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## **Abstract**

### **Title: Emotional Intelligence Component in The Business Curriculum: A Case Study of Selected Business Schools in National Capital Region**

Emotional intelligence (EI) among others has been proposed to influence major areas of human life namely professional and personal. Researchers propose that EI is instrumental in defining the success of individuals. But there have been few attempts to understand the linkage of EI at the level of education/ curriculum specifically business education.

The study was initiated to understand the importance of emotional intelligence component in the business curriculum in business schools of National Capital Region (NCR) from the perspective of different stakeholders namely students, faculty members and members of the management. The aim was to explore if factors like gender, age, number of years of experience, sibling position have any association with the emotional intelligence of management students. Further the study also investigated whether EI of students gets impacted by factors like organizational factors (Interaction with faculty, peers and college) and overall CGPA scores (Academic Scores) of students. For conducting the research four business schools were chosen on the basis of specified criteria. Case Study method and Systems framework were used to conduct the study where an in-depth analysis of each business school was done by examining all the stakeholders of the system (business school). A combination of quantitative and qualitative techniques was

used. The sample size for the study was 327 students. Interviews were conducted with 6 faculty members from each college and also the members of management like Director / Dean.

The results of the study revealed that EI varies significantly with the gender of the students. Further EI carries significant association with number of years of experience. There was no association found between age and sibling position of the students. The study also revealed that EI was impacted by Organizational Factors and the Academic Achievement (CGPA scores) combined to the tune of only 5%. The perception of the stakeholders as discovered by the study on factors affecting EI also portrayed that people with high IQ may or may not have high emotional intelligence. Hence IQ indicated by CGPA score is not necessarily a predictor of the EQ level of respondents. The study also brought to light the fact that majority of the stakeholders including deans and faculty felt that the present system of evaluation (CGPA System) does not capture the actual potential of any student and high CGPA does not guarantee success at the professional front. The combination of skills required for success in one's career is not projected by the existing credit system. The overall findings of the study suggest that there is a dearth of adequate skills in management students coming out of business schools as the later are not able to develop an insight in students into the practical world of business. There are various skills required by a manager out of which the curriculum focuses on a few and stress is laid to develop the technical skills only.

Hence the business schools could take a relook at the above and take steps to bridge the gap. For this the educators could focus on translating academic theories into practical application oriented scenarios which not only enhances their knowledge but also their quality of life across the social spectrum. Key Words: Emotions, Emotional Intelligence, Cognitive Intelligence, Management Education, Business Curriculum.