PERSONAL DATA BANK

Dear Respondent,
I am pursuing research work related to management students. Kindly furnish the information given below about yourself and your family. This will be useful for me in interpreting the data. There is no need to write your name or put your signature. Thanks for cooperation. Wish you a bright future.

Name of the university (you are studying at present) .................

About your family:-
1. Place of residence-
   Rural    Urban
2. Category-
   S/C    S/T    General    OBC    Other
3. Father’s occupation-
   Service    Professional    Business    Retired
4. Father’s education-
   Under graduate    Post graduate    Professional degree    Other
5. Family’s annual income-
   Less than one lakh    Between 1-3lakh    Between 3-5Lakh    Above 5 lakh
6. Social participation—whether any member of your family holds a special position in any of the social organization
   Yes     No
7. In your opinion the social status of your family is-
   Low    Average    High    Can’t say

About yourself:-
8. Gender- Male    Female
9. Age- (in years) ........

10. Martial status- Married    Unmarried

11. Possession—Vehicle - Two wheeler    Four wheeler
   Mobile    Landline
   Computer    Laptop

xxxvi
12. **Educational achievement**-

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>% marks</th>
<th>Board/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Secondary</td>
<td>…….</td>
<td>…….</td>
<td>…….</td>
</tr>
<tr>
<td>Graduate</td>
<td>…….</td>
<td>…….</td>
<td>…….</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>…….</td>
<td>…….</td>
<td>…….</td>
</tr>
<tr>
<td>Additional</td>
<td>…….</td>
<td>…….</td>
<td>…….</td>
</tr>
<tr>
<td>Qualification</td>
<td>…….</td>
<td>…….</td>
<td>…….</td>
</tr>
</tbody>
</table>

13. **Admission in MBA through**-

<table>
<thead>
<tr>
<th>CAT</th>
<th>MAT</th>
<th>RMAT</th>
<th>University Examination</th>
<th>Any other</th>
</tr>
</thead>
</table>

14. **General satisfaction** Are you satisfied with:-

- Relevance of your courses? Yes No
- Quality of teaching? Yes No
- Your overall educational experiences? Yes No
- Academic advising? Yes No

15. **About the present course**-whether your study programs provide:-

- Skills needed for a job Yes No
- In depth knowledge of your field of study Yes No
- Enhanced chances of placement in required company Yes No
- Opportunity to improve yourself generally Yes No

16. **After completing MBA you would prefer**-

- A job in the bank; Company etc
- To do your own business
- To join teaching profession
- Any other
**Directions:**
Here are some statements that clearly sound like something you might say or do or think—something that feels like you. Every statement has three possible answers Yes, Cannot say and No. Give the first natural answer as it comes to you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>Cannot say</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can usually carry /build/fix things myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is satisfying to explore new ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I always seem to be looking for new ways to express my creativity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Being a key person in a group is very satisfying to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I see education as a life long process of developing and sharpening my mind.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I would rather be safe than adventurous in making decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I have a great imagination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I like to help people develop their talents and abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I usually prepare carefully ahead of time if I have to handle a new situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I love to try creative new ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. If I have a problem with someone I will keep trying to resolve it peacefully.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. To be successful it is important to aim high.

13. I do not like to have responsibility for big decisions.

14. I say what is in my mind and do not beat around the bush.

15. I need to analyze a problem pretty thoroughly before I act on it.

16. Close personal relationships are important to me.

17. A strong system of law and order is important to prevent chaos.

18. I can deal with and understand people who express strong feelings.

19. I don’t want to be like everyone else, I like to do things differently.

20. I am willing to take some risks to get ahead.

21. I feel more secure when I follow rules.

22. I like a conversation to be intellectually stimulating.

23. I usually know how to take care of things in an emergency.

24. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
Instructions:
A descriptions of some events related to life are given here. Several alternative answers are given for the riskful task. Suppose you are to give suggestion, what degree of risk will you like to take? Tick [✓] mark to the degree of risk to which you agree.

1. Mohan is a wealthy business man. Recently he has been found to suffer from heart disease. The only cure of this disease is operation. If he doesn’t go through operation, he will suffer whole life. If the operation is successful then Mohan will become all right but if it fails then Mohan might die.

Suppose you are to suggest him. Then what will be the minimal chance of success of the operation when you will suggest him to go through it?
(a) Mohan shouldn’t go through operation even if there is much chance of its success.
(b) Nine out of ten chances are of its success.
(c) Seven out of ten chances are of its success.
(d) Five out of ten chances are of its success.
(e) Three out of ten chances are of its success.
(f) One out of ten chances is of its success.

2. Hanuman has been sowing the old traditional seeds in his farm from which he get grain, sufficient for the whole year only. Government officials have suggested him to use new methods so he can get four times more grains but it may need more fertilization and manure. If he fails to do so then it may give him much less grains than that from the old seeds.

Suppose if Hanuman wants to take your suggestion. There is equal possibility of increment and decrements in grains would you suggest him to sow new type seeds?
(a) One out of ten chances.
(b) Three out of ten chances.
(c) Five out of ten chances.
(d) Seven out of ten chances.
(e) Nine out of ten chances.
3. Reshma is working in a Private company. Her service is permanent through which she earns very little. Recently she comes to know that a new company has been opened at a distance from her house. She can earn more in this company and quickly attain a good position but no surety of whether the company will function well or not.

Suppose you are to give suggestion to Reshma. The chances of company functioning are given below. In what condition will you suggest Reshma to quit the old job and join the new one?

(a) When there is one out of ten chances of company functioning well.
(b) When there are three out of ten chances of company functioning well.
(c) When there are five out of ten chances of company functioning well.
(d) Where there are seven out of ten chances of company functioning well.
(e) When there are nine out of ten chances of company functioning well.
(f) Will not suggest Reshma to quit the old one even if it is definite that the company will function well.

4. Thomas is working as an accountant in a college. His son is studying in higher Secondary. His son wants to go in medical line. Thomas knows that if his son becomes a doctor, he will lead a happy life. But he doesn’t have enough money for his education. He fears that he may have to sell all his property for his son’s education and it is quite possible that his son may not become a doctor as well.

Suppose you are to suggest Thomas. The chances of becoming a Doctor are given below. What will be the minimal chance of becoming a Doctor when you would suggest Thomas to let his son get medical education?

(a) Even if is definite that the son may become a doctor but Thomas shouldn’t let his son get medical education.
(b) Nine out of ten chances are of becoming doctor.
(c) Seven out of ten chances are of becoming doctor.
(d) Five out of ten chances are of becoming doctor.
(e) Three out of ten chances are of becoming doctor.
(f) One out of ten chances is of becoming doctor.
**Instructions**

Some statements are given below. For every statement you have to express your views by marking tick on any one of five alternatives. There is no right or wrong answers. Please give your opinion to all the items.

(1) Strongly agree (2) Agree (3) Uncertain (4) Disagree (5) Strongly Disagree

<table>
<thead>
<tr>
<th>SR</th>
<th>F</th>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. E I can encourage others to work even when things are not favourable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. J I am able to encourage people to take initiative.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. C I am able to make intelligent decisions using a healthy balance of emotions and reason.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. A I can continue to do what I believe in, even under severe criticism.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. C I am able to assess the situation and then behave.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. C I can concentrate on the task at hand inspite of disturbances.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. B I pay attention to the worries and concerns of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. B I can listen to someone without the urge to say something.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. J I can handle conflicts around me.</td>
<td></td>
</tr>
</tbody>
</table>
10.D   I do not mix unnecessary emotions with issues at hand.

11.E   I can see the brighter side of my situation.

12.A   I believe in myself.

13.B   I am able to stay focused even under pressure.

14.H   I am able to maintain standards of honesty and integrity.

15.I   I am able to meet commitments and keep promises.

16.D   I am comfortable and open to novel ideas and new information’s.

17.F   I pursue goals beyond what is required and what is expected of me.

18.D   I am persistent in pursuing goals despite obstacles and setbacks.

19.G   I am able to identify and separate my emotions.

20.G   I feel that I must develop myself even when my job does not demand it.
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Page No.                               125-131
Co-author                             M.K Sharma
                                        Dean Faculty of Commerce and Management
                                        The IIS University, Jaipur
EMOTIONAL INTELLIGENCE OF MANAGEMENT STUDENTS

** Prof. M.K. SHARMA

* AMIT AHUJA

INTRODUCTION

Yale University Psychologists Peter Salovey and Johan Mayer coined the phrase ‘Emotional Intelligence’ in 1990. However, the concept gained popularity through Goloeman’s (1995) bestseller titled ‘Emotional Intelligence.’ Goleman (1995) has defined emotional intelligence as the ability to recognize, regulate and control one’s emotion to most effectively interact with others. Mayer and Peter Salovey (1997) defined Emotional Intelligence as a social intelligence, that involves the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and actions. Emotional intelligence is a phrase that incorporates intricate aspect of both emotion and intelligence. Emotions rule the heart while intelligence reins supreme the brain.

Based on extensive research, Goleman (1995, 1998) has proposed five dimensions of Emotional intelligence consisting of 25 competencies namely-

- **Self-awareness:** emotional self-awareness, accurate self-assessment and self-confidence.
- **Self-regulation:** self-control, trustworthiness, conscientiousness, adaptability and innovation.
- **Self motivation:** achievement drive, commitment, initiative and optimism.
- **Social awareness:** understanding others, developing others service orientation, leveraging diversity and political awareness.
• Social skills: influence, communication conflict management, leadership change catalyst, building bond, collaboration and cooperation and team capabilities.

Goleman opined that Intelligent Quotient (IQ) oriented view of intelligence is far too narrow. He reiterated that Emotional Quotient (EQ), the domain of human emotions is the strongest indicator of human success. Comparing IQ and EQ Goleman suggested that while 20% success is contributed by IQ the remaining 80% success is determined by EQ. In today’s context, emotional intelligence is being perceived as the most important elements in person’s success.

After evaluating the EI of undergraduate business majors, Rozell, Pettijohn & Parker (2002) concluded that ‘emotional intelligence should be included within the core skills taught in training and development programs’ at university. Similarly in study on the integrating of the teaching of EI competencies, Brown (2003) found that understanding their own emotions allowed students to improve their interpersonal skills and build trust and empathy.

NEED AND SIGNIFICANCE

Management Education is an important segment of the business system contributing significantly to the organization as well as national development. The primary function of the business school is to impart the skills. So there is a need to study these aspects of management students. As the management students are at the threshold of entering the career of business, it is highly desirable to know their levels of emotional intelligence, which play a vital role in their survival and fitness in the profession.

THE MODEL OF EMOTIONAL INTELLIGENCE

Business and management researchers focused on the impact of emotional intelligence on organizational performance. To understand how one chooses to use emotional intelligence consciously and unconsciously depends on the emotional
intensity and the triggering events. The model is based on assumption that every individual possess emotional energy, and this level of energy may naturally differ from individual to individual. The emotional intensity can be managed by training and therapy. The triggering event sets off the emotions and intensity of the emotions generates synergy (emotional intelligence) to achieve the desired outcome.

**REVIEW OF LITERATURE**

Psychologist, Dr. Thomas Achenbach of the University of Vermont who carried out quite extensive studies on American children by assessing them in mid-70s and later on in the late 80s, has concluded that over that decade and a half, there was a steady worsening of children’s emotional intelligence. When Dr. Thomas Achenbach collaborated with his colleagues (1983) on similar assessments in other nations, he found that the decline in children’s basic emotional competencies seems to be worldwide. The situation as visualized can make us imagine as to how the younger generation will face the realities when they enter the workforce of tomorrow.

Research also demonstrates as relationship between EI and individual and team performance. Perhaps due to an enhanced ability to recognize and manage emotions and brace against distracting emotions, EI skills connect both to individual cognitive based performance and team task performance skills. A study by Lam and Kirby (2002) of 304 undergraduate students demonstrated a positive influence of EI and the EI competency area of emotional awareness and management on individual cognitive based performance.

Studies by Gardener and Stough, (2002); Kobe (2001), Palmer (2001) show a correlation between EI and leadership experiences as well as between EI and aspects of transformational leadership, the style promoted as effective and successful. Gardener and Stough, (2002) analyzed 110 senior-level managers and found those
who were aligned with the transformational leadership style also indicated an ability
to identify and apply knowledge of their own and others’ emotions when interacting
and addressing problems and an ability to control their emotional states.

A series of longitudinal study has shown that people can change emotional
competency over two to five years. M.B.A. students averaging 27 years old at entry
point in the programme, showed dramatic changes on videotaped and audio taped
behavioral samples and questionnaire measures of these competencies, as a result of
the competency based outcome oriented M.B.A. programme implemented in 1990(

showed strong improvement on 71% of the competencies in the Self-Management,
100% of the competencies in Social-Awareness and 50% of the competencies in
social skills. Meanwhile the part time M.B.A students graduating in 1992, 1993,
1994, 1995 and 1996 showed strong improvement in 71% of the competencies in the
Self-Management (Self Confidence, Initiative), 50% of the competencies in Social-
Awareness (Social Objectivity) and 83% of the competencies in Social Skills Oral
Communications, Group Management).

Tapia and Marsh (2001) found an overall significant main effect of gender and two-
way interaction of gender GPA on emotional intelligence. Annaraja and Jose (2005)
found that rural and urban B.Ed., trainees did not differ in their self-awareness, self-
control, social skills and emotional intelligence. Devi and Uma (2005) found that the
parental education, occupation had significant and positive relationship with
dimensions of emotional intelligence like social regard, social responsibility, impulse
control and optimism. Harrod and Scheer (2005) found that emotional intelligence
levels were positively related to females, parents’ education and household income.
Singh.K. and Sanjay (2008) conducted a study on biographical observation as correlates of emotional intelligence - The study was conducted on a sample consisting of 178 social workers and 340 software professionals. It was found that both social workers and software professionals possess above the average level of emotional intelligence. Evidently, the above studies have fertilized the area of research in Emotional Intelligence. The present study aims at studying the Emotional Intelligence of Management students.

OBJECTIVES

The main objectives of the study are:

- To compare the various groups on the basis of emotional intelligence
- To investigate, assess and categorize the students on the basis of their Emotional Intelligence.

HYPOTHESES

1. There is no significant variance difference among government, deemed and private universities students in terms of Emotional Intelligence.

2. There is no significant difference between male-female, rural-urban, and general-reserved category students in respect of Emotional Intelligence.

METHOD- To systematize work for the present study normative survey method was employed.

SAMPLE

Three hundred students were selected randomly from five (Government, Deemed and Private) Universities of Rajasthan. In all 144 males and 156 females were taken in the sample.
TOOL

Emotional Intelligence has been measured with emotional intelligence scale. Emotional scale is based on the tool developed by Hyde, Pethe and Dhar. The scale consists of 34 items which are divided into ten factors which are:- Self-Awareness, Empathy, Self-motivation, Emotional Stability, Managing Relations, Integrity, Self-Development, Value Orientation, Commitment and Altruistic behaviour.

DATA COLLECTION

a) Sources of Data – The Final-Year students studying MBA course of five Universities of Rajasthan are the respondents.
b) Nature of Data – The data collected through the tool is quantitative as well as qualitative.

STATISTICAL TECHNIQUES

a. One-way ANOVA to verify the hypothesis and to test the significance of the variance difference among groups consisting of five universities.
b. t-test to examine significance of difference between means of various sub-groups.
c. chi-square test on different levels of a single categorical variable.

ANALYSIS AND INTERPRETATION OF DATA

The data collected were analyzed using frequency counts. Qualitative analyses were adopted in analyzing the responses. The scores obtained were classified, subjected to statistical tests of scientific using SPSS. The computer values are given below:

Table-1: Summary of ANOVA results.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sum of Squares (ss)</th>
<th>Mean of Squares (ms)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between</td>
<td>Within</td>
<td>Between</td>
</tr>
<tr>
<td></td>
<td>693.73</td>
<td>27663.50</td>
<td>173.43</td>
</tr>
</tbody>
</table>
The F-value presented in table 1 is less than the table value. It shows that there is no significant difference among the various groups of five universities. Hence our hypothesis number1 is accepted.

**Table-2: Significance of differences between means**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>N</th>
<th>t- value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80.06</td>
<td>10.75</td>
<td>144</td>
<td>2.05</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>82.36</td>
<td>8.59</td>
<td>156</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locale</td>
<td>Rural</td>
<td>78.10</td>
<td>13.13</td>
<td>31</td>
<td>1.92</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>81.62</td>
<td>9.23</td>
<td>269</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>General</td>
<td>81.26</td>
<td>9.83</td>
<td>250</td>
<td>.013</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Reserved</td>
<td>81.24</td>
<td>9.37</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to determine the significance difference in emotional intelligence between male-female, rural-urban, and general-reserved category of students, t-test was computed. From the table above it is evident that the difference between male and female students is significant at 0.05 level. Therefore it may be interpreted that gender difference exists with regard to emotional intelligence. The females are found to be better as compared to males.

The t-test result reveals that there is no significant difference in emotional intelligence between rural-urban and general- reserved category students as the calculated value of t is not significant at 0.05 levels of significance. It may be concluded that there is no significant difference between these two sub groups. Therefore null hypothesis number 2 formulated for this purpose is partially accepted.
Table-3: Level of emotional intelligence of sub-groups

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Total</th>
<th>df.</th>
<th>Chi-square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>110</td>
<td>19</td>
<td>144</td>
<td>2</td>
<td>4.41</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>118</td>
<td>30</td>
<td>156</td>
<td>2</td>
<td>2.18</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Locale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>4</td>
<td>24</td>
<td>3</td>
<td>31</td>
<td>2</td>
<td>2.18</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>19</td>
<td>204</td>
<td>46</td>
<td>269</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>15</td>
<td>197</td>
<td>38</td>
<td>250</td>
<td>2</td>
<td>8.16</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Reserved</td>
<td>8</td>
<td>31</td>
<td>11</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An attempt was made to confirm the results obtained in table-2 with the level of emotional intelligence. The emotional intelligence of 5 groups of students was classified as low, moderate, and high on the basis of their total scores. The results are presented in table-3. The table shows that values of chi-square obtained for male-female, rural-urban, and category sub-groups are 4.41, 2.18, and 8.16 respectively. The table values of Chi-square for 0.05% and 0.01%(2 df.) levels are 5.99 and 9.21 respectively. Therefore we conclude that there is no significant difference between levels of emotional intelligence of male-female and rural-urban sub-groups.

**FINDINGS**

1. There is no significant variance difference among Government, Deemed and Private Universities students in terms of emotional intelligence (E.I). Thus the type of institutions don’t contribute to E.I of students.

2. Male and female management students differ in E.I. Females tend to be stronger in components of self-awareness, emotional stability and commitments.
3. In all 8% students are having low E.I., 76 % normal E.I. and only 16 % posses high E.I. Majority of students’ posses moderate emotional intelligence. Therefore there is need to enhance the emotional intelligence of students.

4. There exists a significant difference between General and reserved category students with regard to level of E.I.

CONCLUSION

The concept of emotional intelligence is an umbrella term that covers a broad spectrum of individual skills and disposition, usually referred to as soft skills or inter and intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills. The findings of the present study lead to the conclusion that there exist no differences between emotional intelligence of male-female, and rural-urban students. However general-reserved category students differ in the levels of emotional intelligence.

SUGGESTIONS

1. B-school entrance test should also measure emotional intelligence. While admitting students in management course testing them for emotional intelligence with other abilities can certainly help prepare prospective professionals better to shoulder their future responsibilities.

2) To enhance the emotional intelligence of the management students it is important to provide them sufficient opportunities as well as support by the B-Schools. The emotional competencies can be developed in students through regular and well-planned emotional educational programs. Series of workshops for the same should be organized and essential participations of each student be ensured. The students should be made aware of the ways to identify and handle their emotions during
their course. Activities like case studies, interactive discussions, watching videos, role playing may be conducted to build students’ emotional-self. Through each task there is a valuable lesson to be learnt to understand their own emotions as well as others, build empathy, talk about their feelings, listen to others and boost their self-esteem.

3) The management institutions must communicate students that their performance will also be measured by the appropriate adoption of critical emotional intelligence skills. This will have a snowball effect because those who see their colleagues being rewarded for successfully demonstrating EI skills will be more willing to seek training for them.

IMPLICATION

The implication for the B-school is that identifying emotional intelligence of the prospective professionals at the time of selection of students and designing training program for them during course of study. The time is ripe to include this much talked about concept in practice and harness the potential for benefit of all.

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** Dean, Commerce and Management Faculty, THE IIS UNIVERSITY, JAIPUR.

* Research Associate, Jaipur National University, JAIPUR.
CURRICULUM VITAE

AMIT AHUJA

77/77 Mansarover, Jaipur-302020
Phone-0141 - 2785391
Mobile-9829298052
EMAIL- amitahuja.1983@rediffmail.com

Career Objective
Work for a challenging career with scope of self-advancement, organization’s goals and objectives.

Academic Qualification

<table>
<thead>
<tr>
<th>Examination</th>
<th>Year</th>
<th>Board/ University</th>
<th>Percentage</th>
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<tr>
<td>Higher Secondary</td>
<td>2002</td>
<td>M.P. Board</td>
<td>54%</td>
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<tr>
<td>B.B.A</td>
<td>2005</td>
<td>B.I.T , Ranchi</td>
<td>62.20%</td>
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<tr>
<td>M.B.A</td>
<td>2009</td>
<td>Rajasthan University</td>
<td>63%</td>
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<tr>
<td>PhD (pursuing)*</td>
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<td>The IIS university</td>
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Experience

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<tr>
<th>Post</th>
<th>Period</th>
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<tr>
<td>Research Associate</td>
<td>1 year</td>
<td>Rs. 15,000(p.m.)</td>
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Hobbies
1. Listening music.
2. Interacting with people.

Computer Skills
Basic knowledge: Internet, MS office etc.

Strengths
1. Result oriented.
2. Willingness to learn and experiment things.
Personal Details
Name : Amit Ahuja
Father’s name : Prem Ahuja
Date of birth : 1st November 1983
Marital status : Single
Languages known : English and Hindi.

Vision towards life
The experiences that we encounter every day are the best because they teach us how to become more mature and a better person in the future.

Declaration
I solemnly affirm that the information provided by me is correct and in accordance with my certificates. If any information given by me is found incorrect at any stage, my candidature may be cancelled.

(AMIT AHUJA)