

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

ijrcm



A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

as well as in Open J-Gate, India [link of the same is duly available at infibnet of University Grants Commission (U.G.C.)]

Registered & Listed at: Index Copernicus Publishers Panel, Poland

Circulated all over the world & Google has verified that scholars of more than Hundred & Thirty Two countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

www.ijrcm.org.in

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	REVISITING TRAINING EVALUATION SAJEET PRADHAN & DR. RABINDRA KUMAR PRADHAN	1
2.	THE INFLUENCE OF AGE ON CONSUMER ACTIVISM DR. ANTHONY. A. IJEWERE	5
3.	AN INVESTIGATION ON EMOTIONAL INTELLIGENCE OF STUDENTS WITH RESPECT TO STUDENT DEVELOPMENT MODEL AND ITS IMPLICATION ON EMOTIONAL LEARNING SYSTEM IN MALAYSIA DR. VIMALA SANJEEVKUMAR	8
4.	DETERMINANTS OF CHILD LABOUR IN AGRICULTURAL PRODUCTION IN OYO STATE-NIGERIA AJAO, A.O	14
5.	ECONOMIC VALUE ADDED VS. ACCOUNTING RESIDUAL INCOME: WHICH ONE IS A BETTER CRITERION FOR MEASUREMENT OF CREATED SHAREHOLDERS VALUE? MOHAMADREZA ABDOLI, MOHAMADREZA SHURVARZI & AKRAM DAVOODI FAROKHAD	18
6.	ACTIVISM AMONG THE NIGERIA CONSUMERS DR. ANTHONY .A. IJEWERE	23
7.	AN EVALUATIVE STUDY OF USE OF HIP HOP ARTISTS IN MOBILE TELECOMMUNICATIONS ADVERTISEMENTS: A STUDY OF AIRTEL SUBSCRIBERS IN SOUTHEASTERN NIGERIA DR. CHINENYE NWABUEZE & EMMANUEL OKEKE	27
8.	TELECOMMUNICATION, TECHNOLOGY & TRAINING (3TS) - A UNIQUE LEARNING MODEL FOR TELCOS AJAY KR VERMA, SUDHIR WARIER & LRK KRISHNAN	34
9.	FUTURE CHALLENGES OF HRM IN CORPORATIONS OF U.K. IN THE GLOBAL VILLAGE CONTEXT DR. S. P. RATH, DR. BISWAJIT DAS, SATISH JAYARAM & SAMEER DIWANJI	44
10.	PROS AND CONS OF BRAND IMAGE BUILDING THROUGH NON MASS MEDIA: A CONCEPTUAL FRAMEWORK WITH SPECIAL REFERENCE TO ORGANISED RETAIL IN INDIA V.JYOTHIRMAI & DR. R. SIVA RAM PRASAD	47
11.	FEEDBACK ON IMPLEMENTATION OF ONLINE PERFORMANCE MANAGEMENT SYSTEM - A MINI MIX MODEL M. S. R. SESA GIRI & P. V. SARMA	52
12.	PROBLEMS AND PROSPECTS OF SALES PROMOTION IN RURAL MARKETS OF FMCG SECTOR IN INDIA DR. S. LOURDU INITHA & DR. S. GOVINDARAJU	55
13.	FUND GROUPING: A MATHEMATICAL MODEL – PUBLIC AND PRIVATE SECTOR MUTUAL FUNDS IN INDIA DR. K. P. SIVAKUMAR & DR. S. RAJAMOCHAN	60
14.	TESTING STATIONARITY OF BETA AND BETA REGRESSION TENDENCIES IN INDIAN STOCK MARKET DR. BAL KRISHAN & DR. REKHA GUPTA	65
15.	AN EVALUATION OF FINANCES OF DEC OF SRI VENKATESWARA UNIVERSITY, TIRUPATI, A.P. DR. G. VENKATACHALAM & DR. P.MOHAN REDDY	69
16.	COMPLIANCE OF POLLUTION CONTROL MEASURES AMONG INDUSTRIAL UNITS OF PUDUCHERRY S. BALAJI & DR. P. NATARAJAN	74
17.	JOB SATISFACTION AMONG TEACHERS DR. SANDHYA MEHTA	77
18.	MODELING AND MEASURING PRICE DISCOVERY IN COMMODITY MARKET DR. SUYASH N. BHATT	84
19.	CORPORATE CARBON DISCLOSURE THROUGH SUSTAINABILITY REPORT - AN INDIAN EXPERIENCE DR. HEENA SUNIL OZA	90
20.	A STUDY ON CONSUMER BEHAVIOR OF MOBILE PHONES FROM UNIVERCELL STORES IN KERALA J. RAMOLA PREMALATHA, DR. N. SUNDARAM & JIJAY JOSEPH	95
21.	THE STOCHASTIC MODELLING AND RELIABILITY ANALYSIS OF A BATTERY PRODUCTION SYSTEM IN AN INDUSTRY DR. PAWAN KUMAR & ANKUSH BHARTI	98
22.	A STUDY OF IMPACT OF E LEARNING ON UNIVERSITY STUDENTS DR. TUSHAR CHAUDHARI	103
23.	EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENTS RUKMINI S. & VIJAYA U. PATIL	106
24.	BOOTSTRAPPING: STARTING A BUSINESS ON A BUDGET SHABANA A. MEMON.	111
25.	EMPLOYEE ENGAGEMENT WITH SELECTED FACTORS AT BSNL, HYDERABAD- AN EMPIRICAL STUDY P. LAKSHMI NARAYANAMMA	115
26.	MERGERS AND ACQUISITIONS IN INDIAN INFORMATION TECHNOLOGY INDUSTRY AND ITS IMPACT ON SHAREHOLDERS' WEALTH JAYANT KALGHATGI	118
27.	PLASTIC CARD FRAUDS AND THE COUNTERMEASURES: TOWARDS A SAFER PAYMENT MECHANISM ANUPAMA SHARMA	122
28.	A STUDY ON CAUSES OF JOB STRESS IN THE IT SECTOR OF BANGALORE SHERIL MICHAEL ALMEIDA	126
29.	IMPACT OF TRADITIONAL MEDIA ON JUDICIAL OFFICERS DR. AMIT KUMAR SINGH & MILI SINGH	129
30.	CUSTOMER RELATIONSHIP BUILDING THROUGH SOCIAL NETWORKING WEBSITES VIKRAM SINGH	133
	REQUEST FOR FEEDBACK	138

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

PATRON

SH. RAM BHAJAN AGGARWAL

Ex. State Minister for Home & Tourism, Government of Haryana
Vice-President, Dadri Education Society, Charkhi Dadri
President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

AMITA

Faculty, Government M. S., Mohali

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR

DR. BHAVET

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SANJIV MITTAL

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. ANIL K. SAINI

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P. J. L. N. Government College, Faridabad

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

ASSOCIATE EDITORS

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PROF. A. SURYANARAYANA

Department of Business Management, Osmania University, Hyderabad

DR. ASHOK KUMAR

Head, Department of Electronics, D. A. V. College (Lahore), Ambala City

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

PROF. V. SELVAM

SSL, VIT University, Vellore

DR. PARDEEP AHLAWAT

Reader, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

S. TABASSUM SULTANA

Associate Professor, Department of Business Management, Matrusri Institute of P.G. Studies, Hyderabad

SURJEET SINGH

Asst. Professor, Department of Computer Science, G. M. N. (P.G.) College, Ambala Cantt.

TECHNICAL ADVISOR

AMITA

Faculty, Government H. S., Mohali

MOHITA

Faculty, Yamuna Institute of Engineering & Technology, Village Gadholi, P. O. Gadholi, Yamunanagar

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email addresses: infoijrcm@gmail.com or info@ijrcm.org.in.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. COVERING LETTER FOR SUBMISSION:

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF _____.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other. **please specify**)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITE

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

AN INVESTIGATION ON EMOTIONAL INTELLIGENCE OF STUDENTS WITH RESPECT TO STUDENT DEVELOPMENT MODEL AND ITS IMPLICATION ON EMOTIONAL LEARNING SYSTEM IN MALAYSIA

DR. VIMALA SANJEEVKUMAR
ASSOCIATE PROFESSOR
COLLEGE OF BUSINESS-HUMAN RESOURCE SECTION
UNIVERSITI OF UTARA MALAYSIA
SINTOK

ABSTRACT

We human beings have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important. Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. This research study presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan and achieve in one's life. This review examines the foundations of the definitions of emotional intelligence as well as existing educational research involving emotional intelligence, within the students in Malaysia. Recommendations for future research and research potential are discussed. From this study we probably also know students who are masters at managing their emotions. Regardless of their strengths, however, they're usually willing to look at themselves honestly. They take criticism well, and they know when to use it to improve their performance. People like this have a high degree of emotional intelligence, or EI. They know themselves very well, and they're also able to sense the emotional needs of others. Thus this study gives a deep insight about Emotional Intelligence among students in Malaysia.

KEYWORDS

Emotional Intelligence, Personalities, Perception, Hypothesize.

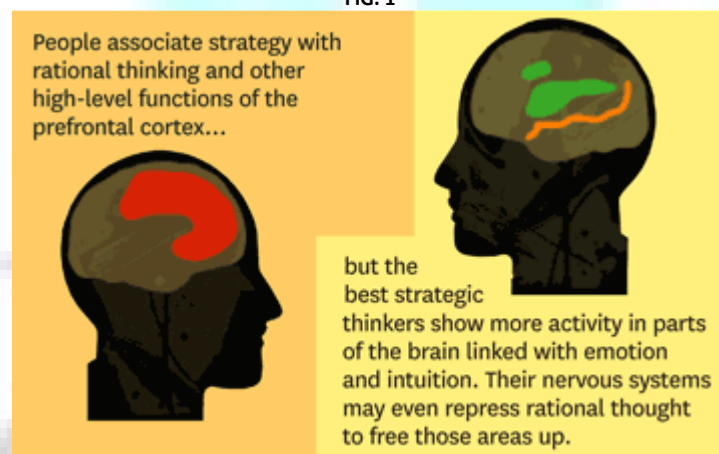
INTRODUCTION

The concept of “emotional intelligence” (EI), however, provides a useful instrument to describe the intricate configuration of interrelated factors that play a role in predicting a person's success in life. The study reported in this article attempts to establish the emotional intelligence profiles of students in a academic setting. The qualitative section of the research involves a study of the literature on certain aspects of the phenomenon “emotional intelligence”, whereas the quantitative part of the research involves the administration of Questionnaire measure to 100 students who have all been involved in the academics/universities. The research accentuates the importance of timeous and continued assessment of the ongoing functioning and well-being of students that may help improve the emotional skills and functioning of such academics.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence,” they defined emotional intelligence as, “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (1990).

FIG. 1



Source: When Emotional Reasoning Trumps IQ by Roderick Gilkey, Ricardo Caceda, and Clinton Kilts

From the above Fig 1. The area of the brain people tend to associate with strategic thought is the prefrontal cortex, known for its role in executive function. It allows humans to engage in anticipation, pattern recognition, probability assessment, risk appraisal, and abstract thinking. Those abilities do help managers solve problems. However, when we examined the best strategic performers in our sample, we found significantly less neural activity in the prefrontal cortex than in the areas associated with “gut” responses, empathy, and emotional intelligence (that is, the insula, the anterior cingulate cortex, and the superior temporal sulcus). In other words, the conscious executive function was downplayed—while regions associated with unconscious emotion processing operated more freely. IQ-based reasoning is valuable in both strategic and tactical thinking—but it's clear that managers integrate their brain processes as they become better strategists. When companies realize that, they may approach strategy and execution more holistically.

IMPORTANT ISSUES FACED BY STUDENTS

In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of performance on standardized assessment

models. Healthy education must focus on academic, career, and leadership development and emphasis on emotional learning as much as on academic or cognitive learning.

In addition to other indicators, there are several other issues that are involved in change, reform, and renewal. A major challenge for education is to provide safe campuses, healthy learning climates, and rigorous academic curricula taught by qualified teachers for interested and motivated learners. Changes in the nature of work and productivity demands of a global economy necessitate additional restructuring and reform efforts. As colleges prepare students for careers and productive employment, education will continue to modify its programs and instruction. As colleges prepare students for positions of responsibility and leadership, there will be an increased interest and recognition of the importance of the contributions of the emotional mind. In short, learning and applying emotional intelligence skills contribute to academic and career success. It is easy to discover that there are very serious issues and questions facing education which need to be addressed and answered. One of these was posed in the classic book **Excellence: Can We Be Equal and Excellent Too?** (J. Gardner, 1961).

REVIEW OF LITERATURE

P. Salovey and J. D. Mayer's (1990) definition of emotional intelligence as a type of 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, it is argued that intelligence is an appropriate metaphor for the construct. The abilities and mechanisms that underlie emotional intelligence are described. These mechanisms are (1) emotionality itself, (2) facilitation and inhibition of emotional information flow, and (3) specialized neural mechanisms. Emotionality contributes to specific abilities, and emotional management influences information channels and problem solving.

There is growing research that connects emotional intelligence and emotional skills to achievement, productivity, career success, personal health, resilience, and leadership (H. Gardner, 1983, 1993, 1997; Goleman, 1995, 1997; Sternberg, 1985, 1990; Salovey and Mayer, 1997; Epstein, 1998; Dryden and Vos, 1994; Damasio, 1994; Weisenger, 1985, 1998; Greenspan, 1997; Astin and Associates, 1993; Townsend and Gephardt, 1997; Nelson and Low, (1976-2003). A practical, education- and research-based model of emotional intelligence may provide an important key for integrating student development with the academic mission of higher education.

EMOTIONAL INTELLIGENCE AND ACADEMICS

Various investigators have engaged in research designed to examine and apply emotional intelligence constructs within academic, medical, and other learning settings. Since research in this area as it applies to education is limited, all identified studies were included in this review and the limitations identified. Levels of emotional intelligence at the end of the study period were associated with academic performance, with a greater correlation existing in the emotional intelligence group. These findings led researcher to conclude that emotional intelligence could be taught or learned and is not a fixed parameter. Additionally, greater levels of emotional intelligence can be expected to correlate with their performance even when controlling for traditional markers of intelligence.

UNIVERSITIES PERSPECTIVE

Academic and cognitive development is the primary goal of many universities. However, it may prove disastrous if the emotional and affective domain is neglected as an important and necessary role for students. A blending of academic (cognitive), behavioral (action), and affective (emotional) dimensions are needed to address the complex issues facing education. To meet the issues and challenges of public education, there is a need to develop responsible and emotionally healthy students and teachers. Emotional skill development and personal responsibility need to be embraced and in effect just as it is with the academic and behavioral dimensions.

Extensive reviews of studies at schools and organizational levels indicate that emotional intelligence skills are essential to achievement, leadership, and personal health (Goleman, 1995, 1997). Further, Goleman indicates that when high levels of leadership are required, emotional intelligence is a much greater predictor of success than traditional measures of intelligence or leadership. In studying the world's best educational practices, Dryden and Vos reported that personal and emotional development is at the very center of these programs. Their findings indicate that the emotional intelligence skills of self esteem and personal confidence are essential to all learning. They declare that education that fails to address these factors (i.e. personal/emotional domain) will fail in its other tasks as well (Dryden and Vos, 1994).

OBJECTIVES

- The main objective of the study is to assess if students are Emotionally Intelligent and to analyze various factors that influence EI of students
- To assess the skills required by students for their personal and professional growth.
- To identify various factors influencing the professional and personal growth of students

RESEARCH METHODOLOGY

Qualitative methodology is used in this study in order to observe and provide descriptions. This method is used to assess knowledge's, attitudes, behaviors, and opinions of people depending on Emotional Intelligence. The researcher used Descriptive research design where in it involves observing and describing the behavior of a subject without influencing it in any way. Probability sampling method is used in order to have a random selection method; It assures that the different units in the population have equal probabilities of being chosen. Stratified Random sampling, is used where in different departments are considered as homogeneous subgroups and then taking a simple random sample in each subgroup. The sample size is 100 and Primary and secondary data were collected using structured questionnaire. Likert scaling was used in the questionnaire in order to collect data from the respondents. Statistical techniques used in the study are chi-square, Factor analysis, ranking method, Multiple regression and Z test analysis.

INSTRUMENTATION

The Trait Emotional Intelligence Questionnaire (TEIQue) is an integral part of the scientific research program on trait emotional intelligence. All TEIQue measures are underpinned by an international scientific research programmer aiming to integrate the various non-traditional intelligences into mainstream models of personality and differential psychology. The Trait Emotional Intelligence Questionnaire (TEIQue) is an integral part of the academic research program on trait emotional intelligence. The latest version of the TEIQue is v. 1.50. The TEIQue is a scientific measurement instrument based exclusively on trait EI theory. Trait EI theory is unrelated to what lay people understand by "emotional intelligence" or "EQ".

The theory of trait emotional intelligence (trait emotional self-efficacy) emerged from the distinction between two EI constructs (ability EI and trait EI; Petrides, 2001; Petrides & Furnham, 2000, 2001; Petrides, Furnham, & Frederickson, 2004). This questionnaire is from London Psychometric Laboratory.

ANALYSIS AND INTERPRETATION

In this chapter the data collected for this study has been analyzed and interpreted. The main purpose of the study is to know if students are Emotionally Intelligent and to analyze various factors that influence EI of students, to assess the skills required by students for their personal and professional growth and To identify various factors influencing the professional and personal growth of students

To facilitate the achievement of the research goal, a number of statistical techniques were used. The hypotheses were tested using Chi square test, Analysis of Variance (ANOVA), Z test, Multiple regression analysis. All data analysis was conducted using SPSS 15.0. For the purpose of analysis, coding of the variables has been done. A description of statistical techniques employed is presented below.

Factor analysis: Factor analysis is a technique used to reduce the complexity of number of variables in a research work. In this research work, an attempt is made to find few factors that influence Emotional intelligence among students. The variable considered for the analysis were feelings, empathy, emotions, and the factors that are very important for Emotional intelligence were considered in factor analysis. The complexity of these variables were reduced and condensed.

Multiple Regression: Regression analyses were used to study the relationship between main variables and the extent of the impact of the independent variable on the dependent variable. The relationship between independent variable is significant. Independent variables such as self learning, self development, were used and regression analysis was used to check if it has impact on Emotional intelligence factors.

Chi-square: This is a test of significance that can be used to test whether the two variables are statistically associated with each other significantly. In the present study, the hypothesis was framed based on EI factors as an accelerating drive on self development, which enhance positive relationship.

Z –TEST

Z test is used to analyze the gender of the hospital if they have same opinion towards Emotional Intelligence and self development and self learning. The **Z-test** is a statistical test used in inference which determines if the difference between a sample mean and the population mean is large enough to be statistically significant, that is, if it is unlikely to have occurred by chance.

In this research work, an attempt was made to find few factors that influence the Emotional intelligence and self learning of students.

TABLE 1: FACTORS THAT RESULT IN STUDENTS CHOOSING TO SUPPORT SELF LEARNING
Rotated Component Matrix

FACTORS	COMPONENT				
	1	2	3	4	5
Make them feel valued	.831	.128	.074	-.227	-.023
Self worth	-.799	0.92	.118	-.118	.019
Learning community	.565	.495	.063	.058	-.468
Sense of belonging	.01	-.924	.049	.141	-.085
empathy	-.161	-.093	-.903	-.147	.001
Emotional aspects	-.380	-.260	.602	-.120	-.126
Respect for others feelings	.183	.387	-.146	.710	-.293
Thoughts influenced by feelings	.062	.281	-.072	-.658	-.112
Emotion progress	-.206	-.130	.417	.582	.332
Intuition	-.004	.075	-.048	.063	.984

Extraction method: Principal component analysis

Rotation method: Varimax with Kaiser normalisation

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Make them feel valued	Sense of belonging	Empathy	Respect for others feelings	Intuition
Self worth		Emotional aspects	Thoughts influenced by feelings	

The table states that the factors which make the students valued and self worth are the first most important emotional factors that results in self development and self learning. The second factor is sense of belonging to the institute or university which they study. The respondents also give importance for empathy, respect for others feelings and thoughts which influence them.

GARELTS TABLE

The ranking table reveals the various Emotional factors that support self development and self learning. The highest score is 6277, self worth, ranks first. Feeling for others stand second, for which the score is 5993; the third highest score is for Instincts and Intuitions, scores 5111. The fourth factor is negative mood, which scores 4753. Respondents score the least for non verbal cues and disapproval, which scores 4401 and 3572 respectively.

MULTIPLE REGRESSION ANALYSIS

Multiple Regressions is used as a descriptive tool. It is used to develop a self-weighting estimating equation by which to predict values for a criterion variable from the values for several predictor variables. A descriptive application of multiple regression calls for controlling for confounding variables to better evaluate the contribution of other variables.

TABLE 2

Regression I

Objective: To study Emotional factors and possible self development methods.

Descriptive Statistics

	Mean	Std. Deviation	N
q1	2.3542	.92883	96
q2	2.5104	.79465	96
q3_a	1.6042	.55211	96
q3_b	1.8229	.69577	96
q3_c	2.2500	.68056	96
q3_d	1.9583	.78024	96
q3_e	2.3229	.85218	96

MODEL SUMMARY

	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	.454(a)	.206	.153	.85491

a. Predictors: (Constant), q3_e, q2, q3_b, q3_c, q3_d, q3_a

ANOVA (b)

			Sum of Squares	Df	Mean Square	F	Sig.
Model	1	Regression	16.911	6	2.818	3.856	.002(a)
		Residual	65.048	89	.731		
		Total	81.958	95			

a Predictors: (Constant), q3_e, q2, q3_b, q3_c, q3_d, q3_a

b Dependent Variable: q1

COEFFICIENTS (a)

			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Model	1	(Constant)	1.179	.493		2.391	.019
		q2	.438	.117	.375	3.754	.000
		q3_a	.196	.226	.116	.866	.389
		q3_b	.017	.168	.013	.103	.919
		q3_c	.006	.151	.004	.039	.969
		q3_d	.166	.154	.140	1.079	.283
		q3_e	-.263	.137	-.241	-1.912	.059

a Dependent Variable: q1

The concept used is multiple regression equation.

Dependent variable=Constant+B1X1+B2X2+...

X1,X2... are independent variable and are otherwise called predictors

Level of significance = 0.05

If $P \leq$ Level of significance, Reject Null Hypothesis

Self development and self learning = 1.179+0.438

Thus it is significant and the relationship between the independent variables is significant.

The above analysis says that the independent variables such as self development and self learning avoid the negative feelings, remorse, anger, disapproval, mistakes, gloomy situation and fear. The above factors were dependent on the self development and self learning strategy.

CHI – SQUARE TEST

Chi-square is a very versatile test used both as a non-parametric and parametric measure. As a non-parametric measure it is used as a test of goodness of fit as a test of independence. In this research chi-square test enables the researcher to explain whether or not two attributes are associated.

Objective: To study if students are aware of Emotional intelligence and its impact (as an accelerating drive) on self development

Null Hypothesis: The students agree that they are aware of Emotional intelligence as an accelerating drive on self development.

Alternate Hypothesis: The respondents do not agree that Emotional intelligence as an accelerating drive on self development.

TABLE 3: SELF DEVELOPMENT AS AN ACCELERATING DRIVE

Factors	Observed N	Expected N	Residual
Disagree	8	7	1.0
Neutral	40	41.0	-1.0
Agree	40	41.0	-1.0
Strong agree	8	7	1.0
Total	96		

Level of significance

$X = 0.05$

Test statistics = $X^2_0 = \sum (O_i - E_i)^2 / E_i$

Observed Value = 0.334

Expected value $X^2_E = 7.815$ for 3 degree of freedom at 5% level.

Inference

$X^2_E > X^2_0$ Thus the Null Hypothesis is accepted.

Z TEST

Objective: To analyze the gender of the hospital if they have same opinion towards the Emotional intelligence factor leads to self learning

Null Hypothesis: Male and Female have same level of opinion on various factors that leads to self learning

Alternative Hypothesis: Male and Female have different level of opinion on various factors that leads to self learning.

TABLE 4: OPINION TOWARDS CHANGE BEING PRACTICED

Gender	Mean	Calculated value Z_0	Expected value Z_e
Male	23.00	0.127	1.96
Female	23.11		

Therefore $Z_0 < Z_e$. Here the Null Hypothesis is accepted. Male and female have the same level of opinion on various factors that leads to self learning. Ten key factors are considered for the study. High opinion is calculated ($23/30=0.77$ i.e. 77%). More than 77% of the respondents favor for this.

DISCUSSION

The major value of student development is that of community. A university is viewed as a place where students grow through their involvement in meaningful relationships. Students benefit from relationships that (1) make them feel valued, (2) contribute to positive self-worth, (3) create a healthy, productive learning community, and (4) form a personal sense of belonging. Healthy relationships are important to the academic, behavioral, and emotional growth and development of students. Emotional knowledge, skills, and competencies are essential to the student development values of individuation and community. The affective or emotional learning domain is central to student development. Experiential and self-directed learning activities need to be systematic and accountable. Colleges and universities need to be able to demonstrate and show faculty, students, and the entire academic community how courses, programs, services, and resources make a difference in professional and personal development. Student development programs are positioned to meet this type of institutional accountability.

FINDINGS

This paper puts forth an effort to synthesize and integrate some of the major findings of research on emotional intelligence and personal skills, as they relate to the goals of education and human development. We also are presenting an innovative model of student development that is designed at the very heart of the academic mission of university. This model of student development is constructed using an education-based approach of emotional intelligence developed by the authors. An emotional skills development framework and emotional learning process are used to illustrate and build upon the positive contributions of the emotional mind.

The main goal of this paper is to provide a coherent and practical approach to human emotional behavior that students can learn and apply to stay healthy, increase goal achievement, and improve productivity. Highly successful students need to be able to show that they are actively involved in continuous learning

and are goal oriented achievers. Highly successful schools and colleges need to be able to show that they are providing healthy learning and work environments that challenge and support students and teachers in performing to their highest levels. There must be an acceptance and commitment to develop emotionally intelligent and healthy people in all career fields, not just recognition of the need.

Emotional intelligence skills are vital to human performance and the management of successful learning organizations. Even though the primary attention of education is academic performance, there is simply too much convincing evidence that schools and colleges should not and cannot neglect the development of emotional intelligence skills and other personal and social factors. Emerging trends necessitate new studies and applied research on the contributions of the emotional mind and the emotional domain of learning. Building healthy and productive students requires the active and intentional development of emotional intelligence skills and competencies as a normal and integral part of the process of education. To achieve this balanced perspective, the student development model of learning is reviewed and discussed. Many student development researchers and leaders have emphasized human development and affective learning as an essential component of the higher education experience.

Essential skills required by students based on the research (Student development model) are as follows:

In reviewing the student development model and blending the positive contributions of the emotional mind (affective learning), several important elements emerge. These elements need to be addressed in student development programs that strive to balance cognitive and affective learning.

1. Systemic and sustained as a normal part of the educational experience.
2. An emphasis on the understanding of meaning rather than an accumulation of knowledge facts.
3. Communal with respect to the development of individuation and community.
4. Team building and human relationship development are inherent aspects of the learning environment.
5. Cross-disciplinary, interconnected, integrated, and holistic.
6. Cognitive and affective learning given great breath, depth and width throughout the curriculum.
7. Active and collaborative learning maximized.
8. Service learning integral to the process of education and leadership development.
9. Powerful partnerships between those responsible for "in-class" and "out-of-class" learning (seamless transition from in-class to out-of-class learning environments).
10. Learning viewed as an inherent (casual) outcome of the total environment.
11. Applied institutional research used as a mechanism for improvement.

IMPLICATIONS

A number of implications have emerged from the results of the present study. Emotional and experienced-based learning is different from traditional academic content learning. The Emotional Learning System is based on this difference. Its five steps are systematic and sequential, yet fluid and interactive—the system is designed to ensure a learner-centered development process built on honest, positive self assessment.

Step 1 (Self Assessment: Explore). Requires the student to develop an intentional self assessment habit: inquiring, discovering, questioning;

Step 2 (Self Awareness: Identify). Involves the process of identifying an experience as either a thought or feeling and leading to reflection not reactivity;

Step 3 (Self Knowledge: Understand). Involves 'insight' and an understanding that allows a student to make choices about how to behave;

Step 4 (Self Development: Learn). Involves learning various ways to improve behavior; and

Step 5 (Self Improvement: Apply and Model). Requires the application and modeling of emotionally intelligent behavior to achieve academic and career goals.

The development of emotional intelligence is an intentional, active, and engaging learning process rich with personal meaning. Development is learner-centered and based on the internal frame of reference of the learner with the use of a positive assessment process. It is our belief that emotional intelligence is best understood and learned when framed around specific emotional competencies and skills. The foundation of the emotional learning process is a positive assessment of thirteen emotional skills organized around four key competencies (Nelson and Low 1999, 2003).

CONCLUSION

Emotional Intelligence is a implicit curriculum -- learning how to get along with other people, learning how to motivate yourself, learning how to persist, how to resist temptation and stay fixed on a goal, how to work together toward a common goal. Emotional intelligence -- which refers to how to handle our own feelings, how well we empathize and get along with other people -- is just a key human skill. But it also turns out those academicians who are better able to manage their emotions.

The most important goal for every institution of higher education is academic development. However, in today's diversified society, students need much more to lead healthy and productive lives concerning academic, career and personal goals. Therefore, it is crucial for institutions of higher education to develop academic advising and student learning models that embodies both the academic (cognitive) and emotional (affective) development of students. Students with a strong academic and emotional foundation will model and demonstrate behaviors that are conducive to goal attainment and overall success in life. Consequently, leaders in student development must engage in applied institutional research to begin to develop and improve models for student retention and performance. This research is vital for students and higher education personnel to study and to model continuous program improvement and effective leadership. Through the Emotional Intelligence Program, an extensive data base is being developed for a variety of teaching, learning, and research purposes. Utilizing such a rich source of institutional data, there are several important research directions that are being actively pursued.

REFERENCES

1. Astin, A. W. (1996). Involvement in Learning Revisited: Lessons We Have Learned. *Journal of College Student Development*, 37(2), 123-134.
2. Bandura, A. (1977). "Self-efficacy: Towards a Unifying Theory of Behavior Change". *Psychological Review*, 84, 191-215.
3. Bandura, A. (1998). "Self-efficacy" In V.S. Ramachandran (Ed.) *Encyclopedia of Human Behavior* (Vol. 4 pp 71-81). New York: Academic Press (Reprinted in H. Friedman (Ed.) *Encyclopedia of Mental Health*. San Diego: Academic Press 1998.
4. Coladarchi, T. (1992). "Teachers' Sense of Efficacy and Commitment to Teaching". *Journal of Experimental Education*, 60, 323-337.
5. Damasio, Antonio R. (1994) *Descartes' Error: Emotion, Reason, and the Human Brain*. New York, NY: Avon Books.
6. Dryden, Gordon and Vos, Jeannete (1994) *The Learning Revolution*. Winnipeg, Canada: Skills of Learning Publications.
7. Latiff DA. Including the assessment of nontraditional factors in pharmacy school admissions. *Ann Pharmacother*. 2005; 39:721-6.
8. Gardner, Howard (1983) *Frames of Mind*. New York, NY: Basic Books.
9. Gardner, Howard (1993) *Multiple Intelligences: The Theory in Practice*. New York, NY: Basic Books.
10. Gardner, Howard; Mayer, John & Sternberg, Robert (1997) "Expanding Our Concept of Intelligence". Chicago, IL: A presentation at the Annual Meeting of the American Educational Research Association.
11. Goleman D. *Working With Emotional Intelligence*. New York: Bantam Books; 1998.
12. Goleman D. What makes a leader? *Harvard Bus Rev*. 1998 11-12;;92-102.
13. Greenspan, Stanley I. (1997) *The Growth of the Mind*. New York, NY: Addison-Wesley Publishing Company.
14. Thordike RL. Factor analysis of social and abstract intelligence. *J Educ Psychol*. 1936;27:231-3.
15. Mayer JD, Salovey P. The intelligence of emotional intelligence. *Intelligence*. 1993;17:432-42.
16. Roberts RD, Zeidner M, Matthews G. Does emotional intelligence meet traditional standards for an intelligence?
17. Some new data and conclusions. *Emotion*. 2001; 3:196-231.

18. Mayer JD, Cobb CD. Educational policy on emotional intelligence. *Educ Psychol Rev.*2000;12:163–83.
19. Mayer JD, Geher G. Emotional intelligence and the identification of emotion. *Intelligence.*1996;22:89–113.
20. Nelson, D. and Low, G. (2003) *Emotional Intelligence: Achieving Academic and Career Excellence*. Upper Saddle River, NJ, Prentice-Hall.
21. Nelson, D. and Low, G. (2003) *Instructor's Manual for Emotional Intelligence: Achieving Academic and Career Excellence*. Upper Saddle River, NJ, Prentice-Hall.
22. Nelson, Darwin and Low, Gary (1999) "Achieving Excellence through Emotional Intelligence". Corpus Christi, TX and Kingsville, TX: Professional development workshops for educators, human resource professionals, counselors, and managers at Texas A&M University-Corpus Christi and Texas A&M University-Kingsville.
23. Nelson, Darwin and Low, Gary (1980) "Achievement, Retention, and Counseling Intervention Strategies for Migrant Students". Austin, TX: An applied research study and publication of Education Service Center, Region 2 and Texas Education Agency.
24. Nelson, Darwin and Low, Gary (2000) "Emotional Intelligence: Key Factors in Personal, Academic, and Career Excellence". Columbia, SC: A paper presented at the Annual Conference of the First Year Experience, University of South Carolina.
25. Nelson, Darwin and Low, Gary (1999) *Learning and Improving Emotional Intelligence Skills*. Corpus Christi, TX: Emotional Learning Systems.
26. Nelson, Darwin and Low, Gary (1993) *Personal Skills Mapping*. Oakland, CA: Margo Murray-Hicks and Associates.
27. Nelson, Darwin and Low, Gary (1999) *The Success Profiler™*. Oshkosh, WI: The Conover Company.
28. Nelson, Darwin and Low, Gary (2003) *The Personal Responsibility Map*. Oshkosh, WI: The Conover Company.
29. Nelson, Darwin and Low, Gary (2000) "Emotional Intelligence: A Positive Assessment and Student-Centered Learning Model". Houston, TX: A Pre-Conference Professional Development Workshop presented for the Annual Conference of the Texas Counseling Association.
30. Nelson, Darwin and Nelson, Kaye (1999) "Emotional Intelligence Skills: Significant Factors in Freshmen Achievement and Retention: Columbia, SC: A paper presented at the Annual Conference on The First Year Experience, University of South Carolina.
31. Nelson, D.B. (2002) "Emotional Intelligence Skills and Academic Achievement: A Cross Cultural Perspective". Research manuscript. Texas A&M University-Kingsville, TX.
32. Sternberg, Robert (1985) *Beyond IQ: A Triarchic Theory of Human Intelligence*. Cambridge: Cambridge University Press.
33. Sternberg, Robert and Davidson, J. E. (Eds.) (1990) *Intelligence Testing: Special Issue*, Educational Psychologist.
34. Townsend, Patrick and Gebhardt, Joan (1997) *Five Star Leadership*. New York, NY: John Wiley and Sons, Inc.
35. Weisenger, Hendrie (1985) *Dr. Weisenger's Anger Work-Out Book*. New York, NY: Quill Press.
36. Weisenger, Hendrie (1998) *Emotional Intelligence at Work*. San Francisco, CA: Jossey-Bass Publishers.

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, IT and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **infoijrcm@gmail.com** or **info@ijrcm.org.in** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

