









intelligence such as critical existential thinking, personal meaning production, transcendental awareness and conscious state expansion may help the prospective teachers to pick up proper social values, life priorities, understand the meaning of life and so on. So the two variables namely the social values and spiritual intelligence are moving in the same direction. So both the variables are correlated positively with each other.

The following are the recommendations of the investigators based on the findings of the study are:

- i. The prospective teachers must be developed in Gandhian values and spirituality during their teacher education course by various extension and outreach programmes.
- ii. The Teacher Education Institution must help the prospective teachers to realize that they are the agents of change in the community through various co-curricular activities.
- iii. Community service camps, community living experience must be organized so that the prospective teachers may understand the values of society and the real spiritual life is.
- iv. Yoga, Meditation and Inward Journey programmes could be organized in the Teacher Education Institutions to perceive that he/she is not only a leader to the children but a guide to the community.
- v. Indian culture, customs, relationship among religions and relationship among religion, education and social structures must be included in the teacher education curriculum so that this would be helpful to develop the social values and spiritual intelligence which may be transmitted from one generation to another generation.

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