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APPENDIX - A

TEACHERS' EMOTIONAL INTELLIGENCE INVENTORY

Instructions:-

- The t.E.Q.- provides an opportunity to describe yourself by indicating the exact degree to which each of the statements of this inventory stands true for you. There are five possible responses to each statement.

- a) **Most of the times true of me.** b) **Quite often true of me.**
c) **Sometimes true of me.** d) **Rarely true of me.**
e) **Almost never true of me.**

- There are total 200 statements. Read each statement carefully and decide which one of the five possible responses describes you best for that particular statement. These statements are mere reactions or the way we feel and act in various situations. So no answer is '**right**' or '**wrong**' and '**good**' or '**bad**'. You are requested to answer openly and honestly by keeping yourself in the situation, by indicating how you actually are and not how you would like to be. The Answer Sheet has the serial number of each statement and the five boxes for five possible choices corresponding to each statement. Tick inside the box which corresponds to the exact choice you made.

e. g. If for statement No. 7 your choice is 'd' i.e. "rarely true of me," then tick the box below 'd'.

	a	b	c	d	e
7.	☐	☐	☐	☐	☐

Choose only one response for each statement.

➤ **Points to be remembered:**

- Don't spend too much time thinking about your answer. Give the first, natural answer that comes to your mind immediately.
- Be sure that the number of the statement in the answer sheet matches with the one in the booklet.
- Answer every statement, even if it does not seem to apply to you very well. Your answers will be kept entirely confidential.
- Answer as honestly as you can standing what is true of you. No emotions are right or wrong so please do not mark something just because it seems to be "right this way."
- Please fill up the column of personal information in response sheet correctly. Every information given here shall be kept entirely confidential.
- For your convenience, you may tear off the response sheet from this booklet and fill up the responses.

TEACHERS' EMOTIONAL INTELLIGENCE INVENTORY

Name: _____

Roll No: _____

Age: _____

Gender: M/F

Method: _____

Sr. No.	Statements	Most of the times true of me.	Quite often true of me.	Some times true of me.	Rarely true of me.	Almost never true of me.
		A	B	C	D	E
1.	I share information and ideas at work.					
2.	Even if I see a strong point in introducing a change, I fail to appreciate it.					
3.	I know what makes me annoyed or aggrieved with my colleagues and students.					
4.	I can teach my subject properly to all types of students.					
5.	I get bored very easily in any activity.					
6.	I am committed towards civic and moral values.					
7.	I am unable to get out of bad mood for days together.					
8.	I loose my balance and patience at the time of failures.					
9.	I am aware of my strengths and weaknesses.					
10.	I think there is no need to act unless compelled by urgency.					
11.	I believe that difference of opinions on any issue among various persons should be respected for healthy atmosphere of an organization.					
12.	I am hesitant in sharing ideas and cooperating, if credit is to be shared.					
13.	I am proud of being a part of my school.					
14.	I feel worthless and futile.					
15.	I like to help people in times of need.					

16.	I have difficulty in focusing on my agendas while working as a team.					
17.	I do not believe in running after challenging goals that involve taking risks.					
18.	People tell me that in the social gatherings and functions, my behaviour does not fit with the required social norms.					
19.	I cannot resist myself from buying things of my desire irrespective of my financial capacities.					
20.	I cannot set a goal for myself keeping in view my strengths and abilities.					
21.	In my opinion, syllabus should not be amended with changing times as it causes lot of inconvenience to teachers.					
22.	I believe in changing my methods of teaching according to the needs of students and demands of situation.					
23.	In order to have a congenial atmosphere, I agree even to the unacceptable/unagreeable opinions of others.					
24.	I believe that instead of wasting time on slow learners, they should be chucked out of the school.					
25.	On facing new students, I have the fear of being ridiculed or rejected by them.					
26.	I think I have made a blunder by chosing teaching profession.					
27.	I give more weightage to my personal motives and goals in comparison to the interests and goals of the institution.					
28.	Voicing and asserting my viewpoint is a formidable task for me.					
29.	I am ready to help even those people who have a different point of view from me.					

30.	In the classroom, I try to excite student's imaginations and inspire them to move in a desired direction.					
31.	I want to seek power or gain status regardless of my capabilities and abilities.					
32.	My actions of helping my colleagues are guided by motive of self-interest.					
33.	I went out of my anger by shouting in the class to relieve me of tension.					
34.	When I am upset, I am aware what's troubling me.					
35.	I am not hesitant in asking questions to clarify and ensure understanding.					
36.	A wide array of possibilities arises when we work in collaboration with others.					
37.	I have trustworthy friends whom I can rely upon in times of need.					
38.	I will welcome the challenge of taking up the assignment of teaching/handling slow learning and problem students.					
39.	I finish what I set out to do.					
40.	Once I take a responsibility, I put whole of my energy and efforts for its fulfillment.					
41.	There is no end to reasons causing stress in my life.					
42.	My colleagues and students hesitate to approach me as they consider me different from them.					
43.	For no specific reasons, I am happy or sad at times.					
44.	I think one should try to hit the very source of trouble or anxiety instead of avoiding or running away from it.					
45.	In comparison to my friends and peers, I consider myself as a big failure in life.					
46.	As per the demand of the situation, I can modify my tact of handling students.					
47.	I work towards a goal that is realistic and achievable.					
48.	I am aware of my feeling at a particular time.					

49.	I am in habit of giving a patient hearing to my students in order to understand their problems properly.					
50.	I have a set pattern of responding to every individual, irrespective of his/ her feelings and emotions.					
51.	I believe that a person's fate is framed and designed by his/her own deeds.					
52.	I feel shy and hesitant while extending a hand of friendship to someone.					
53.	I try to evaluate the knowledge and intellect of my students to decide upon a method of teaching suitable for them.					
54.	I feel that my life is full of dead ends.					
55.	I feel that real happiness lies in one's own way of thinking.					
56.	I am socially conscious and act and abide by socially acceptable norms.					
57.	I want my school to outshine every other school and I am always willing to action programme.					
58.	I listen to suggestions carefully but act on my own when it comes down to action programme.					
59.	I experience a new zeal and spirit to work in a changed scenario.					
60.	I know well about the likings and disliking of my colleagues and students.					
61.	I am ready to accept any challenge given to me.					
62.	I feel handicapped while taking even day-to-day routine decisions.					
63.	I get perturbed by very small and insignificant things.					

64.	I do not know whether I have done a good job unless pointed out by somebody else.					
65.	I can go out of the way to serve my students, especially during crucial moments when they need me most.					
66.	I believe that a teacher's role is limited in shaping the destiny of students.					
67.	I find myself more energetic and attentive whenever I take up any responsibility.					
68.	I enter into heated arguments with my colleagues and other people.					
69.	I can read and understand the reasons behind the feelings and actions of my colleagues and students.					
70.	I do not like students who come forward with new solutions to problems.					
71.	I see diversity and difference of opinion as a sheer threat to my individuality.					
72.	On change of a job or a transfer, I take a lot of time in adjusting to new circumstances.					
73.	To me, success of my students because of my efforts is more important than any materialistic benefit.					
74.	I give helpful and immediate feedback to my students on performance lapses.					
75.	If it comes to initiating or implementing a valid change, I can go all alone with no fear at all.					
76.	I feel that if I disappear from the earth, nobody would notice.					
77.	I believe that textbooks are the best sources of information and a teacher should not waste time and energy in exploring alternative means of knowledge.					

78.	If one of my colleagues is going through a turbulent phase because of some tragedy in family, I try to avoid him.					
79.	I believe in handling my emotions on my own rather than seeking others help.					
80.	I have relationship of trust and rapport with my boss.					
81.	I think I have a strong will power.					
82.	I think that other people or circumstances are more responsible for my shortcomings.					
83.	If something goes wrong, I immediately start to think about the possible remedies.					
84.	I can anticipate needs of my students in advance.					
85.	I try to find a fine excuse for the lapses or mistakes committed in my work.					
86.	I do not take any new assignment, unless inspired or forced by someone.					
87.	I feel that I cannot do anything properly.					
88.	Out of the various ideas and options, a teacher should try to choose ones suitable as per available resources and one's own capabilities.					
89.	I think there is no one in this world who can truly sympathize with me.					
90.	I give up in face of setbacks.					
91.	My students have a positive regard for me and see me as a source of reliable and helpful information.					
92.	I try to take feedback from students, their parents and my colleagues for improving my behavior and method of teaching.					

93.	When it comes to taking extra classes or additional work in the school, I readily offer my services for the same.					
94.	I get perturbed by the thought that others are observing my actions or me.					
95.	While trying to explain something to my students I ask them whether they are following me or not.					
96.	People consider me a cheerful and fun loving person.					
97.	A teacher can manage his class in a better manner if he/she understands the feelings of his/her students.					
98.	Angry outbursts are a part of my daily routine.					
99.	I impose myself on my students in a domineering and authoritarian way.					
100.	I can differentiate will among different types of my emotions.					
101.	I can perceive the difficulties and problems of my colleagues and students by putting myself in their shoes.					
102.	When someone asks for help, I turn him/her down, due to one or the other excuse.					
103.	In order to be successful teacher, one should have a proper knowledge of traditions and values of his/her organization.					
104.	I put my ideas before the students, irrespective of their mental level and vocabulary.					
105.	On loosing a favourite, although trivial, thing like a pen I am distraught for days.					
106.	I try to keep a friendly emotional tone in handling sensitive students.					

107.	I feel extremely jealous at the progress of my colleagues.					
108.	I promote and safeguard the interest of my favourite students irrespective of their capabilities.					
109.	While trying out new ideas, I also give weightage to old and tried out ideas.					
110.	I give priority to the needs and requirements of my students than to mine.					
111.	While teaching in the class, I promote a friendly and cooperative climate.					
112.	I immediately apologize to my students or colleagues after realizing my mistake.					
113.	I am ashamed about the way I look or behave.					
114.	I know how my emotions affect my actions.					
115.	I am fully aware of the expectations of my colleagues and students from me.					
116.	I am able to justify my decisions and actions despite opposition from others.					
117.	I remain fully alert to various developments taking place in my school.					
118.	I think that by ignoring a problem, you can make it go away.					
119.	My colleagues and students consider me a trustworthy and reliable person.					
120.	I execute all my tasks promptly and with full dedication.					
121.	I do not feel enthusiastic when asked to make changes in the conventional teaching style.					
122.	I can control my urge for immediate gains in pursuit of my long-term goals.					

123.	I am proud that I am a teacher.					
124.	While organizing cultural activities, I try to identify students with different competencies and then develop them accordingly.					
125.	I am able to sense the unspoken collective feelings of the students of my class.					
126.	I use my inherent talent and potential to the maximum.					
127.	I realize quite easily when any of my colleague, superior or student is annoyed with me.					
128.	I not only dream, but also try to weigh the possibilities of turning them into reality.					
129.	I feel absolutely misfit in the climate and culture of my institution.					
130.	I foresee the problems and take desired action in advance.					
131.	While explaining or narrating something in the class, I find most of my students inattentive, disinterested or out of tune.					
132.	I think my job, as a teacher is a routine type of work, which does not require any extraordinary efforts.					
133.	I consider myself a successful teacher.					
134.	I think that having children from diverse backgrounds and socio-economic groups creates chaos and mismanagement in the class.					
135.	I always exemplify a positive mood in the class, keeping aside my disruptive feelings what so ever.					
136.	I know what makes me happy or sad.					

137.	I come to know easily whenever any of my colleagues or students is perturbed.					
138.	In a team setting, I make sure that all the members feel valued.					
139.	When I find somebody laughing or talking, I feel that they are either laughing at me or criticizing me.					
140.	I have such impact on my students that I seldom fear of loosing the love and respect of my students even if I commit any mistake.					
141.	I acknowledge my own faults and try to correct them.					
142.	I believe that conflicts can be best managed through aggression.					
143.	I have full trust in my nears and dears.					
144.	I am haunted by the thoughts of taking revenge from others.					
145.	I have the faith that each child possesses certain qualities, which if tapped properly can make wonders.					
146.	I try to weigh every possible option before arriving at the final solution to a problem.					
147.	Whenever I take any task, I am not able to complete the same successfully because of one or the other reason.					
148.	It is difficult for me to make decisions on my own.					
149.	When someone is putting forth his viewpoints, I respond right away instead of waiting for him to finish.					

150.	I try to create such an atmosphere in the class where students from different backgrounds and different abilities can together groom.					
151.	I think that one should set goals according to one's strengths and weaknesses.					
152.	I have a feeling that creative students put hurdles in the smooth functioning of the class by asking unnecessary questions.					
153.	I think jealousy is must for being ambitious and moving ahead in life.					
154.	Once a student apologizes for his mistake, I immediately put an end to the negative feelings against him.					
155.	I depend on others for guidance or help for solving my problems.					
156.	Even after consoling my immediate anger in a provoking situation, I keep on fuming in silence for a long time.					
157.	I try to learn from mistakes made by me in past.					
158.	I believe that people, who volunteer for organizing school functions, invite their own troubles.					
159.	I would like to go with or for a change only if it suits my purposes.					
160.	I am able to identify my foul or cheerful mood and the reason lying behind it.					
161.	I keep in mind the individual differences of my students while assigning duties on a project.					
162.	If I am not clear on a certain issue or query raised by a student, I would not shy from openly admitting this fact in the class.					

163.	In a typical team environment, I feel that I have no say or importance at all.					
164.	On taking up a new assignment, I fear that I will not succeed.					
165.	In case of any emergency, I am at a total loss as what to do.					
166.	I try to talk with my students for getting them out of the conflicting situations or resolving their mutual conflicts.					
167.	I think a teacher's job is to teach and not to waste his resources in further learning.					
168.	I perceive any change as a burden and hindrance to the smooth running routine.					
169.	Given a choice, I would prefer to work on an assignment that demands excellence.					
170.	I voice my opinions and thoughts strongly, whenever the situation demands					
171.	I feel I have a poor rapport with my colleagues and students.					
172.	My interests and desires change very soon.					
173.	I think people respect of like only those, who are either good looking or are rich.					
174.	I cannot resist the temptation of a pleasure-seeking trip even if it involves missing a special school occasion.					
175.	I can break commitments and promises if it suits my purpose.					
176.	I attempt to make people feel easy and more comfortable with me.					
177.	I have full faith in my innate abilities and skills in order to overcome any obstacle.					

178.	On being confronted by my students on any issue in the class, I loose my calm and feel hurt.					
179.	On facing a setback, I approach the situation in terms of how to handle it rather than worrying about failure again.					
180.	I try to give due respect and attention to my colleagues and students while meeting them.					
181.	I try to make the anxious and stressful moments of the work situations quite lighter and enjoyable.					
182.	I consider myself helpless in overcoming my shortcomings and limitations.					
183.	In case of tough going situations, I become hopeless and depressed.					
184.	I enjoy my work, tasks and responsibilities as a teacher.					
185.	People tell me that they fear being around me.					
186.	I believe that probing to truth leads to unnecessary conflict, which should be avoided.					
187.	I feel very hesitant and defensive in exploring or adopting new ways of doing things.					
188.	I have a strong urge that the result of my class should be best in the school and I am ready to put any extra effort for this.					
189.	Every failure in life gives me more strength and impetus to go ahead.					
190.	I believe that it is not advisable to trust anybody in this world.					
191.	I feel that people like me because of my good behaviour.					
192.	I have to make lot of efforts to make or keep friends.					

193.	I shy away from adopting novel teaching strategies due to fear of risk involved.					
194.	I have a strong rapport with my colleagues and students.					
195.	My colleagues can tell me whatever is in their mind without the fear of being judged or ridiculed.					
196.	Despite being in bad mood, I don't allow it to be revealed to the students of my class.					
197.	I welcome new initiatives and changes by believing that change always brings betterment.					
198.	I have been told that I can be very insensitive at times.					
199.	While taking any decision, I am caught in a conflict with myself regarding, which is right and what is wrong.					
200.	To avoid a stressful situation, I believe in time management and avoid postponing my tasks.					

APPENDIX - B

B. K. PASSI'S GENERAL TEACHING COMPETENCE SCALE

Name: _____ Roll No: _____ Gender: M/F Age: _____

Method: _____ Observation No: _____ Std: _____

Topic: _____ Date: / /12

Sr. No.	Statements	Not at all				Very much		
		1	2	3	4	5	6	7
	PLANNING (Pre-instructional)							
1.	Objectives of the lesson were appropriate: clearly stated, relevant to the content, adequate and attainable.							
2.	Content selected was appropriate: relevant and adequate with respect to the objectives of the lesson, and accurate.							
3.	Content selected was properly organized: Logical continuity and psychological organization.							
4.	Audio-visual material chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives.							
	PRESENTATION (Instructional)							
5.	Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/ technique.							
6.	Questions were appropriate: well structured, properly put, adequate in number and made pupils participate.							
7.	Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness.							
8.	Concepts and principles were explained (understanding brought about) with the help of clean, interrelated and meaningful statements: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.							
9.	The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non verbal): simple, relevant to content an interest level of pupils.							

10.	Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils' postures, and listening, observing and responding behaviour of pupils.							
11.	Deliberate silence and nonverbal cues were used to increase pupil participation.							
12.	Pupil's participation (responding and initiating) was encouraged using verbal and nonverbal reinforces.							
13.	Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time.							
14.	Pupils' participated in the classroom and responded to the teacher and initiated by giving their own idea and reaching to others' ideas.							
15.	The blackboard work was good: legible, neat, appropriateness of the content written and adequate.							
	CLOSING							
16.	The closure was achieved appropriately: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment).							
17.	The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate.							
	EVALUATION							
18.	Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives, valid, reliable and objective.							
19.	Pupils' difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken.							
	MANAGERIAL							
20.	Both attending and non attending behaviours of the pupils were recognized: attending behaviour was rewarded, directions were given to eliminate non-attending behaviours, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were used to recognize pupils' attending and non-attending behaviours.							
21.	Classroom discipline was maintained in the class: pupils' followed teacher's instructions that were not related to the content.							