The development throughout our life is driven by emotions. Until recently emotions were considered something that should be getting rid off to avoid trouble. But it is realized now, that emotion can make us richer, by knowing them, educating them and giving them ‘intelligence’. Emotion gives us both the fuel and the energy needed to act, energy to move. The emotional learning facilitates our adaptation to environment. So, along with development of cognitive intelligence, emotional intelligence should be the other main objective in education.

This study covers the study of the status of creativity, stress and academic achievement of the B. Ed students in relation to Emotional Intelligence along with some background variables. The thesis also tries to present a developmental background of Emotional Intelligence and some related studies that have been studied in India and abroad. The thesis also provides a number of suggestions for developing Emotional Intelligence among the B. Ed students.

The study is an outcome of the personal observation of the investigator, who observed that some of the children who behave and perform well in academic aspects at home; they behave in a different way at school and cannot achieve as expected in school examination. Some students are unnecessarily tensed with simplest matter. The emotional problems of the teenage are increasing in alarming rate at present. Teens may be facing a number of pressures from friends to fit in and from parents and others to do well in school or in other aspects. The teenage suicidal incident come to light off and on which arise the question; are today’s
youth are more vulnerable to emotional maladjustment, what may be the factors for such inadequacies, how we can help the young generation to tackle different emotional issues that affect one’s self and others as well. Therefore, the investigator had an interest about the problem right from her motherhood and teaching life as well and selected the topic to investigate the emotional intelligence of the B. Ed. students in this expectation that these future teacher will be sensitive enough about the emotional problems of their students and guide and counsel empathetically to develop emotional intelligence in them for overall happiness. The investigator sincerely hopes that the findings of the study will draw attention of the policy makers, administrators, teacher educators, parents, students and other stake holders to emphasize on developing these non-cognitive aspects to achieve the comprehensive development of the individual for the performance of both personal and social goals as envisaged by Delors(1996) in the UNESCO document on education ‘Learning: The Treasure Within’. The investigator believe that developing emotional intelligence through education will have far reaching effect, but needs support from all who are involved in raising and educating children and young people and aware of the influence that emotional intelligence can exert on human development.

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