

COUNSELING STRATEGIES USED BY INDIAN PRACTITIONER FOR DEVELOPING EMOTIONAL LITERACY: THE KEY TO DEVELOP SELF – ESTEEM AND POSITIVE BEHAVIOR IN YOUNG CHILDREN

¹Swati Mudgil, ²Angela Chhawchharia, ³Chandra Kumari, ⁴Anil Kumar Pandey

¹Research Scholar, ²Primery Educator and School Counselor, ³Professor and Head of Department, ⁴Principal

^{1,3}Banasthali Vidyapith, Department of Home Science (Human Development), Rajasthan, 304022, India.

^{2,4}Red Rose High School, Deoghar, Jharkhand, India.

Abstract- Being conscious of our emotions to enhance our quality of life and personal power is referred to as emotional literacy. Understanding and managing your own emotions, such as maintaining composure in the face of rage or finding solace for yourself when you're unsure of what to do, is a sign that you are emotionally literate. It involves developing empathy, Recognising and adjusting to the emotions of others, while simultaneously acquiring efficient techniques for controlling and expressing your own emotions. It is crucial to practice emotional literacy with young children as it contributes to the development of positive behaviour and self-worth. The primary goals of this modest, practice-based study are to better understand and enhance the dynamics of emotional literacy in young children in educational environments. The researcher has made an effort to clarify a few of the study article's actions, which were carried out by practitioners under the guidance of intuitional authorities. The researcher and the practitioner created these exercises to help young children learn emotional literacy.

The activities were planned and put together by the practitioner for kids between the ages of five and eleven. The study's objectives were to: introduce the idea of emotional literacy to young children in educational institutions; include some practitioner-guided developmental activities that will aid in helping young children recognize and manage their emotions; encourage young children to talk more about their feelings as part of their curriculum; teach young children constructive ways to express their unpleasant emotions; and create a more emotionally supportive school environment. The practitioner saw observable behavioral changes in the response children, particularly in the areas of motivation, communication, confidence, self-awareness, and self-esteem. The children were also able to articulate their feelings more clearly and gain a deeper knowledge of their emotional states. The practitioner saw that youngsters could express their negative feelings more clearly now than they could in the past. Children who receive emotional literacy instruction will benefit from beneficial behavioral patterns that will eventually lead to the development of a more emotionally stable person. Youngsters who are able to identify and communicate their emotions are better able to deal with challenging circumstances and build wholesome connections. Additionally, social skill development and effective interpersonal interaction are made possible by emotional literacy.

Keywords: young children, emotional literacy, positive behaviour, developmental activities, self-esteem, counseling strategies, primary educator, India.

INTRODUCTION:

It is increasingly advised that young children's emotional development be given top priority in order to ensure their success in all other areas as well as their well-being and accomplishment. Studies reveal that during early childhood, the social and emotional development of is actively emphasized, they have a higher chance of adjusting to their early environment, growing up to be self-assured and cooperative, learning how to act appropriately in a variety of settings, and maintaining balanced and healthy relationships in the future. On the other hand, kids who don't receive enough attention for their social and emotional growth are more likely to experience difficulties in their peer relationships and have their behaviour labelled as "challenging." Poor language, social skills, and emotional development have been found to be the primary causes of problematic behaviour in many young children. These same developmental deficiencies have been linked to an increased likelihood of criminal activity and mental health issues in adulthood. Therefore, the National Curriculum Framework of School Education in India attempted to refocus the educational system on improving the lives of young children in the Indian education system of 2023. The National Curriculum

Framework for School Education had numerous modifications as a result, including adjustments to the strategy, cross-cutting theme, school topics, school culture and procedures, and the creation of a supportive ecosystem.

The development of these abilities is increasingly being referred to as emotional literacy. Similar terminology is sometimes applied to emotional intelligence, however unlike intelligence, which is typically believed to be innate and unchangeable, literacy evolves with time. For this reason, the author prefers to use the term emotional literacy. Emotional literacy is the ability to identify, comprehend, and regulate one's own feelings as well as to feel and react to others' emotions in a suitable manner. It entails understanding one's own emotional state as well as being able to identify and communicate emotions in ways that are appropriate in social situations, and having the ability to regulate emotions in various situations. Having healthy relationships and general well-being depend on developing emotional literacy. It enables people to communicate more effectively, navigate social situations more skillfully, and make wiser judgements. Stronger interpersonal bonds, improved mental health outcomes, and more resilience in the face of hardship are all associated with high emotional literacy. A wide range of abilities, such as social skills, empathy, self-control, self-awareness, and emotional expressiveness, are necessary for emotional literacy. Psychologists, therapists, and educators frequently use exercises and activities to help adults and children develop emotional literacy. These could be role-playing exercises, journaling exercises, mindfulness exercises, and talks on how emotions affect relationships and behaviour. All things considered, raising one's emotional literacy can result in increased emotional intelligence and a happier existence. Young adults must acquire emotional literacy if they are to succeed in life in all its facets, grow personally, and maintain good mental health. The following are some methods and techniques to help young adults develop emotional literacy: Education and awareness, identification of emotions, mindfulness exercises, development of empathy, techniques for resolving conflicts, self-regulation techniques, resilience building, social skill development, role modelling, and ongoing support and resources. You may assist young adults in acquiring the emotional intelligence and abilities necessary to overcome obstacles in life, form satisfying relationships, and succeed both personally and professionally by putting these techniques into practice and offering assistance.

A complex combination of attitudes and abilities must be developed for someone to be emotionally literate. As long as the person is in an atmosphere that encourages and values emotional literacy, both the abilities and the attitudes can be acquired. So what exactly are these abilities and mindsets? Emotional literacy is the capacity to identify, comprehend, regulate, and successfully express one's own feelings as well as those of others. Among the abilities that make up emotional literacy are the following: the capacity to consider one's own feelings, Self-awareness (realizing the motivations behind one's actions), Consequence comprehension, self-control, A positive self-image that allows one to recognize the areas of oneself that still require improvement while simultaneously feeling good about oneself, the capacity to consider other people's feelings, An aptitude for understanding others, An awareness of the reasons behind other people's actions, Knowing how successful partnerships are established and maintained, The capacity to communicate sentiments and emotions to others, an understanding and respect of diversity and opposing viewpoints, an understanding of how complicated emotions may be.

OBJECTIVES:

- To introduce the concept of emotional literacy among young children in educational institute.
- To incorporate some practitioner guided developmental activities which will be helpful for young children to identify and direct their emotions.
- To encourage young children to talk more about their feelings as a part of their educational curriculum.
- To educate young children to express their unpleasant emotions in positive ways.
- To bring into being a more emotionally friendly school environment for young children.

EMOTIONAL LITERACY IN EARLY SETTINGS:

Emotionally literate people provide the foundation for an emotionally literate early childhood environment. Although most early childhood teams will get along well, there should be a zero-tolerance policy in place for any staff members who use name-calling, sarcasm, or other negative behaviours to make fun of or belittle another member of the team. There should be frequent opportunities to voice concerns and criticisms in a peaceful, encouraging setting (perhaps during staff meetings). When necessary, staff members should offer suitable emotional support to one another (for example, through unofficial peer monitoring). Practitioners should "look out" for one another if they are handling extremely stressful circumstances or a child exhibiting extremely disruptive or upsetting behaviour. This means that staffing levels should be coordinated so that any team member who feels the need to take a quick, unscheduled break from the room can do so.

DEVELOPING CHILDREN'S EMOTIONAL LITERACY:

Young children have intense emotions that frequently overwhelm them. First of all, kids can't even identify their feelings, much less talk about or comprehend them. Nevertheless, a young child may go through a wide range of emotions on a regular day, frequently in fast succession, including joy, sorrow, fear, wrath, and more. The role of

practitioners in early childhood settings is to support children in learning to identify and name their emotions, as well as to assist them talk about their feelings. Negative emotions in particular need to be dealt with in a constructive manner. Young children in particular may feel that they are to blame for situations that go wrong in their environment because they are very perceptive to their surroundings (such as having a falling out with a buddy). They may behave anxiously and withdrawn as a result of feeling guilty and concerned about this. Practitioners have a responsibility to comfort and talk to children about their feelings in situations like these.

Not every child has rational feelings. Young children often develop phobias related to being lost or abandoned, the dark, insects, and monsters. All young children have common and reasonable worries. Can kids pick up their parents' anxieties from watching them respond fearfully, like a dread of dogs? Most children outgrow their fears, but occasionally they linger into adulthood. For example, many adults still have a fear of dogs or spiders. Once more, the practitioner's job is to recognize the emotions of the kids, talk about them when it's appropriate, and assist them in overcoming their concerns.

SPEAKING ABOUT EMOTIONS:

It is important for practitioners to take advantage of any chance to discuss feelings with children. For instance, almost all children's books contain some emotional element, and there are several excellent picture books that concentrate only on emotions. Adults can ask children questions like "How do you think (the character) feels?" "Why does she feel that way?" "Have you ever felt like that?" and "What can she do to make herself feel better?" to help them examine the emotional content of the books they read. Children should be encouraged to talk about their feelings more and more as their emotional vocabulary grows. Practitioners are able to teach kids how.

USING PUPPETS:

When teaching emotional literacy skills, puppets can be an especially helpful tool. Puppets of high quality capture and hold the attention of small children instantly. Scenes that accurately depict relationships and situations within settings can be acted out with puppets without being overly personal or placing blame on specific people. These prevent kids from experiencing victimization, embarrassment, or self-consciousness. Kids can also practice non-threatening ways of expressing their feelings towards a puppet, such offering the puppet a kiss, a wave, or a grin when it's time to say goodbye.

Practitioners occasionally worry that they wouldn't be "good" at working with the kids when employing puppets. They can claim that they are incapable of giving the puppets challenging voices or demanding intricate movements. It's really not necessary, though, as little children are a fairly receptive audience and do not demand skillful puppetry. Conversely, they are more than happy to set aside their skepticism and venture into the world of puppets. Every adult present in the settings should be aware of the background and current circumstances of every puppet (name, like, and dislike, for example). This will give the puppet a realistic personality that the kids will find easier to identify with. The children should not be allowed to play with puppets that adults employ in educational settings for emotional literacy or circle time activities. Instead, they should be kept exclusively for this purpose. For their own unstructured play, kids should have access to smaller, visually distinct puppets.

EMOTIONAL LITERACY SCENARIO FOR PUPPETS:

The practitioners can explore any feeling or enact any scenario with puppets. Puppets can be used to enact issues and events that have happened or are about to happen in the scenario, and their emotional contents can be explored. These kinds of scenarios can be a really helpful tool for talking about unpleasant feelings and getting kids to think about ways to deal with the things that cause them. Children then gain knowledge on how to effectively control their emotions. These kinds of puppet situations are easy to make, and although it is helpful for staff members to rehearse them with the puppets before presenting them to the kids, they don't have to be word-perfect. It doesn't matter if practitioners stray from the script as long as the emotion is handled in a way that the kids can understand. Below is an example of how such a scenario could be put together:

PUPPET SCENARIO: "NAME CALLING" {PRACTICALLY PERFORMED BY THE PRIMARY EDUCATOR AND SCHOOL COUNSELOR}	
PROPS USED BY THE EDUCATOR:	Socks puppets made by the primary educator
PRIMARY EDUCATOR:	Miss Angela Chhawchharia
EDUCATIONAL INSTITUTION:	Red Rose High School, Deoghar, Jharkhand, India
AGE GROUP OF STUDENTS:	5 to 11 years old
DEVELOPMENT:	<ul style="list-style-type: none"> it improves communication skills

	<ul style="list-style-type: none"> • it helps to overcome with their unpleasant emotions • it helps in understanding their own emotions and feelings • it improves emotional vocabulary • it helps them to understand others emotions as well • it helps in understanding the empathy • it helps to resolve the conflicts • it gives them an opportunity to express their emotions openly in an educational environment • it encourages their creativity
PUPPET SCENARIO PLAYED BY PRIMARY EDUCATOR	
PRIMARY EDUCATOR:	Look children I have got two friends who have come to see us today. Their names are and “Ahana” and “Ashu”. Oh dear, “Ahana” and “Ashu” you both look very sad! Students, why do you think they must be sad? (Primary educator will take time to listen to the children’s ideas). So my dear students should we ask from “Ahana” and “Ashu” about their sadness? (Ask each puppet in turn) why are you feeling sad “Ahana” and “Ashu”?
PUPPET 1 (Ahana):	I am sad because “Ashu” said that I was stupid!
PUPPET 2 (Ashu):	And I am sad because “Ahana” called me silly head.
PUPPET 1 (Ahana):	I only called you sillyhead because you called me stupid first! Why did you call me that name? I am not stupid!
PUPPET2 (Ashu):	Well, I was angry because you knocked my tower of bricks over!
PUPPET 1 (Ahana):	That was an accident. I didn’t do it on purpose.
PUPPET 2 (Ashu):	But you didn’t say sorry.
PUPPET 1 (Ahana):	Well, I am sorry I knocked your tower over.
PUPPET 2 (Ashu):	And I am sorry I called you stupid.
PUPPET 1 (Ahana):	And I am sorry I called you silly headed. Let’s be friends again.
PUPPET 2 (Ashu):	OK. Let’s go and build another tower together!
PRIMARY EDUCATOR:	Well I am glad that’s sorted out. Well done “Ahana” and “Ashu” for apologizing to each other. (Ask the children if anyone has ever called then names. How did they feel? What did they do? What should they do if someone calls them names? Talk to children about how name calling is hurtful and discuss more acceptable ways of dealing with anger or frustration.)



Figure 1: Primary Educator “Miss Angela Chhawchharia” involved in puppet scenario activity with children of “Red Rose High School, Deoghar, Jharkhand, India”



Figure 2: Students involved in puppet scenario activity performed in “Red Rose High School, Deoghar, Jharkhand, India”



Figure 3: Students performing puppet scenario activity performed in “Red Rose High School, Deoghar, Jharkhand, India”

Jharkhand, India”

A scenario such to this can be made for problems like being barred from playing a game, stealing toys, fighting, being afraid of something, or any other challenge that kids might encounter. Play-based learning is essential to our kids' education. High levels of engagement in kids result in improved learning opportunities, which further foster kids' development. When an instructor uses puppets to construct scenarios, she or he must discuss the children's sentiments and emotions in relation to those scenarios when implementing these activities in the classroom. Puppets support imaginative play and learning in addition to igniting children's imaginations. A child's imagination can be unleashed through puppets, enabling them to create, explore, and grow. Puppetry brings energy and joy to classroom instruction, making it an effective teaching strategy in early childhood education environments.

METHODS TO ASSIST IN HELPING KIDS VENT ANGER:

Anger is a normal human emotion that every adult and child will occasionally feel. Since unchecked anger can be quite damaging, children need to learn appropriate ways to express this strong, frequently terrifying emotion. Young children should be taught how to identify angry sentiments, How to express rage without causing harm to individuals or children or damaging property How to regulate the urges sparked by anger, How to become calm, How to constructively vent your anger, How to address the matter or concern that gave rise to the rage, How to keep oneself apart from agitated or aggressive situations, How to ask adults for aid when needed to help them manage their anger.

SUITABLE METHODS:

Teaching kids how to unwind - When young toddlers get furious, their bodies physically react to the emotion. The stomach may hurt, the heart rate may rise, and the muscles may stiffen. Practitioners can assist kids in recognizing these reactions and calming down. Doing something else physical is one of the best methods to deal with these undesirable physical reactions to rage. Engaging in activities that appeal to one or more of the senses helps help children manage their anger. Painting, squishing dough, running around, listening to music, taking long, steady breaths, eating a nutritious snack, and cuddling or petting a plush toy are examples of appropriate activities.

The professionals may state - "Maybe you could draw a picture about how you feel?" "Sit down and take slow breaths until you are calm." "Should we go and run really fast outside together until you feel better?"

Assisting kids in speaking - Young children can pick up vicarious ways of expressing their rage. Youngsters with adequate language abilities might be able to discuss topics with a buddy or a responsible adult. Another possible good listener is a plush toy. Because her language and cognitive abilities are still developing, a kid may become highly upset but be unable to explain why to an adult. Young children frequently need to be taught the language to ask for what they want and to join in order to advocate for themselves. Employees can assist kids by encouraging them to practice the right words. Speak to Ankush and ask, "Can I play too?" or "When I'm done, you can have a turn." Tell Sonia, "I won't play if you keep calling me names." Tell an adult if you need assistance. Tell an adult before you lose control. These are some examples of what the practitioner might say.

Encourage kids to learn how to solve problems - Professionals must to assist kids in finding answers to the problems that could otherwise make them feel furious. The kids will get better at coming up with their own answers over time. "Stop," the practitioners would advise. I watch two kids becoming quite irate. "Let us attempt to resolve this issue collectively," "Listen to one another to ascertain the thoughts and feelings of each individual regarding this," "What's wrong?" "How can the rest of us assist in resolving this?" "Did the idea prove effective?" and "What could be improved for the next time?"

assisting kids in learning about their surroundings - It's usually ideal if kids can get away from the scenario until their emotions calm down if they're getting out of hand. It is recommended that practitioners designate secure areas, both indoors and outdoors, for this purpose in their settings (e.g., a nature nook). The practitioner may advise "cooling down and taking a break," "Do you think it would be a good idea to spend some time away from Paul?" or "When things feel wrong, it is okay to walk away." Give kids other options. A child should always be given advice on what to do instead of just telling them what not to do. As an illustration:

You may not...	But you may...
Hit someone	Tell them that they have made you feel angry
Hurt yourself	Squeeze your stress ball
Bite someone	Talk about things with a grown-up
Break something	Rip up old newspaper
Yell or scream at someone	Go outside and shout at the sky

CONCLUSION:

Nurturing young children's emotional development is one of your duties as an educator. Emotional literacy, or emotional intelligence, is a critical component of early childhood education and has a significant impact on a child's social and emotional competencies. It also has an impact on how people identify, understand, and express their emotions. Using a variety of activities, primary educators may help kids explore the value of emotional literacy in early childhood education. Additionally, they can transmit useful techniques to improve kids' emotional literacy. Emotional literacy refers to a child's ability to identify, express, understand, and manage their emotions. Acquiring empathy, or the ability to perceive and feel another person's feelings, is also necessary. Children who can recognize and express their feelings are more equipped to handle difficult situations and form healthy relationships. Additionally, social skill development and positive interpersonal relationships are facilitated by emotional literacy. The following are the five components of emotional intelligence: the ability to recognize and understand one's emotions and how they impact one's behaviour is known as self-awareness. Ideas, and relationships with others. Self-regulation is useful in stressful or difficult conditions for controlling and managing emotions and impulses. Motivation is the use of emotional components to propel oneself toward objectives, have fun learning new things, and overcome challenges. Being empathetic may make it easier to identify and comprehend the feelings and viewpoints of others and to react correctly and successfully. Social skills are useful for working together, cooperating, positively managing relationships, and motivating and influencing others.

Children that possess emotional literacy are better equipped to comprehend, regulate, and communicate their feelings in a healthy manner. Children are able to manage their emotions, interact with others, develop empathy, and create deep connections when they are able to identify and comprehend the emotions in both themselves and others. Furthermore, it facilitates the early development of children's self-awareness, which in turn helps them establish early self-esteem and confidence. They become more aware of their advantages and disadvantages as they gain the ability to identify and communicate their feelings. Compared to children who are unable to identify, comprehend, and respond to their own emotions or the emotions of others, emotionally literate children perform better academically, fight less, handle stress and negative emotions better, handle being alone well, participate in fewer self-destructive behaviours, focus better on tasks and control their internal impulses, have better mental health, and form healthier relationships with others. Young children's emotional expressiveness can take many different forms, depending on their temperament and developmental stage. Children acquire knowledge, mature, and accomplish social-emotional benchmarks as they become older, develop, and interact with others. For instance, milestones in infancy could include smiling, laughing, and clapping in celebration. Children start to pick up on other people's feelings between the ages of 2 and 3, and between the ages of 4 and 5, they learn how to cheer up unhappy people. Common forms of emotional expression include body language, verbal communication, behavior, and facial emotions. As a primary schoolteacher, you can incorporate many activities that support kids' emotional development into your lesson plans and curriculum. Through a variety of activities, teachers can create lesson plans and even monitor observations and evaluations of the students' development. Any elementary teacher can incorporate the following suggested activities into their lesson plans: Sorting emotions: In this activity, elementary school teachers give kids images of various facial expressions and ask them to group the images into appropriate emotional groups. Through art projects, primary educators may help kids express their emotions and provide them with a way to de-stress when they're feeling down. Teachers can also assign students to create emotion masks using different materials, such as paper plates, on which they can draw various emotions, like happiness or sadness. Playtime with other people In order to complete this activity, primary educators must allow the kids to play with kids of different ages, backgrounds, and skill levels. The children will benefit from this as they learn to identify and manage their emotions. Primary educators employ a method called focused breathing to assist youngsters concentrate on inhaling deeply to help them de-stress and go through their emotions. Youngsters can decide on a quick routine or coping technique, like sitting in a quiet place or even meditating. Color-coded emotion is a teaching strategy used by primary educators to help students recall different sensations and emotions by having them associate colors with specific experiences. For instance, their mood could be red when they're angry or green when they're excited. Children can better negotiate the difficulties of growing up and eventually mature into emotionally robust adults by acquiring early emotional literacy abilities. Giving kids the resources they require to assist their emotional growth also enables them to become more self-aware, empathic, and to have improved three vital life skills are maintaining mental health, acting morally, and maintaining healthy relationships.

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