CHAPTER-1

INTRODUCTION

1.0 INTRODUCTION OF THE PROBLEM

Due to technological advancements, Indian society is going through transformation, leading to change in needs and demands. Life style has drastically changed. Advancements, undoubtedly, have made our lives comfortable, but there is a cost to every comfort. We are paying this cost in the form of stress, anxiety, depression and alienation. We are paying this cost by disturbing our psychological, physical and social well-being. People have become less tolerant and loosing patience. Understanding self and others, empathizing, cooperating, such words are loosing their meaning and expression in society. It is not only adults who are affected and suffering, even children are paying the cost. Following are some very unfortunate news items from different States of India:

18 yr girl shoots self in Hauz Khas. She was under extreme depression (Hindustan Times, New-Delhi ed., Nov 6, 2006).

14 yr old Gyandeep Singh, a DPS Noida student, commited suicide by hanging himself, due to bad performance in exams (Hindustan Times, New-Delhi ed., Nov. 2, 2006).

20 yr old Khushbu jumps from the ninth floor of the CBSE building after performing poorly in exams (Hindustan Times, New-Delhi ed., Sept. 14, 2006).

School ransacked for death of girl (The Hindu, Madurai ed. Nov. 19, 2006).

At least 700-1000 cases of severe corporal punishment are reported every year (Tehlka, Sept. 16, 2006).

Occurance of such cases is quite frequent. The following are the same kind of incidents in recent dates:

A minor girl student, eleven-year-old Shanno, a class II student of a municipal school slipped into coma after her teacher allegedly punished her in Bawana here on Wednesday (The Hindu, New Delhi ed., 17th April, 2009).

An Intermediate second year student, Santosh Kumar, 17, of Korutla in Karimnagar district, was pursuing Intermediate II year, hanged himself with a plastic

wire. He had failed in physics and was very depressed about his failure in one subject (The times of India, Hyderabad ed., 11th May, 2009).

There has been an unusually high suicide rate among students of technical institutes, in Noida and Ghaziabad, with 15 students hanging, shooting or poisoning themselves, or leaping from high rises, in just over two years between February 14, 2006 and June 5, 2008 (The Times of India, New Delhi ed., 15th May, 2009).

According to Dr Sameer Malhotra, head of psychiatry at Noida's Fortis Hospital, "Growing materialism, competition and expectations, unrealistic goals, shrinking social support networks and inadequate coping and problem solving abilities are among the main causes of emotional distress. And, alcohol and drug use and relationship problems can also form a background for suicide" (The Times of India, New Delhi ed., 15th May, 2009).

CNN-IBN, on 7th Dec, 2007, reported statistics reveal that suicide rate among young teens and young adults have increased by almost 300 per cent. A study by the National Institute of Mental Health and Neurosciences says over a 1,000 young adults of 15 to 29 committed suicides in Bangalore in 2005.

But what really goes on in the adolescent mind before it decides to take that final plunge? Experts find out that it is never an impulsive decision, but rather a well thought out process. Increased incidence of childhood depression and decreased family support add to it.

Coping is basically a learned behaviour the way we function under stress is more a learned behaviour, for example, one child under stress may perform very great, at the same, time the other child may find it very difficult to cope with it depending on child's growth and the way he has learned to cope with it. It determines in the adolescent how he would cope up with those problems (CNN-IBN, on 7th Dec, 2007)

16-year-old Vinay, just 26 days before his board hung himself to death on Tuesday. In his seven page suicide note he apologizes to his father for not rising to his expectation. Vinay was under intense pressure to clear the IIT exam because his sister is an IIT topper (CNN-IBN, on 6th Feb, 2008).

Some of the factors responsible for this are cut-throat competition, anxiety, depression, fear of failure, highly expecting attitude of parents and communication gaps. Earlier, these used to be the problems of western society. But, globalization has removed all the barriers of culture and tradition and made world a village. Every parent wants their child to get into IIMs or IITs or some premier management or IT college. Most of them, who can afford, want their child to study and work abroad. And what is happening to child in turn. Why the demands of psychologists and counselors have suddenly increased in schools? Why a child is afraid of telling his parents that he or she does not understand mathematics, or could not fair well in exams? And why they prefer committing suicide then facing the problems? Parents and teachers are supposed to be the best friends, mentors, guides and facilitators for the child. How this communication gap crept in these most dear relationships? Why the number of juvenile delinquents is increasing? Why children of good families prefer bad habits? Who is responsible? Of course, not children, but, parents, teachers and education system are responsible for this and that is why they should be ready to bear the consequences. If we are not able to shape up one human life today, it will ruin hundreds or more human lives tomorrow, and, we all will pay the cost.

It is high time for stakeholders to get up and share the responsibility of making life easy for today's child, by nurturing him with love, care and compassion. But, how can this be done? It needs proper planning and organization. Education, if imparted in true manner, can create miracles. Krishnamurthy described education as a three-fold process:

1) Education starts with addressing the elementary behavior of the person;
2) The person is educated as an individual; and
3) The person is educated to be part of society, humanity and nature.

Education is not preparation for only a part of life, like work or career, but it is about grounding oneself to understand the nuances of life for a purposeful existence; educating a child for what he or she is not, is a crime and is an unintelligent form of education (Abdul Kalam, A.P.J. & Tiwari, A., 2008). A child can be shaped and molded in better manner by not being dominating and authoritative but by being understanding and empathizing. Swami Vivekananda said once about the goal and focus of education that even a sculptor is very clear during the process that what he is going to make out of the

marble block, similarly painter also has some design in his mind beforehand, but teacher is not sure that what he is going to produce out of his teaching. Present education is lacking emotional or human component in the curriculum. If education is imparted in its true meaning, it will solve most of the problems at individual level, as well as, social level.

An individual spends significant time of his formative life period in school environment. There is enough opportunity for school to handle problems of students. Education system involves human and material resources. Of these two only human resources can provide personal help to students. Human resources in school involve Principal, staff and teachers. Teachers spend most of the time with students during school hours. With technological advancements, other problems are also creeping in our social system. Children, nowadays have lot of information without knowledge of using it. Therefore, it becomes the responsibility of education system to help students and guide them in appropriate direction. But unfortunately this has not been practiced by the teachers due to lack of knowledge about identification of skills from the curriculum and their integration in teaching-learning process (Pathak, S., 2008).

The teacher who deals with a wide variety of students needs to have the major skills, like, communication skill (to educate, help, motivate students), Non-judgmental skills (to avoid impositions) and Empathetic skills (to understand them) (Emanuel, S., 2008). This is a need of the hour to add emotional component in pre-service teacher education program to enable upcoming teachers deal with student related issues. The complicated nature of educational issues and practical demands of the classroom teaching ensure that a teacher's work is immensely challenging. Berlak and Berlak (1981) provided the framework of common dilemmas faced by teachers in classroom:

Treating each child as a 'whole' person	⟷	Treating each child as a 'pupil'
Organizing them on an individual basis	⟷	Organizing them as a class
Aiming for quality in school work	⟷	Aiming for quantity in school work
Focusing on basic skills or cognitive development	⟷	Focusing on creativity
Presenting oneself formally with the children	⟷	Relaxing with the children

The resolution of such dilemmas calls for teachers to use their understanding of self, pupils, and environment, which together forms the emotional maturity, to judge and assess the most appropriate course of action. Continuous dilemmas faced by teachers in classroom make things difficult even for experienced teachers. These dilemmas requires teacher to be constantly reflective thinker. According to Dewey, J., (1916), reflective action involves a willingness to engage in constant self-appraisal and development. Among other things, it requires flexibility, rigorous analysis and social awareness. The 'self' or 'self-concept' is one of the central constructs in Roger's theory. According to him, 'self' consists of 'real self' and 'ideal self'. Real self consists of experiences of organism and ideal self is what the person would like to be. As the difference between real self and ideal self decreases, an organism becomes more aware about his own self and proceeds towards self-actualization. It becomes more differentiated, more autonomous and more socialized as it matures. Then it can be called as integrated personality which is the first dimension of emotional maturity.

For maturity, the individual must also be able to relate him or herself warmly to others in both intimate and non-intimate contacts and possess a fundamental **emotional security** and an **acceptance of self**. Maturity implies that the individual possesses a *unifying philosophy of life.* (Hall, Lindzey, Campbell, 2004, p-288).

To handle the complex and dynamic process of education, it requires individuals with integrated self and emotionally mature behavior who can help students to discriminate between right or wrong and not people. Strangely enough, it seems that the more information that is being available to us, the less well-informed we are becoming (RIMSE,2003). Decisions become harder to make and the world seems to be more confusing then ever. Knowledge, without the discriminating power of right and wrong can be harmful for individual himself as well as society, unless it is guided by wisdom.

Education is the training of the will which enables man to make use of knowledge to benefit himself and others (RIMSE, 2003).

To bring quality in education, curriculum needs to be designed in the light of present societal demands. The success of teacher education program depends on how efficiently and proficiently the teaching-learning process takes place in classroom. Education needs to be imparted wholistically and not in parts. Wholistic education aims at multi-fold development. Identification with the self, interrelation, interdependence, resonance, rhythm, coexistence and completeness are some of the indicator of wholeness. Education contributes to the realization of the whole through physical, cognitive, affective, spiritual and psychomotor development. But how to prepare teachers for wholistic development of learners? (Goel, C. & Goel, D.R., 2008). Teacher education program is not able to bring out teachers who can nurture and prepare complete human beings and help them live meaningful life. Teacher education program needs to be reviewed for its curriculum and some willingness is needed on part of stakeholders and then the education will be able to serve its true purpose of harmonious progress of each individual. There is enough content in our curricula to produce researchers, educationists, doctors etc, but, there lack emotional and human component. The process of education has a lot of potential; it just needs a small trigger in right direction.

1.1 EMOTIONS

The role of emotions in each and every individual's life is as important as life itself. Life would be a drab without emotions. Instead, it can be said that from the moment we wake up in the morning and accomplish the proceedings of the day, till the moment we sleep and even after that our dreams, our subconscious, everything is a product of our emotions, of our using the emotions. The term refers to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act (Goleman, 1995).

Stability in emotions means firmly established or fixed, not easily upset or disturbed, well balanced and capable to remain in same state. On the other hand, emotional instability is a tendency to display rapid and unpredictable changes in emotionality (Sharma, 2006).

Emotions originate from exposure to specific situations. The nature and the intensity of the emotion are usually related to cognitive activity in the form of the perception of the situation. That thought process or perception results in the experience and/or the expression of a related feeling. Emotions are our responses to the world around us, and these are created by the combination of thoughts, feelings and actions. It is important for each of us to learn that we create our own emotions. As we clarify our understanding of our own beliefs and patterns, we learn that we are actually choosing our own lives. We become accountable for our thoughts, feelings and actions. A feeling is the response part of the emotion.

Emotions come from the 'heart' whereas rational thinking comes from the 'head'. Emotion is an 'umbrella term' which includes the situation, the interpretation/perception of the situation and the response or feeling related to the perception of the situation.

The whole range of emotions is found in day to day life (professional or social). It is not an exaggeration to state that most personal and many managerial/organizational decisions are based on emotional processes rather than rational thought processes. For example, career decisions are often based on emotions of happiness and affection or even fear, rather than what is rationally best for one's career (Kidd, J.M., 1998).

Emotions are reactions to an object, not a trait. They are object specific. Emotions can turn into moods when you lose focus on the contextual object.

Emotions are adaptive responses to the demands of the environment (Ekman, 1992; Scherer, 1984a; Smith & Ellsworth, 1985). However, Fridlund (1994) argued that there is no formal definition of emotion that is not tautological in some way, and he ultimately suggested that emotion is merely a social convention for discussing behavioral intentions. At its core, most theorists agree that emotion is a reaction to a stimulus and has a range of possible consequences (Frijda, 1988). Emotional processing is a contextualized and complex process.

Elfenbein, 2006, shows that emotional process comprises two main components: automatic components and controlled or regulated components. Other then these two components there are post-emotional responses that affect the process. These post-emotional responses are primarily preconceived attitudes, behavior and actions.

Automatic components are a series of phases that occur during the process. First, there is a stimulus (depends on post-emotional responses), which is a platform for emotional registration (attention, sense-making and feeling rules), this helps in forming emotional experience (feeling state and physiology) and this makes emotional expression giving rise to expressive cues. Simultaneously, controlled or regulated components also keep playing there role. This includes selecting and modifying situation, reappraisal and experience and display regulation.

Emotions typically refer to discrete and intense but short-lived experiences, *moods* are experiences that are longer and more diffuse, and lack awareness of the eliciting stimulus. Moods can be created by stimuli of relatively low intensity, or can be left behind by emotions that fade so that the initial antecedent is no longer salient (e.g., Cropanzano, Weiss, Hale, & Reb, 2003; Schwarz, 1990). Elfenbein, (2006) re-emphasized statement of William James, (1884) that emotional process follows the perception of the stimulus. Perception depends lot on the personality traits. Emotional display is resultant of our perception, feelings and thoughts. Our perceptions are accumulated in our sub-conscious, which is the place of our self-concept. According to traditional psychology, personality traits (extroversion/introversion) and mood states (positive/negative) influence emotional processing separately (Luthans, F., 2002, p-299).

While studying emotions, it is common to come across various related and overlapping terms like:

Emotional competencies

Emotional intelligence

Emotional maturity

Though, this research study is related to emotional maturity but it was found during literature review that literature related to emotional maturity is very less. And the term is getting redirected to emotional intelligence. The researchers working in the field of emotional maturity face this difficulty of overlapping of emotional maturity with emotional intelligence (Partridge, R.W., Hyatt, L., Hyatt, B. & Hyatt, J.C., Dutta, A)

1.2 EMOTIONAL COMPETENCIES

Looking at the history, we find that when psychologists began to research intelligence, they focused on non-emotional aspects such as thinking, cognition, intellect, memory and problem-solving. However, some researchers realized that the emotional aspects, such as, feelings, moods and non-cognition are equally important.

Thorndike (1920) identified a dimension of intelligence and named it social intelligence. He described 'social intelligence' as the 'ability to understand and manage men and women, boys and girls to act wisely in human relations. This definition contains elements like 'ability to deal with people' and 'introversion and extroversion' types of personality which includes various competencies related to emotions.

Wechsler (1940) defined intelligence as 'the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment'. He referred to elements like affective, self and social factors and proposed that non-intellective abilities, i.e., emotional abilities are essential to determine one's ability to succeed in life. He found emotional abilities to be an integrated part of an individual's personality development.

Gardner (1993) has written about 'multiple intelligence' and proposed that 'interpersonal and intrapersonal' intelligences are as important types of intelligences as others.

Emotional processing proceeds from intrapersonal to interpersonal level (Elfenbein, 2006). There are various emotional competencies related to these levels and they determine our potential to learn and develop. These competencies can be divided into two basic domains of '*self*' and '*social*'. Boyatzis, and McKee (2002) (as cited in Elfenbein, 2006) included self-confidence, conflict management skills, fostering a service climate, and living one's values with transparency. Sayeed, O.B. & Shanker, M. (2006) listed following emotional competencies:

Impulsiveness

Self-acceptance

Problem-solving orientation
Self-awareness
Self-confidence
Decisiveness and independence
Personal fulfillment
Anxiety and stress, and
Assertiveness.

Similarly there are many emotional competencies that describe an adequate person (Dewey, J., 1938) as 'a warm and intimate taking in of the full scope of a situation'. Only well-aware, well-managed and well-motivated 'self' can empathize with others and handle social situations in an effective manner. Therefore, first 'self' is to be understood and managed then only it is possible to acquire social skills and manage interpersonal relationships. There are various components that help in acquiring emotional maturity. For the purpose of study, mainly following components were considered: self-awareness, self-motivation, self-regulation, social-awareness and social skills. There are various emotional competencies that determine our potential to learn and develop. These competencies have been divided into five clusters for the purpose of study based on the model given by Goleman (1995):

Self-awareness cluster: knowing one's internal states, preferences, resources, and intuitions. It includes following:

Emotional awareness: Reflects the importance of recognizing one's own feelings and how they affect one's performance.
Accurate self-assessment: knowing one's strengths and limits.
Self-confidence: A strong sense of one's self-worth and capabilities.

Self-regulation cluster: Managing one's internal states, impulses and resources. It includes following:

Self-control: Keeping disruptive emotions and impulses in check.

Trustworthiness: Maintaining standards of honesty and integrity.

Conscientiousness: Taking responsibility for personal performance.

Adaptability: Flexibility in handling change.

Innovation: Being comfortable with novel ideas, approaches and new information.

Self-motivation cluster: Emotional tendencies that guide or facilitate reaching goals. It includes following:

Achievement drive: Striving to improve or meet a standard of excellence.

Commitment: Aligning with the goals of the group or organization.

Initiative: Readiness to act on opportunities.

Optimism: Persistence in pursuing goals despite obstacles and setbacks.

Social-awareness cluster: Awareness of other's feelings, needs, and concerns. It includes following:

Understanding others: Sensing other's feelings and perspectives, and taking an active interest in their concerns.

Developing others: Sensing other's development needs and bolstering their abilities.

Service orientation: Anticipating, recognizing, and meeting other's needs.

Organisational awareness: Ability to read the currents of emotions and political realities in groups.

Social skills cluster: Adeptness at inducing desirable responses in others. It includes following:

Influence: Wielding effective tactics for persuasion.

Communication: Listening openly and sending convincing messages.

Conflict management: Negotiating and resolving conflicts.

Leadership: Inspiring and guiding individuals and groups.

Change catalyst: Initiating or managing change.

Building bonds: Nurturing instrumental relationships.

Collaboration and cooperation: Working with others towards shared goal.

Team capabilities: Creating group synergy in pursuing collective goals.

1.3 EMOTIONAL INTELLIGENCE

This concept emerged in theory of Thorndike (1920) in the form of social intelligence and scope of this term is 'ability to deal with people and manage human relationships'. But the term 'emotional intelligence' was coined and defined by Mayer and Salovey in 1990 as: 'a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action'.

This was again refined as:

Mayer and Salovey (1997) further elaborated that emotional intelligence was 'the ability to perceive emotions and to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth'. According to them, emotional intelligence involves areas, such as:

Knowing one's emotions- the ability to recognize how you and those around you are feeling.

Managing emotions- the ability to generate emotion, and then reason with this emotion.

Motivating oneself- emotional self-control, delaying gratification and stifling impulsiveness.

Recognising emotions in others- Empathy, it builds on emotional self-awareness and is a fundamental people skill.

Handling relationships- social skills.

Simultaneously, Goleman popularized this term by publishing two books on emotional intelligence in 1995 and 1999.

Goleman (1999) defines emotional intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'. Also it is mentioned that simply being high in emotional intelligence does not guarantee a person will have learned the emotional competencies that matter for work; it means only that they have excellent potential to learn them. When it comes to cultivating emotional competencies, maturity remains an advantage.

Spector, P.E., (2005) concluded in his paper that much work needs to be done to achieve consensus on viability of concept EI and the construct validity of EI measures.

1.4 EMOTIONAL MATURITY

Emotional maturity describes the process of becoming more intelligent about our emotions and our relationships (Goleman, D., 1999, p-285). The process goes on with age and experience from childhood to adulthood.

According to Walter Smitson, 1974, (as cited in Singh & Bhargava, 1990) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally.

Emotional maturity can be defined as the strength and courage to actualize individual abilities within the frame of social demands (Landau, E. & Weissler, K., 1998).

The definition of EM, according to Hyatt, Hyatt, and Hyatt (2007) is, "The understanding and acceptance of all of one's normal feelings and emotions and the appropriate response to those emotions in all circumstances. The understanding of one's own paradigm and the awareness that this may not be totally accurate or complete. The willingness to expand and enlarge one's paradigm with the acquisition of new information while recognizing and accepting differences in others as assets to be valued."

According to Bernard, (1954) (as cited in Singh & Bhargava, (1990) **following are the criteria of emotionally mature person:**

1) Inhibition of direct expression of negative emotions.
2) Cultivation of positive, up building emotions.
3) Development of higher tolerance for disagreeable circumstances.
4) Increasing satisfaction from socially approved responses.
5) Increasing dependence of actions.
6) Ability to make a choice and not brood about other choices.
7) Freedom from unreasonable fear.
8) Understanding and actions in accordance with limitations.
9) Awareness of the ability and achievements of others.
10) Ability to err without feeling disgraced.
11) Ability to carry victory and prestige with grace.
12) Ability to delay the gratification of impulses.
13) The enjoyment of daily living.

Singh & Bhargava, (1990) prepared a list of five broad factors of emotional immaturity as follows:

1) Emotional Unstability: this includes factors like stubbornness, irritability, short-temperedness, etc
2) Emotional Regression: this includes factors like feeling of inferiority, restlessness, hostility, aggressiveness, self-centeredness, etc
3) Social Maladjustment: this includes factors like lack of social adaptability, show hatred, liar and shirker.
4) Personality Disintegration: this includes factors like extreme reactions, phobia formation, pessimism, immorality, and distorted sense of reality.
5) Lack of Independence: this includes parasitic dependence on others, lacks objective interests, irresponsible and unreliable.

1.5 EMOTIONAL MATURITY AND EMOTIONAL INTELLIGENCE

Most of the definitions of EI and EM overlap. The literature reviewed shows different relationships between emotional intelligence and emotional maturity. Sometimes, emotional maturity is used as a synonym for EI. Some researchers show EM as a psychological dimension of EI. Some studies advocate that high EI will lead to high EM. And also there is literature showing that EM is a pre-requisite for EI.

Emotional Maturity has interested researchers over the years. Many developmental psychologists in 1800s have talked about emotional maturity (Loevinger, Adler, Jung, Allport). While research efforts have made significant impact and progress among researchers and implementers in child psychology and developmental psychology, it has failed to catch the public imagination. Other related concept, **emotional intelligence** has been a more recent stream of research. Emotional intelligence has been a more popular concept and has caught the public imagination. This has resulted in significant research, consulting work and corporate projects focusing on emotional intelligence. Emotional intelligence has been studied by many researchers and psychologists. It has been mainly defined as the knowledge of one's emotions, motivating oneself and managing self and relationships. Theorists have expressed interest in EM and have sought to define it; however, these definitions are insufficient and simply define components of EI. A by-product of the popularity of 'emotional intelligence' is that it is often used interchangeably with 'emotional maturity'

According to Hyatt, Hyatt, and Hyatt (2007), EI is like water behind a dam, having potential energy. EI is knowledge and understanding which has little or no value until it is properly released and utilized, whereas EM is the willingness and ability to utilize and apply the knowledge and understanding in an appropriate and productive way. One's emotional facets include the knowledge, ability, and the desire. EI constitutes the knowledge, while EM constitutes the ability and desire or willingness to act upon one's knowledge.

Emotional maturity is an old and broader term whereas emotional intelligence is recent and narrower concept. Present definitions of emotional intelligence simply include all the intrapersonal and interpersonal variables related to individual's personality.

From the available literature and understanding of both these concepts, it can be concluded that EI is about having knowledge and understanding of emotional aspects but EM is the ability and willingness to realize and transform this knowledge, or more precisely, acquiring wisdom.

"The highest level of emotional maturity is a state where a person acquires wisdom to think objectively, and treats all human beings equally, by being nonjudgmental about any situation or a person and has an ability to achieve self-realization by being emotionally detached". All human beings are at different levels of emotional maturity ranging from the lowest to the highest. Complete emotional maturity is achieved in various increasing levels depending on experience and exposure. If various emotional skills are enhanced, there is a scope for enhancing emotional maturity of a person.

1.6 NEED FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

It is very easy to enumerate few characteristics of a good teacher like good content knowledge, innovative teaching methods, creative teaching, understanding students and their problems, helping students by counseling and mentoring, meeting parents if needed, and there can be a long list. But it should be well-accepted and understood that teachers are, first of all, human beings. They also have their personal set of problems, some mental blocks, may be some inhibitions, social conditions, motivation, institutional demands, dissatisfaction with job and salary and so on.

Entering teachers may come with academic, social and emotional problems. Are these teachers capable enough to understand, handle and resolve the diverse problems faced by today's students? Is there any concrete and practical content in our present teacher education programs to prepare teachers who can understand and solve problems of students? Can our school teachers guide and counsel students for their social and emotional aspects? There is a subject of psychology but that has been narrowed down by making it educational psychology and with special focus on teaching and learning process. But, what is important is, to understand whether teachers are completely

prepared to teach and educate and if students are ready to receive. If the teacher is not in conditions to educate and student is not in conditions to receive, all the efforts made for making teaching-learning process effective, will go in vain. Some studies (Halperin, 1976 and Kounin & Gump, 1961) (as cited in Rohrkemper, M.M., 1984), clearly indicate that teacher's belief and behavior not only influenced activities in the classroom but also their student's behavior, perception of schooling and self-perceptions.

Teacher-educators need to identify the needs of student-teachers and to understand that how knowledge, understanding and skill of these entering teachers can be enhanced to make their teaching actually effective. The transition from teacher training to first teaching job could be dramatic or traumatic one (Veenman, 1984). Many teachers are not prepared for the transition, to face the actual classroom situation, workload, problems of management of school etc. They start finding conflict between the ideals learned during teacher training and actual teaching conditions.

A study by Veenman, (1984), listed main perceived problems of beginning teachers. First was found to be classroom discipline, second is about motivating students to learn, third was dealing with individual differences in classroom and some others. To deal with all these problems, there is a need of properly planned and organized educational program so that teacher can successfully teach and reach the students.

Indian mythology is evident of emotional crisis and indecisiveness of Arjuna, the lead warrior and the best student of Dronacharya, just before the great Mahabharata war. But, Sri Krishna was present there as an educator to enlighten his intellect with discourses of Bhagawad Gita and made him realize the dynamics of righteousness, action and truth of life. It is obvious for human beings to get trapped in emotional turmoil but if they are given proper guidance they are able to manifest their hidden abilities and skills. Therefore, teacher training programs must have an educational program which can help them to be emotionally mature and so that they can help students out of their problems.

Educational program involve proper planning and resources. It can be designed taking into consideration the problems and needs of teachers as well as students. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting.

1.7 RATIONALE OF THE STUDY

With increasing complexities of life and society, our traditional education and teaching is not able to prepare young minds for their future life. And that is the reason that after passing out from college with good grades, students find themselves standing nowhere. And if at all they manage to get a job, they are not able to sustain for longer period of time.

This implies there is something beyond IQ or good grades which controls our success, and they are one's own emotions. Emotions influence individual's psychology, physiology and behavior. They are related to health of mind and body, learning efficiencies, interpersonal relationships, personality development and adaptability to one's self and environment. Increasingly, the capacity to regulate emotions has come to be recognized as a core capacity for children and adults (Cassidy, 1994).

School education is a cradle for students to learn specific skills. Emotional literacy programs improve children's academic achievement scores and school performance. This is not an isolated finding; it recurs again and again in such studies (Goleman, 1995). Emotional literacy enhances school's ability to teach. This kind of training to students or teachers will help school in accomplishing the real mission of education.

Schools offers as a best place for correcting children's deficiencies in emotional and social competencies. For this purpose, teachers need to go beyond their traditional mission of passing on knowledge. There is little or nothing in standard teacher training courses that prepares for this kind of teaching. Therefore student-teachers or even

working teachers need special training for this purpose. Emotional literacy courses will be helpful for children to fulfill their roles in life, becoming better friends, students, son, daughters, and in future life are more likely to be better husbands, wives, bosses, workers and citizens.

Main purpose of educating teachers for emotional skills is that preparing teachers would have impact on large community of students and so program will have a mass appeal or a greater coverage. Teachers get an opportunity to be with students for a longer period of time and can actually influence students.

At times, an emotional insensitivity of a teacher affects the learner adversely because very often the learners feel fully attached rather integrated with the teachers. Even a minor emotional negligence can have greater significant effects then volumes of subject related information. So, a teacher always needs to be fully sensitive to all dimensions of personality, particularly, affective. The emotional maturity of teacher should find expression in all domains; whether it is teaching, talking, playing, walking, etc. Emotionally mature teachers are likely to produce emotionally balanced learners, and this transfer of maturity is very spontaneous, natural and continuous irrespective of the conditions it obtains. So there is a need to have holistic teacher education program for enhancing emotional maturity of the student-teachers

1.8 STATEMENT OF THE PROBLEM

DESIGNING, DEVELOPING AND IMPLEMENTING AN EDUCATIONAL PROGRAM FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

1.9 OBJECTIVES OF THE STUDY

1) To study emotional maturity of student-teachers.
2) To develop a program for enhancing emotional maturity of student-teachers.
3) To study effectiveness of the intervention program.

1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

DESIGNING: To prepare a framework of the program. Framework of the program meant thinking of various activities under the various domains of the program for enhancing emotional maturity in terms of self-awareness, self-management, self-motivation, social-skills, and social-management.

DEVELOPING: To prepare actual program based on the framework.

IMPLEMENTING: To put the developed program into action.

EDUCATIONAL PROGRAM: Here the Educational Program refers to a program meant for bringing out the best of emotions which already exist. The Educational Program included Pen Paper Exercises, Case Studies, Role Plays, Reflective Dialogues, Narrations, and group discussions for enhancing self awareness, self management, self motivation, social awareness and social skills.

EMOTIONAL MATURITY: The ability to evaluate emotions of oneself and others; identify and express feeling; balance the state of heart and mind; appreciate other's point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

STUDENT-TEACHERS: Students undergoing B.Ed Program.

1.11 DELIMITATIONS OF THE STUDY

There are a large number of dimensions of emotional competencies leading to emotional maturity but the present study is considering limited number of dimensions, namely, self-awareness, self-management, self-motivation, social- awareness and social-skills.