

## EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE: A FUTURE PERSPECTIVE OF INDIAN EDUCATION

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**Abstract:** Today the world has progressed in leaps and bounds in every field of study but we continue to face a value crisis. Despite high academic qualification, some people are involved in brutal and mindless terrorism and other antisocial activities. The academic qualifications have not created a cultured person and a worthy citizen. This shows a low level of Emotional and spiritual intelligence. This is where the role of the teacher becomes more significant. A teacher with high level of Emotional and Spiritual Intelligence can provide guidelines for living from a soul-level and attaining self-fulfillment in both one's work and private life. A teacher should be a guide, philosopher and friend to the student. As such, the teacher inevitably becomes a role model to the students. It is in the elementary stage that a child starts inculcating and forming his own value system. Therefore, elementary teachers have a strong hand in shaping the child's value systems. Only a teacher with high Emotional and spiritual intelligence in her can develop them into good personalities. The present paper discusses about the importance of Emotional and spiritual intelligence in Indian Education and its also influence in increasing the academic achievement and teaching efficiency of future elementary school teachers.

**Key Words:** Emotional and spiritual intelligence, Teachers, Indian Education.

### INTRODUCTION:

Emotional Intelligence is a recent development in the area of intelligence as well as in affective science, both of which have given birth to overlapping perspective on human nature. The concept of EI implies that humans are both rational and Emotional beings. They are predominantly neither rational beings nor emotional beings. Hence adaptation and coping abilities in life are dependent on the integrative functioning of both rational and emotional capacity (Salovey, Bedell & Mayer, 2000). Salovey and John Mayer (1990) had defined EI as a Mental Ability that consist of “ability to monitor one's own another feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” it was however ,modified a New York times behavioral scientist journalist, Daniel Goleman (1995).his model of EI includes(a)knowing one's emotions,(b) managing emotions,(c)motivating himself,(d)recognizing emotions in others and(e)handling relationships later, Mayer and Salovey (1997) revised their theory a bit to emphasize the cognitive component and talked about a hierarchy of mental abilities . Gardner considered inter and intrapersonal intelligence as distinct and relatively independent of each other (Sternberg 1999).Moreover, EI goes much beyond inter and intrapersonal intelligence. Ability model of EI could be merged with the section of emotional behaviour under content in Guilford's(1985) model of Intelligence, because the behaviour in content category was explained in term of abilities that provide social intelligence. But, emotional reasoning was not given any focus.

The English word ‘spirit’ (from the Latin word, ‘spiritus’, which means “breath”) has many differing meanings and connotations, all of them relating to a no corporal substance contrasted with the material body. The spirit of a human being is the animating, sensitive or vital principle in that individual, (similar to or same as the soul, ‘Aatma’), taken to be the seat of the mental, intellectual and emotional powers. Spirituality is the belief in ultimate goodness and righteousness. Danesh (1997) in his book “The psychology of spirituality” opines that the ultimate human reality is a spiritual one. Spirituality is highly individual and intensely personal. It is the basic belief that there is a ‘**supreme power**’, a being, a force, whatever we call it, that governs the entire universe. There is a purpose for everything and everyone. It is inextricably connected with caring, hope, kindness, love and optimism. Spirituality gives one the power and the will to persist in the face of seemingly hopeless and insurmountable odds. It provides the strength to carry on the good fight for righteous cause. It provides an abiding

sense of hope and optimism in hopeless situation. Personal integrity while facing distress and complex situations is an indication of spirituality. So, spirituality is a type of anchoring into the domains of the Almighty in the complex chaotic worldly voyage. This recognizes the interconnectedness of human soul to the supreme soul. Both the emotional and spiritual aspects of a person can be nurtured through education.

**Zohar and Marshall (2000)** bring together the collective evidence from psychology, neurology, anthropology and cognitive science to argue for the perception of the concept of Spiritual Intelligence. They introduced the concept of SI as an expansion of psychology as a science, and posited the need for a new psychological model of the human self and of human personality. In doing just that, they considered mystical and mythological structures found within human spiritual thought, both ancient and modern, carefully pointing out that SI is not necessarily about being religious, but rather it is an internal and innate ability of the human brain and psyche. How SI is used is described in their work; what indicates when it is highly developed, and how to improve its level, etc. are very well discussed in their work.

The Scientific Evidence for SI emerged from the anatomy and functioning of the brain. In this book all studies that have bearings on the subject have been reviewed including the studies in neural oscillations that point to a third kind of thinking of which the brain is capable - unitize thinking. They emphasize on the significance of the brain's 40 Hz neural oscillations; what different brain wave patterns mean, and the more profound question of where does consciousness come from.

Spiritual Intelligence is the intelligence required to solve problems of meaning and values and to assess one's life path. The main theories related to spiritual intelligence show that spiritual intelligence of people can be measured (at least to some extent) and enhanced with respect to the major dimensions.

### **Rational intelligence (I/IQ), Emotional intelligence (EI/EQ) and Spiritual intelligence (SI/SQ)**

Human Intelligence is highly complex. Neither IQ alone nor EI (and IQ) of a person would represent the totality of her/his intelligences. Computers have high (of course artificial) IQ but not EI. Some animals have some EI too in some cases, in addition to IQ, but it is not possible for the computers or these animals to ask question of 'Why' nature, to play with boundaries, to play an 'infinite' game, to be creative, to change rules and to alter situations to tamper rigid rules with understanding and compassion, to discriminate between good and bad, to dream, to aspire and to raise oneself out of the mind. EI enables a person to judge what situation he is in and then to behave appropriately within it; i.e., he is working within the boundaries of the situation, allowing the situation to guide him; but one's SI enables him to ask the question "Why should he be there in that particular situation in the first place?". Unlike EI, SI can give him transformative power, power to change the situation by creating a better one; i.e. one's SI can help him/her in dealing with the situation by allowing him to guide the situation, to create new values by understanding existing situational values, etc.

### **EMOTIONAL INTELLIGENCE & SPIRITUAL INTELLIGENCE IN THE CONTEXT OF INDIA:**

"Education is realization of self". Sankaracharya. Education provides enlightenment to realize the self through sadhana, through an incessant and unleashing practice of action (**Karma**), devotion (**Bhakthi**), meditation (**Dhyan**) and knowledge (**Jgyan**). To meet this, education has to reform itself. UNESCO has identified various tensions and crisis of modern society and suggested 4 pillars to be constructed for strengthening the education system. These pillars are "learning to know, learning to do, learning to live together and learning to be". These pillars are to be strengthened for effectiveness of teaching and learning and improving the quality of education in the 21st century.

We can see through out history that great thinkers and leaders of mankind have had their thoughts rooted in Emotionality and spirituality. An ordinary man called M. K. Gandhi came to be called Mahatma not because of his IQ but because of his thoughts and Emotional & spiritual intelligence. His definition of education is "I mean all round drawing out of the best in child and man –body, mind and spirit" All his philosophies were based on spiritual fundamentals.

*“The real issue of education is to see that when the child leaves the school he is well established in goodness both outwardly and inwardly”- Krishnamurthi*

The recent ‘National Curriculum Framework’ (NCF,2000 as well as NCF,2005 ) for School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of IQ, Emotional Intelligence Quotient (EQ) and Spiritual Intelligence Quotient (SQ). The NCF (2000) also stresses the need for assessment of EQ and SQ in addition to IQ. It is the responsibility of the educators in this climate of ‘No Child Left Behind’ (NCLB), to bring children academically forward, socially and emotionally. Emotional Intelligence or Social-Emotional learning can enhance academic achievement (Elias & Arnold, 2006). SEL or EI restores and reaffirms the value of teachers as the models for students in setting social responsibilities. SEL or EI is a key tool for teachers to remove the educational hindrances at short, such as shorter attention spans, being raised by single parents or grandparents, the need for instant gratification, anger problems, and difficulty relating to problems, maintaining relationships with peers and adults, and pent-up negative emotions.

### **EMOTIONALITY, SPIRITUALITY AND TEACHER:**

The ‘teacher’ is the most powerful ‘environment’ for the child especially in schools. It is the personality of the teacher that has the most permanent influence on the child. Gurumurthy (2005) commented that “Personal life of the teachers is of public importance”. Teacher must be an embodiment of values. The teacher has to select and present to the learner, the experiences which may lead to the fulfillment of her/his needs and the obligation to the society. An ideal teacher has to be ‘heavy enough’ to take care of her / his students’ not only intellectual environment, but also the emotional / social and the spiritual environments and lead them in the right direction - this makes a teacher – a ‘preceptor’ (**GURU**). During the ancient period, in India, the Gurus were considered as the light of the world. They comprised the light of knowledge and wisdom and all others lit their candle on it. Ancient Indian Gurus realized the truth taught in the scriptures too. In fact, they were living embodiments of their spirits. A good teacher who is morally and spiritually a ‘model’ for the students, has practical ideas and convictions, which s/he puts into action regardless of consequences. A teacher in modern India is expected to be engaged in building the future of the country. S/he builds the future with the raw materials (ie. the mind of the young) given to her/him. Whitehead (1929) opines “Everything depends on the teachers”. Nowadays, the essence of this statement is seriously considered and discussed by thinking public.

The teachers, therefore, are supposed to be refined through various experiences as they are expected to mould future generations academically, emotionally and spiritually. Teachers are always under tensions and emotional pressures such as accountability, stress, political pressures, superior loads, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, parental pressures, weeping and screaming students, and other over whelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his EI and emotional competence powers. Teachers are also expected to help the community in shaping the future generation students. So, appropriate education has to be provided to the student and teachers, not only in their academic aspects but also in their overall development facets. The future generations are the cornerstones for the further development of a nation. In the construction of a building, if the foundation is not taken care of, the whole building is likely to be ruined in the (near) future / any time. Likewise, if the students are not properly taken care of, the development of a nation may not take place systematically. So they have to be moulded in the arms of ‘right’ type of teachers. The interaction between the teacher and students will be smooth if both could maintain good control over their emotions. Pupils respond better to those who are optimistic, empathic, trustworthy and inspirational. Moody, highly explosive, uncaring, short tempered and pessimistic teachers are often avoided or feared. The way teachers express their emotions and respond to others’ emotions matters.

### **Advantage of EI & SI for Indian Education**

- The equal dignity, rights, and responsibilities of everyone. This would encourage a liberating, integrated education instead of a fragmented one.
- Emotional and Spiritual intelligence emphasizes on life with purpose and meaning. This could encourage students to find hope and joy in living in contrast to escapism.

- An emphasis on community - an understanding that we need and must care for each other. This could offset the reigning "me" attitudes.
- Emotional and Spiritual Intelligence imbibes the quest for wisdom of life. This could lend a noble vision to study, with every discipline of knowledge fostering an ethic for life.
- All great Emotional and spiritual movements teach justice for all and compassion for the needy. This suggests education in critical consciousness and commitment to social service and transformation.
- All spiritualities also are convinced that the person is essentially spiritual, that the human vocation is to live in "right relationship" with oneself, others, and creation. Such values seem distant from the society we live in.

Thus, to build a nation, teachers play a pivotal role. They have to nourish the young minds to be a great one. This is not an easy task as only the best teacher can bring out the best in us. Thus, to produce quality individuals, we need quality teachers. Effective teachers cannot be produced overnight. They need to be trained and evaluated in various aspects to make them the very best. An effective teacher will bring the development of a nation into greater heights and thus realizing a nation's aspiration. Envisaging the importance and influence of Emotional spiritual intelligence on the teaching profession.

### CONCLUSION:

Even though logical intelligence (in terms of Intelligence Quotient – IQ) has been very popular, the notion of intelligence, as such, has undergone an immense change during the past century. Emotional Intelligence and Spiritual Intelligence which were unheard earlier became common at least towards the end of the 20<sup>th</sup> century. While EI render the much needed affective capacity for social adjustment, EI & SI gives meaning and value to life. It has now become inevitable to psychologists and educationists to comprehend intelligence in a holistic manner. In order to develop IQ, EI and SI in students, the teachers should also possess higher levels of EI and SI apart from content mastery in their concerned subjects.

The Teachers are the flywheels of the whole lively educational machine. If students develop their rational intelligence (Intelligence Quotient – IQ), emotional intelligence (EI) and spiritual intelligence (SI), their teachers should be well-versed in these intelligences so that they will be able to develop these qualities in their students. In these demanding times which are full of challenges, conflicts and contradictions, only 'emotionally and spiritually intelligent teachers' are able to tune into their students' world around them, read their situations and connect them with others. This is possible only when teachers take charge of their own emotional and spiritual life with their inner being illuminated by 'righteousness' (DHARMA) with higher spirituality.

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