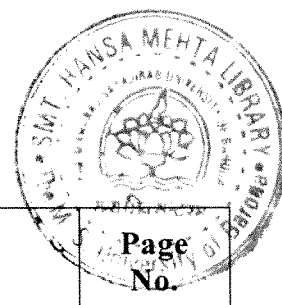


TABLE OF CONTENTS



Sr. No.	Topic	Page No.
	<i>Supervisor's Certificate</i>	<i>ii</i>
	<i>Acknowledgement</i>	<i>iii</i>
	<i>Table of Contents</i>	<i>iv</i>
	<i>List of Tables</i>	
	<i>List of Figures</i>	
Chapter – I : Introduction		1-43
1.0	Introduction	1
1.1	Life of an Adolescent	2
1.1.1	Defining Adolescence	4
1.2	The task of Education: Development of the whole child	4
1.2.1	Whole Child Education:	6
1.2.2	Through the child's eye:	10
1.2.3	Life Skills Education:	12
1.2.4	Kothari Commission's Report:	14
1.3	Emotional Intelligence	15
1.3.1	Dalai Lama's Concept of Emotional Intelligence and Management of Destructive Emotions:	17
1.4	Emotions	18
1.4.1	Definition of Emotion:	19
1.4.2	Where do emotions come from?	21
1.4.3	Constructive emotions:	21
1.4.4	Destructive emotions:	22
1.4.5	The Neuroscience of Emotion:	23
1.4.6	Affective Neuroscience:	25

1.5	Emotional Management	29
1.5.1	Emotional Intelligence and its Link with Psychotherapy:	29
1.5.2	Improving one's Emotional Intelligence:	30
1.6	Social and Emotional Learning (SEL)	32
1.6.1	The Development of Responsibility in Adolescence:	33
1.6.2	The Importance of Reflection for Adolescents as a part of SEL:	35
1.6.3	The Middle School Curriculum: Techniques and Practical Strategies for Teaching SEL:	35
1.6.4	The Resolving Conflict Creatively Program:	36
1.7	Linkage of the Present Study	38
1.8	The Present Study	38
1.9	Rationale of the Study	38
1.10	Statement of the Problem	40
1.11	Operational Definitions	40
1.12	Delimitation of the Study	41
1.13	Objectives of the Study	42
1.14	Research Questions	42
1.15	Organization of the Study	42
Chapter – II : Review of Literature		44-59
2.0	Introduction	44
2.1	Studies Related to Management of Emotions:	45
2.2	Studies related to Middle School Adolescents and their Social Emotional learning processes	49
2.3	Studies related to Emotional Intelligence in Adolescents	56
2.4	Implications for the Present Study	59
Chapter – III : Methodology		60-76
3.0	Introduction	60
3.1	Design of the Study	61

3.2	Population	62
3.3	Sample and Sample Selection	63
3.4	Procedure of Data Collection	63
3.5	Tools and Techniques of Data Collection	64
3.5.1	Bar-On EQi YV Scale	64
3.5.2	The ‘Neuro-Affliction Scale:	67
3.5.3	Student’s logs of significant learning:	68
3.5.4	Investigator’s Observation:	68
3.5.5	Feedback and observations from teachers:	69
3.5.6	Interview of students:	70
3.5.7	Case Study Methods:	70
3.6	Procedure of the Study	71
3.6.1	Pre-Intervention phases:	71
3.6.2	Intervention Phase:	72
3.6.3	Post-intervention phase:	74
3.7	Procedure of Data Analysis	74
Chapter – IV : Materials Developed For Intervention		77-151
4.0	Introduction	77
4.1	Intervention for Students	77
4.2	Therapeutic Intervention Program for Students: <i>An Overview:</i>	78
	PART – I	82
	<i>Session 1: Self Introduction</i>	
	<i>Session 2: Group Building Exercise</i>	85
	<i>Session 3: Learning to relax</i>	88
	PART – II	91
	<i>Session 4: Art of Relaxation</i>	
	<i>Session 5: Interpersonal and Intrapersonal skill development</i>	92
	<i>Session 6: “Self Induction”</i>	96

PART - III	99
<i>Session 7: Personal Learning's shared with the group members.</i>	
<i>Session 8: Self Awareness Program</i>	100
<i>Session 9: The world of Visualization</i>	104
PART – IV	107
<i>Session 10: Visualization Exercise</i>	
<i>Session 11: Emotional Literacy</i>	110
<i>Session 12:- Problem Solving Exercise</i>	113
PART – V	119
<i>Session – 13: Coping with Stress and Emotions</i>	
<i>Session 14: Coping with Emotions</i>	120
PART – VI	125
<i>Session 15-16: Relaxation Training and Anger Management</i>	
<i>Session 17: - Anger Management – Dealing with anger</i>	126
PART - VII	136
<i>Session 18: Social and Emotional Learning Program</i>	
<i>Session 19: REBT Exercise for Management of Destructive Emotions:</i>	139
<i>Session 20: Social and Emotional Learning (SEL)</i>	142
<i>Session 21: Relaxation Training Program</i>	144
<i>Session 22: Feedback and Reflections</i>	144
<i>Session 23: Social and Emotional Learning (SEL) Exercise</i>	144
<i>Session 24: - Personal Sharing Session</i>	145
The testing Program for the Students: -	146
And post – testing on Bar – On Emotional Quotient – Inventory Youth Version and the newly developed scale “ <i>Neuro – Affliction Scale</i> ”.	

Chapter-V: Data Analysis, Interpretation and Discussion of Results 152-212

5.0	Introduction	152
5.1	Analysis of Data	153
5.1.1	Paired Sample Statistics : Mean Scores on pre - test of Bar – On EQi YV	154
5.1.2	Paired Sample Statistics : Mean Scores on post - test on Bar - On EQi YV	155
5.1.3	Paired Sample t-test scores of Pre Intervention and Post Intervention on the six dimensions and Total EQ of Bar – On EQi YV scale:	156
5.2	Analysis on Neuro – Affliction Scale	160
5.2.1	Mean Score on pre – test on Neuro – Affliction Scale	161
5.2.2	Mean Score on post – test on Neuro – Affliction Scale	
5.2.3	Paired Sample Correlations on Neuro– Affliction Scale:	163
5.2.4	Paired Sample t-test scores of Pre intervention and Post Intervention on the six dimensions and Total Affliction of Neuro - Affliction Scale:	164
5.3	Students’ logs of significant learning/Self Reflections and Experiential Learning:	168
5.3.1	Knowledge Enhancement with Respect to Emotional Awareness:	169
5.3.2	Attitudinal Changes as a Part of Emotional Intelligence:	171
5.3.3	Behavioral Changes as a part of Intrapersonal Skills Development:	172
5.3.4	Emotional Management and Management of Destructive Emotions:	173
5.3.5	Handling Interpersonal Relationships:	175
5.4	Researcher’s Observation	177
5.5	Teacher’s Feedback	180
5.6	Indepth Interviews with the Six Identified Students after Post Intervention	181

5.7	Case Studies	182
	Case Study – 1	183
	Case Study – 2	187
	Case Study – 3	192
	Case Study – 4	197
	Case Study – 5	201
	Case Study – 6	206
5.8	Discussion of Data	211
Chapter – VI : Summary and Conclusion		213-235
6.0	Introduction	213
6.1	Emotions and Feelings	214
6.1.1	Emotional Intelligence by Daniel Goleman	215
6.1.2	Constructive emotions	216
6.1.3	Destructive emotions	216
6.1.4	The Neuroscience of emotion	217
6.2	Review of Related Studies	218
6.2.1	Study related to management of emotions	219
6.2.2	Study related to middle school adolescents and their social emotional learning processes	219
6.2.3	Study related to Emotional Intelligence in Adolescents	220
6.3	The Present Study	221
6.4	Rationale of the Study	221
6.5	Statement of the Problem	221
6.6	Operational Definitions	221
6.7	Delimitation of the Study	222
6.8	Objectives of the Study	223
6.9	Research Questions	223
6.10	Design of the Study	224

6.11	Sample and Sample Selection	224
6.12	Tools and Techniques of Data Collection	224
6.13	Procedure of Data Collection	225
6.14	Procedure of Data Analysis	225
6.15	Results and Findings	226
6.16	Implications	232
6.17	Suggestions for Further Researches	233
6.18	Conclusion	234
	Bibliography	236-241
	Appendices	