure:

Activity–1

Scriptures of various religions were read by the participants with regard to the concept of happiness and distress. Books written by various religious leaders on happiness and distress were also read.

Activity-2

The investigator gave some real life situations

1. Once there lived a young man who was well educated and hardworking and he used to find goodness in everything. But he was not employed. Each time he lost the interview, he strongly believed that it was good for him and he thanked God. At that time his hand was broken by an accident. Somebody accused him and somebody pretended sorry for him. But he prayed “this will be good for me” and thanked God as usual. At the same time the war was broken out and the ruler ordered to appoint all the young men to the army. All the youngsters were forced to join in the army for war but our young man was very lucky that he was not needed to join in the army since he was not physically fit. Most of his friends and other familiar young men died in the war. At the same time he attended an interview and was selected in a reputable post since he was the only qualified person who could attend the interview.

2. As another illustration, the investigator gave, was about a professor in a medical college who was explaining a case to his students. There was a mother in a village to whom, children were born with some difficulties. Father was very sick, mother had TB. The first child was blind, the second one died, the third deaf. The fourth one had TB from his mother. The mother conceived again. Professor asked his
students, “What would you suggest if the mother comes to you?” The whole class agreed to the opinion that the pregnancy should be terminated. Then the professor smiled and continued the story. The mother’s doctor also suggested her to abort. But she refused, trusted in God and gave birth to a baby boy, but he too was found to be deaf, Professor continued. But the mother became happy when the child grews up. The child was none other than BEETHOVEN.

(Wilson, 2007)

3. Arthur Ashe, the legendary Wimbledon player was dying of AIDS which he got due to infected blood received during a heart surgery in 1983. From all over the world, he received letters from his fans, one of which conveyed, “Why does God have to select you for such bad disease”. To this Arthur Ashe replied, “The world over, fifty million children started playing tennis, 5million learn to play tennis, 5,00,000 learns professional tennis, 50,000 come to the circuit, 50reach the grand slam, 50 reach the Wimbledon, 4 to semi finals, 2 to the finals. When I was holding a cup, I neve r asked, “Why me?” And today I shouldn’t ask God, “Why me?” Happiness keeps you sweet, trials keep you strong, sorrow keeps you human, failure keeps you humble and success keeps you glowing, but only faith and attitude keeps you going.”

(Ashe & Rampersad, 1993).

Activity-3

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

4.3.5 Cluster III: Social Aspect

In social aspect, the dimensions of SI related to the social life of an individual are explained. This cluster encompasses the following areas: Brotherhood, Equality of Caste, creed, colour & Gender, Interpersonal Relations, Acceptance/Empathy, Love & Compassion, Flexibility and Spirituality in Leadership.
4.3.5.1 DIMENSION: BROTHERHOOD

The term ‘brotherhood’ refers to considering one’s fellow beings as brothers and sisters. All human beings are siblings under the fatherhood of God. The concept of ‘VASUDAIVA KUTUMBAKAM’ was dealt with in this section. All human beings have to love, care and help other humans in the best possible manner, as if they are the family members of one family on the planet Earth.

Session Objectives:

1. To give opportunities to the group participants’ to share their views about Brotherhood.
2. To help them appreciate the need and importance of Brotherhood.
3. To develop quality of Brotherhood in the participants.

Materials Required:

1. Lap Top
2. LCD projector

Procedure:

Activity-1

Scriptures of various religions were read by the participants with regard to the concept of brotherhood. Books written by various religious leaders on brotherhood were also read.

Activity-2

The investigator read out some real life situations:

- Ram was going to school. His school was very far from his house. On the way to school, he saw a beggar who was very tired. The beggar stretched his hands to the pedestrians, but nobody gave him anything. Due to hunger he pressed his stomach and cried. As Ram saw him he felt as if the beggar was his own brother; he opened his bag and took his lunchbox and water bottle outside. With pleasure he gave them to the beggar. The beggar was very happy. After eating the food he was very satisfied and sighed. Ram helped him to
wash his hands. When he reached school the teacher had already started the class. He enquired Ram why he was late. Ram explained everything but the teacher was not willing to hear any excuse; so Ram was punished. Though he was beaten he was very satisfied with his deeds, as he could satisfy his (spiritual) brother.

(An old moral story)

Fleming was a poor Scottish farmer. One day at work in a field he heard a cry for help. Following the sound, Fleming came to a deep bog, in which a boy was stuck up to his chest, screaming and sinking. Farmer Fleming tied a rope around his own waist and the other end to a tree, and waded into the bog. After a mighty struggle in which it seemed they would both perish, the exhausted farmer pulled himself and the boy to safety. He took the lad back to the farmhouse, where Mrs. Fleming fed him, dried his clothes, and when satisfied he had recovered, sent him on his way home.

The next day a carriage arrived at the Fleming's humble farmhouse. A well-dressed man stepped out and introduced himself as the father of the boy whom Fleming had saved. "You saved my son's life," said the man to Fleming, "How can I repay you?"

"I don't want payment," Fleming replied, "Anyone would have done the same."

At that moment, Fleming's own young son appeared at the farmhouse door.

"Is he your son?" the man asked.

"Yes," said Fleming proudly.

"I have an idea. Let me pay for his education. If he's like his father, he'll grow to be a man we'll both be proud of."

And so he did. The farmer's son attended the very best schools, graduated medical college, and later became the world-renowned Nobel prize-winning scientist and the discoverer of penicillin, Sir Alexander Fleming.

It is said that many years later, the grown man who'd been saved from the bog as a boy, was stricken with pneumonia. Penicillin saved his life. His name was Sir Winston Churchill.

The brotherly approach of the fathers helped their children to become great people, real contributors to human hood.
Through this story participants were inspired to do good to others.

**Activity–3**

The investigator asked the participants to stand up for the Indian pledge. One of them was called to the front to lead them.

*India is my country and all Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.*

*I shall give respect to my parents, teachers and elders and treat everyone with courtesy.*

*To my country and my people, I pledge my devotion. In their well being and prosperity alone, lies my happiness.*

The group participants were asked to discuss about Indian spirituality and brotherhood.

**Activity-4**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

### 4.3.5.2 DIMENSION: EQUALITY OF CASTE, CREED, COLOUR AND GENDER

All human beings should be treated as part of the divine entity. No discrimination should be made on the basis of caste, creed, colour and gender. Enlightened spiritual being does not care for these kinds of stratification and social injustice.

**Session Objectives:**

1. To explore the group participants’ views about Equality of Caste, Creed, Colour and Gender.
2. To help them appreciate the importance of Equality of Caste, Creed, Colour and Gender.
3. To enhance their standing on Equality of Caste, Creed, Colour and Gender.
**Materials Required:**

1. Photo Clippings (Appendix H- File 4).
2. Lap Top and LCD projector

**Procedure:**

**Activity–1**

Scriptures of various religions were read by the participants with regard to the concept of equality. Books written by various religious leaders on equality were also read.

**Activity-2**

The investigator showed the preamble of the Indian Constitution and asked the participants to discuss about the measures; our country has taken to reduce inequality in the name of caste, creed, colour, etc.

The Preamble highlights a few fundamental values and guiding principles on which the Constitution of India is based. It serves as the guiding light for both, the Constitution as well as the judges who interpret the Constitution in its light. The beginning of the Preamble - "We, the people" - signifies that the power is vested in the hands of the people of India. The Preamble is as follows:

"WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, *SOCIALIST, *SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens:

• JUSTICE, social, economic and political;
• LIBERTY of thought, expression, belief, faith and worship;
• EQUALITY of status and of opportunity; and to promote among them all
• FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION”.

*The words "SOCIALIST" and "SECULAR" were introduced in 42nd amendment.
The participants were asked to discuss about the importance of Caste, Creed, Colour, Gender in Indian Constitution.

**Activity-3**

The investigator presented a real life situation:

> Once there lived an ideal teacher in a village. He was very generous and loved his students very much. He taught his students with the help of models, and examples from real life situations. For that he spent most of his time. He treated all his students equally and gave special attention to the dull and poor students. He didn't give preference to caste, creed, colour, gender, etc, but the school authority didn't like his attitude and they compelled him to give special attention to the students from the higher class because their parents were the important donors to the school. Opposition from the school authority and the parents of students from higher class grew strong day by day and at last the teacher was suspended from the school. The authority gave him a last chance for him, but he refused it and resigned the job with great satisfaction, silently but firmly upholding the concept of equality of all human beings.

**Activity-4**

The investigator told about Mahatma Gandhi, Muhammad Ali Jinna, Abraham Lincoln and Nelson Mandela and asked the participants to discuss about the works of the great men for the equality of caste, creed, colour etc.

**Activity-5**

The investigator asked the participants about how people should choose their jobs or profession, asked the following questions

1. Is it necessary that a doctor’s son should become a doctor?
2. Will it be a problem if a carpenter family chooses another profession?

Based on Sanadhana Dharma scriptures the participants were asked to discuss.

**Activity-6**

The participants were shown a photo clipping in which the former Secretary of State’s of the USA, Mrs. Condalisa Rice shook hand with Dr. Manamohan Singh,
the Prime Minister of India. This incident was a formal diplomatic meeting. Participants were asked to comment on it and discuss the need of gender equality in the classroom.

**Activity-7**

One of the life incidents of Dr. A. P. J. Abdul Kalam was narrated to the participants:

*When he was young, a Brahmin priest in Ramapuram used to invite him to dine with him. His wife didn’t like it. But the priest didn’t heed to the words of his wife. After a few days, his wife naturally agreed with him and they together, without any caste barrier dined.*

This epitome incident is narrated in Dr. Kalam’s autobiography.

Then the participants were asked to discuss various aspects of caste system, its problems and ways and means to eradicate this problem.

**Activity-8**

The participants were shown a clipping (Appendix H- File 4) on the symbol of equality and asked them to demonstrate the symbol. They demonstrated the symbol through a role play. Then the researcher asked a few more questions with regard to the role play.

1. What do you understand from this role play?
2. How equality can be maintained in a class setting and then in human endeavours?

After this, discussion was conducted based on the topic.

**Activity-9**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.
4.3.5.3 DIMENSION: INTER PERSONAL RELATIONS

Interpersonal relationship refers to the ability of an individual to deal effectively with others and providing help to others whenever necessary. Spiritually awakened people have to maintain a good and healthy relationship with other people. A person with this quality handles the spiritual urges of fellow beings creatively and positively - to be a solace and anchor during the turmoil.

Session Objectives:

1. To help them understand the importance of Inter personal Relations.
2. To provide opportunities for group participants’ to share their opinion about Interpersonal Relations.
3. To strengthen their standing on Interpersonal Relations.
4. To test the interpersonal relationship of the participants.

Materials Required:

1. Picture clippings showing Mother Theresa’s interpersonal relations.
2. Laptop
3. LCD Projector

Procedure:

Activity–1

The investigator gave real life situations of a great person:

Mother Theresa helped the poor and the needy with food, shelter, clothing, medicines, etc.

1. Why did she do all these things?
2. What do you see in her?

Activity–2

The investigator asked the participants to find out reasons and explanations for the following situations:

1. Students like some teachers more than the others.
2. Small children are often fearful to go to hospitals because of some nurses with rude nature.

3. We don’t feel like helping all people to the same extent; e.g. the help rendered to one of our family members and a stranger may not be to the same extent.

**Activity-3**

As a test to assess their level of interpersonal relationship, the participants were divided into sub-groups and were asked to write answers to the following questions on a given sheet of paper.

1. Explain briefly about the family background of anyone in your group.
2. Explain the route to the house of the person sitting next to you.

**Activity-4**

The investigator explained the idea of interpersonal relationship by telling a story:

*Once there lived four friends: Madhu, Rahman, Raphel, and Venu. One day they went to play some game. After the play, they became hungry. All of them sat down under a tree and cried because of hunger. By that time, an old man came that way. He saw the boys crying and asked them the reason. He gave four bread slices one to each of the friends. Madhu ate the slice as soon as he got it, without looking at the other friends’ needs. Rahman ate his own and took Raphel’s also. Raphel started crying because he lost his bread slice. Venu shared his own with his friend Ramu.*

The investigator requested the participants to comment on the behaviour or relationship of the friends with each other to discuss about how they should react to have good interpersonal relationship.

**Activity – 5**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.
4.3.5.4 DIMENSION: ACCEPTANCE/EMPATHY, LOVE AND COMPASSION

Spirituality of an individual can be accessed from his qualities to accept another person, to love and be compassionate to his fellow beings. ‘Accepting a person’ is one’s ability to understand that person and his situation as it is and continue to love him and being compassionate to him. These qualities will be developed only if we have the feeling that we are all children of ONE God.

Session Objectives:

1. To enable the group participants’ to analyse their own views about Acceptance/Empathy, Love and Compassion.
2. To help them appreciate the importance of Acceptance/Empathy, Love and Compassion.
3. To enhance their standing on Acceptance/Empathy, Love and Compassion.

Materials Required:

1. Lap Top
2. LCD projector

Procedure:

Activity–1

The investigator gave following real life situations:

We have decided some plan for the weekend holiday and we are planning to go out for watching a movie too on that day with our friends. We have some one hour work in the office on the same day of the holiday, but after that, it is appropriate time for the show. We have finished the work and now going to the movie. We informed the friends that we are coming for the movie and to be there with the tickets. It’s a great hectic day with rush everywhere since it is a holiday. We are now just to cross a road, and then it’s the theatre and the friends are now calling also since the movie is going to start. But at that time, we come across an old man who is trying to cross the road many times but in vain... drivers in their vehicles started shouting ... “what are you doing? Are you trying to cause an
accident and die on the road? ... etc.” to the old fellow. No one is helping the old man to cross the road, but giving comments only. At that time, even if you are late for the show and do not keep up the appointment with your friends, you are helping the old man to cross the road.

This is compassion, love, empathy and acceptance.

Activity-2

As an illustration for true love and compassion, the investigator gave the following illustration:

*It was a sports stadium and eight children were standing on the track to participate on the running event. ‘Ready! Steady! Bang!!!’ With the sound of toy pistol all the eight girls started running.*

Hardly had they covered 10 to 15 steps one of the smaller girls slipped and fell down; due to pain she started crying.
When other seven girls heard this sound, they stopped running, stood for a while and turned back; they all ran back to the place where the girl fell down.
One among them went, picked and kissed the girl gently and enquired. ‘Now pain must have reduced’.
All seven girls lifted the fallen girl, pacified her, two of them held the girl firmly and then all the seven joined hands together and walked together and reached the winning post. Officials were shocked. Clapping of thousands of spectators filled the stadium. Many eyes were filled with tears.

YES. This happened at Hyderabad in the sports meet conducted by National Institute of Mental health. And the children who participated were MENTALLY RETARDED children!

We can’t do this because we’ve brains. Yes, at times our brains know nothing but jealousy, hatred and other similar stuff that leave no place for love, care, mercy and compassion.
Activity-3

The investigator explained about love and compassion by narrating some incidences in the case of Mother Teresa.

Her hospital was only for those who were rejected from all hospitals and healthcare centres. In the first room of the hospital, where the patients are taken to, it is written above the bed

“This is the body of Christ . . .”

She sees God in the patients. She patiently, lovingly and compassionately cleans and gives first aid to the patients as if she was doing it for Jesus.

Activity-4

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

4.3.5.5 DIMENSION: FLEXIBILITY

Flexibility is the ability of an individual to accept a new situation and his willingness to change his ideas or viewpoints when he is convinced that a change is needed. In a way, spiritually, it may be perceived as a kind of ultimate surrender of one’s soul to be moulded according to the will of the Almighty.

Session Objectives:

1. To analyse the group participants' views about Flexibility.
2. To help them understand the need for being flexible.
3. To enhance their standing on Flexibility.

Materials Required:

1. Power point presentation (PPP) on 'Metamorphosis'.
2. Picture clippings of Abraham Lincoln and Mother Theresa.
3. Lap Top.
4. LCD projector.
Procedure

Activity-1

The investigator gave the following real life situations:

1. A new building is being planned by following the basic principles of construction. At this initial stage, we can modify the plan. But after starting the construction and when the building is being built, we can’t do any change in the foundation. But changes can be done only in the internal and external settings.

2. Without losing the fundamental values, Jesus Christ was flexible in the society by touching the leper and healing him, and in dealing with the ladies. Certain relevant life events of Abraham Lincoln and Mother Theresa were also shared with the participants.

Activity-2

The investigator narrated a story on the theme of lack of flexibility:

Once there was a guru in ancient India. He used to teach his students under a tree shade. A naughty cat usually roamed around them and made fuzzy scenes. The class was being disturbed. They tried to find a solution: whenever the cat arrived they tied the cat around the tree with a rope. This had been their usual practise when they began class. Later these disciples became gurus. They tried to follow the earlier practice of tying the cat in the corner of the class without any meaning. It is the lack of flexibility...

Activity - 3

The investigator told another story to explain the concept of flexibility more clearly:

In a western country lived a man up to 120 years. Some press people came to interview him about the reason for having a long and happy life. The old man said that he and his wife had never argued about any matter. That may be the reason for this long life. The press reporters didn’t agree with him and asked about his food habits. The old man replied that he had no specific food habits. The long life may be due to the non-argumentative nature. The press reporters become irritated and argued: “how can non-argumentative natures
be a factor affecting the length of life! There may be some other factors”. The old man calmly replied, “Sons, you are right”. Then also the old man didn’t argue! He was flexible to accept their view.

**Activity - 4**

The investigator showed a power point presentation of butterfly and its comparison with human life: (Source: adapted from Metamorphosis)

_The simplest definition explaining metamorphosis is change or transformation. Whenever we think of change in our life, it can either be positive or negative, and typically most minds delve into the darker negative aspect of change rather than positive. However, when we think of change in the form of metamorphosis, our minds automatically go a charming place as it thinks over the natural and healthy transformation of this journey._ (PPP)

The investigator illustrated the concept of flexibility by referring to the PPP on ‘metamorphosis’.

_“The term of metamorphosis actually relates to insects, more commonly, butterflies. As we observe their stages of personal evolution, we see how they have come from a struggling-to-survive larva to a full grown, beaming butterfly. So for us, this change that brings about the butterfly is glorious and remarkably positive, but, determining change on a human level often becomes convoluted”. (PPP)_

The investigator then asked the participants to compare this change with the changes in human beings.

_“Nature provides us the scheme for true evolution, true change. Our life is a journey that flows towards the Realization of our Highest Self, and as popularly believed, this process is not one of sorrow or deprivation, and rather it is blissful and self-affirming. So the change that we speak of is that integration of personality that reveals the identity between individual and Soul. Therefore on this ladder of evolution, we come closer to our Source, we_
come closer to God. Coming closer to God makes you more like God, and you will find in God there is only abundance, and this new-found abundance will translate into your life on every level. Nothing is ever excluded or compromised on the path of spirituality, it’s not about what we renounce, it is about what we gain”. (PPP)

The participants were asked to discuss and find answer to the following question:

“What is that transformation that will lift me from the unreal to the real, from darkness to light, from duality to singularity, and from man to God?”

The transformation we speak of is not something that is visible to the naked eye; rather it’s a subtle process that churns in depth of our inner world. It is this inner world that can truly define us at any given point in time, and it is this very world that expresses itself like a projection on the outside. Our minds are like that monitor containing a storehouse of dreamy films all projected onto the pure white screen of our Consciousness.

The investigator then showed a table of biology (metamorphosis) of butterfly and how it compares to the metamorphosis that we as individuals experience.

Table No. 4.2.
METAMORPHOSIS: The Butterfly Verses the Individual

<table>
<thead>
<tr>
<th>Stage</th>
<th>Butterfly</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Egg</td>
<td>Formation of human life</td>
</tr>
<tr>
<td>II</td>
<td>Larva</td>
<td>Physical and mental development</td>
</tr>
<tr>
<td>III</td>
<td>Pupa</td>
<td>Explorations of ideals and principles in life</td>
</tr>
<tr>
<td>IV</td>
<td>Butterfly</td>
<td>Attaining self-knowledge, completion of journey from bondage to liberation</td>
</tr>
</tbody>
</table>

To become the butterfly in the human experience is to reclaim the freedom that never was I bound by my own
thoughts, perceptions, beliefs or actions. It is the flight that occurs when we as Spirit leave the identity that “I am the body.” When we have wings to fly, where in the world can we not go? What in the world can us not experience? What great heights can we not soar to? The glass ceiling of our own ignorance defined by the perception of limitation, shatters in the abyss of our past dream, and we awake in the Consciousness of ‘Who I Am’. (PPP)

The participants were asked to comment on this presentation in sub-groups. The investigator asked them to carry out self evaluation on how far they are flexible in real life situations”.

**Activity-5**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

**4.3.5.6 DIMENSION: SPIRITUALITY IN LEADERSHIP**

Spirituality in leadership refers to the type of leadership with spiritual values. It means leading others not as subordinates but as fellow beings. Spiritual leaders will be ‘servants of others’ rather than ‘tough masters’. Leaders who are spiritually intelligent will be inwardly calm and can face any eventuality in a balanced way.

**Session Objectives:**

1. To understand the group participants’ views about Spirituality in Leadership
2. To help them to think of the importance of Spirituality in Leadership.
3. To strengthen their views on Spirituality in Leadership.

**Materials Required:**

1. Lap Top
2. LCD projector
**Procedure:**

**Activity–1**

The investigator gave some real life questions

1. Should a person believe everything he hears?
2. Should you have temptation to do everything that you desire?
3. Are you ready to agree or reveal the mistakes you have committed?
4. Whom do you prefer - a person in action or a preacher (only)?
5. Do you believe in the welfare of your followers rather than your own?

The participants were asked to discuss about spirituality in leadership, based on the above questions.

**Activity–2**

The investigator asked the participants to comment on the following situations:

1. A teacher scolding a late comer without asking the reason.
2. A mother, in a friendly way, discusses with the son about his love affair.
3. A manager who makes a decision after seeking the suggestions of employees.
4. A religious leader who forces his followers to practice his own ideas.

**Activity–3**

The investigator told about Mahathma Gandhiji’s leadership in revolting against the British rule in India with the powerful tool of non-violence. (one of the examples of a spiritually intelligent leader)

What do you learn from Gandhiji’s leadership?

**Activity–4**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.
4.3.6 Cluster IV: Holistic Aspect

One of the most important aspects of SI is the Holistic aspect, which explains the ability of an individual to deal with any situation in life in a totally spiritual perspective, believing that all things happen for one’s good only. Specifically this cluster includes only the single dimension ‘Holistic approach in spirituality’

4.3.6.1 DIMENSION: HOLISTIC APPROACH IN SPIRITUALITY

Holistic approach in spirituality refers to the approach towards one’s life in a totally spiritual way. Everything that happens in one’s life is for the betterment and refinement of spiritual inner being. People with this approach completely surrender their lives to the ultimate will of God, will be gracious, thankful and dedicated in unforeseen and painful circumstances.

Session Objectives:

1. To explore the group participants’ views about Holistic approach in Spirituality.
2. To help them appreciate the importance of Holistic approach in Spirituality.
3. To enhance their standing on Holistic approach in Spirituality.

Materials Required:

1. PPP on the real life story of Fanny Crossby.
2. Lap Top.
3. LCD projector.

Procedure:

Activity-1

To explain the concept of holistic approach in spirituality, the investigator told the real life story of Fanny Crosby: (adapted from Uthama sthree).
“Fanny Crosby was a poor girl born to a poor family in New York. She was perfectly a normal child at birth and while she was 18 months old, she was afflicted by fever and due to mistreatment of the viral infection by a doctor, she lost her eye sight. While she grew older, many people sympathised, seeing her pathetic situation. But Fanny Crosby tried to see goodness and God’s guidance in this entire situation. At her 8th year, she wrote her first song:

“Oh what a happy soul I am,
Although I cannot see;
I am resolved that in this world
Contended I will be
How many blessings I enjoy
That other people don’t;
To weep and sigh
Because I’m blind
I cannot, and I won’t.” (PPP)

“Fanny became one of the prominent singers and composers at that time. Once a man asked her, “Even when God gave you this much of talents, it is sad that He took away your sight”. Fanny replied that, “If I could give an application to God at the time of my birth, I would have asked Him to create me with blindness, so that when I reach heaven it would have been God’s face that I would see for the first time”. (PPP)

At the 85th year, Fanny wrote her autobiography. She wrote about the doctor who treated her wrongly and made her blind.

“I didn’t feel hatred towards that man even in a single moment, for more than last 80 years; the good God has made me blind by his abundant grace, so that I can do my duties successfully. How can I complain when I think of the blessings I enjoy now?” (PPP)

The investigator asked the participants to discuss about what would have been their response if they were in Fanny Crosby’s situation.
**Activity-2**

The participants were divided into groups and were asked to discuss how they would react during the following situations:

1. Sudden death of one of your close relatives.
2. When your neighbour cheats you.
3. You failed in an examination even though you expected high marks in it.
4. You met with an accident and all your activities were stopped for a while.

**Activity-3**

The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

**4.3.7 Cluster V: Life and Death (Natural) Aspect**

Life and death aspect of SI deals with the purpose of life, the meaning of death and the life thereafter. Specifically, this cluster deals with only the single dimension: ‘Spiritually Intelligent about Death’

**4.3.7.1 DIMENSION: SPIRITUALLY INTELLIGENT ABOUT DEATH**

Death is a reality and a natural phenomenon. Spiritually intelligent people believe that in the process of death, the essence of the body - soul is imperishable. One has to mould his life to face this reality with calmness, confidence and courage.

**Session Objectives:**

1. To analyse the group participants’ views about ‘Spiritually Intelligent about Death’
2. To help them appreciate the importance of ‘Spiritually Intelligent about Death’.
3. To help them to enhance their ‘Spiritual Intelligence about Death’.
Materials Required:

1. A paper containing questions on the natural phenomenon - death
2. Laptop
3. LCD Projector

Procedure:

The session began with a talk given by Rev. Dr. K. T. Joy about the ‘Spiritually Intelligent about Death’ in Christian perspective. He explained that death is the separation of one’s inner consciousness / soul from the body. It is the gate through which one enters the eternity. The concept of ‘life after death’ was emphasized, based on Hindu scriptures too; Sri. Murali Das Sagar communicated that after death one would be rewarded or punished according to his life on the earth; and the concept of rebirth was also explained by him. Based on Islam, Sri. Ashraf P. tried to explain that death is a reality and one has to be prepared to face death calmly and peacefully. Dr. K. S. George concluded the talks by stating that one must have a clear understanding about what death is; then there will be nothing to be feared. He told that death is a natural process, a process that is natural as birth, growth and the like.

Activity-1

The participants were divided into sub-groups and were asked to discuss about the talks on the ‘Spiritually Intelligent about Death’ to attain the objectives of the session.

Activity-2

The investigator started the discussion by telling about Swami Vivekananda. “One day some students from different colleges went to see Swamiji. While talking about different things, Swamiji suddenly asked them, “You are all studying different schools of different philosophies &
metaphysics and learning new facts about nationalities and countries; can you tell me what is the grandest of all the truths in life?"

The investigator asked the participants to respond to this question.

Then the investigator continued with Swamiji’s talk. “As none of Swamiji’s disciples gave the answer to this question, Swamiji himself told the answer: “Look here we shall die! Bear this in mind always, and then the spirit within, will wake up. All the meanness will vanish from you; practicality in work will come, you will get a new vigour in mind and body, and those who come in contact with you will also feel that they have really got something uplifting from you” (Source: I am a Voice without a Form: Thoughts of Swami Vivekananda)

The participants were asked to discuss on this.

**Activity - 3**

The participants were divided into different groups and asked to discuss about the concept of death and life after death based on scriptures from different religions.

**Activity - 4**

The investigator gave some questions (for discussion in sub-groups)

1. Is death a tragedy?
2. Is death an end of life?
3. How and when death occurs?
4. How do we face death?
5. What is the spirituality of death?

**Activity - 5**

The investigator explained that death is a natural phenomenon. There is nothing to be feared or anxious about death. According to J. Krishna Murthy (a well known philosopher), “Death is only the ending of
something, and in that very ending there is a renewing”. The investigator showed a poem written by an American soldier, before he was killed in the battlefield in World War II., and discovered by a stretcher-bearer; he wrote the following verses at the backside of his cigarette box:

Look God, I have never spoken to you,
But now I want to say “How do you do?”
You see God, they told me you didn’t exist,
And like a fool I believed to all this.

Last night from a shell hole I saw your sky,
I figured right then they told me a lie.
Had I taken time to see things you made,
I’d have known they weren’t calling a spade a spade

I wonder God if you’d shake my hand
Somehow I feel you would understand.
Funny I had to come to this hellish place,
Before, I had time to see your face.

Well I guess there isn’t much more to say,
But I’m glad God I met you today.
I guess the ‘Zero Hour’ will be soon here,
But I’m not afraid since I knew that you are near.

The signal, God, I’ll have to go;
I like you lots; and I want you to know,
Look, now this will be a horrible flight,
Who knows, I may come to your home tonight;
Though I wasn’t friendly to you before,
I wonder God if you’ll wait at your door.

I wish I had known you all these years.
Well, I have to go now; God; goodbye;
Strange- since I met you,
I am not afraid to die...

(Source: Dear Freedom)
Activity-6
The participants were asked to ‘reflect’ on all the above situations, later share the same in their sub-groups as well as in the whole group and to conclude about the various perspectives developed during the sessions.

4.3.8 Evaluation Session: SI
At the end of the enhancement programme on SI, the participants were asked to evaluate the effectiveness of this programme. They were asked to complete reaction scale for SI and share their experiences of this programme; and at the end, the post-test also was administered.

Session Objectives:
1. To make the participants aware of what they have learnt, and discovered about themselves in relation to the spiritual aspects.
2. To evaluate the enhancement programme for SI as a whole in terms of participant’s achievement, satisfaction, interactions and suggestions.

Methodology
- Individual exercise
- Group interactions
- Sharing

Procedure
To evaluate how the SI programme has impacted the participants, they were asked to fill up the reaction scale on SI. Some time was made available for the participants to share about their experiences. Participants were given full freedom in responding about the programme. They were given sheets of paper to write their experiences throughout the programme and their suggestions for the improvement of the same. The responses of the participants were recorded.
The session was concluded by thanking all the participants, especially for their active roles with frank responses.

**4.3.9. Overall Observation of the SI Programme:**

The SI educational programme for the enhancement of spiritual intelligence was carried out smoothly and without any problem during the whole course. Participants at first were made aware about the importance of the programmes and about the concept of SI.

The SI enhancement programme was conducted according to the planned schedule. The participants were eager to know about spirituality and the different aspects of spiritual intelligence. The special talks by religious leaders were found to be of real help for the participants in understanding the concepts clearly. All the participants attended each session of the programme and took part in all the activities with a lot of enthusiasm. All of them decided to live a spiritually intelligent life in the coming days.

The whole enhancement programme on SI took 40 days, including the administration of pre-test and post-test. The time schedule for the programme was fixed according to the availability of the participants. The enhancement programme was implemented effectively without much difficulty. This programme was expected to help the participants to enhance their SI as well as to develop their skills for better interaction and relationship with others.

The next chapter deals with the Data analyses, Interpretations, Conclusions & Discussions.