Education is a character building process enhancing one’s personality and making him/her rational, capable, responsive and intelligently independent. It generates the will to refashion one’s heart, head, and life. It is a powerful instrument of social and economic change. Students are educated with one main objective in mind: their success. Till early 90’s Intelligence Quotient was the measure of success and intelligence of an individual. Greater the Intelligence Quotient more intelligent the individual was and more successful he was considered to be. With the passage of time, validity of Intelligence Quotient as the only measure of a person’s intelligence and success has been formally questioned. Very recently a shift of emphasis from Intelligence Quotient to Emotional Quotient (E.Q) has taken place. The rules at the workplace have changed. Jobs demand reasoning, computing, divergent thinking, quick and data based decision making and fair amount of Emotional Intelligence. The new yardstick for performance is how well one handles oneself and one another. Employers of today prefer to employ a trainable person rather than a person trained in a particular vocation, a person with high E.Q. rather than only high I.Q. I.Q. is inherent but E.Q can be developed and nurtured. A teacher with high I.Q. may not necessarily be high on E.Q. So, before joining a school, if a teacher comes well equipped with fine emotional skills, while undergoing pre-service training, he/she will not only become a more effective teacher, but, will also be able to handle the daily strife and struggle of life with more ease. The present study adds to the theoretical understanding of the concept of E.Q. as it states the relationship of Emotional Intelligence with Self-concept, Achievement motivation and Academic achievement of Student-teachers.

Chapter-I deals with the concepts of Emotional Intelligence, Self-Concept, Achievement Motivation and Academic Achievement, Review of the related literature, Statement of the Problem, Delimitations, Objectives and Hypotheses of the study.

Chapter-II gives the Description of Tools used in the study.

Chapter-III presents the Method of the Study in which Sample selection, Design of the study, Procedure, Tools used and Statistical Techniques are discussed.

Chapter-IV deals with the Analysis and Interpretation of the data, findings of the study, and discussion of results.

Chapter-V covers the Summary and Conclusions along with Educational Implications and Suggestions for further study.

Dated: ARTI DEVI

(Investigator)