

Management of Educational Institutions in
Shaping the Personality of Students in Rural
Areas with special reference to Daund
Taluka of Maharashtra

**A THESIS SUBMITTED TO
TILAK MAHARASHTRA VIDYAPEETH, PUNE
FOR THE DEGREE IN DOCTOR OF PHILOSOPHY (Ph.D.)
UNDER THE FACULTY OF MANAGEMENT**

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AUGUST 2012

CERTIFICATE

This is to certify that the thesis entitled "**Management of Educational Institutions in Shaping the Personality of Students in Rural Areas with special reference to Daund Taluka of Maharashtra**" which is being submitted herewith for the award of the Degree of Vidyavachaspati Ph. D. in Management Faculty of Tilak Maharashtra University, Pune is the result of original research work completed by Shri Laxman Kisanrao Shitole under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any degree or similar title of this or any other university or examining body upon him.

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DECLARATION

I hereby declare that the thesis entitled "**Management of Educational Institutions in Shaping the Personality of Students in Rural Areas with special reference to Daund Taluka of Maharashtra**" completed and written by me has not previously formed the basis for the award of any degree or other similar title upon me of this or any other university or examining body.

I further declare that such material as has been obtained from other sources has been duly acknowledged in the thesis.

Place: Pune

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CHAPTER – I

INTRODUCTION

1.1 CONCEPT OF PERSONALITY

There are number of interpretations of the term Personality. Usually on the face of it, it is regarded as the external appearance of an individual. The term is interpreted in various disciplines differently. E.g. In philosophy it is viewed from the sense of the self. In psychology, the personality is not viewed merely as self or external appears, it adds much more. The origin of the word Personality lies in the Latin word 'persona'. In Latin the word was used for the covers used by the actors to change their appearance. In Romans it is taken as the particular character. For Romans the word persona refers to one appears and not actually is. Personality is a dynamic concept and is continuously changing as the environment changes. Personality is known on various counts such as conduct, behaviour, activities, movements and everything else concerning the individual.

Right from the infancy stage through out the life span the development of the personality is the most charming and important aspects of psychology. While studying the personality development one has an opportunity to look at it from physiological and the psychological aspect and their influences on the individual.

1.2 THE DICTIONARY MEANING

Personality

1. The visible aspect of one's character as it impresses others – He has a pleasing personality.
2. A person as an embodiment of a collection of qualities – He is curious personality.
3. Psychology –
 - a) The sum total of the physical, mental, emotional and social characteristics of individual.
 - b) The organized pattern of behavioural characteristics of the individual.
4. The quality of being a person; extensive as a self-conscious human being – personality identity.
5. The essential character of a person.
6. Something apprehended as reflective of or analogous to a distinctive human personality, as the atmosphere of a place or thing – The house has a warm personality.
7. A famous, notable or prominent person – celebrity.
8. Application or reference to a particular person or particular persons, often in disparagement or hostility.
9. A disparaging or offensive statement referring to a particular person – The political debate deteriorated into personalities.

Marketing Dictionary: Personality Defines As –

Individual in the public eye, such as an athlete or a political or screen personality. The use of a personality by advertisers (or their agencies) as a spokesperson for their products or services in an advertising campaign is called *personality advertising*. The idea behind personality advertising is that people may be more likely to use a product or service if they feel that some famous person recommends and uses it. *See also* testimonial advertising.¹

Definitions

Gordon Allport (1937), defined personality as, "personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment"²

White (1948) "Personality is the organization of individual's personal patterns of tendencies".

The way in which an individual adjusts with the external environment is personality. Norman L. Munn (1972) defined personality as, "Personality may be defined as the most characteristics integration of an individual's structure, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes"³. This integration of traits varies from person to person. The personality distinguishes one man with the other.

¹ <http://www.answers.com/topic/personality>

² Allport, G.W., *Personality, A Psychological Interpretation*, New York: Holt, 1937.

³ Munn, N. L. *Psychology*, London: George G. Harrap and Co., p. 569

Witting & Williams (1984) "Personality is a set of characteristics unique for each individual that determine a persons identity and behavioural patterns".

Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment.⁴

General: Relatively stable, consistent, and distinctive set of mental and emotional characteristics a person exhibits when alone, or when interacting with people and his or her external environment.⁵

In practice – In the normal course personality refers to how we see ourselves and others. This is expressed in the form of describing a person. E.g. A person is decisive or a person is thoughtful etc. In normal practice personality is described in various ways using different language forms.

In psychology there is a rich and varied history of personality. There is plenty of theoretical track record. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist and social learning perspective. There is no consensus on the definition of "personality" in psychology. Most researchers and psychologists do not

⁴ Children's Health Encyclopedia, en.wikipedia.org/wiki/Personality_development

⁵ Business Dictionary.com

explicitly identify themselves with a certain perspective and often taken an eclectic approach. Some research is empirically driven such as the "Big 5" personality model whereas other research emphasizes theory development such as psychodynamics. There is also a substantial emphasis on the applied field of personality testing.⁶

"The relatively enduring combination of traits which makes an individual unique and at the same time produces consistencies in their thoughts or behaviour." Fincham and Rhodes, 1999.

"Those personal characteristics that results inconsistent patterns of behaviour" Burger, 1996.

Before attempting the personality development one has to first understand what is the meaning of personality. In India personality is analyzed in many ways. They cover the 'divinity' which is inner core of our personality. The five layers as detailed below:

1. **Physical Dimension:** This does not need an explanation. It is we see a person physically. i.e. his physical appearance as such.
2. **Energy Dimension:** How much initiative he has.

⁶ http://en.wikipedia.org/wiki/Personality_psychology

3. **Mental Dimension:** This dimension refers to the thinking or mindset of an individual, his feeling and experiences of skills, pain, pleasures and love.
4. **Intellectual Dimension:** This dimension refers to talent of an individual. This is the dimension which is used in decision making, creative thinking, will power, selecting the right thing and rejecting wrong thing, and identification with external objects and activities of individual. Every person knows about his capacity all the time.
5. **Blissful Dimension:** It is the expression or manifestation of joy, satisfaction derived, peace from any activity such as sleep or listening music viewing an art or in totality which attracts our full attention.

Personality Traits

Every person has his own different qualities and characteristics. Traits refer to distinguishing qualities or characteristics of a person. In technical terms traits are distinguishing qualities or characteristics of a person. Traits are a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations.

The basic assumption of the Trait Theory is that people differ on variables and dimensions that are continuous. People differ in quantities, amounts but very rarely on the quality count of their characteristics.

Attitude

"A person's predisposition to think, feel, or behave in certain ways towards certain defined targets" Arnold, Cooper and Robertson (1998).

Description

Personality refers to the uniqueness of a person and it can be recognized right immediately after birth. Every child has some personality aspects which are based on his hereditary and environment. Temperament of child is based on what type of surrounding he is brought up. Characteristic is also based on his hereditary background. Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn controls behaviour.

The child's specific environment has far reaching influence in the development of a person's personality. So is the case with temperament. Some times temperament is referred as a 'nature' and not as genetic factor.

There is no unanimity about which factor ranks higher and influences the personality development. There is agreement of all on the aspect of high quality of the parenting plays a dominant role in the development of the child's personality. Parents being near ones and constantly in company they know the responses of the child to various situations. They can prepare the

child for a particular situation. They know very well the temperament of their child and because of this they can shape the personality of the child better.

There is no unanimity on the point which factor stands out in priority in affecting the personality development. Everybody agrees that the high quality of parenting has a bearing on the development of the child's personality. Since the parents are in immediate touch with the child they very well know the responses of the child and based on that they anticipate/predict the behaviour of the child. Knowing fully well such situations the parents can prepare the child to face such challenging situations. The parents who are well versed in adopting to a particular situation in the child development can certainly add to the personality of the child.

Lastly the character is the component of personality. Emotions, cognitive and behavioural patterns learnt from experience decide how a person thinks, feels and behaves. The evolution of the character is an on going process throughout life. Much depends on inborn traits and early experiences. Character is also dependent on a person's moral development.

Erik Eriksson in 1956 gave a perceptive description about personality development, on the basis of extensive experience. This was based on his comprehensive experience in psychotherapy with various age groups say childhood, adolescence etc. the study of various classes of backgrounds (low, upper and middle class etc.)

According to him there are eight phases of socialization of an individual and in phase is accompanied by a psychosocial crisis and that it needs to be solved for subsequent satisfactory development. Of the eight phases 5 phases occur during the infancy, childhood and adolescence.

1.3 NEED TO HAVE GOOD PERSONALITY

Because of spread of education, particularly professional courses, increased population, scarcity of jobs, unemployment situation is day by day worsening. This has also led to a situation where merely having academic excellence is not sufficient to grow and achieve success in life. There are several factors that need to be taken into account before we go ahead. This is quite evident in every day life. Leave aside the jobs, even for seeking admission not only to professional courses but right from the beginning every one has to face interview to get admission. This will bring out the need for having good personality. Even the selection process in English medium schools and large organization includes written test, group discussion, finally interview and the negotiations for compensation wherein the individual has to score over the other competitors. Comprehensive personality traits are also tested during the course of personal interview. It is on this back drop each and every one should ensure that specific efforts are required to be taken to have proper shaping the personality.

1.4 Factors considered for Good Personality

It is essential to consider here what factors are required for having Good Personality. Broadly we can list out a few aspects such as self awareness, general awareness, Intelligent Quotient (IQ), Emotional Quotient (EQ), social skills, presentation skills, creativity, communication skills, manners and etiquettes, positive attitude etc. This list is not exhaustive but illustrative. The above factors are certainly integral factors of personality.

Personality can be Improved

Usually there is a discussion as to whether personality is a borne gift or it can be improved. The answer is positive. Personality can be improved by putting in conscious efforts. Let us consider the physical presentation: One can take efforts to ensure that he presents himself decently. In order to have sound general knowledge one can improve his reading and can be upto date with the latest changes and happenings. As far as exposure to English is concerned one can by putting in extra efforts can improve his Exposure to written and spoken English. For some of these aspects there are coaching classes available in the urban centres. It is true that certain factors like manners and etiquettes, positive attitude etc. are required to be consciously cultivated. It is a long drawn process. Thus it is clear that there are opportunities to improve one's personality. There should be strong desire to improve it. The concept of personality is a dynamic concept and it goes on constantly changing. Therefore, the approach should be of on going learning process.

What is important for the improvement of one's personality is to have self introspection and to find out which the areas in which improvement is needed. Once the deficient areas are listed out, it is easy for identifying the solutions. In cities specialized courses for various needs are available. Even there are few audio visual cassettes available in the market which can be watched and imbibed in oneself.

Of course, there are no short cuts for improvement in one's personality. It is a long term exercise and one should not leave the efforts half way. Improvement cannot be achieved over night. And really speaking it has been seen that fast changes do not last long. Keeping this in mind one should draw out a plan of action and work on it with all sincerity which will lead to success.

1.5 TYPES OF PERSONALITIES

As has been stated earlier the concept of Personality encompasses various disciplines. However, psychology discipline has studied this personality in greater details. Hence the researcher has brought out hereunder different types of personalities visualized in psychology discipline. The personality is also classified on the basis of physiological and mental traits and temperaments.

Physiological Types

In his book titled, "Physique and Character" the noted physiologist E. Kretschmer has classified the personality according to the physical structure:

1. **Cycloid.** These people are plump and oily. Their temperament is extrovert, sociable. Every time they are happy with changing life situation.
2. **Schizoid.** These people are thin and tall. They are temperamentally self-centred, selfish emotional, reticent, and peaceful and lovers of solitude.

Besides these two types, Kretschmer has mentioned many subclasses on the basis of physical structure, some of the main ones being:

1. **Asthenic.** People of this group are short and thin. They are of a self centred, emotional, dreamy, intellectual, and peaceful and solitude loving temperament.
2. **Athletic.** As the name suggests, their built is strong having broad shoulders and slim waists. In behaviour they are social, prudent and active.
3. **Pyknic.** These people are fat. Their stomachs protrude and they have round faces they are naturally happy and sociable.

Based on Temperament

Besides the physical structure, of individual personality has also been classified on the basis of the temperaments. There is a number of personalities.

Psychological Types

Jung the eminent psychologist has classified personality on the basis of sociability: extroverts and introverts:

- 1. Extroverts:** In this type of personality the people are social and take extra interest in the others. They like to mix with the people of similar temperaments. They are willing to face the real life problems objectively. They participate with free give and take policy. They are emotional and take quick decisions and give prompt responses or act fast. They have good manners and etiquettes. Normally this group comprises of sports persons, traders, actors, political leaders, as these professions require these qualities.
- 2. Introverts:** The basic tendencies of this group are not to mix with others or while mixing have some reservations, they do not open fully and always want to keep something under the sleeves. They are self centered and always prefer loneliness. They do not like a group and do not whole heartedly participate in any group activity. On any issue they seriously think for a

long time and in the process decisions are delayed. They are idealistic and always think of the future. Usually they do not a friend circle as they prefer solitude/seclusion. They always prefer to think rather than to act. This class comprises mainly scientists, poets, philosophers.

3. **Ambiverts:** Very rarely we come across the two clear cut divisions as stated herein above. However, we come across people having a mixture of both the qualities/traits. So, this is the middle category which is called 'ambiverts'.

Every individual lives in a specific environment. The environment has a bearing on one's personality. The environment being dynamic continuously changes and the individual has to adjust with the changed environment. If the individual take into account the changed environment and adjust to the changed environment it is said that the person is a normal person. If the person could not adjust to the changed environment then the person is called abnormal person according to the prevailing norms of the society. Sometimes ambivert personalities are getting good success in life.

Personality Measurement: In order to measure the personality scientific method needs to be adopted. Every characteristic features of a person's facility have to be assigned specific marks. These numbers are helpful in predicting future behaviour. The definition of personality

measurement encompasses number of procedures like interviews, in-basket exercise, integrity tests, projective technique methods, and the Minnesota Multi phase Personality Inventory, Rorsha's InkBlot Test. With the help of Paper Pencil Test, as an interview technique, we measure personality dimensions of individual.

1.6 PERSONALITY DEVELOPMENT / FUNDAMENTAL TECHNIQUES IN HANDLING PEOPLE

1. We should avoid criticizing or condemning or complaining about the people.
2. We should inculcate habit of giving honest and sincere appreciation.
3. We should try to arouse in the other person an eager want.

Five Ways to Make People like You

1. In order to gain confidence of the others take genuinely interested in other people.
2. Smiling can make you and the others happy. Smiling releases tension, Smiling makes you more attractive, smiling makes you good and acceptable.
3. Everybody feels comfortable if his / her name is properly pronounced.
4. It is very difficult be a good listener. The habit needs to be cultivated with great patience. We should encourage others to talk about them. Talk in terms of the other person's interests.

5. While talking the other person see that the person with whom you are talking feels that he is important to you and this should be done very sincerely.

Win People to Your Way of Thinking

1. For winning people to your way the first and foremost requirement is to avoid arguments.
2. We should avoid arguments.
3. We should show respect to the others opinions / views.
4. If at all you are wrong, or committed mistake of whatsoever nature, instead of justifying admit it at once.
5. While interacting with the others begin with them in friendly way.
6. Take pause to hear the other person's reaction immediately.
7. Speak less and give scope to the other to speak more.
8. Know about the quick decision making.
9. Do not try to grab credit for any idea if it is really not yours.
10. Show empathy and try to understand what you would have felt if similar reaction would have been given by other.
11. Be considerate and sympathetic to other person's ideas.
12. Appeal to the nobler motives.

Be a Leader: How to Change People without Giving Offense or Arousing Resentment

An effective leader tries to influence other people's attitude and behaviour. Following are some of the suggestions to achieve this task:

1. Every one likes his praise and express honest appreciation.
2. No one likes to listen about their mistakes directly. Therefore it is better to give sugar coated quinine.
3. As far as possible do not criticise others, if at all you want to discuss others mistakes begin with your own mistakes. This will ensure that the others will not get offended.
4. Do not give direct orders. Put questions instead.
5. Whole hearted appreciation of any good deed irrespective size of the act brings positive responses.
6. Give the other person his space to express and to live in his own ways.
7. Give encouragement to the others.

Make the other person happy about doing the thing you suggest.

Fundamentals of Effective Speaking

1. Acquiring the Basic Skills

- ❖ To achieve success one should have set a goal before you
- ❖ Speak with confidence and speak with the assumption that you are going to succeed.

- ❖ Remember practice makes man perfect. Do not leave any opportunity to speak.

2. Developing Confidence

- ❖ If you put in sincere efforts there should be no fear at all in expressing yourself in public
- ❖ Please jot down the points on a small piece of paper so that you will not miss any particularly point. Please give in short some illustrations so that it becomes appealing.

3. Speaking Effectively the Quick and Easy Way

- Speaking about something you have earned the right to talk about through experience or study
- Be sure you are excited about your subject
- Be eager to share your talk with your listeners
- Speech, Speaker, and Audience

4. Learning the Right to Talk

- One should keep outer limit of the subject.
- One should reserve his power.
- Bestow your speech with illustrations.
- One should use familiar words and avoid using unknown words.

5. Vitalizing the Talk

- The choice of the subject should be proper and the subject you choose see that you are earnest desire to talk about it.
- You should not have any apprehensions about the topic chosen.

- Please be serious about the topic.

6. Sharing the Talk with the Audience

- Keep in mind the interest of the listeners.
- Learn to appreciate other good things with all sincerity.
- Involve yourself with the audience.
- To some extent involve the audience in your talk by putting a few questions.
- Play yourself down
- Bear in mind the purpose of difference in prepared and unprepared talk

7. Making the Short Talk to Get Action

- Quote incident in your life in brief.
- While stating your point also spell out as to what you want the audience to do
- Assuming the expectations of the audience please give the reasons or plus points of your expression.

8. Making the Talk to Inform

- Keep the time limit which has been allotted to you.
- Ideas should be arranged sequentially.
- Explain your point of view as you understood it.
- As far as possible make use of over head / LCD projector

9. Making the Talk to Convince

- Frame your talk in such a way that in the first few minutes of your talk win the audience which will add your confidence level.
- Provide an opportunity to the audience to express their feelings.
- Speak with communicable enthusiasm
- Show respect to the audience and praise their attention or any good response.
- Begin in a friendly way

10. Making Unprepared Talks

- Even unprepared speaks are required to be practiced.
- Keep your mind set for unprepared talks.
- In such situations cite a few examples.
- Paint a moving picture in your talk and with full force.
- Without expressing that it is an unprepared talk, straight way proceed to talk
- Cultivate the Art of Communicating

11. Delivering the Talk

- Crash through your shell of self-consciousness
- Please have your own style do not try to copy any one.
- Talk with your audience
- Deliver your talk with all sincerity and from the bottom of your heart.
- Voice modulation should be learnt. Make your voice flexible.

12. Introducing Speakers, Presenting and Accepting Awards

- Do not under estimate that it is a small assignment. Prepare it fully.
- Be passionate.
- When you are giving a presentation please prepare it thoroughly.
- Express your sincere feelings.

13. Organizing the Longer Talk

- Get quick attention of the audience.
- Seek positive attention of the audience.
- Give illustrations to support your ideas.
- At the end of the talk spell out your expectation of action.

14. Applying What You Have Learnt

- In your regular job use effective speaking
- Instead of avoiding jump on opportunities to speak in public
- Be confident of reward.
- The assignment be viewed with full of responsibility.

Don't Kick the Chair. Don't get into blaming the others.

Damn the Handicaps! - Full Speed Ahead. Don't give excuses for your failure under the pretext of your handicaps.

1.7 VARIOUS STAGES OF HUMAN DEVELOPMENT⁷

Freud believed that the personality develops largely as the result of what occurs at certain fixed stages during the first five years of life. Individual differences in adult personality development reflect the manner in which the person coped with conflicts that may have arisen during the first stages of psycho-sexual development.

Freud's psycho sexual stages were briefly included as follows:

- a) **The oral sage:** From birth to one year, pleasure is obtained through stimulation of the mouth as in nursing or thumb sucking.
- b) **The anal stage:** Occurring during the second year of life when the parents attempt **toilette train-gratification is obtained through holding or expelling faces.**
- c) **The phallic stage:** From about age three to six pleasure is obtained through fondling the genitals.
- d) **A latency period:** It follows the end of the Phallic stage during which the child becomes less concerned with own body and turn his attention towards skills needed for coping with the environment.
- e) **The Genital stage:** During adolescence the youth begins to love others for selfless rather than self gratification stages become synthesized into the genital stage. The goal of which is adult sexual satisfaction leading to reproduction.

⁷ Ram Nath Sharma, S. S. Chandra, (2003) General Psychology, Atlantic Publishers & Distributors.

Freud proposed three central forces in personality development that is Id, the Ego and The Super ego.

In Freud's view personality develops as children pass through a series of psycho sexual stages. Each stage is characterized by strong conflicts between the Id, Ego & Super Ego. Failure to resolve these conflicts can results in neuroses.

Infancy

During the first two years of life, an infant goes through the first stage: Learning Basic Trust or Mistrust (Hope). Well-nurtured and loved, the infant develops trust and security and a basic optimism. Badly handled, the infant becomes insecure and learns "basic mistrust."

Childhood

Childhood is the second stage which comprises of between about 18 months to two years and three to four years of age. It deals with Learning Autonomy or Shame (Will). From this stage onward if the parents take proper care the child gets self confidence. The early part of this stage can also include stormy tantrums, stubbornness, and negativism, depending on the child's temperament.

Preschool

The third stage is also known as a "play age". This is the period when the child enters into the formal school. The child passes through the learning stage. The child's skills are broadened and that the child starts using imagination and participate in active playing. If this launching is safe it is OK. Else the child becomes fearful and starts remaining aloof do not mix in the groups.

School Age

In this fourth stage learning hard work or inferiority complexes develop during the school age. This continues upto junior school level. The child learns by relating formal skills with seniors (upper classes). Instead of free plays it learns to play with certain rules of the game. It learns to develop team spirit and enlist team support. In this stage there the parents should not exhibit mistrust in the child otherwise inferiority complexes will develop.

Adolescence

In this fifth state the understanding on identify, values like trustworthiness, loyalty, commitment can be learnt. This is the age between 13 and 14. Gradually the child starts getting matured. He starts building confidence. The young one attempts to develop positive approach/attitude. In this age clear sexual identity is established. Gradually he develops his ideas and to follow the same.

There is very limited knowledge is available about the environment conducive for the personality development. No doubt it is a difficult task to assist the child through the various phases of emotional and personality development. It is a complex process.

The experiences gained during child hood affect personality development. Carl Rogers – a renowned psychologist has stressed this point. There are certain critical stages in every child when it will be very sensitive to certain emotional factors. Child's experiences in the family have a great bearing on his personality development. Too much strictness in the early stages makes the child personality rebellious. Even the children learn appropriate behaviour in sex life from their parents. If the parents' sex relations are satisfactory the child will also lead a satisfactory sex level.

Culture is an important factor relating to the environmental score. Researchers have found difference in personality of different cultural groups. Usually a child brought up in a rural or semi urban environment is more social than the one in metropolitan area. A child growth up in a group having high regard for discipline will definitely be a disciplined one. That is why there is a popular saying that man is known by the company he chooses.

1.8 EDUCATION AND MANAGEMENT OF EDUCATIONAL INSTITUTIONS

Importance of Education

In the socio economic development amongst others the most crucial input in education. Education makes the student to contribute for the social development. It is a tool to for making the change in a specific order. The main aim of education is to develop the human resource. The development of any country is dependent on the development of education. The amount spent on education needs to be considered as an investment rather than an expenditure. The development of any nation depends on the educated man power.

The Education Commission (1964- 1966) put forth the following goals before the education:

- ❖ The education should be concerned with the national development. It should aim at achieving self reliance and economic growth and employment. It should also be instrumental to social and national integration.
- ❖ The education should address the national development, Self reliance, economic growth and employment and social and national integration.
- ❖ Education should have relevance with the life, needs and aspiration of the people. It should help them to improve their productivity and should provide some vocation to them.

- ❖ The education should foster improvement in scientific and technology and research.
- ❖ It should be apparent that education is the main instrument of change through human development.
- ❖ Education should contribute to social and national integration as through education they know its value for social and economic development.
- ❖ The knowledge gained through the education process should nourish and cherish social, moral and spiritual value in the people.

Following are some of the expressions of various renowned personalities which focus on what the education should be:

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet. Education is the manifestation of the perfection already in man. ”

– Swami Vivekananda

“Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it.”

– Rabindra Nath Tagore

Education is the basic tool for the development of consciousness and reconstitution of Society”

– Mahatma Gandhi

Education is not to make them known what they do not know; it is to make them behave what they do not.

– Lord Ruskin

The above definitions make it abundantly clear that the education is a behavioural science and that it has its impact on the individual’s personality. Therefore this needs to be attended with utmost care during the education as it plays a major role in shaping the personality.

In democratic countries, socio-economic and cultural development as well as quality of the people is regarded as the main cause of human resource development. Because without education these aspects cannot be inculcated. This is because human is the principle source of educational development rather than capital. Education develops the requisite skills and intellectual strength, skills, attitudes and values to enable the individual in participation of national development.

Human resources development encompasses the personality development of the students. This in turn falls under development of education system. In fact this can be well considered the sole objective of the

education. The process of personality development is a dynamic one and the process is on day in and day out. The students development starts right from the child hood and gradually continues right upto the completion of education in professional courses. In fact the process of education continues through out the life span of human being. Every new experience adds to his knowledge and the human being learns out of it. Therefore the process of personality development can well be considered as unending.

With the advancement of major economic and technological developments, the higher education system should adapt to the changes and equip the students the required adequate skills. This will enable the students to participate in the upcoming changes in socio-economic and cultural developments. The Indian universities have already seized with the issue and they are giving thought to adopt to the new changes in the entire educational system as such. The changes in information and communication technology are being adopted by the universities in the form of on line registration, on line examinations so on and so forth. However, it is observed that these systems will take some time to get stabilized as the need of the hour is that the students should be computer savvy. Particularly in the rural area because of the shortage electric power, there is no much penetration of the computer training and development.

The approach paper of the 11th Five Year Plan has brought out the importance of the education in general and higher education in particular. The

21st century is witnessing the development of industries which have knowledge at its core. The present higher education system is age old and frankly speaking is turning obsolete at a faster rate. The need of the hour is to understand what the industry needs in the first place and then redesign the syllabus of various courses to come up to the expectation of the industries. In fact there should be participation of the successful industrialists in framing the syllabus and other short duration courses so that the industry will be able to get the product that they need. In fact in some universities this process has already begun and it is a welcome step. This process should get accelerated. There are some leading industries from IT sector who have joined some of the universities and are participating in the course designing and that they are also allowing the students of such course to undertake project work in their organizations. Such an effort will enable the companies to select the staff that they need.

Overview of Educational Developments

As on 2004-05, there were 767520 Primary Junior basic schools, 274731 Middle Senior Basic schools, 152049, High Schools/Higher Secondary, Intermediate, Pre degree Jr. Colleges, 10377 Colleges for General Education, 3201 Colleges for Professional Education, 407 universities (Deemed University / Institutions of National Importance). As on 2004-05, the dropout rates in Classes I-V is 29.00 percent, in Classes I-VIII the rate is 50.84 percent.

At the state level the development of education in the State of Maharashtra has been highlighted in the following tables.

Table 1.1 : Educational Development of Primary Education in the State of Maharashtra

Sr. No.	Particulars	1990-91	1995-96	2000-01	2006-07	2010-11
1	Institutions	57744	62342	65960	69330	75695
2	Students *	10424	11717	11857	9916	10626
3	Teachers *	268	302	313	340	349
4	Per teacher no. of students	39	39	38	29	30

* Figures in thousand

Source: Economic Survey of Maharashtra 2010-11, Finance and Statistical Directorate, Planning Division, Maharashtra State, Mumbai

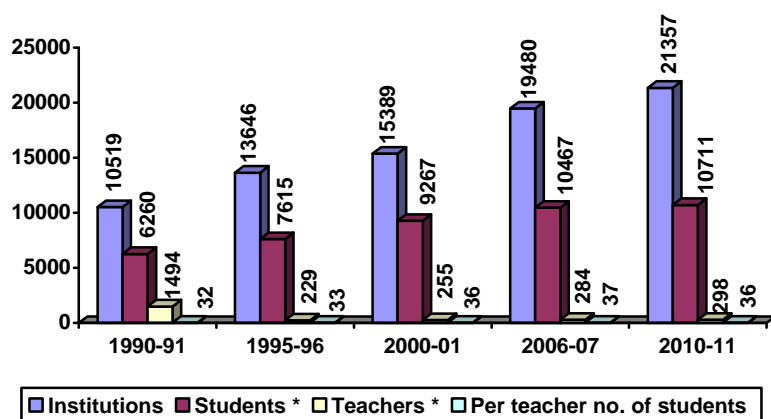
Table 1.2 : Educational Development of Secondary and Higher Secondary Education in the State of Maharashtra

Sr. No.	Particulars	1990-91	1995-96	2000-01	2006-07	2010-11
1	Institutions	10519	13646	15389	19480	21357
2	Students *	6260	7615	9267	10467	10711
3	Teachers *	1494	229	255	284	298
4	Per teacher no. of students	32	33	36	37	36

* Figures in thousand

Source: Economic Survey of Maharashtra 2010-11, Finance and Statistical Directorate, Planning Division, Maharashtra State, Mumbai

Fig. 1.1: Educational Development of Secondary and Higher Secondary Education in the State of Maharashtra



It can be seen from the above statistical data that during the period 1990-91 to 2010-11 the number of institutions have been doubled, students strength has shown increase of 4451000 students as also the per teacher student strength has also been increased from 32 to 36.

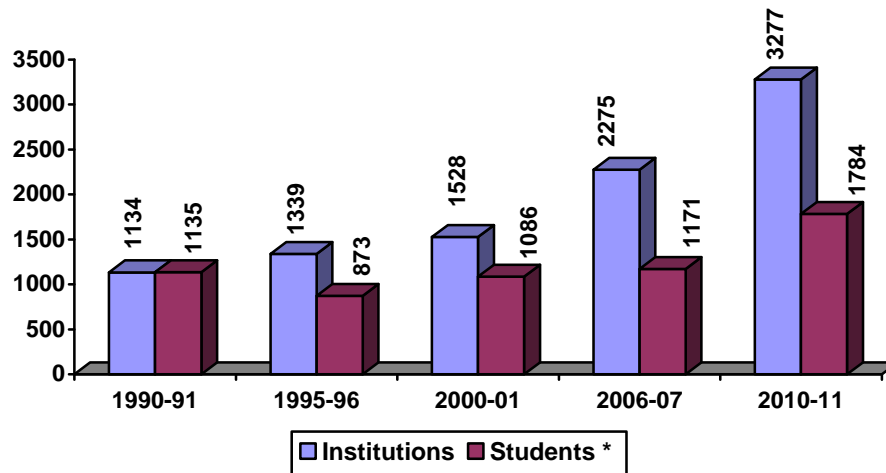
Table 1.3 : Educational Development of Higher Education (all types) in the State of Maharashtra

Sr. No.	Particulars	1990-91	1995-96	2000-01	2006-07	2010-11
1	Institutions	1134	1339	1528	2275	3277
2	Students *	1135	873	1086	1171	1784

* Figures in thousand

Source: Economic Survey of Maharashtra 2010-11, Finance and Statistical Directorate, Planning Division, Maharashtra State, Mumbai

Fig. 1.2 : Educational Development of Higher Education (all types) in the State of Maharashtra



It can be seen that the number of institutions has increased substantially that is from 1134 to 3277 and the number of students also recorded increase from 1135,000 to 17,84,000.

Through the educational process individual capabilities, social environment, economic development, can be achieved. The education influences these aspects. The thrust of the education should on the socio-economic development by enhancing the competencies of the individual which may lead to creativity. This process encompasses:

- i) Personality development should address physical and intellectual developmental needs.
- ii) The aim should be to imbibe spiritual values, scientific base and democratic values.

- iii) To develop capability to face unknown situations or unanticipated situations for which confidence will have be increased.
- iv) Through the educational system there should be increased awareness need to be developed for physical, social and technological, economic and cultural environment.
- v) It is all the while necessary that the labour should be accorded its due status and that in the process dignity of the labour should be held high. The mind set of the students should be prepared for hard work and not for easy solutions.
- vi) Through the education system special efforts be taken to inculcate the values like integrity, commitment and dedication for the development of the nation.
- vii) The education system should also address itself to develop international understanding of the students at the appropriate level.

The above discussion will conclude that the aim of the education should be to shape the quality of life of the individual and in turn it will have a positive impact on the society's quality development. The role of administration is to manage the affairs of education on certain well though principles and practices using rationalized techniques to achieve the set goals.

The concept of role of Manager in good old days and the role perceived to day is drastically changed. Today's manager has to perform multifaceted role. He has to attend to the planning, organizing, providing leadership and controlling. The Management functions are distinct from the usual functions of finance, marketing and account etc. Even in these segments there is new approach as a result of technological improvements.

The educational administration covers arts and science of planning, implementation and evaluation of educational inputs. This includes preservation, production and dissemination of knowledge for the physical, intellectual and moral aesthetic development of individual's quality of life. These stages/principles are enumerated hereunder.

Planning

Planning refers to the pre-decided course of action to achieve a set goal. This includes:

- i) Setting up of goals to be achieved.
- ii) Formulation of strategies.
- iii) Mobilization of resources –
- iv) Execution of the plan in a proper sequence

Planning has to be made to ensure that the project is accomplished as per the plan. For this purpose at every stage there has be review of the plan so that one can avoid over run in the project. The plan should be sub divided

indicating time frame of each activity /operation. The periodical review focuses the probable delays if any and corrective action can be taken to avoid it.

Importance of Planning

The success of any organization entirely depends on how perfectly the plan has been formulated. A poorly plan lands the project in difficulties right from its inception. Therefore, the planning should be meticulously done and implemented. There should be constant appraisal of the performance vis-à-vis the plan.

Improperly set objects and priorities are mainly responsible for the failure of any enterprise. The planning is useful to the organization in the following ways:

1. It constantly focuses our attention on the goals set out. Merely successful planning is not enough because it should be supplemented with action for execution of the same with the same spirit. Planning provides direction and rational approach for execution.
2. **Reduces uncertainty and change:** When we are dependent on others, and several factors are not in our hands, there is going to be some element of risk of uncertainty. Planning helps in identifying potential threats and opportunities. While planning

we can take note of such probable risks of uncertainty and keeping some cushions for such things we can formulate our plan. With proper planning we can reduce risks.

3. **Provides sense of direction:** In the absence of planning it will be aimless activity and may land in difficulties. For achievement of goals there should be a set direction so that one can reach the goal. Planning reduces adhoc decisions which disturb planning.

4. **Encourages innovation and creativity:** In the today's business environment continuous growth is a pre-requisite for survival. Therefore, the organization should constantly endeavour to innovate and upgrade their products making them customer friendly. Planning exercise encourages creativity and innovation.

Particularly when there is a technological up-gradation there are number of opportunities wide open for the innovators. New usages/facilities can be thought of and it gives booster for the creativity. From this point of view planning is important for every organization.

5. **Helps in Coordination:** The activities of various departments can be coordinated with the help of well thought of planning. To achieve the set goals there is need to have proper co-ordination amongst various departments in the organization.

- 6. Helps in Decision Making:** On the basis of the well prepared plan of action future events can be anticipated and the decisions can be taken rationally without resorting to the last minute's rush and exposing to risks.
- 7. Provides for decentralization:** With the use of the planning process the entrepreneur can achieve the decentralization of authority and responsibility relationships.
- 8. Provides economy in operations:** A well prepared plan enables the entrepreneur to achieve economy in operations as every function is planned and no hasty decisions are taken. This enables to achieve economy in operation. This is mainly because once we have a plan every action is well thought of while preparing plan. This leads to avoidance of wasteful expenditure.
- 9. Facilitates control:** Planning provides the basis for control. The performance can be judged as per the goals set out in the plan. Review of the plan at a definite period helps in exercising stricter control.

Budgeting

Budget is an expression of the plan in quantitative terms for a specific period. The budgets are prepared at various levels. Budgeting, when done properly, can serve as a planning and controlling system. Budgets and forecasts provide a feasibility analysis. They can help develop a business model, review your key assumptions, and identify resource and capital needs.

Budgets and forecasts provide a feasibility analysis. They can help develop a business model, review your key assumptions, and identify resource and capital needs. Budgets and forecasts can be used to find funding. They demonstrate the potential of your business to investors and lenders. Budgets and forecasts can also be used as a management tool. They can help you establish milestones and require accountability for accomplishing the milestones. They can help identify risks and show benchmarks. This will help the small business owner make the necessary adjustments to avoid the risks, to reach the milestones, and to measure up to benchmarks.

Organization

Organizing is the function of management which follows planning. Through this function the management achieves harmonization of human, physical and financial resources. It defines the management hierarchy and roles to be played by each one in the organization.

1.9 INTRODUCTION OF PERSONALITY DEVELOPMENT AS A SPECIAL SUBJECT

The schools through the process of educating the child prepare the students to face the challenges in life. Schools should inculcate positive attitude, promote healthy social skills and behaviour. They should also pay attention to reduce the negative attitude if present. Therefore the role of the schools is to develop life skills amongst the children. The subject of

Personality Development is therefore introduced in the secondary curriculum of state board for IX and X standard students. This has been done to create awareness among students and to develop positive attitude in them through various components like value education, stress management, enterprise education and preservation of human rights, awareness to fight corruption and anti-terrorism and disaster management. This subject has been introduced in all the schools in the entire Maharashtra.

Keeping in view the importance of need for Personality Development in the present day competitive world, the Govt. of Maharashtra has introduced with effect from the academic year 2007-08 Personality Development as a special subject in the secondary curriculum of State Board for IX and X standard students.

Prof. H. R. Karepudkar, convener of Maharashtra State Board of Secondary and Higher Secondary Education says "Introducing personality development subject is really a good concept. It will certainly bring about positive changes in the present education system, but effective implementation of the syllabus is necessary. The parents, teachers and students have to play their roles in perfect harmony."

Schools and colleges have welcomed and appreciated the decision of State government about introducing 'Personality Development' as a new subject.

It's a practical subject, which would focus on all round development of students. Inculcating values of punctuality, neatness and encouraging them to get external knowledge and train young minds to cope up with stress and survive in the competition are really going to help them in future."

The objectives of value education are to acquire knowledge of values and realise its use in day-to-day life, develop judgemental power to understand what is good and bad, right and wrong and behave accordingly, inculcate values of gender equality, humanity, and scientific attitude. The teacher has to inculcate these values through different media like daily news, national and devotional songs, quotations, role playing, interviews, group discussions, narrating experiences and biographies, street plays, projects, etc.

Considering the highly stressful and competitive nature of the occupational world with its pressure on students, stress management has been introduced. It would help students learning the ways and means of coping with stress more efficiently, which would be done through activities and practice session. This would also make students realise the significance and learn the use of stress management principles and techniques.

The vision of enterprise education is to develop enterprise skills and provide an opportunity for children to develop an enterprising mindset. In order to ensure a dignified life to all, it is necessary to realise the importance of human rights. The objectives stated in the Constitution of India can be

achieved only when the students' community is trained to respect the rights of human beings. It is important for students to acquire basic knowledge of human rights and protect them.

Similarly our society is facing a lot of problems on account of terrorism. However it is important to understand how to combat terrorism and what possible measures are to be taken if any terrorist event occurs. Natural disasters are yet another challenge .Helping others in the disaster will also help to learn to live together.

Well, it is practical decision taken by the State Government .Students even after studying till graduation feel the need to go for Personality Development classes where they merely learn English Speaking and few other things. While the values imbibed in the young minds are going to last forever and give them confidence to fight for the truth.

On this back drop, schools and colleges have initiated number of steps since then. It is therefore the researcher considered it appropriate to take a critical review of these efforts of the Schools and Colleges in Daund Taluka of Pune District.

In the process of shaping the personality of any individual three factors are involved in it. 1) The family 2) the School & Colleges 3) the Society at large. Now let us find out the role expected to be played by these parties:

1.10 ROLE OF THE FAMILY

The family plays a pivotal role in shaping the personality of the child. The parents should observe the various traits that they see in the child and the qualities and abilities by the child and accordingly they should try to develop these good traits by conscious efforts. They should give full scope to the child to nourish his skills and to concentrate on certain vital aspects of developing his personality. If need be the parents may discuss their observations with the expert in the line and seek his/her advice in further bringing up the child. The parents can also support the teachers in their efforts to nourish the child's personality. They should encourage the child to participate in various activities like debating competition, drawing competition, in cultural programmes, English speaking course etc. so that the child will be learning various personality aspects even by practising it. The parents should consider the amount spent on the child's such activities not as an expenditure but as an investment in the child to develop his personality which in the long run will be helpful to the child to withstand the competition of his time.

1.11 ROLE OF THE SCHOOL

The school authorities should commit themselves to actively involve in the task of shaping the personality of the students. For this proper environment is needed to be created. There should be budget allocation for carrying out various programmes for shaping the students personality. These may include, group discussions, lectures by the successful personalities in the

locality as well as professional trainers from the nearby cities who are specialized and are conducting Personality Development programmes, showing CDs on the various allied subjects which contribute to the personality development. Arranging special workshops for the students etc. Wherever required the teachers are required to be trained by the professionals in this area. For this adequate and flexible budget should be provided by the school authorities. Even enthusiast teachers taking up the responsibilities need to be encouraged and compensated appropriately. No doubt this will require change in the mind set of both institutional heads as well as the teachers who are directly connected with this exercise. Following are some of the observations and suggestions for the teachers. If these are meticulously followed positive results can be achieved.

1.12 TEACHER'S PERSONALITY

The teacher's personality affects students' behaviour, their relations with each other and their attitude towards learning. Children gradually adopt their teachers' ideas, whether they are desirable or not. If the teacher is friendly and courteous, he/she stimulates thoughtfulness, helpfulness and consideration in the children. A good learning situation depends largely upon satisfactory interpersonal relationships, and hence the teacher's personality is vital.

Method

Effective teaching involves thorough planning and organisation of learning materials, interesting and challenging presentation, teaching methods that are suitable for the children in the class and good techniques of classroom management. Problems of motivating children, generating interests, seeing children participating in activities never arise in classrooms where there is wholesome pupil-teacher relationship.

Teacher's Sensitivity to Children's Needs and Problems

One of the most important characteristics of a **good teacher** is the ability to identify children's problems and needs. When children are comfortable or at ease with the teacher, they can give their full attention to learning.

The good teacher does not place emphasis wholly upon academic achievement but recognises and appreciates many other types of abilities and leadership qualities in children.

When teachers are sensitive to the needs of children, they are quick to notice the ones who seem unable to excel in anything, who are afraid to talk in front of a group, who are too easily discouraged or who are consistently inattentive in class. So teachers need to know how children should grow and develop and be familiar with the typical behaviours of each age level.

Teacher who knows something about the factors that have influenced the lives of children are better prepared to accept them without reacting adversely to their undesirable behaviour. At least the teacher is expected to be more patient, sympathetic and understanding.

Teacher's Social Adjustment

Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. A teacher may have some of the following social values:

- ❖ Discipline
- ❖ Punctuality
- ❖ Respect for elders
- ❖ Faithfulness
- ❖ Confidence
- ❖ Responsibility
- ❖ Cleanliness
- ❖ Dedication
- ❖ Good manners
- ❖ Creativity
- ❖ Patience
- ❖ Knowledge
- ❖ Positive approach
- ❖ Fortitude
- ❖ Innovative
- ❖ Self reliance
- ❖ Courage
- ❖ Sincerity
- ❖ Intelligence
- ❖ Affection
- ❖ Truthfulness
- ❖ Self evaluation
- ❖ Honesty

Professional Ethics

It should be the teacher's primary duty to understand students, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them and not to do or say anything that would undermine their personality, not to exploit them for personal interests.

Duties to Shape the Life of Students

- ❖ Tell students about the purpose of education in the schools.
- ❖ Build one to one relationship with students
- ❖ Take-up personality development programmes.
- ❖ Know everything about students.
- ❖ Make students aware of realities of life.
- ❖ Inspire students to face problems with braveness.
- ❖ Provide students psychological therapy.

Teachers are also Responsible to Create Good Environment

Teachers can create good environment conducive for all round development of the students. It is not an automatic process. For this purpose the teachers are required to have good homework and preparations. The students look at the teacher as a role model and bearing this in mind the teachers should always endeavour to become a role model. They should treat all the students equally without showing any favour to any one. They should guide the students not only in their studies but also in their all sided personality development.

Understanding the Feelings of Students

The teachers should recollect their schools days and what the expectations from their teachers were. This will enable them to know the expectations of the students. The teacher's approach to solve the problems faced by the students and he should take extra initiative to inculcate good habits and manners amongst them. The teacher's sincerity should reflect in his deeds so that the students will also respond to him positively.

1.13 TEACHERS AS A ROLE MODEL

Teachers are respected in the society because they are shaping future of the students and in a way future of the nation. The teachers take care of the students, they instruct and guide the students to become a successful individual. The students look at the teacher as an idol and the teacher should nourish this image.

More particularly the time spent by the students in senior colleges is very vital in shaping the personality. The Sr. Colleges conduct various activities that help the students to develop their personality. The activities are in the nature of debating competition, organization of fun fare, sports events etc. where the student can actively participate and get the practical experience.

Teachers always Inspire Students

The teachers can make their subject interesting which will make the students to get involved the session. The teacher can while presenting his topic may make use of advanced technology like over head projector / LCD display. The picturesque presentation makes a lasting impression on the students. Today there is a general complaint that the students are not reading books. The teacher should try to imbibe amongst the students reading habit. He may recommend some interesting books. In the current stage of technology development he may even tell the students how to make good use of social networking sites for assimilating more information about the topic just taught by the teacher. This will definitely attract the students for reading the material available on the site.

There should be conscious effort on the part of school management and the teaching staff to develop the personality of the students. There should be planned efforts for this. They may use newly available electronic gadgets. They may arrange lectures of visiting faculties. They may even arrange role plays and provide an opportunity to the students to play different roles and understand the responsibilities attached to the role. They may even screen video films of successful leaders / business men / industrialists. After the screening there should be group discussion which will ultimately help them to face similar exercise at the time of selection for any job. Sr. Colleges may also conduct English speaking courses of short duration. Of course there are limitations for the Sr. Colleges from rural and semi urban areas.

Laboratories

It should be remembered that there is a saying that seeing is believing. For this to purpose schools may make good use of their laboratories. The experiments made will be well remembered easily. Some of the schools in metropolitan areas are having separate wing / cell for personality development. The need is that the students need to be motivated to make use of such cells.

Through the use of science laboratory knowledge of science is imparted on the same line the personality laboratories will concentrate in developing useful traits conducive for the personality development.

These personality development wings / cells address the following points in their working:

1. Communication and Public Speaking
2. Emotional Intelligence
3. Interpersonal Relationship
4. Norms for Social Behaviour such as manners and etiquette
5. Fitness of the mind and body through yoga and meditation
6. Problem Solving and Thinking Skills
7. Assertiveness
8. Leadership and team working
9. Self empowerment and time management

Team Games

There are various management games to teach how to build an effective team and these games should be played in the Personality Development Lab of the schools. Similarly other life skills of the children should be honed in the Personality Development Labs.

In fact it will be a good idea if the Human Resources Development Department of the organizations where the school is situated gets actively involved in the Personality Development Labs.

This could be a part of the Corporate Social Responsibility portfolio. In return for this contribution, the organization will get well informed and trained students as their future employees.

Needless to say that the teachers will also get trained in these critical life skills.

We have to remember that the schools are not merely centres to impart education, but also the main contributor of good citizens for the future society where these skills matter much more than the subject knowledge and classroom excellence.

1.14 MANAGEMENT OF EDUCATIONAL INSTITUTIONS

It would be in order if we discuss in brief the important functions of management through which the researcher will be analyzing the role of the managements of the schools and colleges under the study.

Essentially management is a decision making unit and while conducting the affairs of the schools and colleges the management who is running these institutions will have to several tasks which involves managerial skill.

Definition of Planning

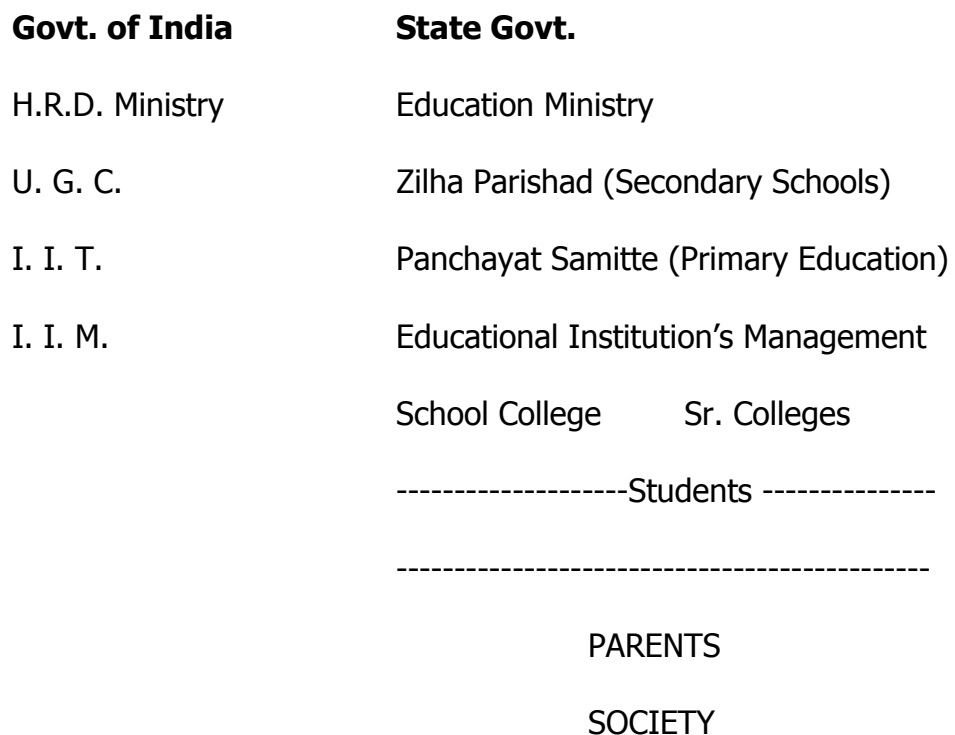
1. A basic management function involving formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources. The planning process:
 - a. Identifies the goals or objectives to be achieved,
 - b. Formulates strategies to achieve them,
 - c. Arranges or creates the means required, and
 - d. Implements, directs, and monitors all steps in their proper sequence.

2. The control of development by a local authority, through regulation and licensing for land use changes and building.

1.15 MANAGEMENT HIERARCHY OF EDUCATION SYSTEM

According to the Constitution of India Education is a subject which has been divided in two segments. Primary, Secondary schools and partially the colleges are governed by the State Governments while the higher education i.e. colleges and post graduation and professional courses are being governed by the Central Government. At the Centre, the University Grants Commission (UGC) is apex institution which looks after the University's and through them colleges. Here, it would be appropriate to have a glance over the management hierarchy of the education system which is given hereunder:

U.G.C. / Indian Institutes of Management / Indian Institutes of Technologies, Universities are the autonomous bodies and are governed by separate Acts.



A school organization which is carefully planned helps to develop the over all personality of the students. Any educational organization which is

managed well provides good environment which is conducive for grooming the personality of the students on sound footing. The role played by the Management as well as the Principal, teaching and non teaching staff in creating such a healthy atmosphere is a pre-requisite for personality development.

CHAPTER – II

RESEARCH METHODOLOGY

2.1 FACETS OF PERSONALITY DEVELOPMENT

a) Physical Development

Physical development is of crucial importance for all round development of students. Physical development has direct bearing upon mental development and academic development and academic achievement. Medical examination of every student at least once in a year is compulsory. Checking of physical disabilities and timely pointing out to the student/parents make it possible to take timely remedial action/steps. Participation of students in sports and such record will be maintained. Physical efficiency of every student should be rated. Part time or full time physician should be appointed for developing students' mental and physical status.

b) Character Development

Student's character is very important and its development should be assessed from time to time for proper guidance of parents and teachers. The characteristics like cooperation, fellow-feeling, love and affection, leadership, integrity, self-confidence, enthusiasm, honesty etc. should be developed. Teachers may observe these changes. Personal diary should be maintained. Personal interests, important events should be noted down in their daily diary.

c) Academic Development

Most probably this is the only development which is assessed by the teachers. After assessing from teachers we know about the achievement of students, whether the student is poor in studies or sharp in his studies. A written test, annual test is taken as the most valid technique for assessing achievement of students. Result of all these tests give academic levels for determining the position and need of vocational guidance.

d) Social Development

A host of qualities like social service, sympathy, cooperation, self discipline etc. are essential for improving inter human relations, which constitute social development.

Students' participation in various co-curricular activities like sports, various games, debating and discussions, art and writing, social and community service etc. Should be encouraged. All these qualities should be properly observed by the teachers/parents.

e) Psycho Motor Skills

Psycho-motor skills like handicraft, map drawing, handwriting, initiating discussions, designing various craft material etc. These qualities need be developed through various curricular and co-curricular activities and it should be assessed from time to time. Various methods need be adopted for assessing the development of all these psycho-motor skills. Such development

should be made at different fronts e.g. planning, organizing, exhibiting, displaying and so on.

2.2 SIGNIFICANCE OF THE TOPIC

Personality means characteristics and appearance of a person - pattern of thought, feeling, behaviour, communication ability and physical features. A child inherits many personality traits from its parents. Personality of a person takes its basic formation in the beginning period of childhood. Its experiences in the family and the society are very crucial. Friends, teachers and the environment of school have their own positive or negative impact. Adults need to be very careful while rearing a child because deep scars on the psychology of a child may have permanent marks. To develop positive thinking in the child parents must relate to each other in a positive way.

With the help of good training a child or an adult can learn communication skills, different subjects, driving or computer operating. Similarly a training in personality development enhances the general as well as unique traits (characteristics which differentiate one from others) of a person. A teacher of personality development helps a person to get positive thought pattern, gain confidence, improve behaviour, learn better communication and develop a healthy physique.

2.3 IMPORTANCE HAS RISEN

Everyone is influenced by an attractive personality. And without influencing others you can't get success in today's competitive world. Therefore the importance of personality development has risen very much. These days every good public school is careful about the personality development of its students.

Some years ago parents rarely gave any importance to personality development of their children. Emphasis was given only on physical appearance and expertise in work. But now the time has changed. It is an age of competition and economic revolution. Although opportunities of progress are everywhere yet a student has to work very hard to climb the stairs of a brilliant career. The person having a good personality can move through the difficulties with more confidence.

Many people still think that personality is related to physical appearance of a person. If a person is well-built and wearing a good dress it is said that he/she is having a good personality. But it is not a rational approach. In case the inner personality of a person is weak he/she will lose impact as soon as he/she speaks or behaves. Such a person fails to create a lasting impression on others. Rising in career graph becomes a very difficult task. Therefore both inner and outer personality of a person should be strengthened.

2.4 PERSONALITY CAN BE IMPROVED

In their best-selling publication 'Born to Win' well-known psychologists Muriel & Dorothy have written that a man is basically born to win. But due to negligence our winning potential doesn't grow to the best of its capacity. Mostly people develop their personality according to the expectation of others therefore they are unable to shine their unique traits. Therefore we need to break the barrier and rise bravely with our originality and uniqueness. Only then one can transform an ordinary personality into an impressive one.

Previously it was thought that every person lived his or her whole life according to the personality script written in childhood. To change it was almost impossible. But after years of research and practical applications the man has progressed in the science of personality transformation. With the help of simple methods now anybody can develop a winning personality and change his or her future.

The concept of personality refers to the profile of stable beliefs, moods, and behaviors that differentiate among children and adults who live in a particular society. The profiles that differentiate children across cultures of different historical times will not be the same because the most adaptive profiles vary with the values of the society and the historical era.

Personality development is the development of the organized pattern of behaviours and attitudes that makes a person distinctive. Personality

development occurs by the ongoing interaction of temperament, character, and environment.

Personality is what makes a person a unique person, and it is recognizable soon after birth. A child's personality has several components: temperament, environment, and character. Temperament is the set of genetically determined traits that determine the child's approach to the world and how the child learns about the world. There are no genes that specify personality traits, but some genes do control the development of the nervous system, which in turn controls behaviour.

A second component of personality comes from adaptive patterns related to a child's specific environment. Most psychologists agree that these two factors—temperament and environment—influence the development of a person's personality the most. Temperament, with its dependence on genetic factors, is sometimes referred to as "nature," while the environmental factors are called "nurture."

Finally, the third component of personality is character—the set of emotional, cognitive, and behavioural patterns learned from experience that determines how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. Character is also dependent on a person's moral development.

Many people mistake the physical appearance and various external characteristics of an individual and his or her personality. As they talk about a marvellous personality they may refer to the height, weight, stature and complexion. Well, if you think that it is just the appearance of the physique of a person that determines the personality, it is time to have a rethink. It is true that physical appearance does matter. However, since most of them are beyond our power and control, it is useless to waste our time and energy thinking on them. Though physical appearance can help, there are many other aspects that contribute greatly to one's personality.

Today, personality is considered the "Brand Image" of an individual. In simple terms it is made up of three aspects namely:

- ❖ Character
- ❖ Behaviour
- ❖ Attitude

Basically, personality development is the improvement of behavior, communication skills, interpersonal relationships, attitude towards life and ethics. Character can be considered the basic factor in determining and individual's personality. There are several psychologists who say that improving character and behaviour alone will largely influence one's personality. It is a fact that all other factors behind a powerful personality will become useless if the person lacks a good character and behaviour.

Personality is like a building. Just as a building can exist only when it has a strong foundation, a personality can impress others only when it has a formidable basis. And the strong foundation is supplied by character and behaviour. If personality is developed on the solid base of values and ethics, it will last forever. Fake smiles and mannerisms may attract others for a comparatively short period. However they are short-lived and do not help in improving one's personality.

The person who wants to improve his personality has to have a desire and determination; he has to identify the direction for his goals to achieve it. Once all the above three steps are taken he has to dedicate himself to the task of achieving his goal. Every human being is a unique creature. Therefore, in addition to the various common components, each one should develop his or her characteristics of personality. Always remember that blindly following someone else who is successful will never take you in the direction right for you.

There are immense possibilities within you to develop your personality with strong character you must recognize and understand them. The key to success is hidden with you. The wealth you have earned is not important but what is important is the means you have adopted for acquiring that wealth. Your personality, your capabilities, your thoughts and your ideals are all very important in determining your character.

2.5 SCHOOL AGE STAGE

The school age stage occurs from six years to twelve years of age. This stage is the time for entering school and includes the preadolescent period (from ten to twelve years of age). Children move out of their homes into worlds where they have to find their places, therefore their self concepts, value systems and cognitive capacities change. In addition, children enter the world of peer groups and their behaviour is increasingly influenced by their peers. The child's competence in communication increases as physical, cognitive, and social development increase. Although the child may attend kindergarten or had a sort of experience with children in neighbourhood through playing, attending school implies new expectations from a child. They now represent their families who want to be proud of their child. At this stage, the child starts comparing him/her self with class mates or playmates. Such circumstances stimulate the child to be as better as possible so that pride of one self if achieved. This is the time when transition from ascribed to achieved status starts to take place. In school it does not matter how a child is in his/her family (loved, neglected, older or younger sibling) except when those factors have affected the child's personality in a way or another. In school, a child is treated as a part of a collectively rather than as individual at home and this requires the child to forget many desires that may not enable him to fit into the group. All the previous demands organize the child's personality so that the child is able to prepare himself to live within a larger society rather than in a family. During this stage of development, a sense of belonging which makes the child feel accepted and as an integral

part of the group and of the broader society occurs. This sensation involves identification of the society the child is a part of, beside commitment to its values and ethics. In addition, a sense of responsibility involving a capacity and willingness to live up to the expectations one has aroused evolves at this stage of development in the child's personality. The school child's evaluation of him self starts when adults, school mates and playmates evaluate him/her. A self concept that enables the child to regulate his ambitions and ways of relating to others is then established. A new set of values is acquired by the child and he/she starts to view his/her society from different perspectives. At this stage, children have rigid standards of what is right and what is wrong. Industry Vs inferiority represent this stage in the psychosocial theory of development. The developmental tasks of the school age child are: developing the social and physical skills needed for playing games, learning to get along with others, learning behavioural attitudes appropriate to one's own sex, learning basic reading, writing, and arithmetic skills, developing a conscience and morals, and developing a good feeling and attitude about oneself. During the later part of the school age child's development, often called preadolescence, the child begins to show more refinement and maturity in the following areas: becoming an independent adult and learning to depend on oneself, developing and keeping friendships with peers, understanding the physical, psychological, and social roles of one's sex, developing greater muscular strength, coordination, and balance, learning how to study.

2.6 ADOLESCENCE STAGE

The adolescence stage of growth and development, which represent the industry Vs role confusion stage of the psychosocial theory of development, occurs from 12 to 20 years of age. Adolescence is a transitional stage between childhood and adult life and is characterized by rapid physical growth and psychological, mental and social maturity. This stage of development officially begins at puberty and ends with person achieving a level of maturity enough to deal with and manage realities of life and be able to bear responsibility of him/her self and his/her actions. The developmental tasks faced by the child at this age are accepting changes in the body and appearance, developing appropriate relationships with males and females of the same age, accepting the male and female role appropriate for one's age, becoming independent from parents and adults, developing morals, attitudes, and values needed for functioning in society. Adolescence is thought to be the period of emotional unheard and rebellion, sudden changes of mood, shifting ideologies and clashes with authority. During adolescence, although emancipation from parents in order to achieve independence and learning to accept responsibility for one's self takes place, an adolescent still fluctuates between child-like dependency and stubborn independence. During this critical stage an adolescent is ambivalent since he or she does not like adults' control but still seek their guidance. In addition, sudden fluctuations in mood are common to which erratic behaviour can be related. Peer groups play a critical role in the process of socialization and social interaction and self concept is gradually acquired as a result of reactions of his peers towards

him. As mentioned previously, an adolescent undergoes active mental maturity since an adolescent becomes capable of more than abstract mode of thinking and the capacity of receiving new information reaches its peak. This sort of development results in endless speculations about abstract issues. In spite of that, the adolescent still feels uncertain i.e. lacks the ability to direct him/her self and the confidence to translate his/her thoughts and ideas into a definite course of action. Persistent arguing and pretended wisdom are characteristic features of adolescents. Moreover, an adolescent rethinks about matters of life he learnt to be true from his/her parents early in life. What the adolescent needs by the end of this stage is to find out what sort of person he or she is and what his/her abilities and limitations are, therefore the period of adolescence can be called the period of readjustment.

2.7 ROLE OF FAMILY IN SHAPING THE CHILD'S PERSONALITY

From the first days of our lives, each and every one's family plays a very important role in defining the future grown-up's personality. It is the family who we look up to, from the very beginning of building a character. When they are very young, all the children tend to copy the behaviour of their parents. Therefore, when the family does not have a proper attitude towards each other, no matter if the child is present or not, all this will later reflect on the mature personality of the child in question.

The first 5 to 7 years in the life of a child are very important in the defining of his or her personality. However, an even more significant role is being played by the education the child gets in school. Besides the various information he gets from the subjects studied assigned by the school curriculum, the pupil will also learn how to behave in a wide range of situations. The most important lesson regarding the shaping of a personality is learning how to conduct oneself in a group of people. Perhaps most of the pupils have had no brothers or sisters and have turned out to be spoiled and selfish. They have not been taught to share things with other children and have no clue about working in a team in order to achieve the completion of different tasks. This is not a good picture to start with, but the reality can sometimes be quite cruel!

School is the place where we get the first guidelines for our grown-up lives. We can learn about team spirit and other interesting things, such as communication within a team and building relationships based on common interests.

Actually, we can easily state that the classes are replications of the teams we will later on work in, and, on the other hand, the teachers are our future mentors or employers. We are being taught about respect and responsibility, things that we could not have learned in our families. It is the nature of life to make us learn by passing through various environments, each of them having a dedicated role in the shaping of our personalities.

2.8 ROLE OF TEACHERS IN SHAPING TALENT

The teacher plays as dynamic force in our lives. A school without teacher is just like a body without the soul. There is no greater need for the cause of education today than the need for strong men and motherly women as teachers for the young

Among the greatest of all services that can be rendered by men to almighty god, is the education and training of children, so that they can foster by grace in the way of salvation, growing like pearls of divine bounty in the shell of education and will be one day the jewel in the crown of abiding glory.

As it is told -"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lessons to his students, can only load their minds. He can not quicken them."

– Tagore

The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong men and motherly women as

teachers for the young'. The teachers- as social engineers can socialise and humanise the young by their man-like qualities.

Hence a teacher can pray:-

"Help us, O Lord to penetrate into the secret of the child, so that we may know him, love him and serve him according to your laws of justice and following your divine will," Maria Montessori.

2.9 TIPS ON PERSONALITY DEVELOPMENT OF THE CHILD

- ❖ Do not scold child all the time for minor failures.
- ❖ Do not trouble the child constantly.
- ❖ Frequent use of bitter or harsh remarks should be avoided.
- ❖ Avoid the practice of preferring one child over the other and thereby neglecting the other.
- ❖ Do not denigrate (put down/ degrade) or disparage (run down/laugh at/criticize) the child.
- ❖ Avoid prolonged separation of the child.
- ❖ Constant friction with the child or between the parents should not be expressed in front of the child.
- ❖ Never discourage the child.
- ❖ Do not praise your child always.
- ❖ Excessive discipline is also harmful.

- ❖ Repetitive or severe punishment should be avoided. The child should be given a chance to rectify itself and punishment should be the last resort.
- ❖ Parents should not be over-ambitious regarding their children and they should not set goals for a child who is not in harmony with his intellectual endowment, capabilities, achievements and interests. This also puts a breach in the proper development of the child's personality

2.10 OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To analyze the Academic working of the educational institution relating to **development** of the students' personality.
2. To study the various co-curricular activities carried out by the educational institution for the overall development of the students.
3. To study the teacher's contribution in imparting knowledge and implementation of modern educational aids relating to personality development.
4. To analyze the application of infrastructural growth of the educational institutions for better development of the personality.

5. To study various Training programmes organized by the educational institutions in order to develop the competency of teachers.
6. To study the problems faced by educational institutions in imparting education.
7. To provide better suggestions for improvement in working of the educational institutions.

2.11 HYPOTHESES

A research hypothesis is the statement created by a researcher when they speculate upon the outcome of a research or experiment

The research hypothesis is a paring down of the problem into something testable and falsifiable. In the aforementioned example, a researcher might speculate that the decline in the fish stocks is due to prolonged over fishing. Scientists must generate a realistic and testable hypothesis around which they can build the experiment.

1. The secondary schools and colleges give scope for overall personality development of the students. College students as compared to secondary schools are having more input for personality development.

2. The Managements of Educational Institutions should give priority in the context of Personality Development of the students.
3. Educational institutions are required to implement extra co-curricular activities and sports activities for developing physical and mental strength of the student. Continuous assessment is essential for which better managerial facilities are required.
4. College students as compared to secondary schools are having more input for personality development.
5. Teachers play a pivotal role in shaping the personality of the students and hence they also need to be trained.
6. Communication skills are to be developed as in modern times this carries importance in competition. Management of communication skills plays a dominant role in the personality development.
7. Better educational environment gives scope for personality development.

2.12 RESEARCH METHODOLOGY

Multistage, random sampling techniques have been adopted in collecting the primary data.

The taluka was divided into two categories using the parameter of the population i.e. namely Rural, Semi Urban. There is no urban centre in this

Taluka. The educational institutions in each category have been categorized according to the grades of the schools such as secondary, higher secondary (Junior Colleges), and Senior Colleges and a special category of Senior Colleges with Post Graduation including B. Ed. and M. Ed. Students. In Daund Taluka there are two Ashram Schools located at Sonawadi and Varvand. These schools are in existence for more than 5 years. Keeping in view the typical environment available at these Ashram Schools are also included appropriate in this study.

At present the academic institutions are classified in different categories such as secondary schools, secondary schools with higher secondary classes, Senior Colleges with attached Jr. Colleges, Senior Colleges, and Senior Colleges offering Post Graduation Studies. In the entire taluka there is only professional college namely Subhash Baburao Kool Adhyapak Mahavidyalay Patas which offers only B. Ed. and M. Ed. Courses. All the educational institutions starting from Secondary Schools to top most standard have been listed out in the first place population zone wise and from the said data from each category minimum of 15% institutions have been identified on random basis. Since the efforts of shaping and developing the student's personality augment momentum at the college levels the researcher has considered it more appropriate to cover all the colleges in the Taluka. In the process the following table indicates the category wise number of institutions and the students selected for the study purpose.

According to the Education Commission (1964-66) the education comprises of the following stages:

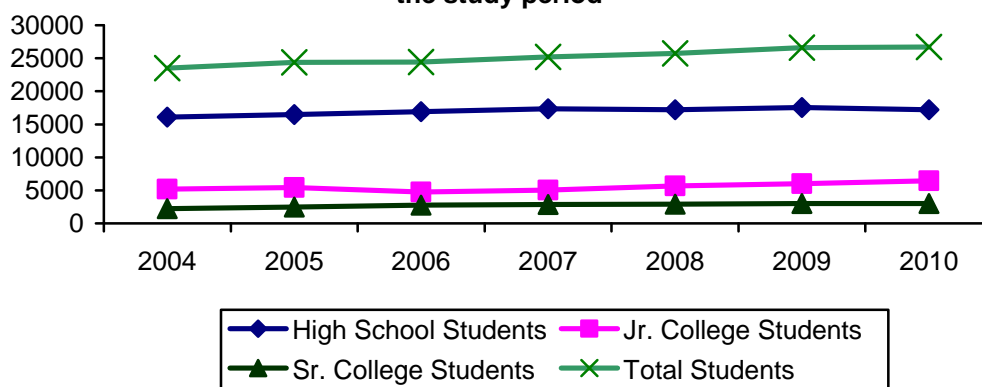
Education comprises of

- 1) Pre-primary
- 2) Primary
- 3) Secondary Classes - Includes:
Lower Secondary Classes VIII to X
Higher Secondary Class XI – XII (Jr. Colleges)
- 4) Higher Education General Degrees (Sr. Colleges)
Post Graduate Colleges:

As the input for the development of personality starts from the secondary classes for the purpose of this research the researcher has selected his universe as the High Schools, Junior Colleges, Senior Colleges and Post Graduate college institutions.

On the basis of population the location of educational institutions have been studied for identifying the sample for this research. It has been observed that there is not a single urban centre in Daund Taluka. Daund is a semi urban centre. Therefore the sample has been divided into two groups: Rural and Semi Urban. As the rural area coverage of Daund taluka is quite large for the purpose of selection of the sample due weightage has been given to the rural area.

Fig. 2.1 : Growth of level wise students of Daund Taluka during the study period



From the above table and the graph it is revealed that there is a normal growth in the students from all level over the study period. The growth can be attributed to the growth of population during the study period.

Table 2.1 : Level wise growth of total students strength of Daund Taluka

Sr. No.	Type of institution	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
1	High Schools	16085	16473	16902	17331	17186	17557	17207
2	Jr. Colleges	5201	5426	4744	5017	5647	6000	6452
3	Sr. Colleges	2218	2480	2761	2864	2896	3028	3028
	TOTAL	23504	24379	24409	25212	25729	26585	26687

Source: Field data collected

Table 2.2: Spread of Category wise Educational Institution and the sample selection in Daund Taluka

Sr. No.	Type of institution	03-04	04-05	05-06	06-07	07-08	08-09	09-10
1	SECONDARY SCHOOLS							
	No. of schools	9*						
	Total number of students	2947	2928	3409	3628	3528	3748	3631
	Sample Schools selected							2
	No. of students covered							249
	% of Institutions selected							22.22%
	% of students selected							6.85%

Sr. No.	Type of institution	03-04	04-05	05-06	06-07	07-08	08-09	09-10
2	Jr. College No. of Jr. Colleges Total number of students Sample Colleges selected No. of students covered % of Institutions selected % of students selected	4 1942	4 2030	4 1863	4 1912	4 2226	4 2330	5 2387 2 238 40% 9.98
3	Sr. Colleges No. of Colleges Total number of students Sample Colleges selected No. of students covered % of Institutions selected % of students selected	2* 1016	017	1117	1194	1274	1267	1318 2 594 100% 45.06%

* No. of Sr. Colleges remained constant through out the study period.

* No. of schools remained constant

Fig. 2.2: Level wise growth of students in the Daund Town of study area

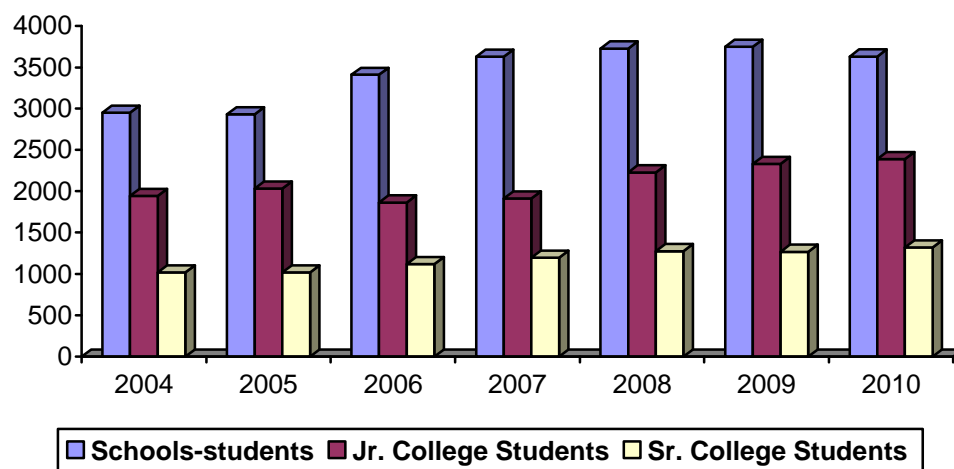


Table 2.3 : The sample selection activity Daund Rural (With population less than 10000)

Sr. No.	Type of insti. & parameter	03-04	04-05	05-06	06-07	07-08	08-09	09-10
1	SECONDARY SCHOOLS							
	No. of schools	57	59	59	59	59	59	59
	Total number of students	13138	13545	13493	703	13458	13809	13576
	Sample Schools selected							10
	No. of students covered							1567
	% of Institutions selected							13.38%
	% of students selected							11.54%
2	Jr. College							
	No. of Jr. Colleges	13	13	14	14	14	16	17
	Total number of students	3222	3429	2881	3105	3421	3671	4065
	Sample Colleges selected							5
	No. of students covered							836
	% of Institutions selected							29.41%
	% of students selected							20.56%

Sr. No.	Type of insti. & parameter	03-04	04-05	05-06	06-07	07-08	08-09	09-10
3	Sr. College							
	No. of Jr. Colleges	3	3	3	3	3	4	4
	Total number of students	1202	1463	1588	1670	1622	1761	1710
	Sample Sr. Colleges selected							4
	No. of students covered							707
	% of Institutions selected							100%
	% of students selected							41.34%

Source: Field data collected

Table 2.4 : Consolidated position of Daund Taluka universe and the sample selected

Sr. No.	Level of Institution	Daund Town		Daund Rural		Total Universe	
		Total Universe	Sample Selected	Total Universe	Sample Selected	Total Universe	Sample Selected
1	Schools	3631	249	13576	1816	17207	1816
2	Jr. Colleges	2387	238	4065	836	6452	1074
3	Sr. Colleges	1318	594	1710	707	3028	1301
		7336	1081	19351	3359	26687	4191

Source: Field data collected

As stated earlier in Daund Taluka, Daund is the only town categorized under semi-urban category. Compared to population of Daund, the population of rest of Daund taluka is quite large. It has therefore, the researcher has chosen slightly higher sample from the rural area and has restricted sample from Daund to a reasonable level. Thus it can be seen from the sample selected. So far as school students are concerned the sample selected is 12.00% of the total students. So far Jr. colleges are concerned the sample selected is 16.64% and for the Senior Colleges the sample selected is 42.96%. If we account for all levels and all the students of Daund taluka the

sample selected accounts for 16.63% which can be considered fairly reasonable and representative for the study.

2.13 TECHNIQUES USED

Numerical Data Analysis Tools

The purpose of the data analysis and interpretation phase is to transform the data collected into credible evidence about the development of the intervention and its performance.

Analysis can help answer some key questions

- ❖ Has the program made a difference?
- ❖ How big is this difference or change in knowledge, attitudes, or behavior?

This process usually includes the following steps:

- ❖ Organizing the data for analysis (data preparation)
- ❖ Describing the data
- ❖ Interpreting the data (assessing the findings against the adopted evaluation criteria)

Where quantitative data have been collected, statistical analysis can

- ❖ help measure the degree of change that has taken place
- ❖ allow an assessment to be made about the consistency of data

Where qualitative data have been collected, interpretation is more difficult.

- ❖ Here, it is important to group similar responses into categories and identify common patterns that can help derive meaning from what may seem unrelated and diffuse responses.
- ❖ This is particularly important when trying to assess the outcomes of focus groups and interviews.

It may be helpful to use several of the following 5 evaluation criteria as the basis for organizing and analyzing data:

- ❖ **Relevance:** Does the intervention address an existing need? (Were the outcomes achieved aligned to current priorities in prevention? Is the outcome the best one for the target group.
- ❖ **Effectiveness:** Did the intervention achieve what it was set out to achieve?
- ❖ **Efficiency:** Did the intervention achieve maximum results with given resources?
- ❖ **Results/Impact:** Have there been any changes in the target group as a result of the intervention?
- ❖ **Sustainability:** Will the outcomes continue after the intervention has ceased?

The researcher has kept all these aspects in mind and has used the requisite tools to analyze the data collected and to present it with a view to facilitate its easy understanding.

Ratios

A traditional financial statement analysis tool is statistical ratios. These ratios take information from the company's statements and calculate economic indicators for comparison to another company or the industry standard. Statistical ratios include liquidity, asset turnover, financial leverage and profitability calculations. Liquidity ratios calculate the company's ability to meet short-term financial obligations. Asset turnover ratios indicate how well the company uses its assets to generate profits.

Horizontal Analysis

A horizontal financial statement analysis compares current financial statements to a previous year's financial information. Banking companies often conduct this analysis by putting several years of financial statements in a side-by-side comparison format. This enables business owners and managers to review the same month over several years to determine if revenues, expenses, assets or liabilities have increased, decreased or stayed the same. Banking companies can also use a horizontal analysis to compare changes in amounts or a percentage change when comparing financial statements.

Vertical Analysis

A vertical financial statement analysis is conducted using common size financial statements. A common size financial statement shows each item on a financial statement in a percentage figure for each statement line item. A vertical analysis gives managers a different option for reviewing financial information; managers may be more comfortable looking at percentages rather than dollar amounts. The percentage figure represents how individual line-item amounts compare to the aggregate total of the financial statements. For example: business owners or managers may wish to know what percentage office supplies were out of the total expenses reported on the financial statements date income statement. A common size statement would divide financial statements total office supplies expense by the total expenses listed on financial statements income statement. This percentage is then listed where the office supplies expense amount would be on the financial statement.

Trend Percentage Analysis

A trend percentage analysis is an enhanced horizontal analysis technique. Trend percentage analyses help companies identify consistent revenues or expenses from past accounting periods. These trends can help managers make business decisions regarding future operations. Banking companies will use a specific financial statement as a base year for comparing all future financial statements. Changes for each future time period are expressed as a percentage when compared to the base financial statement.

Companies can conduct a trend percentage analysis at various times of the year or use different financial statements as the base during this comparison process.

The collected information has been analyzed and interpreted by various techniques such as tabular and graphical presentation, percentages, comparative analysis of Asset classification etc.

Primary Data

The researcher has collected the primary data with the help of a well designed questionnaire which was administered at the randomly identified high schools and the junior and senior colleges in the study area.

Questionnaire

A well thought questionnaire for the students has been designed and a copy of the same has been placed in this thesis as an annexure no. 1.

Sampling Procedure

The educational institutions in Daund Taluka have been divided into two distinct group on the basis of the population data as of 2001 census. This revealed two groups i.e. Semi Urban and Rural area. Under Semi Urban category there is only one town i.e. Daund. The rural area is a vast area because rest of Daund town all is a rural area.

The data on educational institutions has been collected on the basis of level of the institutions to which it caters to. i.e. Primary Schools, Secondary Schools, Higher Secondary Schools, Junior Colleges and Senior colleges. This data has been tabulated and shown at Table No. 2.3.

Secondary Data

Secondary data was collected from the various educational departments of the Govt. of Maharashtra, Various books and reports of various committees. The data has also been collected through interaction with the heads of various educational institutions as their experience in the field of education is valuable.

Data Analysis

For easy understanding and comprehension the data so collected has been tabulated applying various angles and yardsticks. Wherever required the data has been shown graphically and also ratios have also been drawn.

2.14 SCOPE AND LIMITATIONS

The research on personality development of the students can be undertaken keeping in view the different aspects in mind. i.e. the personality development can be studied from psychological aspect, mental and physical aspects, religious aspect, social aspect etc. But for this research the researcher has given stress only on the management aspect of personality development. The intelligent quotient and emotional quotient of each and

every student can be measured and on establishing co-relation between these the personality development needs of an individual student can be identified scientifically and corrective measures can be taken. Thus there is scope for further research on the subject. At the same time, for this very research, because of the coverage, time available with the researcher, and costs involved therein, impact of these parameters using sensitivity analysis could not be undertaken. Only the broad management aspects have been studied.

2.15 CHAPTER SCHEME OF THE STUDY

Chapter I: Introduction – The first chapter is devoted to introduction of the research topic. It covers historical perspective, importance of the topic under study, a few definitions of personality, factors affecting personality, role of various levels of educational institutions, role of teachers, etc.

Chapter II : Research Methodology – In this chapter the researcher has given the need for and significance of the study, objectives of the study, hypotheses, sample identification, data collections methods used, analysis tools used, scope and limitation of the study.

Chapter III: Review of Literature – In this chapter the researcher has taken a brief review of related literature which he has gone through to understand the research topic as well as to understand as to what work has been done by the other researchers in this area. For this purpose the researcher has referred to various books, journals, periodicals, committee reports, news paper cuttings, websites, etc.

Chapter IV: Role played by various Educational Institutions in shaping the Personality of the Students – In this chapter the researcher has detailed the role played by the various educational institutions in shaping the personality of the students. In that he has discussed about the various programs these institutions take up in the normal course of their academic course which has a bearing on the personality development of the students.

Chapter V: Profile of Daund Taluka – In this chapter a brief profile of Daund Taluka has been given so that the readers will be able to understand this thesis in its right perspective. Thrust has been given only on the areas which are related to education and aspects which have bearing on the educational institutions.

Chapter VI: Analysis and Interpretation of Data Collected – This chapter covers the analysis of the data collected and its interpretations. The data collected has been analyzed with the use of various statistical tools.

Chapter VII: Observations & Suggestions – In this chapter the researcher has brought out all his observations and suggestions based on the analysis and interpretation of the data. Besides this the researcher has also recorded his observations and suggestions thereon which are based on the interaction with eminent educationists of this area. This chapter also includes validations of the hypotheses, scope for further research and the conclusion.

CHAPTER – III

REVIEW OF LITERATURE

3.1 INTRODUCTION

Personality Development is a very vital aspect of any individual. The subject being multi disciplinary there are numbers of books discussing this subject. Right from the ages there is voluminous literature both in Indian and in English language. In spite of this situation there are only few books available for the development of personality of the students. The researcher has therefore had an opportunity to read and understand the related literature to get a grasp of the subject of his research. This chapter deals with the review of the related literature that has undertaken by the researcher.

3.2 INDIAN AUTHORS

1. Rajiv Mishra in his book titled, Personality Development – Types of Personalities has covered various types of personalities and has given illustrations of well known personalities to substantiate his views. These examples greatly help the reader to understand the type of personality quickly.

Well known behavioral scientists and psychologists have identified many types of personalities. We shall concentrate on the nine types of personalities. These are perfectionists, Helpers, Romantics, Achievers,

Asserters, Questioners, Adventurers, Observers and Peacemakers. They have their own unique personality traits that are briefly analyzed below.

The Perfectionist

Perfectionists are realistic, conscientious and principled. They strive to live up to their high ideals. They can be got along well with if you take your share of the responsibilities so they do not end up with all the work. You need to acknowledge their achievements. It is better if you tell perfectionist that you value his\her advice. Perfectionists also expect others to be fair and considerate, as they are.

A perfectionist would like to be self disciplined and be able to accomplish a great deal. He would like to work hard to make the world a better place, having high standards and ethics. They are reasonable, responsible, and dedicated in everything they do.

Example: The great Indian software business leader Narayan Murthy falls in the category of a perfectionist.

The Helper

Helpers are warm, concerned, nurturing, and sensitive to other people's need. That cab be got along well with if you tell them you appreciate them. They would expect you to share fun time with them. They would like you to take interest in their problems; through they will probably

try to focus on yours. They want you to know that they are important and special to you.

A helper likes to be able to relate easily to people and make their lives better. They are generous, caring and warm. They are sensitive to and perspective others feelings. They are fun-loving and generally possess a good sense of humour.

Example: Mother Teresa is one such personality who was sensitive not only to the needs of few people around, but for the millions of poor in the country.

The Achiever

Achievers are energetic, optimistic, self-assured, and goal-oriented. An achiever gets along well with his coworkers. He welcomes honest, but not unduly critical or judgment harmonious and peaceful. You cannot burden with negative emotions. He likes being optimistic, friendly and upbeat, and likes to provide will for his family. He is happy if he stays informed, knowing what's going on.

Achievers face problems when they have to put up with inefficiency and incompetence. They are gripped with the fear of failure or of not being seen as successful. They keep on struggling to hang on to their success.

Example: Sachin Tendulkar the greatest batsman, and Kapil Dev, the greatest all-rounder, fall in the category of achiever- always full of energy to achieve something big.

The Romantic

Romantics have sensitive feelings and are warm and perceptive. A romantic would like to get plenty of compliments. They mean a lot to them. He expects you to be a supportive friend or partner. If you care for him you respect him for his special gifts of intuition and vision. He would like to establish warm connections with people, admire what is noble, truthful, and beautiful in life; he would like to be creative, intuitive, and have a sense of humour. He is unique and is seen as unique by others.

Example: The great Indian painter MF Hussain falls in the type of romantic personality. He has a sensitive and heart and romantic personality for his creativity.

The Observer

Observers have a need for knowledge and are introverted curious, analytical, and insightful.

An observer likes to be independent, not clingy. He prefers to speak in a straightforward and brief manner. He desires and needs time alone to process his feelings and thought and may doubt your sincerity if you

intensely welcome him. He dislikes intrusions in his privacy. He remains calm in a crisis.

An observer faces a problem which he/she is not sure of the situation and is unable to understand the relation between cause and effect. He gets disturbed if his integrity is doubted.

Example: The great economist Noble laureate Amartya Sen is one such observer personality, who is curious analytical insightful.

The Questioner

Questioners are responsible and trustworthy. They value loyalty to family, friends, groups and causes. Their personality range broadly, from reserved and times to outspoken.

A questioner likes to be direct and clear. He likes others to listen to him carefully. You are required to reassure him that 'everything is ok between us' and not judge him for his anxiety. He is committed and faithful to family and friends, responsible and hardworking compassionate towards others, direct and assertive.

Example: The out spoken Bollywood actress and former Rajya Sabha member Shabana Azmi, may fall in this category. She can raise relevant questions in all platforms.

The Adventurer

Adventurers are energetic, lively, and optimistic. They want to contribute to the world.

An adventurer likes to get companionship, affection and freedom. He likes engaging you in stimulation conversation and laughter and expects you to appreciate his grand visions and listen to his stories. He is optimistic and do not let life's troubles get him down. He is spontaneous and free-spirited.

Example: The energetic NRI businessman, Vijay Mallaya, may be categorized in the adventurer type of trying something new that was not done by any Indian earlier.

The Asserter

Asserters are direct, self-reliant, self- confident and protective. An asserter likes to stand up for you and is confident, strong and direct. He is vulnerable and shares his feelings and at the same time acknowledges your tender, vulnerable side. He likes to get space to be alone, He is curious to hear about his own contributions, but do not flatter him. He likes being independent and self-reliant, able to take charge and meet challenges head on. He is courageous, straightforward, honest, supporting empowering and protective of those close to him.

Example: The former Chief Election Commissioner T. N. Seshan, the straightforward bold officer, is the best Indian example of an asserter.

The Peacemaker

Peacemakers are receptive, good-natured and supportive. They seek union with others and the world around them.

A peacemaker does not like expectations or pressure. If you want him to do something, how you ask is important. He likes to listen and be of service, but do not take advantage of this. He is very easy to deal with if given time to finish things and make decisions. He likes a good discussion but not a confrontation. He is very caring and concerned about others, He is a good mediator and facilitator; he has heightened awareness of sensations, aesthetics, is non judgmental and accepting.

Example: The former Indian Prime minister Atal Bihari Vajpayee has the peace maker type of personality

2. Sanjay Gaur in his book titled "Mantras for Personality Development" has lucidly covered a great deal of skills required for development in personality which are very much practical in nature. He observes that personality development is the improvement of behavioural traits such as communication skills interpersonal relationships, attitude towards life and restoring our ethics. Character is the prerequisite to achieving a better

individual personality. There are several behavioral scientists who argue that improving behavioral traits in a short cut course of fifteen days to develop personality can effectively influence others and help win the race. But one must never forget that excellent behavioral traits such as communication skills, interpersonal relationships, higher order of motivational levels and excellent leadership qualities also fail miserably at the time of crisis if not based on solid character foundation.

Personality development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change to your life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbuing oneself with positivity, liveliness and peace.

The author has divided this book in 17 chapters and has provided minute tips under each head of day to day life. Personality development also involves the study of continuities and change in the individual over time. The second chapter deals with how to improve one's working power. He narrates visualization, goal setting, focus and concentration, mental toughness, perspective, and finally offers tips and key points. The author has given several illustrations of day to day life which are very useful for easy

understanding of the point that has been made out. The other chapters on improve your speaking skill, improve your linguistic skills, leadership skills, organizational behavior , improve your managerial skills, motivation judgmental attitude, art of impressing people, listening skills and social skills. All these chapters are written in such a manner that even a layman will also be able to understand the subject dealt in it. The book is very much useful for the upcoming professional as it provides a practical guide.

3. Dr. Madhukar Mokashi, (2009) has written a book in Marathi language, titled "Personality Development and Language". The book has highlighted the importance of the language in the personality development. He has observed that through excellent conversation and practicing art of listening number of things can be achieved. The term Personality Development, apart from mental, knowledge development also include various attitudes, likes and dislikes, emotional, moral, social development. When personality development is achieved through the medium of language the development of thought also takes place and the level of knowledge also rises.

Once when an individual develops interest in a language his interest in reading the literature also increases. It leads to increase in knowledge. A knowledgeable person naturally carries better impression while he speaks in a group. The increase in knowledge also develops confidence of the individual. His participation in various cultural programmes also adds to his personality.

For an individual to express himself there is no other tool other than the language. Ultimately the development of the language is regarded as the foundation stone of the personality development.

There is a difference in every individual as regards to his word power, style of writing, style of talking etc. The author has also pointed that there is a difference between an individual who has language capability and skill and the general individual who knows the language but cannot use it effectively. He has given an illustration of a acclaimed orator may not be good at informal discussion, or an individual who makes his group laugh by poking jokes cannot speak well when he is taken to the policy station.

The author has discussed various thinkers' (Woodworth, G. A.Kikble, Barron, Normal Elman, Izenc etc. definitions of personality. He has discussed as to what the Personality Development includes and he points out the following:

- ❖ Personality is a balance of various qualities/ virtues
- ❖ Personality is a constantly changing concept. Consistently there is a qualitative improvement. As the physical and mental development takes place the facets of personality also develop.
- ❖ The development of mental and physical qualities is also an important part of personality development.

A comprehensive picture of one's personality can be painted if we know the following five factors of an individual:

1. Extraversion
2. Agreeableness
3. Conscientiousness
4. Neuroticism
5. Openness to experience

The author has given a five point formula for personality development which is as under:

1. One should have some secret information. Sharing such information with others will give pleasure.
2. Always speak truth. Although this is difficult to achieve but its implementation helps to lead a satisfactory life.
3. Control yourself; it helps to control the others.
4. If you commit a mistake, accept it. Usually we find that no one is ready to accept his /her mistakes. However, accept the mistake on one's own is a sign of greatness.
5. Fulfill the commitments given. It is easy to give commitment but it should be given only after a careful thought and then only give commitment.

In the third chapter of the book the author has expressed the importance of language in personality development. He has in the context of

the globalization the need to develop skill for giving proper presentation. Knowledge of language, communication skill, character and decision making ability has developed the technique of personality development. He has rightly stressed the importance of mother tongue. There are various skills relating to language. In the personality development speaking assumes great importance. The person across the speaker assesses the speaker from what he talks, how he talks, how much time he talks. The same is also important about developing art of listening. It is of utmost importance to use the language skillfully and express your view points in unambiguous manner. The author has discussed various primary skills like art of listening, art of reading, communication skills, how to deliver a lecture, its content, and presentations kills, writing skills, etc.

In the fourth chapter the author has rightly discussed about the organizing skills as a part of the personality development. He has narrated the various steps which should be included while executing a programme.

Undoubtedly the book is one of the rare books in Marathi language which will be very useful to the students who are interest to develop their personality consciously.

4. A. K. Singh: Book titled **"Tests, Measurements and Research Methods in Behavioural Sciences"** (2010). There are generally three phases – development of tools or tests, principles of measurement, and

design of the research plan. In order to conduct scientific research, it is essential for the researcher to have in depth knowledge in each of these areas. The book emphasizes understanding of the solution of a research problem, encourages relational and structural thinking towards research problems, hypotheses, variables and research designs, builds a strong foundation for developing and standardizing a research tool provides scientific knowledge regarding technical and methodological competence in the field of psychological and educational measurement, gives useful information on the practical use of statistical concepts and principles.

The book has been divided in three parts. The part one deals with introduction to measurement, test construction, item writing, item analysis, reliability, validity, norms and test scales, response set in test scores. Part two deals with principles of measurement, measurement of personality, projective techniques, techniques of observation and data collection, scaling techniques and the Part three deals with sampling, social scientific research, single subject experimental research, historical research, the problem and the hypotheses, reviewing the literature, variables, research design, carrying out statistical analysis, writing a research report and a research proposal.

The book has elaborately written with ample illustrations which make it easy to understand. It is a very useful text book. The book provides a broad-based introduction to research methods in Psychology, Sociology and

Education. It emphasizes the problem solving nature of research and helps the students to develop the skills required to work on research problems.

In psychological, sociological and educational researches 'measurement' and 'evaluation' are used separately because they connote two different meanings. Measurement refers to the process of assigning numbers to events, objects etc., according to certain rules. Measurements consist of rules for assigning numbers to objects in such a way as to represent quantities of attributes. While 'Evaluation' involves a process of appraisal of an object or event with reference to some standard. The standard may be social, cultural or scientific.

5. Dr. Neelima Narayan Tikhe (2011) has written a book in Marathi titled "Personality Development and School Activities". The book is the outcome of her research on the subject. She has divided the book in 10 chapters. The book is very much useful to the teachers in general and the new teachers in particular. Right from the entry of the child in the school to till the child completes his/her school career the school arranges several co-curricular activities in the school. The book will be useful to the teachers for planning the organization of the co-curricular activities more meaningfully. From the point of view of the student the co-curricular activities are as important as the academic learning. Through the medium of home, school and the society the student's personality gets comprehensively developed. Education is a continuous process and it is achieved very easily. While passing

through the process of living an individual learns a lot. This is an informal education. While moving in the society the education one gets is a Easy (Sahaj) education. From the various co-curricular activities organized by the schools unknowingly some good cultural improvement takes place. Schools do take care to ensure that all the students participate in the co-curricular activities. These co-curricular activities the hidden / latent talent of the schools get developed.

The author has discussed the concept of education and has quoted several eminent authorities. Swami Dayanand Saraswati has observed, "Lives, should develop in man, those noble qualities that would inspire him to protect the righteous even though they be extremely poor and weak. A man should constantly Endeavour and to strengthen the power that of the just". Swami Vivekananda has observed, "Education is the manifestation of the perfection already man. It is remarkable in its simplicity." Mahatma Gandhi thought, "An Education which does not teach us to discriminate, between good and bad, to assimilate the one and to eschew the other is a misnomer." In regard to physical education Swami Vivekanand while expressing "Sound mind in sound body", appealed the young students to be physically fit. He said instead of study of Geeta playing football will take you to the God. The author has stated that *Vidya* is a word used parallel to education. Some thinkers have defined Vidya (knowledge) as Vidya is that which make you self reliant and self less. Development of Knowledge means acquiring new knowledge. One who has acquired knowledge and has developed his decision making ability

and logical thinking he can express himself confidently and that is the sign of development of knowledge. Mental development is possible through participation in dance, dramatics etc.

The author has given 9 different names of co-educational activities as under:

- 1) Complementary to study
- 2) Activities other than study
- 3) Co-school activities
- 4) Activities covering comprehensive development
- 5) Co-curricular Activities
- 6) Semi-curricular
- 7) Co-Lateral
- 8) In-Framural
- 9) Non-Class Activities.

Although these 9 names are different their meaning is co-school activity. The author has quoted Dr. S. Radhakrishnan on Co-curricular activities as, "Membership of the corps fosters habits, discipline, team work and dignity of labor". Therefore the participation in co-curricular activities during the school days is very much important. (Participation in N.C.C./N.S.S. etc.)

The author has stressed the importance of the complement educational activities by quoting the observations of the Indian Educational Commission (1966) known as Kothari Commission as under: These observations bring out the importance of the complementary educational activities as under:

- ❖ The bookish knowledge comes alive through complementary educational activities.
- ❖ Interest in reading, enrichment of experience, team work and sense of responsibility increases.
- ❖ Self confidence is built.
- ❖ Provides an opportunity for the development hidden talent.
- ❖ Self responsibility, leadership and team spirit gets developed.
- ❖ School and the society come together.
- ❖ It develops the individual's personality.
- ❖ The student's knowledge horizon gets enlarged.
- ❖ Social integrity is nourished.
- ❖ It gives rise to creativity and productivity.
- ❖ Interaction between student, teacher and the parents increases.

The renowned educationists Safaya and Saida have expressed the importance of co-curricular activities in the following words:

"The Co-curricular activities cater the development of child's entire personality, draw out the latest power of children of every temperament and

aptitudes, supplement the academic work, socializes the pupils in the rich social milieu of school. Society and perform the real function of education”.

She has nicely and comprehensively listed out various co-curricular activities and how those can be planned and executed professionally. She has also provided the parameters to be set for assessment of the impact of the activity and has also provided guidance to the teacher as to what care they should take while deciding the activity. She has also included a questionnaire for the students as well as for the teachers which forms the basis for taking various co-curricular activities.

The book also includes her observations and suggestions based on her research which are quite interesting and eye opening. Incidentally this researcher has also recently completed a minor research project sponsored by University Grants Commission. The title of the research was, “Critical Appraisal of Secondary Schools in Daund Taluka in Shaping the Personality of the Students during the period 2005-06 to 2009 - 10”. His observations and suggestions are more or less similar. The unique observation of this researcher is that there is a vast difference in conducting these co-curricular activities in the rural and semi urban areas and the urban and metropolitan areas. In urban and metropolitan areas schools have access to modern infrastructural facilities which are very much missing in the rural and semi urban areas.

6. Dr. Barun K Mitra's (2010) book titled "Personality Development and Soft Skills" is designed to serve as a textbook that addresses the requirements of students of any discipline who are on the threshold of starting their careers or young managers who are already working in the corporate world. The book aims to provide crucial insights into various facets of developing one's personality, as well as to improve written, verbal, and non-verbal communication skills. Special attention has been paid to the specific needs of a job aspirant, such as writing of effective CVs, participation in group discussions, tackling job interviews, and to hone one's public speaking and speed-reading skills. The book provides an overview of the growing importance of modern learning mechanisms such as the Language Laboratory. By providing a rich array of case studies, and carefully developed classroom based exercises and self assessment tests, the book attempts to provide the reader with hands-on experience to cope with the demands of the world of business.

7. Aruna Goel, S. L. Goel (2009), have written a book titled, "Educational Administration and Management – An Integrated Approach". The book has been divided in 20 chapters. Chapter 1 deals with meaning, scope, nature, significance and challenges of Educational administration. This chapter highlights importance of education for which various authorities have been quoted by the authors. It also deals with meaning of educational administration, scope of educational administration, nature of educational administration, significance and challenges of educational administration.

While discussing about good educational administration can ensure the achievement of educational targets in time. Educational administration can help in the following ways:

- i) To make available the services required to meet the demands not only of those who have easy accessibility but also the demands of those most in need, who are usually too poor or too geographically or socially remote to benefit from existing facilities.
- ii) Ensure the implementation of Educational Policy which has been designed to meet the aspirations of the people of its country.
- iii) Devise ways and means for mobilization of existing and untapped resources – Community, Government (local and National) bilateral, multilateral, and non-Governmental to provide decent educational facilities and services to all.
- iv) Need of Manpower development through training, research, consultancy for different areas of Education.
- v) Encouraging integration and co-ordination through vertical and horizontal linkages among all levels and types of education.
- vi) Improving research and development capacity to solve educational problems and issues.
- vii) Encouraging decentralized planning involving the participations of beneficiaries in the process of educational development.
- viii) Designing educational technology to suit the field and environment.

- ix) Encouraging innovation and creativity in educational administration. Educational administration can help the nation in achieving the targets, goals and objectives set in policy documents of education economically and efficiently within the time frame and resource constraints.

While narrating the problems of educational administration the authors have listed the following problems:

1. Lack of Equity of Distribution and Adequacy of Coverage.
2. Lack of people's participation
3. Poor linkages between education and modernization
4. Poor financial allocation to the educational development and improper utilization of existing resources.
5. Very little emphasis on character building in educational institution.
6. Lack of Administrative Capability and competence.
7. Lack of Coordination and linkages.
8. Deteriorating quality of education.
9. Outdated evaluation system

Chapter 2 discusses the Education Policy, its meaning, relationship between policy making and planning, need of an integrated approach to education rather than attending to elementary, secondary and higher

education, genesis and developments of educational policy in India, education policy of 1968, 1986.

Chapter five deals with the planning for higher education and role of five year plans. In nutshell the authors have very nicely brought out the focus of each five year plan commencing from the first plan.

8. Surendra Jain & Soina Bhargav, (2010) book titled "Human Resource Management" is a comprehensive book on the subject. The book emphasizes on a practical approach to the study of human resource management. Human Resource Management includes a variety of activities, and key among them is deciding what staffing needs you have and whether to use, independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses have to carry out these activities themselves because they can't afford part or full time help.

The researcher has reviewed this book from a very limited aspect of covering the two topics which are directly relevant to the research topic and those are one "leadership" and the other is "motivation". The chapter on

Leadership has covered a wide range of issues relating to leadership. The author has discussed the various definitions of leadership and theories of leadership, Leadership performance has been conceptualized very broadly, often incorporating outcomes such as effectiveness, emergence and advancement. Over the years the terms management and leadership have been so closely related that individuals in general think of them as synonymous. However, this is not the case even considering that good managers have leadership skills and vice-versa. With this concept in mind, the leadership can be viewed as :

- ❖ Centralized or decentralized.
- ❖ Broad or focused
- ❖ Decision – oriented or morale centered
- ❖ Intrinsic or derived from some authority

The following points focus on the distinction between the Management and Leadership:

- ❖ Management involves power by position.
- ❖ Leadership involves power by influence.
- ❖ Managers administer, leaders innovate.
- ❖ Managers ask how and when, leaders ask what and why.
- ❖ Managers focus on systems, leaders focus on people.
- ❖ Managers do things right, leaders to the right things.
- ❖ Managers maintain, leaders develop
- ❖ Managers rely on control, leader inspire trust

- ❖ Managers have short term perspective; leaders have long term perspective.
- ❖ Managers accept the status quo, leaders challenge the status quo.
- ❖ Managers have an eye on the bottom line, leaders have an eye on the horizon.
- ❖ Managers imitate, leaders originate.
- ❖ Managers emulate the classic good soldier; leaders are their own person.
- ❖ Managers' copy, leaders show originality.

The chapter on "Motivation" deals with motivational concepts, and theories of motivation, need theories, cognitive theories, Theory X and theory Y etc. Motivated employees always look for better ways to do a job. Motivation is the set of reasons that determine one to engage in a particular behavior. Motivated employees are more quality oriented. Motivated workers are more productive. Keeping the same thread if the students are well motivated to perform any project / activity it is certain that they will be doing it better. Therefore, after performing any project/activity if the organizers appreciate the performance it will go a long way in motivating the students to participate in such other activities and in the course of time the students personality will get developed.

3.3 FOREIGN AUTHORS

1. Lawrence A. Pervin, Oliver P. John (2001) *Handbook of personality: theory and research 2nd Edition* In this book the author ushers the study of personality into the 21st century. Chapters from foremost authorities provide a historical overview of modern personality theory, bring major theoretical perspectives into focus, and report on the current state of the science in a range of key domains. Documenting the ongoing evolution of psychoanalytic, trait, social cognitive and interactional approaches, the volume explores the dynamic interface between personality psychology and other disciplines. In particular, the recent explosion of knowledge about biological aspects of personality is reflected in chapters on evolutionary psychology, behavioral genetics, neuroscience, and temperament. Major research is also presented on such defining topics as the self; the psychological unconscious; motivational processes; emotion and emotion regulation; stress, coping, and health; interpersonal behavior; personality assessment; and more.

“A set of qualities that make a person distinct from another”. Nice, simple, to the point and the exact definition of personality. Many people mistake the physical appearance and various external characteristics of an individual and his or her personality. As they talk about a marvelous personality they may refer to the height, weight, stature and complexion. Well, if you think that it is just the appearance of the physique of a person that determines the personality, it is time to have a rethink. It is true that

physical appearance does matter. However, since most of them are beyond our power and control, it is useless to waste our time and energy thinking on them. Though physical appearance can help, there are many other aspects that contribute greatly to one's personality.

Today, personality is considered the "Brand Image" of an individual. In simple terms it is made up of three aspects namely:

- ❖ Character
- ❖ Behaviour
- ❖ Attitude

Basically, personality development is the improvement of behavior, communication skills, interpersonal relationships, attitude towards life and ethics. Character can be considered the basic factor in determining an individual's personality. There are several psychologists who say that improving character and behavior alone will largely influence one's personality. It is a fact that all other factors behind a powerful personality will become useless if the person lacks a good character and behavior.

Personality is like a building. Just as a building can exist only when it has a strong foundation, a personality can impress others only when it has a formidable basis. And the strong foundation is supplied by character and behavior. If personality is developed on the solid base of values and ethics, it will last forever. Fake smiles and mannerisms may attract others for a

comparatively short period. However they are short-lived and do not help in improving one's personality.

Good behavior and co-operation makes a man popular. As a result the possibilities of his progress and success are much more. Different people have different opinions about what makes a man's personality complete. There are several scientists who have the view point that character does not form a part of personality, but Steven Covey, one of the all time great authors and motivators says the best personality should be based on the solid foundation of character.

It has been observed that there are number of domestic as well as foreign author's books and web sites on this vital topic of Personality Development. The researcher has given hereunder a few reviews of the related literature which he has referred in the course of this research. One thing this researcher has observed is that the literature available for the targeted group of this study is limited as this is a new subject that has been introduced in the school career. The most of the literature is in English language. Of course in time to come this deficiency will be tide over.

2. Howard S. Friedman, Miriam W. Schustack in their book titled "Personality – Classic theories and Modern Research" (3rd Edn. 2006) strives for a coherence and balance that arises from viewing personality as having eight basic aspects (psychoanalytic, ego, biological, behaviourst, cognitive,

trait, existential – humanistic, and situational/ interactionist aspects). The authors are of the view that human complexity derives from various influences – including biological predispositions, early experiences, cognitive structures, reinforcements, situational demands and self-actualizing motivations. It is not the case that one approach is always “right” and another is always “wrong”; each has insights to contribute.

The book integrates the theory and research. Although the lives of personality theories are often used as illustrations, the focus is on the intellectual content rather than one biography.

The book is unique in its presentation in which wherever required photographs convincing the issue discussed have been placed with proper narration which helps the reader to understand the subject better.

Chapter first deals with what is personality? in which the authors cover personality and science, preview of the perspectives, a brief history of personality psychology, and discuss basic issues like the unconscious, the self, uniqueness, gender, situations and culture.

Chapter two focuses on how is personality studied and assessed? Which covers measuring personality, varieties of personality measures, the design of research and the ethics of personality testing.

Chapter three talks of psychoanalytic aspects of personality. Here the authors deal with basic psychoanalytic concepts, psychosexual development, male versus female, defense mechanisms, cross cultural issues etc.

In the fourth chapter various theories relating to Ego are discussed. Although Sigmund Freud pitted the ego between the struggles that pitted the id against the super ego, he was more fascinated with the drives and the struggle and less concerned with the ego. The notion of the conscious "self"- who we think we are – remains a major element of modern conceptions of personality. Carl Jung was interested in the deepest universal aspects of personality and expanded ideas of the unconscious to include emotionally charged images and quasi instincts that seem characteristic of all generations. Karen Horney changed the way that psychoanalytic theory viewed women, putting aside Freudian beliefs about penis envy and replacing them with theories, based on her own observations, for the reasons why women often did feel inferior to men. She emphasized the social influences on women – their relative lack of opportunities – as determinants of these inferiority feelings. Modern personality approaches to identity are not so apt to offer sweeping generalizations about large classes of people.

Chapter fifth discusses the biological aspects of personality in greater details. Americans like to believe that almost any child who has enough motivation and the proper upbringing can go on to achieve almost anything she or he desires. Success can indeed come from hard work and proper

'rearing' but there is also no doubt that biological factor after a person's characteristics responses. A person is not born a blank slate, to then be written on by the environment, people start with certain inherent predispositions and abilities.

In the sixth chapter the authors have dealt about behaviorist and learning aspects of personality. According to B. F. Skinner, personality is a repertoire of behaviour learned from an organized set of environmental contingencies. Dollard and Miller tried to understand the development of the variety and complexity of personality in terms of conditioning and learning, broadly construed. Their theory crossed the biological and psychodynamic issues with conditioning processes. The behaviorist and learning approaches to personality, with their emphasis on the environment, drew significant attention to the situational specificity of behaviour.

The chapter seven talks about cognitive and social cognitive aspects of personality. All the cognitive approaches to personality describe that the essence of personality is to be found in the way people think – that is, in how we understand the events in our world, how we understand the nature and actions of other people, how we learn from our social environments, and how we control and understand our own behaviours.

All the cognitive approaches to personality share the view that the human perception and human cognition are at the core of what it means to

be a person. The way that people interpret their environments is seen as central to their humanness and the ways in which people differ from one another in how they do this are seen as central to their individuality.

Chapter eight talks about trait and skill aspects of personality. It covers history of trait approaches, Gordon Allport's trait psychology, personality judgments, types of motives, expressive style, and skills. The trait and skill approaches to personality search for a small number of core dimensions that can usefully summarize a person's consistent patterns of responding. Common traits are traits that people in population share, and personal dispositions are traits (generalized neuro-psychic structures) that are peculiar to the individual. Trait approaches need to be complemented by approaches that recognize the noble, spiritual aspects of human beings and that consider the situational demands on behaviour.

3. Harold Koontz & Heinz Weihrich: These authors have in their Book titled "Essentials of Management – An International perspective" gives a concise account of the principles and practices of management in the context of ongoing globalization of businesses across the world. Taking the well-known "Systems" approach toward management the text integrates the five constituent management functions, namely, Planning, Organizing, and Staffing, Leading and Controlling. Many chapters have been revised to make the content current and up-to-date.

Every time managers plan, they take into account the needs and desires of members of society outside the organization as well as the needs for material and human resources, technology, and other requirements in external environment. They do likewise to some degree with almost every other kind of managerial activity.

All managers, whether they operate in a business, government agency, a church, a charitable foundation, or a university must in varying degrees take into account the elements and forces of their external environment. While they may be able to do little or nothing to change these forces, they have no alternative but to respond to them. They must identify, evaluate, and react to the forces outside the enterprise that may affect its operations. The external environment has an impact on the organization.

So far as the organization is concerned the author has in this revised edition placed the importance of the technological environment on the organization. It is science that provides knowledge, and it is the technology that uses it. The main influence of the technology is on ways of doing things on how we design, produce, distribute and sell goods as well as services.

The present days managers must take into account the ecological factors in their decision making. By ecology the authors states the relationship of people and other living things and their environment such as soil, water, and air, land, water, and air pollution are of great concern to all people. Land

may be polluted by industrial waste such as packaging. Water pollution may be caused, for example by hazardous waste and sewer systems.

Another new dimension of the present day business is the social responsibility of managers. Until 1900s, the mission of business firms was exclusively economic. Today partly owing to the interdependencies of different groups in our society, the social involvement of business has increased. Moreover, the question of social responsibility, originally associated with businesses, is now being posed with increasing frequency with regard to governments, universities, non profit foundations, charitable organizations and even churches. Thus we talk about the social responsibility and social responsiveness of all organizations. Impact of the company's actions on the society is the social responsibility. Social responsiveness means to relate the company's operations and policies to the social environment in ways that are mutually beneficial to the company and to society.

Now the corporate have started in addition to the regular audits like pollution control, product performance, employment standards etc. social audit as a commitment to systematic assessment of and reporting on some meaningful, definable domain of the company's active that have a social impact.

So far as organization structure is concerned the author has discussed various types of organizations, their pros and cons in detail. The grouping of activities and people into departments makes organizational expansion

possible. Departmentation can be done by enterprise function, by territory or geography, and by the kinds of customers served. Other kinds of departments are the product organization grouping, matrix or grid organization, project organisation and the strategic business unit. (SBU).The organization structures for the global environment may vary greatly, ranging from having an export department at the headquarters to regional groupings, with many variations in between In addition the companies may have also one or more functionally organized groupings within a region. The organization structure for global enterprises varies greatly, depending on many factors. The virtual organization is a loose concept of a group of independent companies or people that are connected often through computers.

There is no single best way to organize; the most appropriate pattern depends on various factors in a given situation. These factors include the kind of job to be done, the way the task must be done, the kinds of people involved, the technology, the people served and other internal and external considerations. At any rate, the selection of a specific departmentation pattern should be done so that organizational and individual objectives can be achieved effectively and efficiently. Accomplishing this goal often requires mixing forms of departmentalization.

The author has mainly dealt with the organizations of the west which have global presence. The same cannot be adopted in toto in the Indian context. This is because of the external environment that is available in India.

The researcher subscribes to the views that the author has expressed about the new dimensions of the organization. Even in Indian context some of the progressive corporate have already introduced these concepts in their working and well received by the society.

4. Peter F. Drucker in his *Management, Tasks, and Responsibilities Practices* has a major influence on management practice. The ideas he has put forward in his earlier book namely *The Practice of Management* have now become old and over the period there is a sea change in the overall management scenario. Institutions now dominate our lives and the role of the manager, as the driving force of the institution, is crucial. In *Management* Peter Drucker studies how, in the 1970's and 80's managers, whether in business or public service, can perform effectively. He takes an international view, exploring management problems in The western world and suggesting how they can be tackled. The interaction between the manager, the institution and the social and cultural environment are penetratingly examined I this book. He has given lots of examples form the western world, and hence those cannot be applied to the Indian context as it is.

The essence of management is performance. And it is the performance of the management and managers of our institutions- business and government, educational and multinational – that will determine our future. The purpose of this landmark study is to prepare today's and tomorrow's

managers for their tasks and responsibilities and to enable them to meet the formidable challenge ahead.

5. Laurie J. Mullins, in his book titled "Management and Organizational Behaviour, Seventh edition, made a critical appraisal of contrasting perspectives on the structure, operation and management of organizations and interactions among people who work in them. The objective is to encourage a great level of awareness of and sensitivity to the organizational factors and management processes influencing the behaviour and performance of people at work. He has discusses in detail the various approaches to Organization and Management.

The process of management and applications of organizational behaviour take place not in a vacuum but within the context of a particular organizational setting and environment. The organization is a complex social system and is the sum of many interrelated variables. The operations of the organizations are influenced by the external environment of which it is part. The manager needs to understand the nature of organizations and the social context and the main features which affect the structure, management and functioning of the work organization.

The process of management and applications of organizational behaviour take place not in a vacuum but with the context of an organizational setting. There are many different types of organizations set up

to have different purposes. Organizations come in all forms, shapes and sizes. However, despite the differences among various organizations there are at least three common factors in any organization: people, objectives and structure. to which can be added a fourth factor – management. The qualities of these factors determine organizational effectiveness.

There are many different types of organizations set up to serve a variety of needs. Organizations can, traditionally, be distinguished in terms of two generic groups: private enterprise and public sector. The increasing rate of privatization has led, however, to a blurring of commercial interests and service to the community. Another major distinction is arguably between production and service organizations.

In order to relate the study of management and organizational behaviour to one particular type of organization as distinct from another, it is necessary to group similar types of organizations together.

The structure, management and functioning of organization will differ according to their nature and type, aims and objectives and the behaviour of people who work in them. Organizations differ in n many important respects but they also share common features. Business organizations can be viewed as open system in continual interaction with the external environment of which they are part. Within the organization as a whole there are a number of sub-systems interrelating to and interacting with each other. Contingency

models of organization draw attention to interrelationship among technology, structure, methods of operation and environmental influences.

The nature of technology can influence and behaviour of people at work in many ways. The impact of technical change has been highlighted by recent developments in information technology and automation. It is important to maintain the balance of the socio-technical system. This calls for effective management of human resources and a style of management behaviour which helps to minimize problems of technical change. The organization of the future will be characterized by complexity and the essence will continue to shift from the structure to capability.

Whatever the type or nature of an organization or its formal structure, an informal organization will always be present. The informal organization arises from the interactions of people and their psychological and social needs. It serves a number of important functions and has an influence on the morale, motivation, job satisfaction and performance of staff. Organizations of the future will be characterized by technology and complexity. It is important to emphasize the importance of people and the need for authentic human relationship, and the humanization of organizations.

The researcher is in full agreement with the points made out by the author.

6. Jeanne S. Zechmeister, Eugene B. Zechmesister, John J. Shaughnessy have written a book titled "Essentials of Research Methods in Psychology" (2009). In the first chapter of this book the authors have clarified as to how the scientific method differs from "everyday ways" of gaining knowledge, learn the four goals for psychological research; description, prediction, understanding and creating change and know the difference between basic and applied research.

The chapter second deals with ways to generate ideas for research, as well as develop hypotheses and operational definitions for the variables, understand the difference among observational/ co- relational, experimental, quasi experimental and single case research designs and make the reader familiar with the steps involved in evaluating the ethics of research project, collecting data, analyzing data, and reporting research results.

The chapter three explains how to identify important ethical issues in psychological research, how researchers attempt to behave ethically and the steps involved in ethical decision making.

The fourth chapter discusses sample behaviour, identify different types of observational methods and record, analyze and interpret observational data.

Chapter fifth makes the reader familiar with questionnaires and measurement issues of reliability and validity, how to obtain a sample and implement a survey design and equips the reader to analyze and interpret survey data.

The chapter sixth makes the reader to understand the logic of experimental designs and control techniques, identify the types of experimental research designs, and evaluates the internal validity and external validity of experimental designs and to understand the basic steps of analyzing data from experimental designs.

Identification of main effects and interactions in complex designs, understanding how complex designs are analyzed and interpret the meaning of interactions in complex designs have been covered by the seventh chapter.

This 8th chapter focuses on identification of the advantages and disadvantages of case study research.

The book has several illustrations and question answer form is very effectively used to clarify any doubts in the mind of the reader. The book has helped the researcher in conducting the present research.

3.4 REPORTS

1. Five Year Plans (Educational Aspects)

First Five Year Plan: (1951-52 to 1955-56) The Planning Commission is mainly concerned with viewing education as a part of the total national effort, establishing and strengthening its links with other aspects of national life and assigning priorities for the various educational programmes awaiting implementation. This plan had the following objectives:

1. Re-orientation of the educational system and integration of its different stages and breaches;
2. Expansion in various fields, especially in those of basic and social education, remodeled secondary education and technical and vocational education;
3. Consolidation of existing secondary and university education and the devising of a system of higher education suited to the needs of the rural areas;
4. Expansion of facilities for women's education, specially in the rural areas;
5. Training of teachers, especially women teachers and teachers for basic schools, and improvements in their pay scales and conditions of service, and
6. Helping backward states by giving preferential treatment to them in the matter of grants.

Second Five Year Plan- (1956-57 to 1960-61). The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of college and university education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes.

Third Five year Plan (1961-62 to 1965-66): The main emphasis in the third plan had been on the provision of facilities for the education of all children in the age group of 6 – 11, extension and improvement in teaching of science in secondary and university stages, development of vocational and technical educationist levels, expansion and improvement of facilities for the training of teachers for each stage of education, and increase in scholarship, freeships and other assistance.

Fourth Five year Plan – (1969-70 to 1973-74): The report of the Education Commission (1964-66) was available at the time of the formulation of the fourth five yearn plan. The plan was greatly influenced by the observations of the Commission. The plan’s objective mentioned that, “A suitably oriented system of education can facilitate and promote social change and contribute to economic growth, only by training skilled manpower for specific tasks of development but, what is perhaps even more important, by creating the requisite attitudes and climate. Facilities for universal elementary education are a pre-requisite for equality of opportunity.”

Fifth Five Year Plan – (1974-75to 1979-80) : The fifth plan envisaged its thrust in four main directions:

- i) ensuring equality of educational opportunities as part of the overall plan of ensuring social justice.
- ii) Establishing closer links between the patterns of education on the one hand and needs of development and the employment market on the other.
- iii) Improvement of the quality of education imparted, and
- iv) Involvement of the academic community including students in the tasks of social and economic developments.

Sixth Five Year Plan- (1980-85): Education, broadly perceived as a seamless continuum of life long learning is essential for human resource development at every age level. In a package of developmental inputs available to the community, education should form an effective means to improve the status and character of living patterns of the people, help intellectual, social and emotional development of the individuals and to enable them to meet their basic needs of daily life.

Seventh Five Year Plan – (1985-90): The seventh five years plan thrust areas were:

- i) Achievement of universal elementary education;
- ii) Eradication of illiteracy in the age group of 15-35 years;

- iii) Vocationalization and skill – training programmes at different levels of education;
- iv) Up-gradation of standards and modernization at all stages of education with effective value orientation;
- v) Provision of facilities for education of high quality and excellence in every district of the country; and
- vi) Removal of obsolescence and modernization of technical education.

Eighth Five Year Plan – (1992-97) : The Eighth Plan recognized the essential need to involve people in the process of development. The attitude of passive observance and total dependence on the government for developmental activities has become all pervasive. It has to be altered to a proactive attitude of people taking initiative themselves. In the process of development, people must operate government must cooperate.”

Ninth Five Year Plan: 1997-2002) : Salient features of Thrust areas of Ninth Plan are:

- i. Infrastructure development of universities and colleges.
- ii. Relevance-vocational, education, revision of curriculum, orientation of teachers, strengthening of emerging areas and innovative programs, value education.
- iii. Promotion of Excellence and quality.
- iv. Cultural exchange programme, NET, networking of universities.

- v. Inter-University Centres, Accreditation of Universities/colleges.
- vi. Areas of Equality-Special Schemes for Women, SC/ST, differently based persons.
- vii. Resource mobilization, State Councils of higher education.
- viii. Computers to universities/colleges, technology courses for women.
- ix. Faculty improvement and exchange

Tenth Five Year Plan – (2002-2007): The Indian Higher Education System has in recent times, become fully aware of the need for quality. The globalization of education has resulted in competition between various educational institutions. Institutions will have to adapt to modern methods of teaching, learning, developing learner friendly teaching material, changing their evaluation methods and striving for excellence to sustain themselves in this competitive world. They will have to train their teachers and equip them with skills that will enhance the quality of teaching and research. Organized and focused efforts are needed to achieve them and that is what UGC intends to do in this Plan.

To contribute to the transformation and improvement of the conceptions, methodology and practices related to:

1. The relevance of higher education
2. Quality, evaluation and accreditation;
3. Research and development.

4. Outreach activities in business and the community and lifelong learning.
5. The knowledge and use of the new information and communication technologies.
6. Management and financing.
7. Export of higher education and reorientation of institutional cooperation.

The Ministry of Education rightly states in its document "Challenge of Education" that any strategy for educational planning will have to deal with problems of:

- a) Access
- b) Equity and minimum threshold
- c) Social relevance, diversification and quality and
- d) Methodology and management

The book has also dealt with several other important aspects relating to educational administration and management. However, the researcher has reviewed only those areas which are relevant to his study.

2. Economic Review of Maharashtra (Maharashtrachi Arthik Pahani) 2010-11, Finance & Statistical Directorate, Planning Dept. Govt. of Maharashtra

In this review the concerned department has brought out the findings of the survey which high light the steps taken by the Education department to improve the quality and content of the school and the steps taken to improve the attendance of the students of all categories more particularly the students from Scheduled Castes/Tribe, Economically backward class, and minorities. The survey also high lights the steps taken for the development of the sports performance of the state at various level.

Education: Everyone has realized that education is very important for social and economical development. Education creates the opportunities for personal and social gains. It helps the people to develop their skills and get good knowledge so that it will create the opportunities of work for them. This will increase the most significant tool of development of the youth. In this regard, the state government had implemented the bill of "Free and Compulsory Education Right 2009" to the students having the age group of 6 to 14 years. It is implemented from April, 1, 2010.

School Education: Fundamental education that is primary (From 1st std. to 4th Std.) and higher primary (from std.5th to 7th) is the main foundation of educational system which is well rooted in the state under 'Sarv Shiksha Abhiyan'. According to the universality programme of primary education, it is

essential to have basic educational facilities for students with 1.5 kilometer from their house.

'Sarv Shiksha Abhiyan' State and Central government in collaboration with each other is conducting 'Sarv Shiksha Abhiyan' for the students of 6th to 14 age group to give them important and appropriate fundamental education. The main objective of this Abhiyan is to provide fundamental/basic education to the students of all castes and creeds and to decrease inequality among the gender.

Girls Education / Female Education: In the rural areas, it is observed that there is an inequality to send girls to school due to some reasons. This inequality about girl's education is intense at the higher primary level of scheduled casts and scheduled tribes. In the state, from the primary and higher primary education of male and female students, the inequality indicator is 0.89 and 0.88 respectively. (2009). There are various reasons of this inequality of male and female students. The main reasons are poverty, responsibilities of house and younger brothers or sisters, female labour and intension of girl marriage rather than education. Therefore, it is essential to emphasize female education and to change the attitude of the society towards their education. It will help to decrease this inequality among male and female students' education. Decision of providing free education to female students till 12th Standard has become a boon to girls. There are 1998 primary, 925 secondary and 285 higher secondary schools in the State for

girls students only. The following are some of the events undertaken to motivate girls education.

National Programme for Female Education at Primary Level:

The central government has started this programme under 'Sarv Shiksha Abhiyan' to motivate female education. The central government provide some extra instruments for female education which include the girls from rural areas where the ratio fo female literacy is average to that of national ratios, similarly the inequality of male – female which is higher than national average and educationally backward class students where the population of scheduled castes and scheduled tribes is five percent and who resides in the slums etc. The girls from educationally backward groups, scheduled castes, scheduled tribes, other backward class, minorities and from below poverty line are being provided with special tuition classes, the development of various life long skills, adolescent education etc. for their overall educational development. In the year 2009-10, seven lakh girls got benefited under this scheme and the total expenditure is Rs. 4.4. crore. In 2010-11 (upto Jan. 2011) Rs.7.1 lakh girls got benefited under the scheme and expenditure incurred is Rs.83 lakhs.

Kasturba Gandhi Balika Vidyalaya: This scheme was started in 204 in order to provide the opportunity of high quality education to the girls from educationally backward, scheduled castes, scheduled tribes, other backwards classes and minorities. The main objective of this scheme was to create colony schools in order to give primary education to girls. For running this

campaign in the state, 36 educationally backward groups and 20 slums were selected. Under this scheme, the total expenditure in the year 2009-10 was Rs.13.8 crores and 3366 girls benefited by this. In the year 2010-11 up to January 2011 the expenditure was Rs.6 crores while 3,465 girls got benefited.

Attendance Allowance Scheme: In order to find out the proper solution on the ratio of the girls taking education in the primary schools, the State government started to give 'Attendance Allowance' scheme in 1992. Under this scheme, in the academic year from June to March, the girls from standard 1st to standard 4th will get one rupee each per day or maximum Rs.220/- if their attendance is above 75%. This scheme is applicable for all over Maharashtra. In the year 2009-10 on this scheme the amount spent was Rs.6.4 crores and 2.90 lakh girls got benefit of it. For the year 2010-11 the expected beneficiaries is 4.17 lakhs.

Ahilyabai Holkar Scheme: In order to provide free travel facilities to girls, "Ahilyabai Holkar Scheme" was started in the year 1996-97. Under this scheme, the girls from rural areas who are taking education in standard fifth to tenth and where there is no school in their village, in such situation they can travel to other villages for education and will get concession to travel freely by the State Transport Buses. In the year 2009-10, 18.5 lakh girls got benefit of this scheme and 1/3rd of its expenditure, that Rs.99.01 crores was borne by the State Government.

Mid-day Meal Scheme: The Central government started 'mid-day meal scheme' in 1995 in order to increase total number of students, their attendance and to decrease their drop out rates, in the primary schools and to improve their nourishment. In the year 2008—09 entitled as "National Mid-Day Meal Scheme" for the higher Primary students. This scheme was expanded. The main objectives of this scheme are as follows:

- ❖ To improve the nourishment of the students from 1st to 5th Standard of government schools. Of those running by various regional institutions, government aided, colony schools, alternative and innovative educational institutions. Mahatma Fule Educational Institutions, Ashram/Residential Schools and schools for blind and physically handicapped students.
- ❖ To motivate the students from poor and adverse situation to go to school regularly and pay attention on school activities.
- ❖ To provide nutritional food to the students from drought affected primary schools in the summer vacation.

The criterion of nutritional factors for completing this scheme is as follows:

Table 3.1 Nutritional factors: Chart:

Factors	Primary	Secondary schools
Calories	450	700
Proteins (gm)	12	20
Micro Nutrients	Iron, pholic acid, Vitamin A etc. in proper scale	

In the year 2009-10, from Standard 1st to 5th total 82.54 lakh students and from standard 6th 8th total 39.74 lakh students got benefited by this scheme. It costs total Rs.565.3 crores. Till February 2011 of 2010-11, total expenditure was Rs. 520 crores.

Maharashtra Cadet Corps: State government started this scheme in order to develop the skills of the students like nationalism, cooperation, discipline, leadership, confidence, courage and love for the country. This scheme is run for the students of 8th and 9th class of all schools on optional level. 24.01 lakh students participated in the scheme for the year 2009-10.

Army Schools: The state government has started 43 army schools in 33 districts in which 4 schools are only for girls, 36 schools for male and 3 schools for both girls and boys. Among these 43 army schools, two schools are non granted. The number of students in these school is 14,218.

Fee Concessions: The state government is providing various fee concession scheme to the students so that it should increase their educational participation and to reduce the economical burden on the parents. The following are the kinds of those concessions provided to the students:

- a) **Free Education to the economically backward class students:** Under this scheme, there were 3.11 lakh students in the year 2009-10 and the total expenditure was Rs.2.5 crores.

- b) Free uniform and educational stationary to the poor students of std. 1st to std. 4th. As per this scheme, in the year 2009-10 ten lakh students got benefited while the total expenditure was Rs.100.5 crores. For the year 2-010-11 about 11 lakh students will be benefited from this scheme.

Fee concession to the students studying in government aided or non aided standard 1st to 10th: To get the benefit of this scheme, it is necessary that the parents of the students must be the citizen of Maharashtra and living there about 15 years. Under this scheme, the granted / aided schools get semester and admission fee from the government while non-aided schools get semester, admission and tuition fees from the government. In 2009-10 total 35.07 lakh students got benefit and the expenditure was Rs.4.6 crores.

Attendance Allowance Aboriginal Students: Under this scheme, the attendance allowance is given to the aboriginal students of Standard 5th to 10th. It is about Rs. 500 per year. In the year 2009-10, 2.21 lakh students got benefit of and the total expenditure was of the order of Rs.7.9 crores.

Higher and Technical Education: Higher education plays vital role in the national development and provides technicians and manpower which is important for economical progress. The government sites the expansion of higher education along with mandatory primary education. Higher education contain agricultural, veterinary science,, medical, pharmacy, engineering,

technical and professional education etc. In the State, there are four agricultural universities, one Life Science University, one veterinary university, one technical university and twelve other general universities. Among these universities there is Nathibai Thakarsi University, Mumbai which is only for female students, Yashwantrao Chavanopen University, Nasik for distance education and Kavi Kuluguru Kalidas University, Nagpur which was established for the study of Sanskrit language, research, development and expansion etc. Apart from this, there are 20 deemed universities in the State.

Sport Education: State government established 'Shiv Chhatrapati Sports Centre' at Pune in 1995 to motivate the sports and the skills of the players. In this sport centre the students having the age group 8 to 14 receive various kinds of sport training in 17 different types of sports at about 8 to 19 years. There are 11 sport awakening centres, work in the State. Upto the present, about 17 students of these centres have got 'Shiv Chhatrapati State Honour' and 39 players represented our country in different international competitions. Government spends Rs.6000/- per player per month. In the year 2010-11 the number of selected players was 590.

The following chart shows the data of these students of sport awakening centres who became successful in different state, national and international level.

Table 3.2: Data relating to students of sport awakening centres who became successful in different state, national and international levels.

Year	Total Trainee students	State Level Medals			National Level Medals			International Level Medals		
		G	S	B	G	S	B	G	S	B
2007-08	495	02	01	05	52	32	43	313	126	135
2008-09	500	00	00	0	46	53	02	163	89	121
2009-10	590	05	02	01	46	38	40	229	128	91

G : Gold, **S** : Silver, **B** : Bronze

Thus from the above said information it is revealed that the government is putting in special efforts for the development of the students and is providing special grants in various forms for the better performance of the students from all the categories especially the students from scheduled castes / tribes, economically backward families, minorities etc. Undoubtedly all these efforts encourage the educational institutions to special significant role in the development of the students' multi faceted personality.

3. Sports policy of Govt. of Maharashtra (2001-2010)

The government of Maharashtra has for the first time in India, announced a full fledged Sports policy for the period 1996-2000. The Government of Maharashtra has announced its second sports policy for the period 2001-2010. The policy has focused its attention on providing environment conducive for fitness of the citizens of all ages. The theme of the policy is "Fitness for All through Sports". In this document the State Government has spelt out in clear terms as to how the government views the sports activity. What it wants to do in the policy period in the short run and in

the long run. It gives thrust on providing play grounds, and other infrastructural facilities at Taluka, District level and also for all the suburban areas of Greater Mumbai. It also provides in clear terms what sort of financial assistance it will provide to the various sports associations for conducting games at various level and what additional factors like provision for renowned coaches including the foreign coaches for the sports persons who have proved their merit and who want to participate in the international sports events. The government has, undoubtedly created an atmosphere encouraging sports but it should sincerely implement the said policy without putting forth excuse of paucity of funds. The researcher appreciates that since the adoption of this policy there is good performance of the Maharashtrian sports person at various games.

3.5 SUMMARY

On going through these books and the reports the researcher has been able to get himself abreast with the back ground on which the personality development takes place. These books exposed to the problems, the beginners experienced, and the solutions they have thought of and implemented. Undoubtedly the subjects discussed relating to the personality development in these various books will equip the students who are seeking to bring out their hidden talent and all round development of their personality. More particularly in the context of globalization when there is a stiff competition in all economic activities in general and employment in particular every one has to pay special attention for the development of

personality. The right age to practice and put in extra efforts personality development is from the school going age when the seeds of personality can be sown and nurtured. One should remember that this is a continuous process and one has to face to the new situations with a full confidence that they come across.

Chapter - IV

ROLE PLAYED BY VARIOUS EDUCATIONAL INSTITUTIONS IN SHAPING THE PERSONALITY OF THE STUDENTS

4.1 INTRODUCTION

The general objective of the education is to achieve the comprehensive development of the students. The comprehensive development includes development of physical development, mental, intellectual and the development of the soul. Because physique, mind, intellect and soul are the integral parts of the student's personality. However every student is different so far as physique, mind, intellect and soul so also his present stage of development as well as his ability to develop is also different. Therefore, it is not possible to achieve uniform development in respect of one aspect and uniform development. Therefore, for the development and manifestation of the various physical, mental, intellectual and soul abilities, it is essential to provide opportunities and guidance to the students. It is from this very important point of view the schools are required to undertake and execute study related complementary and co-curricular activities during the school and college education.

Study related complementary education means that education which helps the student to manifest the formal education that he gets at the school

in various subjects. E.g. In the school mother language is taught which includes various passages, stories and poetry portion. This is a regular study syllabus. But if the student is motivated to read the books from which these passages, stories or poetry is taken from here is value addition to his knowledge of language. This is called complementary education. Therefore, it is necessary that such reference books be made available in the library. Thus, any competition relating to reading, writing or poetry becomes the part of this complementary education. This aspect is equally true regarding the other subjects.

One thing one should keep in mind that the complementary education should not be a compulsory subject for all the students. Those students who are interested in such complementary education will be participating and benefiting from it. The head master should create an environment that the students who are interested in complementary education are made aware of the school's various such programmes.

Projects / Programs at School level

The various aspects of Complementary Education

- 1. Reading** – The school should prepare a list of books from various authors relating to various subjects being taught in the school as a reference reading. The teachers while teaching the subject should guide the students to read the reference recommended books. Ensure that these books are available in the school library. The teachers

should make inquiries with the interested students as to whether and what they have read it. Once in a week, one of the interested student should be asked to narrate to the class what he has read.

- 2. Elocution Competitions** - Elocution helps build listening, speaking and communication skills of students. Education not only means academics these things are also a part. Thus many schools conduct this competition. It also encourages healthy competition. It checks on the ability of a student to grasp, research and communicate probably to drive away stage fright... you know... the fear of having to get up on the stage and perform/talk in front of big crowds.
- 3. Writing** – The students may be asked to take down the notes of the extra reading that they make. They should be asked to write down any new information relating to the subject. In some schools a specific programme for improving orthography in all the three languages (Hindi, Marathi, and English) is undertaken. Everyday the students are expected to write at least 2 paragraphs on any subject of their interest so that the students' handwriting as well as orthography also improves.
- 4. Conversation and Group Discussion** – The students may be encouraged to have conversation with the other students, parents or other interested persons having special knowledge of the subject. The students be asked to form a homogeneous group of those students

having similar interest and they may be encouraged to discuss and share the new knowledge that they have acquired amongst them. They may be asked to prepare notes of such new knowledge. This activity in the course of time develops the student for group discussion which has now become a part and parcel of placement in any company.

- 5. T. V. and Radio Programmes** – Now a days, there are various programmes relating to complementary education both on the Television and the Radios. The students are asked to watch these programmes and to take notes of it. Cultivation of this habit of taking notes will go a long way in developing the student to sail in the real life situations.
- 6. Presentation** – The students who have put in special efforts to acquire knowledge from such complementary education may be provided an opportunity to present it to the class. At such time, if there is proper appreciation of the student, his confidence level increases and he get encouragement to pursue his complementary education.

It is suggested that once in a week a school hour (period) may be devoted for such presentation. E.g. during the language period a student who has shown and developed and acquired additional knowledge about any particular author/poet or subject related may be asked to present the topic. If possible there may be question answer

session. This adds to the curiosity and interest of the students. E.g. If during the craft period if the students have been taught to prepare a rose flower from a craft paper and if an interested student brings a Sunflower prepared by him then provide him an opportunity to show it to the class. Appreciate his initiative as he will be a role model for the others.

7. Yoga at School is Unique

It costs virtually nothing to set up a time for yoga lessons. A 10-minute yoga session per day is adequate. There is no need for any equipment. Any open class room is sufficient for holding a yoga class.

- ❖ Students will develop a sense of well-being, and will increase their capacity of mental concentration
- ❖ Will find harmony between the mind and the body.
- ❖ Students will develop proper breathing habits.
- ❖ Yoga can be adapted for all children, including the physically impaired and the overweight.
- ❖ Yoga is not presented as a religious practice, nor does it conflict with any religion.
- ❖ Yoga makes a significant difference in the sense of well-being of children of all ages and from all backgrounds.
- ❖ Yoga generates positive emotions and compassion.
- ❖ Yoga teaches children to be gentle with themselves and others.

- ❖ Regular practice of yogic postures enhances the ability of students to concentrate, to deal with impulsive behaviour, and to think more clearly.
- ❖ Yoga helps mental equilibrium and self-control.
- ❖ Yoga reduces stress and helps children to relax and release tension.
- ❖ Yoga helps children develop life long health habits (mental and physical), i.e. acquaints them with the option of healthy daily exercises for the brain and the body.
- ❖ Yoga offers students a safe and balanced way for them to relate to themselves and to their surroundings, inner & outer awareness.
- ❖ Practicing yoga increases self-confidence as the students measure their own individual success and improvement.
- ❖ Yoga creates a group cooperation & vocabulary in a playful manner.
- ❖ Yoga has an exhilarating and calming effect, and could lead in later life to a marked reduction of stress, postural and blood pressure problems and nervous disorders.
- ❖ Children enjoy associating the name of a pose with the characteristics of the animal it represents.

8. News Item Notice Board – With a view to update the students on important events and to add to their knowledge there should be a

News Item Notice Board in the school. Important news from the paper / or any special information collected by a student may be written down on the board. The work may be assigned to a student having good hand writing. The name of the student who has provided this information may please be mentioned on the board. Any achievements of the students from the school may be highlighted through this board which will provide encouragement to the other students.

- 9. Display Board** - The paper cuttings, pictures etc. may be displayed on a display board at a prominent place in the school. A teacher may be notified to decide as to what item should be displayed on such display board.

It should be ensured that the school's notice board should be a separate and different in colour. Display board may have a different size and with a panel.

- 10. Hand written Annual** - With a view to develop the students' writing skills keeping in view the number of students in the school may decide to bring out one or more handwritten annual of various classes. It may give encouragement to the students to write. Of course there should be reasonable editing from a designated teacher. Even translations made by the students may not be discarded.

- 11. Annual School Report** - In large schools the interested students be encouraged to prepare an Annual Report on the various activities conducted during the academic year, it may include the important visitors to the school, guest lectures, study tours, participation in various exhibitions, achievements of the students, teachers and the school as well. This responsibility may be entrusted to a group of students having interest in writing. They should be entrusted this responsibility at the beginning of the school so that they will start working right from the beginning of the academic year.

4.2 CO-CURRICULAR ACTIVITIES

Those activities which cannot be accommodated in the regular school study periods but which are important from the point of view of personality development are forming part of this activity. Those activities which provide an opportunity to bring out latent / hidden talent and abilities of the students are covered under these activities. E.g. Annual Social Gathering etc. These activities can be classified as under:

a. Birth and Death anniversaries of the Great Individuals –

In organizing such programs opportunities are provided to the students to give information about those great individuals. It also provides an inspiration to the students.

- b. Important National Festivals - This** provides a forum for giving special information about the national festivals and the commitment for the nation can be nourished.

- c. Religious Festivals -** The school can also celebrate some religious festivals like: Raksha Bandhan, Ganesh Festivals, Diwali, Christmas, Id, etc. through which information about the festivals can be imparted to the students. Besides this as per the government directions there are certain other Days / Weeks are required to be celebrated at every school which creates awareness of that particular theme.

- d. The programs organized by the Govt. –** For social transformation and for creating awareness government organizes various programs. When such programs are arranged in the school those turn out to be complementary educational programs. E.g. Tree Plantation, Environment Protection day etc.

4.3 SOME SPECIAL PROGRAMMES

There are some traditional special programs run in every school. Those are Annual Social Gathering, Educational Tours, Sports Day, etc.

- 1. Annual Social Gathering, / Shardotsav/ Ganesh Festival etc. –** In order to provide opportunity to hidden talent amongst the students these programs prove to be very vital. On these occasions

various sports competition, elocution competitions, drama, musical competition and handicraft exhibition and competition help to develop the hidden talent of the students. An appreciation of the deserving students by the school authorities provides motivation and encouragement to the students. Sometimes because of the non students in the vicinity with ulterior motive create nuisance at the Annual Social and hence the school authorities should take abundant care and if the annual social is connected with any of the other occasions mentioned in the paragraph title, automatically some limitations are placed. However, the school authorities should see that the programs are of interest to the students.

2. Educational Visits – Visits to historical places in the vicinity, or industrial units may also be organized. This brings out to the student magnitude of the projects/units and also nourishes the patriotism.

3. Entertaining Tours - In order to cultivate the community feeling and how to provide an opportunity to learn how to live in a social group, what one should do and what not, what makes the friendship bonds and what leads to creating enemies, entertainment tours prove to be useful. Because of these visits it helps to enrich the nationality feelings.

4. Exhibitions – In order to develop the various skills, arts of the students the school authorities may hold exhibitions like drawing, handicraft, science exhibitions in the school. These exhibitions provide encouragement and inspiration to the other students.

Currently in every district Zilha Parishad through its block level organization namely the Block Development Officer's office conducts Block level science exhibition in each block every year. The successful students projects are displayed at the District level and in turn State level exhibitions which are organized with the help of the government funds.

5. Camps – Through various camps like that of Bharat Scout Guide, Veerbala, MCC etc, the students learn to live in a social group, their habits are known to the teachers and it helps the teachers to extend proper guidance to the particular student.

If such programs are organized at a nearby village, the villagers also participate in such programs and provide food to the students. The students can also interact with the villagers and try to understand the villagers' problems and wherever possible with the help of the teacher suggest possible solutions to the villagers.

- 6. Sports Day** – In some schools, special sports day is organized. Parents and local public is also invited for such programs. This helps the school authorities to develop rapport with the local public and the parents.
- 7. Students' Day** – In some schools, one day in a year the students run the school activities including the teaching, administration etc. On such occasion's right from the role of the Head Master to peon of the school all are played by the students. Of course, for such celebration there should be proper briefing to the enthusiastic students and the head master should supervise the overall celebration. This activity also exposes the students to the problems of the teachers as well as the school administration to some extent. Ultimately the outcome of such a programme leads to increased responsible of the students.

4.4 VARIOUS COMPETITIONS

In order to test the various skills /abilities on a wider canvas every year competitions are organized at various levels.

- 1. School and Inter School Competitions** - Competitions of various cultural programs, elocution competitions, etc. at school or inter school level are being held. These competitions which are conducted as per age group classification provide competitive spirit amongst the students. The inter school

competition provide an opportunity to assess the caliber of one school vis-à-vis the other schools in the neighbourhood. This is very much essential from the development of the student.

- 2. Tournaments organized by the Society** - At times various organizations /associations organize open competitions wherein the school teams also take part. On such occasions the school teachers should provide proper guidance and provide support to the participating teams.
- 3. State & National Level Competitions:** With a view to give scope for the students sport talent Education and Social Welfare Dept. of the State Government organizes State level and National Level sports events. The schools should identify the hidden talent and provide special coaching to the deserving student so as to ensure his participation in the State level / National level tournaments.

4.5 NEW APPROACH TO CLASSIFICATION OF THE STUDENTS

On the basis of a pre decided parameter the students of the school from one class or all the students, groups are formed and those groups are named after the names of Great Men / Scientists or something like Red House, Blue House, etc. These groups / houses compete with each other and in the process try to improvise upon their all-round performance. These groups can also be based on ages, residential location, class, ability etc. If

there is a mixed class group then the students of higher class help the students of lower class which are weak in any of the subject just to compete the other opponent group/house. Such healthy competition amongst groups should be encouraged.

The school authorities should take precaution that the competition amongst the groups/house does not end in hatred. Therefore, usually it is observed that the responsibility of each group/house is entrusted to a capable teacher who can identify the leadership qualities amongst the students and help them to develop in on sound footing. They can also identify the trouble shooters and can take appropriate action timely so that possible untoward incident can be avoided. This arrangement is made for extracting excellence out of the students, to develop their potential.

4.6 SANCHAYIKA / BACHAT BANK

In order to have a happy and wealthy life the importance of the savings cannot be undermined. Controlled spending is a virtue which should be nourished. The Sanchayika / Bachat Bank movement helps the students to develop saving habit right in the childhood.

Parents provide some pocket money to the students for their personal expenses, for eatables etc. So also in the family at various functions/celebrations like birth days, marriages, visits of the guests the students get some money in the form of gift. So as to ensure that the amount at the

hands of the student is spending on unnecessary items, these savings banks help the student to place their money in the school savings bank. The school authorities can entrust the supervision responsibility to a teacher or a non teaching staff from clerical cadre. The work involves receiving money, accounting it, provide pass books to the students and allow withdrawals. The head master should have a overall supervision on the functioning of the savings bank for his school. This helps the student to develop habit of filling in pay in slip, and withdrawal slip. There should be no undue restrictions on withdrawals which might defeat the very purpose of the savings bank. This certainly develops the banking habit amongst the students at the right age which helps them when they are grown up.

In some of the schools, the school authorities encourage students to open Postal Recurring Deposit Account and the pass books thereof are being filled in by the students under the guidance of a designated teacher. This helps in imbibing saving habit amongst the students at the right age.

4.7 NATIONAL SERVICE SCHEME (NSS)

Schools can organize social service in the schools which are also having Jr. College attached to the school only for the Jr. College students. The NSS activity is actively organized at the Sr. College level. It will be appropriate to know about the NSS in the following paras:

Today we go back in history to understand the aim and working of India's National Service Scheme (popularly called as NSS). The NSS was launched in 1969 with an aim to "inculcate the social welfare thoughts in the students, and to provide service to the society without any prejudice." Wikipedia article on NSS tells us:

NSS volunteers work hard day and night to ensure that every one in our society who is needy gets the every possible help from them so that they can also enhance their standards and lead a life of dignity in the society with all of us. In doing so the volunteers themselves learn a lot from the people in villages like how to struggle and how to lead a happy life in the extreme scarcity of resources and so on.

Before we get into the actual workings of this organization, here is a bit of history related to the NSS:

After the independence, the University Grants Commission headed by Dr. S. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis. This idea was again considered by the Central Advisory Board of Education (CABE) at its meeting held in January, 1950 and after examining the various aspects of this idea and the experiences of other countries in this field, the Board recommended that students should devote some time to manual work on a voluntary basis and that the teachers should also associate with them in such work. In the draft

First Five year Plan adopted by the Government of India in 1952, the need for social and labour service for the students of India for one year was stressed. In 1958, Pandit Jawaharlal Nehru in his letter to the Chief Ministers mooted the idea of having social service as a prerequisite for graduation.

Subsequently, through various deliberations and refinements, the NSS was formed in 1969. Their motto was simple – “Not me, but You”. There are various camps that the NSS conducts and each of them broadly fall into one of these four categories:

- ❖ Cleaning
- ❖ Afforestation
- ❖ Stage shows or Procession creating awareness on social problems, education, cleanliness etc
- ❖ Inviting doctors for health camps.

Most of these camps are conducted in rural places or sub-urban areas.

Projects / Programs at College and Higher Level

At the College and higher level various programs which directly or indirectly go to shape the students' personality are organized by the respective institutions by three methods: 1) out of their own resources 2) Sponsored by the University 3) Out of support from University Grants Commission. There is one more avenue open for the colleges for organizing

such programs and it is the sponsorship from Non Governmental Organizations (NGOs) like Rotary Club, Lions Club, etc.

University Grants Commission gives different kinds of assistance to colleges for promotion of quality and strengthening of infrastructure in higher education. In order to facilitate effective utilization of various funds, the UGC formulated different schemes for various academic, co-curricular and extra-curricular activities of colleges under its affiliation.

At College & University Level

Here it will be appropriate to understand the support that the University Grants Commission offers to the Colleges:

1. UGC provide grants to the colleges for strengthening basic infrastructure and meet their basic needs like books & journals including book banks, scientific equipment, campus development, teaching aids and sports facilities.
2. UGC provide assistance to the colleges catering to the needs of the students belonging to the SC/ST/OBC/ Minority communities as well as physically challenged and economically deprived students coming from families below poverty line.
3. UGC also provide special remedial coaching to academically poor performers so that they graduate as confident men and women.

4. To encourage of various alternatives in the internal examination system and accommodate innovative ideas to influence teaching, research, academic excellence and societal growth.

Some of the programs are organized by the colleges on their own and some programs are financed by the affiliated University. The following is the list of various programs which are being conducted by the colleges in their area of operation for which sponsorship is provided by the respective university. The title of the programme speaks for itself about the contents of the programme: These programs provide an opportunity to the students, teachers, colleges, in community development activities. These programs strengthen higher education with realization of social realities. Of course, personality development of students for better achievements in life is a distinct feature. These programs help in increasing rapport between society and higher education. These programs bridge the gap between the society and higher education.

- ❖ Adult Education and spread of Literacy
- ❖ Continuing Education
- ❖ Population Education
- ❖ Planning forum
- ❖ Jara Shikshan Nilayam
- ❖ Various Extension Programme
- ❖ Legal Literacy
- ❖ Village Development Programme

- ❖ National Integration
- ❖ Non-Governmental Organization
- ❖ Unorganized workers
- ❖ Women Entrepreneurs
- ❖ Senior Citizens

i. Debating and Elocution Competitions: At the college level debating competitions are held where topics of current interests are debated at length by the participating students. The professors guide the students in presenting their points of views. The students also make a reference to the library facility provided by the college. Such Debating competitions are also held at Inter Collegiate Level and the Achievers at this level also get an opportunity to represent the university for Inter University Competitions. This exercise is also helpful to prepare the students for group discussion which they are required to face when they are appearing for securing a job where in apart from written test thrust is also given to group discussions.

ii. Special Programme for Developing Competitive Examinations: Some of the colleges organize special training programme for the students interested in giving competitive examination. The various faculty members of the college set out a paper based on the current issues and the same are administered on the participating students. After the examination the students

are provided guidance and the key for the paper set. This enables the students to prepare themselves for participating in the competitive examinations which they are required to face when they complete their college education and enter into real life situation. Even there are some nearby universities which also conduct such competitive examination of the students of other colleges and give rating, issue participation certificates as well as some cash prizes to the successful students.

iii. Essay writing and Poetry reciting, hand writing

competitions: Some of the colleges organize essay writing and poetry reciting competitions for their students which provide the participating students an opportunity to express themselves. The participating students also get guidance from the respective professors.

iv. Arranging Guest Lectures:

The colleges on their own as well as with the help of the university organize special guidance for specific subjects which help the students to perform better in those subjects. Some times, experts from different faculties are also invited on special occasions to guide the students on the current issues. E.g. After the presentation of the Central Government's Financial Budget some colleges organize guest lectures of the professional Chartered Accounts to brief the students about the

various budgetary provisions. At times eminent bankers are invited to the college and an opportunity to the students is provided to know the implications of the Economic Policy announced by the Reserve bank of India.

v. Quality Improvement Scheme: On behalf of the university, colleges conduct special quality improvement programmes for teachers and students of specific subjects. The university support comprises of funds for organizing guest lectures, holding seminars, conferences on inter college, state, national and international level. These seminars or conferences prove to be beneficial for the participants of such programs. It helps the professors and the students to keep them updated as to what is currently happening in their specific subject area.

vi. University Support for Infrastructural Development of the College: Under this programme the university provides funds for purchasing library books, computers, fax machine, LCD, sports equipments which in turn helps the college and the students to make use of the modern infrastructure to develop their knowledge and skills which in turn helps them to face the stiff competition which they face at the time of settling in the real life situation.

The university also provides funds for developing certain infrastructure like cycle stand, library building, guest house etc. for which partial support is available. The concerned educational institution should mobilize the balance funds required for completion of the project. For such support specific project approval is required to be sought from the concerned university to which it is affiliated.

vii. Holding Exhibitions: Some colleges hold scientific exhibitions in which the projects prepared by the students are exhibited. This provides an opportunity to the college students for creating thinking and development of scientific attitude. The professors of the specific subject provide guidance to the students. Best projects are appreciated by giving suitable awards and merit certificates. E.g. At E. S. Divekar College the Botany department every year holds flower exhibition some time in the month of January.

viii. National Service Scheme (NSS) and National Cadet Core: These are the two special organizations which are having their College level presence. It will be appropriate if one knows about the National Cadet Core in brief as narrated in the following paragraphs.

The NCC in India was formed with the National Cadet Corps Act of 1948. It was raised on 15 July 1948. The National Cadet Corps can be considered as a successor of the University Officers Training Corps (UOTC) which was established by the British Government in 1942. During World War II, the UOTC never came up to the expectations set by the British. This led to the idea that some better schemes should be formed, which could train more young men in a better way, even during peace times. A committee headed by Pandit H.N. Kunzru recommended a cadet organization to be established in schools and colleges at a national level. The National Cadet Corps Act was accepted by the Governor General and on 15 July 1948 the National Cadet Corps came into existence.

During the 1965 and 1971 wars with Pakistan, NCC cadets were the second line of defense. They organized camps to assist the ordnance factories, supplying arms and ammunition to the front, and also were used as patrol parties to capture the enemy paratroopers. The N.C.C cadets also worked hand in hand with the Civil Defense authorities and actively took part in rescue work and traffic control. After the 1965 and 1971 Indo-Pak wars the N.C.C syllabus was revised. Rather than just being the second line of defense, N.C.C syllabus laid a greater stress on developing qualities of leadership and officer-like qualities. The military training

which the NCC cadets received was reduced and greater importance was given to other areas like social service and youth-management.

Aims

The aims of NCC are:

- ❖ To develop qualities of Character, Courage, Comradeship, Discipline, Leadership, Secular Outlook, Spirit of Adventure and the ideals of Selfless Service amongst the Youth of the Country.
- ❖ To Create a Human Resource of Organized, Trained and Motivated Youth, to Provide Leadership in all Walks of life and be Always Available for the Service of the Nation.
- ❖ To Provide a Suitable Environment to Motivate the Youth to Take Up a Career in the Armed Forces.

These two schemes are optional for the students. However, those students who want to make career in Services prefer to participate in NCC / NSS where they get training and are also exposed to various camps and their ground level preparation for entry in the services is made by the College. These organizations also create social awareness amongst the students who come forward to help the society in case of need e.g. at the time of earthquake, disaster management, to ensure environment protection in a particular area, and the participation and providing

leadership in implementing Sant Gadge Maharaj Swachhata Abhiyan at the villages – a programme by Government of Maharashtra. Apart from the development of leadership qualities participation in these organization help the students to improve upon self discipline and build national consciousness and prepare a foundation for being a good citizen of tomorrow.

- ix. U.G.C. Support for Colleges:** The University Grants Commission provides financial support for undertaking various programmes which are helpful in shaping the students' personality. For this purpose a specific project is required to be submitted to the UGC through the affiliated university. E.g. Conducting remedial coaching classes, Guidance & Counseling programmes, Soft Skill Development programmes like communication skill development, personality development programmes etc. UGC also provides assistance for career development of teachers which ultimately benefits the students.
- x. The UGC support for SC/ST/ Minority students:** The UGC provides special support for specific guidance to the students belonging to the SC/ST/ Minority communities. E.g. Special grant for giving special coaching in English/ mathematics etc.

xi. UGC grants for preparation of Competitive Examination:

The UGC provides special grants for the students who want to prepare themselves for competitive examination likes M.P.S.C. / U.P.S.C. / Bank Recruitment Exams, etc. Some affiliated colleges organize such programmes through which the student prepares for such competitive examination. The funding is for purchase of special books, organization for guest lectures etc.

xii. UGC Grants for conducting Minor / Major Research

Projects: Under this scheme financial support is given to the teachers and students for carrying out minor or major researcher projects. This helps the participating teachers to develop their research skill and also the society at large as usually the research projects are useful to the society. Through this scheme the UGC helps the teachers to enrich their knowledge and sharpen their skills which in turn help them to teach the students in a professional way.

xiii. Vidyarthini Manch Scheme: University provides support for organizing such Vidyarthini Manch (which comprises of Principal, lady teacher, female students, a social worker from the locality, a lady doctor from the locality etc.) wherein the female students come together and discuss their problems and difficulties and try to seek solution for the same. The colleges organize such Manch

wherein training is also provided to face any social problem successfully by these female students. .

- xiv. Nirbhay Kanya Abhiyan:** University provides assistance for organizing programmes like 'Nirbhay Kanya Abhiyan' where lectures of various resource persons are conducted to guide female students of colleges to make them aware of different physical and social problems they have to face in their life. Through such programs these female students may cope with the adverse situations in their future life more confidently.

In addition to the above following special programs are also implemented at the schools:

- 1) Tree Plantation and Social forestry
- 2) Social Education and Eradication of the blind faith
- 3) Programs for professionals and self employed.
- 4) Special Sports Guidance
- 5) Science related programs

The teachers from High Schools are being given special training as under:

1. Training for teachers from Senior Scale : 21 days
2. Training for Selection grade Teachers: 21 tdays
3. Training for Languages, maths, Science
4. Training for NCC

5. Syllabus related training.

All the above training programs are conducted by Maharashtra State Education Board and Pune Regional Mandal.

Students Education

During vacation special education is provided for the 10th and 12th standard students. So also special vacation training is also provided to the Semi English medium schools from 5th standard onward.

Personality Development: From the academic year 2007-08 Secondary School Examination Board has given training to the teachers.

Value Education

From the year 2007-08 the S.S.C. Board has provided special training to the teachers who teach this subject for 9th and 10th Std. The training was for two days.

4.8 EVENT PLANNING

By far it has been observed that these activities particularly national functions are being felicitated in a routine manner. What is needed is that there should be involvement of the students and these celebrations should be viewed as a tool to provide a learning ground for the students. In today's world Event Management has become a professional activity and has

assumed lot of importance. Therefore it is necessary that these educational institutions should make use of this aspect to groom the students to shoulder the responsibilities under the guidance of an able teacher. Initially there might be some mistakes / lapses on the part of the students in organizing these functions but in course of time they will improve upon in future. It is therefore essential that once the celebrations of a function are over there should be a review meeting when achievements and lapses are reviewed so that the performance in the subsequent celebrations will improve.

The researcher has therefore considered it appropriate to mention the planning process and the significance and importance of the event management in the educational institutions.

Event planning is the process of planning a festival, ceremony, competition, party, concert, or convention. Event planning includes budgeting, establishing dates and alternate dates, selecting and reserving the event site, acquiring permits, and coordinating transportation and parking. Event planning also includes some or all of the following, depending on the event: developing a theme or motif for the event, arranging for speakers and alternate speakers, coordinating location support (such as electricity and other utilities), arranging decor, tables, chairs, tents, event support and security, catering, police, fire, portable toilets, parking, signage, emergency plans, health care professionals, and cleanup.

Event management is vital for the following purposes –

- 1. Develops the theme of the Event:** - The event management team develops the theme of the event. The theme of the event should be linked to the purpose of the event. It should develop team spirit or friendship between two clubs or states or nations. Therefore, the theme of the event may be described as '**The friendship Series**' or '**The Good will Series**'.

- 2. Provides Career Opportunities:** - Event management Provides career opportunities. Apart from event manager, there are several other job opportunities in the Event management such as:
 - 1.** Operation and Logistics managers.
 - 2.** Entertainment manager's
 - 3.** Sponsorship managers.
 - 4.** Event coordinator
 - 5.** Event Designer
 - 6.** Security Coordinator, etc.

- 3. Develops leadership qualities:** - Event management develops leadership qualities. To manage an event, the managers require good leadership qualities to influence and motivate the subordinates to work effectively in making the event more successful.

- 4. Develop Team spirit:** - Event management helps to develop team spirit in the employees. The success of the Event management largely depends upon the team effort. Therefore, there is need for team work between managers and their subordinates, and between the various departments in the organisation, so as to make the event more successful.
- 5. Enhances Corporate Image:** -Proper Event management helps to develop corporate image of an organisation. If the event is well managed, then there is a possibility of greater success.
- 6. Encourages Creativity:** - Event management encourages and develops creativity in the managers. Managers need to be dynamic or innovative in managing the event. The managers have to find out new and innovative ways in managing the event.
- 7. Ensures safety and security:** - Event management team ensures safety and security of the people during the event. The Event management team makes proper security and safety arrangements. For instance, the event management team makes proper arrangement to deal with the certain crisis such as occurrence of fire, failure of lighting or air conditioning, gas leaks, and so on.

8. Financial Management: -The Event management team may be responsible for the financial management of the event. The event management team may be responsible for:

- ❖ Preparation of budget for the event.
- ❖ Determining break-even point
- ❖ Preparation of cash-flow analysis and preparation of profit and loss statement, etc.

4.9 CONCLUSION

Thus, it can be seen from the above discussion that there are a number of programs with special funding from different agencies so far as the college students are concerned. However, the problem is in regard to the funding for such programmes at the High School level. If the leader of the school (i.e. Head Master) shows initiative and takes interest and seek involvement of the society in which the school is situated funding will not be a big problem. The government should also come forward and restore the grants which they were providing prior to 2003-04.

Schools and colleges irrespective of area where they are working must provide various curricular and extra curricular activities in order to develop skills of the students. The school and college activities should work hand in hand in this context.

CHAPTER - V

PROFILE OF DAUND TALUKA

5.1 INTRODUCTION

The present chapter contains the information about the historical importance, geographical region, physical structure, water resources, educational and population information along with the other about Daund Taluka. This helps to get more information about Daund.

5.2 HISTORICAL IMPORTANCE OF DAUND TALUKA

Daund in Mythological period – Daund is situated towards the east in Pune District and it is one of the main Taluka places. The length of the taluka is 75 Kms. east-west and the width is 45 kms. The area acquired is 1288.04 Sq. Kms. According to the census of 2001, population of this Taluka is 341385. Daund is situated along the bank of Bhima, the biggest river in Pune District. It is the main market place. The rivers Mula, Mutha and Bhima meets each other at the village called Walki – Purgaon, where there is an ancient temple of Mahadeo. The researchers of Deccan College have found some historical evidences in the village Walki. Daund has got an importance in mythological era. During this period, there was living a rishi called Dhanmya. So the village then got the name as Dhaumya. After that Dhaumya changed into Dhond and Dhond into Daund. It has a legend that the wife of Lord Shrikrishna, called Rukmini lived in the forest of Dindor after her quarrel with the Lord. He came there in search of Rukhmini and after meeting her traveled

Pandharpur via Malthan to meet his disciple Pundlik. The stream of river Bhima at Daund has become like half circle and has the statue of Vitthal and his temple in Daund. So it is also known as the second Pandharpur. The western side of Daund has the place of Mudraleshwar while west have Bhuleshwar, South has Gareshwar and North has Firangai Gods or goddesses.

5.3 DAUND IN SHIVAJI'S PERIOD

The Nizamshah of Nagar had the power over Daund in the period of King Shivaji. The grandfather of Shivaji, Malojiraje was serving as the Sardar of Nizamshah. The villages on the bank of Bhima like Pande, Pedgaon were given to him as the gift villages. Shivaji's father Shahaji was given Daund and its surrounding area as gifts, when he was serving as the Chief Sardar of Nizamshah. After that Shivaji got Indapur, Chakan, Pune and Supe pargana. It included present Indapur, Daund in the Bhimthadi area. Purandhar, Haveli talukas and only eastern part of Khed taluka towards the north side of river Bhima. Shivaji's officer Dadoji Konddeo and Shahaji's son, Shivaji has been allowed to collect revenue from this area. The fort of Pedgaon is situated 13 kms. away from Daund in a broken state. It is on the south bank of Bhima river. It is four times bigger than Shaniwarwada of Pune. The water from Bhima River was being collected in the fort with the help of big leather bags. The fort of Pedgaon has got importance, as it was vital for army. Shahaji used to live there for most of times. On the southern bank of Bhima river there is a village called Khanwate. There are ancestors of Shahaji in the village today itself. After that the Bhosales migrated in the Kolhapur, Satara and Nagpur

etc. Devi and Lord Mahadeo are the gods of Shahajiraje. So they often visited Bhudraleshar of Aarawi for Darshan.

After this period, Aurangzeb gave Daund to the King Amaranath Gosavi of Pedtgao to rule over it. He appointed Venkoji Krushna Gatane as the priest of Hindu temples and gods. The ancestors of Gatane family still have the inheritance of Puja of Vitthal temple. King Amaranath built a famous Alamgir mosque in Daund and also worked for the Vitthal temple.

5.4 DAUND DURING THE REIGN OF PESHWE

During the reign of Thorale Madhavrao Peshwa, Mahadji Shinde got Supa Paragana as Watan. From this Paragana Daund was known as the main village of Petha. It is informed that Mahadji Shinde was engaged in the building work of Vitthal temple and Bhairavnath temple in Daund. Bhairavnath temple which Mahadji Shinde built is considered as the holy place village God of the people. Towards the end of Peshwai, Daund is divided into two regions. The Shetfale was appointed as the Police Patil. After Shetfale the work went to Wighne then to Jadhav and then to Jagdale.

5.5 DAUND DURING ENGLISH POWER

It is said that Vasudeo Balwant Phadke has celebrated three Parayanas of Gurucharitra in underworld state. During the British period, there was a wireless centre at Nanwij five Kms. away from Daund. Till 1935, the news from abroad were broadcasted from this wireless centre. There were only two

to three wireless countries like Daund in entire country so it has got almost importance. After the invention of Satellite, this wireless center was closed down. Today Daund city is known for Police Training Centre. Many freedom fighters from Daund have participated in Indian freedom struggle. Jagannath Pataskar, Ramachandra Ahire, Laxman Kulkarni, Sadashiv Phadake (Kangaon), Namdeo Phadake, Vyankatesh Awchat (yaawat), Vishnupant Kulkarni, Ganpatrao Hambir (Patas), Gulabrao Thakar etc. have participated in Quit India Movement of 1942. From these freedom fighters some of them personally participated in Satyagrah. Sudam Shankar Mhaske and Narayan Ganpat Fadtare, the freedom fighters were arrested because they have worked in Azad Hind Sena. Pune – Solapur railway was started during this period. There is railway junction at Daund. So it got the place on the country map. Various jobs were created due to railway junction. The competitions of coal railway engines were conducted during this period. It prospered during the British power. Till 1935, Daund had Grampanchayat. Bajirao Khanderao Jagdale was Sirpanch of Daund. In 1935, Daund Municipality was founded and Ramachandra Nanasahab Jagdale became the first president of this municipality.

Thus it is the short summary of historical inheritance or importance of Daund Taluka.

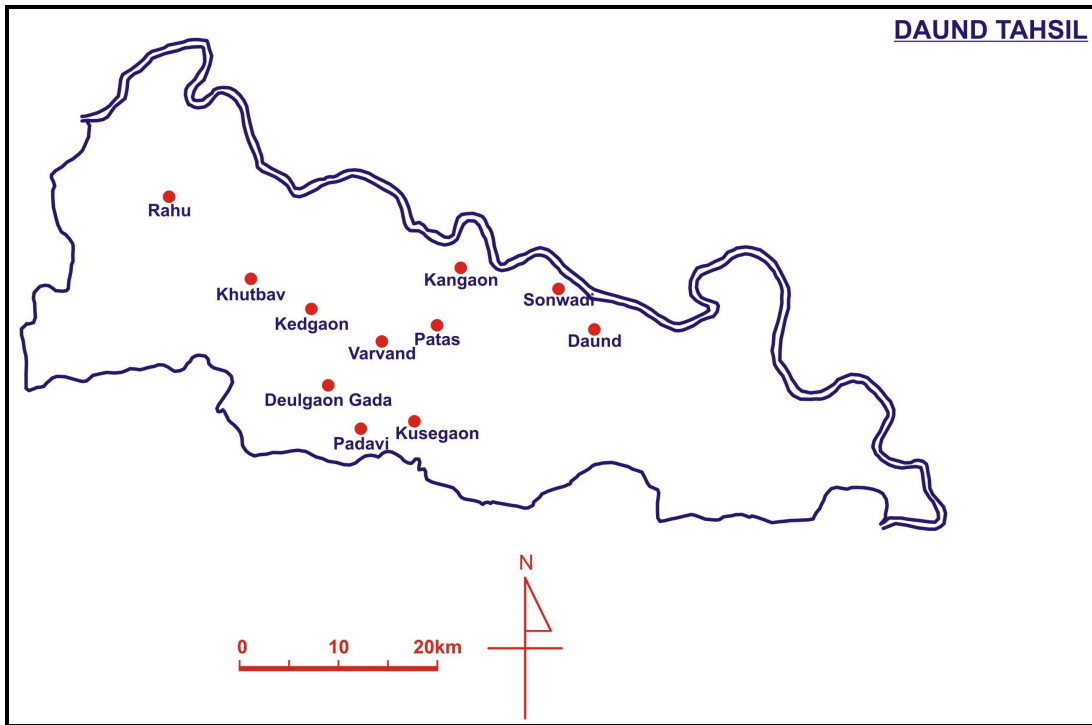
5.6 GEOGRAPHICAL PLACE OF DAUND TALUKA

Following is the map of Daund taluka showing the location of Maharashtra state, Pune District and Daund Taluka amongst other Talukas of the Pune District.

Map 5.1 : Map of Daund Taluka



Map 5.2: Map of Daund Taluka showing Daund Town and Major Villages in the Taluka



Daund is the main Taluka in Pune District situated in the eastern part. The length of this taluka is 75 Kms. east to west while its width is 45 Kms. The total area acquired is 1290 sq. Kms. Bhima, Mula and Mutha Rivers flow in this taluka. It has total 103 villages. According to the census of 2001 the total population of Daund taluka is 341,388. The average rainfall of taluka is 500 to 600 mm.

5.7 PHYSIOGRAPHY

The study region lies in Pune District. This part is associated with Deccan plateau and also belongs to river Bhima. The height of this area is 554 meters from sea level. The direction of slope is eastwards. The region is made

up of sedimentary deposition. The entire area is almost flat without having too many variations in it. The amount of rainfall which declines towards the eastwards has affected the agricultural growth.

5.8 ADMINISTRATIVE STRUCTURE

Daund taluka has been divided into **six** parts for administration. They are: 1) Daund 2) Rahu, 3) Yawat, 4) Kedgaon, 5) Kurkumb and 6) Ravangaon.

5.9 SOIL CONDITIONS

In the study region, we found light brown and deep black soil. The black soil is generally found with layers of one to five feet and it has covered large portion of cultivated area. Black soil is found in the villages which are located on the bank of Mula and Mutha rivers. This kind of soil has the capacity to hold moisture for long period and contains calcium carbonate which is useful for the cultivation.

5.10 CLIMATE

Climate plays a vital role in climatic conditions in Daund taluka and experiences semi-arid climate. May and June are considered the hottest months of the year having maximum temperature upto 40⁰ C. It decreases upto 12⁰ C in the months of December and January. The winter season starts from November and lasts still February while rainy season starts from June to October and summer from March to May.

The Southwest monsoon produces the rainfall to this region. It starts generally from the month of June. The average rainfall of Daund taluka is about 500 to 600 mms of which 60 percent of rainfall is received during the month of June, July August and September. June receives the highest rainfall while it reduces comparatively in the months of July, August and September. The climate found dry in January to April. In March, April and May the evaporation rate is high. Winds are found comparatively of high force during the period of summer.

5.11 WATER RESOURCES

If we think about water resources, in the study region river Bhima flows towards the east with its sub-rivers Mula and Mutha. These three rivers are very helpful for the people of Daund Taluka. The source of Bhima is in Bhimashankar, Mula and Mutha meets Bhima at the village called Belwadi which is towards the northern part of Daund. In the study region, the length of Bhima river is 123 Km. while Mula and Mutha contributes the length of 29 Kms. During rainy season, these rivers flow with full of water.

5.12 POPULATION

Population or human resource is regarded the important factor in economic development. According to the census 2001, the population of Daund Taluka is 3,41,388. Of this 1,77,144 are men while 1,64,244 are women. The population has occupied the area of about 1284.65 sq. km.

87.64% population is seen in the rural area while 12.36% population resides in the urban area. The population of Daund city in the Taluka is 42,204 that is 12.36%. The distribution of population is attributed to agricultural status, urbanization and industrial development.

5.13 DENSITY OF POPULATION AND LITERACY

A) Density

In 1951 the density of the population was 67 per square Km.m. while it is 265 in 2001. This shows an increase in the density of population in Daund Taluka. The main reason of this lies in the increasing rate of population.

In the study area it has been observed that there is a decrease in the proportion of men and women. It was 989 in 1951 while in 2001 it has been reduced to 927.

B) Literacy Rate

According census 2001, the total degree of literacy of Daund taluka is 73.76%. Among this 83.38% are men while 63.45% are women literates. The literacy rate of rural are is 72% and urban area is 84.68. Men have the percentage of about 61.36% in rural area while in urban area it is 91.4%

5.14 AGRICULTURE

Agriculture is predominant in Daund taluka and it provides livelihood to 66.93% population. Sugarcane is one of the most important crops in the

taluka. The area under sugarcane cultivation in the study region is increased with increasing irrigation facilities. It requires more care and capital. Among the other important crops, are Jawar, bajajra and onion etc. But the area under these crops under cultivation is declined with corresponding increase of area under sugarcane crop. The farmers are generally reluctant in cultivation of pulses, gram and vegetables. Therefore, the acreage under above crops is declined largely in Daund Taluka. The agriculture of Daund taluka is entirely dependent on the rainfall received in Kharif and rabbi seasons. Total area under cultivation is 103844.94 hectares in Daund Taluka.

5.15 VEGETATION

The natural vegetation include materials for shelter, fire wood, agricultural implements, cattle feed medicines of common use. etc. There is less variation in the vegetables in the study region. It occupies 138 hectares that is 0.09% of the total geographical area of Daund taluka. It falls under tropical dry deciduous forests, exceptionally along river Bhima has mixed deciduous vegetation with growth and low density is dominant. The vegetation are associated with the physiographic units of the study region. The trees in the forest are scattered and distribute. The main trees in the forest are specially, mango, seetaphal and other small and low density trees.

5.16 IRRIGATION

The main source of irrigation in Daund Taluka is canal irrigation besides wells, tanks and ponds. Victoria is the major tank which supplies

water to villages like Warvand and Patas. Lift irrigation is available along south bank of Bhima river. The villages on the river side irrigate land with help of pump sets which is used for drinking and cultivating land. Irrigation through exploitation of ground water in the region is high. Some irrigated areas lie along the river side. The irrigated land in the study region is 37968.65 hectares having percentage of 35.55%.

5.17 EDUCATIONAL FACILITIES

Education plays the significant role in the overall development of Daund taluka. It has primary, high schools, junior and senior colleges and technical institutions which help for the economic, social and cultural development of the human resources in the taluka.

Besides Marathi medium primary and secondary schools , the facility of taking education in English medium schools are also available inmost regions of the taluka.

5.18 TRANSPORT AND COMMUNICATION

Transport and communication is the main factor of development of the region. Because of this factor economic growth increases. The overall development is possible due to the facilities of transport and communication mediums.

A) Road Transportation

The road transport plays an important in origin and development of market centres in Daund taluka. The study region has following routes such as:

- a) National and State High ways.
- b) Major District Road
- c) Other district road and
- d) Village roads

a) State and National Highways: Pune Solapur national highway (NH 9) runs through Daund taluka having length of 72 Kms and it connects the villages like Yawat, Varvand and Patas which are the main market places. State highway is main roads and are connected to the national highway. They also connect district head quarter and important cities. The total length of the state highway in the study region is 88 kms. Four state highways, namely Saswad- Shirur (SH 64) and Daund- Patas (SH 67) come under this region. The market centres, namely Daund, Kedgaon, Varvand, Patas and Yawat are located on the route of the state highway.

b) Major District Roads and Other district roads and village roads:

The length of major district roads in Daund taluka is 137 kms. which connects the areas of agricultural produces and market centres with high way and railways. These roads provide good services in rural areas. Rahu market place

is situated on around Pargaon - Shirur major district road. The other district roads are connected with major district roads, national highway and state highway in the taluka. The total length of other district road is 156.4 Kms. in the study region. These roads are helpful for bringing agricultural goods to market centres and distributing them to required people.

c) Railway Transport: Train transport in Daund taluka has got an utmost importance. Total length of broad gauge and meter gauge railway line is 87.6 kms. Pune Solapur broad gauge has 73.6 kms and Daund –Baramati broad gauge railway has 40 Kms in the study region. Daund is a major railway junction having Kedgaon and Daund market centres located on this route. The other three market centres, namely, Patas, Varvand and Yawat are located within the range of 5 to 10 Kms. from railway route. Rahu is the only market centre which is not directly linked with railway transport. It has been observed that in Daund Taluka production of jaggery (Gul) is taken up on a big way. On Pune Daund railway track Kedgaon is a station and is a well known market place for jaggery (Gul) and grains. Similarly Yavat is also a station on the same route and the village is also spread across the Pune Solapur National high way. This village has a specialty of holding a weekly bovine (Guranca bajar) bazaar.

5.19 COMMUNICATION

1) Tele-Communication: Tele communication plays a significant role in economic development of the region. Telephone facilities are well-equipped in

the study region. B.S.N.L. has started various telephone exchanges in almost every part of Daund taluka. It has increased the telephone facilities in the region. The private companies like Airtel, Reliance, Idea also have constructed its towers which became important for the development of all sorts.

2) Post Offices: Post offices are located in almost every village. Due to this facility, the development of every village has taken place or it becomes possible.

3) Social Institutions: Social institutions have brought a drastic change in the economic development of rural areas. Various cooperative institutions are founded in Daund Taluka. These institutions have played a significant role in the economic and social progress in the region.

4) Industry: Bhima Patas Sahakari Sugar factory is founded in 1976 in Daund taluka. This sugar factory has brought the change in economic social areas of the people residing in the taluka. Apart from this, some private industries also have set up in the region which included Anuraj near Yawat, Shrinath Mhaskoba Sugar factory at Palethan, Bora Agro industry at Jawaji Buwahchiwadi and Mahavir Steel Industry at Bhandgaon. etc. Maharashtra Industrial Development Corporation's Kurkumbh industrial estate which is specialized in chemical industries is located in this study area. Lots of renowned chemical industries like CIPLA, S M Dichem, Shogen, Alkali Amins, Parakh Foods, Kargil chemicals, Perls. etc. are housed in the said MIDC

industrial area. These industries have provided job opportunities to the localities and have boosted the economic development of the region.

In the study area there are four sugar factories located which provide the agriculturist cultivating sugar cane crop to harvest it with them. :

1. Bhima Sahakari Sakhar Karkhana, Patas ltd.
2. Anuraj Sugars, Yavat, Taluka: Daund
3. Daund Sugars Ltd. Daund
4. Shrinath Maskoba Sahakari Karkhana ltd. Pate than.

One peculiar aspect is worth noting here is that these four sugar factories are located in all the directions i.e. East, West, South and North of Daund Taluka. It has been the experience all over Maharashtra where a sugar factory is located it takes the lead for area development and all the developmental activities take place keeping the sugarcane cultivators in mind. The sugar factories are poised to take up to establish distilleries also.

5.20 FINANCIAL INSTITUTIONS

Various financial institutions are available in Daund taluka which provide financial assistance for agriculture, industry, trade and business. Pune District Cooperative Bank, Urban banks, Non urban cooperative banks and nationalized banks like Bank of Maharashtra, State Bank of India, Canara Bank etc. Daund Urban Coop. Bank Ltd. and Pune District Central Cooperative Bank Ltd. have their presence in the Daund taluka.

CHAPTER - VI

ANALYSIS AND INTERPRETATION OF THE DATA COLLECTED

6.1 INTRODUCTION

The researcher has collected the relevant data by physically visiting the schools and colleges working in Daund Taluka of Pune District. The secondary data has also been obtained from education department of Block Development Office, as well as from the District office of the Zilha Parishad, Pune of Govt. of Maharashtra. As regards the reliability of data collected the researcher would like to state that recently the government of Maharashtra undertook the physical verification of the Students present in the high school and (Verification of role) and the results that have come out are really eye opening. Therefore, the data that has been supplied by the school authorities is taken on face as true and then the same is tabulated and used for the further analysis.

Table 6.1 : Gender wise Classification of population of Daund Taluka

Census 2001			Census 2011		
Male	Female	Total	Male	Female	Total
177144	164244	3,41,388	190588	174329	364917
51.88 %	48.12 %	100%	52.23%	47.77%	100%

Source: Census report 2001

Table 6.2 : Gender wise census data for 2011 Census 2011

Category	Male	Female	Total
Daund Town Semi urban	21150	17672	38822
Daund Rural	169438	156657	326095
Total	190588	174329	364917

Source: Census Report 2011

Fig. 6.1 Gender wise population of Daund Town Census 2011

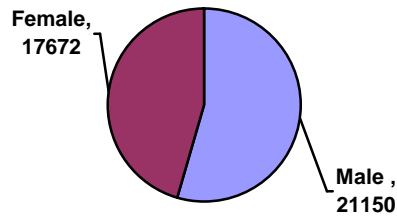
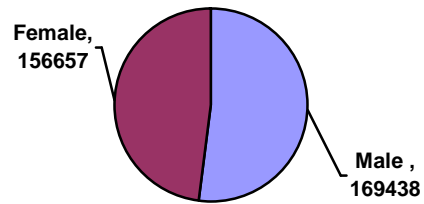


Fig. No. 6. 2 Gender wise population of Daund Rural Census 2011



It can be seen from the above data that out of the total population of 364917 , 89.36% population i.e. 326095 is rural one and the remaining 10.64% population i.e. only 38822 is a semi urban population. This is why while selecting sample also greater weightage has been given to the sample from the rural area.

Here it is worth noting that there is no urban or metropolitan centre in Daund Taluka. The biggest town is Daund which is falling under Semi Urban Category. All the rest are villages which are categorized under Rural area. Naturally the percentage of rural students in high schools, Jr. Colleges and Sr. colleges is higher than the semi urban centre Daund.

The major portion of Daund taluka is towards west of Daund town. The eastern part of Daund town is on the bank of river Bhima. As it is on the bank of Bhima river because of the irrigation facility relatively it is more developed.

Table 6.3 : Number of Schools & Colleges in Daund Taluka as on 2003-04, 2009-10

Sr. No.	Type of institution	2003-04			2009-10		
		Grantable*	Non Grantable	Total	Grantable	Non Grantable	Total
1	Primary Schools	285	Nil	285	290	6	296
2	Secondary High Schools	64	02	66	66	2	68
3	Jr. Colleges	13	04	17	12	10	22
4	Sr. Colleges	2	3	5	4	2	6
5	Post Graduation Colleges	0	02	02	0	2	2
	Total	364	11	375	372	22	394

Source: Field data collected

Fig. 6.3 : No. of Educational Institutions in Daund Taluka during 2003-04 and 2009-10 which are grantable

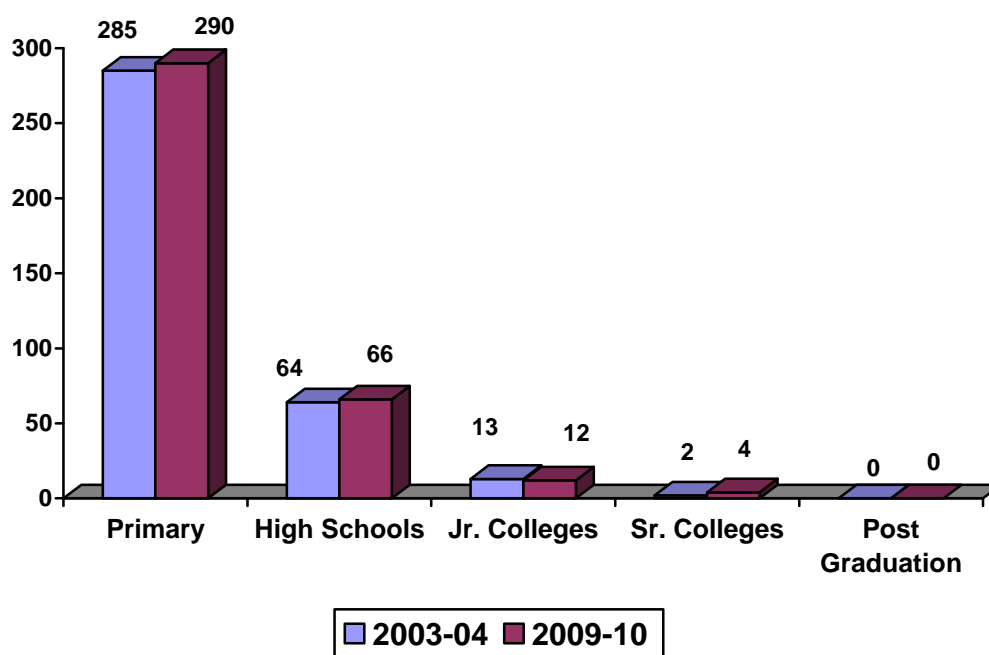
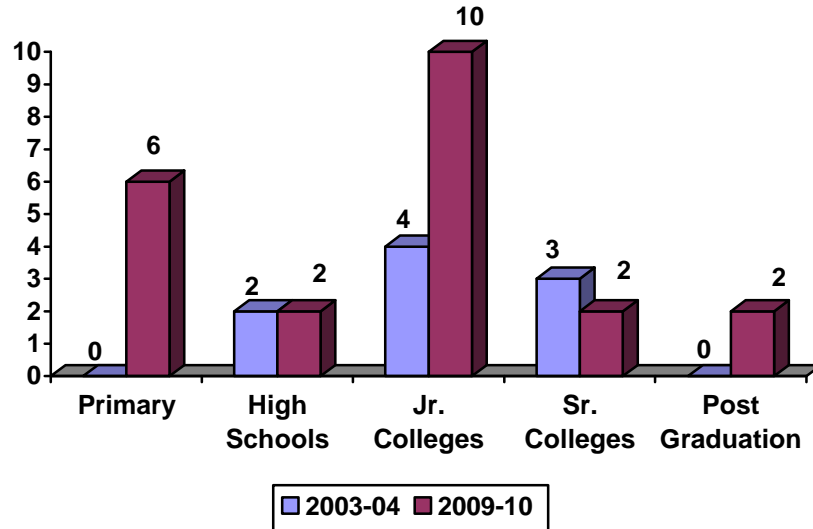


Fig. 6.4 : No. of Educational Institutions in Daund Taluka during 2003-04 and 2009-10 which are non-grantable



There is not a single government owned high school or senior college in Daund taluka. All the primary schools are grantable. There is a marginal increase (only 2 schools) in the primary schools during the current study period. All the high schools and colleges are run either by local educational institutions or branches of some outstation institutions. There are few high schools which get state government grants for running the schools. Here one thing has been observed by this researcher that the field study has revealed that although the schools are grantable the government of Maharashtra is currently giving only the salary grant and the other grants namely: Maintenance Grant, Rent of the School Premises, Laboratory Grant, Library Grants, Sports Grants are not released by the government of Maharashtra since academic year 2004-05. As a result the educational institutions running the high schools in rural and semi urban areas find it very difficult to run the high schools. Their problem of funding these routine expenses are quite serious. Their case is totally different than the schools in urban and

metropolitan areas. In urban and metropolitan areas the parents are willing and capable of paying not only schools fees but also some additional charges levied by the schools for extra facilities like Gym, swimming pool etc. These schools get donations. But the schools in rural and semi urban areas do not get donation for admission. As a result there is a great constraint so far as availability of funds for conducting various programs and the school authorities have to depend upon the support from the local residents who have usually limited means. All these have a great impact in pursuing various regular complementary activities which help the school to organize various programs which go a long way in shaping the personality of the students.

The following data reveals the category wise movement of the students from each of the organization under study:

Table 6.4 : Student strength of the Primary Student during the study period i.e. 2003-04 to 2009-10

Year	No. of Schools		Total	Total no. of students
	Marathi Medium	English Medium		
2003-04	285	1	286	23009
2004-05	285	1	286	24210
2005-06	285	2	287	24045
2006-07	287	5	292	25359
2007-08	287	6	293	28893
2008-09	287	6	293	28744
2009-10	290	6	296	28401

Source: Field data collected

It can be seen from the above table that the student strength varies every year. During the period 2003-04 to 2009-10 the total student's strength has increased by 5392 students which account for 23.43%. This was

possible because of the increase in children of school going age. The variation in some years is due to shifting of the students from Marathi medium schools to English medium schools. Here it is pertinent to note that in Daund taluka even in some of the rural centres English medium nurseries and play groups have started giving rise to English medium primary schools. During the study period three new English Primary Schools have been established one each at Daund, Kedgaon, Patas and Kurkumbh.

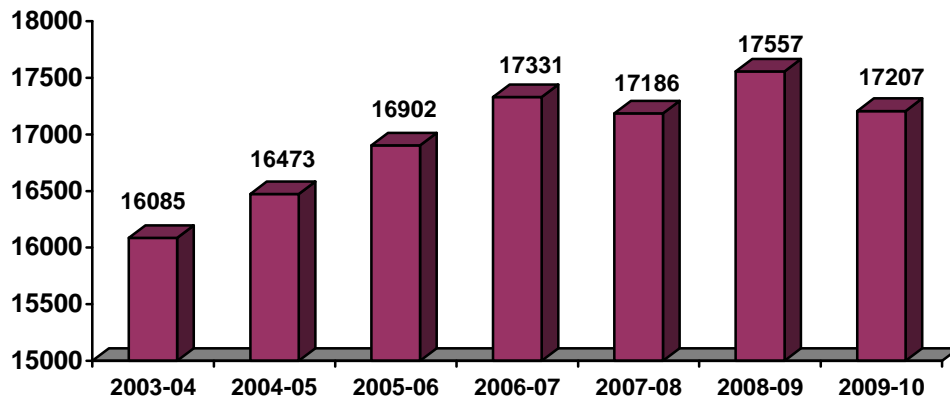
Table 6.5 : Student strength of the High School Students during the study period i.e. 2003-04 to 2009-10

Year	No. of Schools	Total Students
2003-04	66	16085
2004-05	67	16473
2005-06	68	16902
2006-07	68	17331
2007-08	68	17186
2008-09	68	17557
2009-10	68	17207

Source: Field data collected

So far as high school going students are concerned there is a growth of only 522 students which accounts for only 3.12% which is quite normal which is due to normal of growth of school going age students during the study period.

Fig. 6.5 : Growth of Number of High School Students during the Study Period



Since the academic year 2007 the Secondary School Education Board has introduced a special subject "Personality Development" from 9th to 10th standard. At the 10th standard this subject is also compulsory but the examination is conducted by each school independently and instead of marks grades (A, B, C, & D) are awarded to the students. These grades are communicated to the S.S.C. Board and in turn the Board includes the grade awarded on the marks sheet issued to the student.

It has been observed during the course of interaction while administering the questionnaire that in none of the high school the teacher who teach this subject (Personality Development) has been imparted any special training either by the Education Department or by the educational institution running the High School. It reflects casual approach on the part of the education department in introducing such an important subject. This needs to be looked into by the department. Originally the at high schools

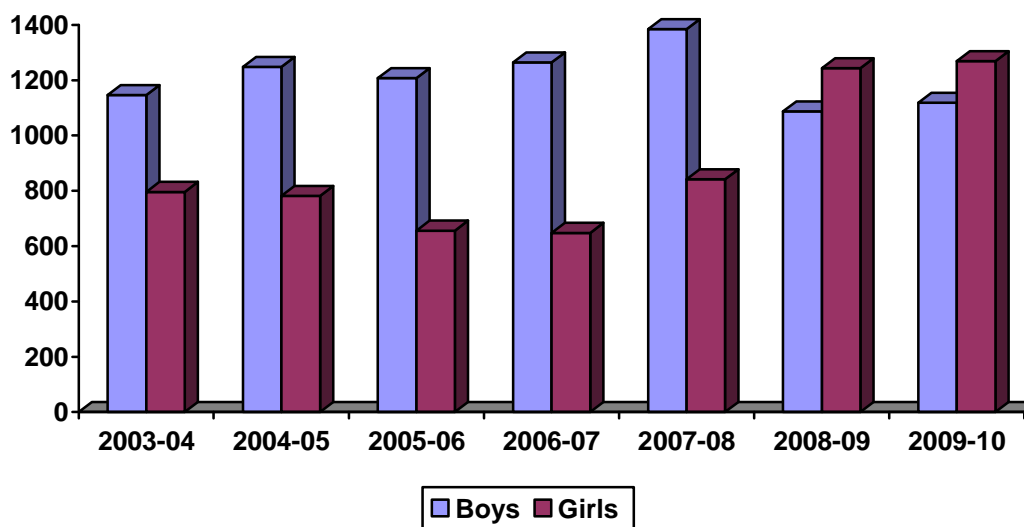
levels there was one subject namely "Value Education" which has been given lower importance and this new subject has been introduced.

Table 6.6: Student strength of the Junior Colleges Students during the study period i.e. 2003-04 to 2009-10 at Daund (Semi Urban area)

Year	No. of Jr. Colleges	Boys	Girls	Total
2003-04	3	1146	796	1942
2004-05	4	1248	782	2030
2005-06	5	1207	656	1863
2006-07	6	1264	648	1912
2007-08	6	1384	842	2226
2008-09	7	1087	1243	2330
2009-10	7	1118	1269	2387

Source: Field data collected

Fig. 6.6 : Growth of number of Gender Wise Jr. College students at Daund Town during the study period



It will be seen from the above graph that during the study period the total number of Jr. College students grew by 1445 students which account for 22.91% which is a normal increase. The growth of girl students is increased by 473 which accounts for 59.42%. This is a spectacular growth. This growth was possible because of the increase in the number of Jr. Colleges from 3 to

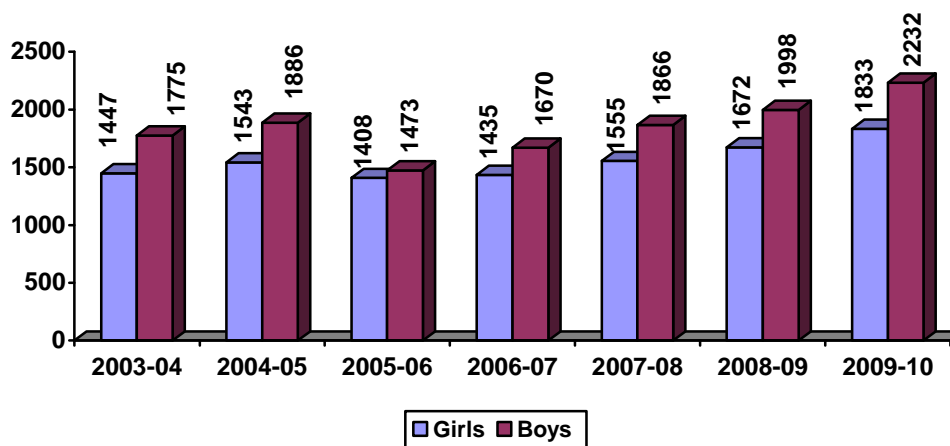
7. In the rural area there is normal reluctance to send the girl students to outstation colleges. But then the Jr. Colleges were now available in the vicinity the number of girl students has increased substantially. Thus the girls which were outside the scope of the Jr. Colleges could join the Jr. Colleges which is a brighter side of spread of the Jr. Colleges.

Table 6.7 : Student strength of the Junior Colleges Students during the study period i.e. 2003-04 to 2009-10 in the Rural Areas (i.e. Other than Daund town)

Year	No. of Jr. Colleges	Boys	Girls	Total
2003-04	12	1775	1447	3222
2004-05	12	1886	1543	3429
2005-06	14	1473	1408	2881
2006-07	14	1670	1435	3105
2007-08	14	1866	1555	3421
2008-09	16	1998	1672	3670
2009-10	17	2232	1833	4065

Source: Field data collected

Fig. 6.7 : Students Strength of Jr. Colleges in Rural areas of Daund town during the study period



It will be seen from the above graph that during the study period the total number of Jr. College students grew by 843 students which account for 26.16 which is a normal increase. The number of girl students has increased by

386 which accounts for 26.67 %. This is a substantial growth. This growth was possible because of the increase in the number of Jr. Colleges from 3 to 7.

The increase in the number of Jr. Colleges in the rural areas of Daund during the study period from 12 to 17 has made it possible for the girl students which were hitherto out of the purview of the higher education because of the non availability of local or nearby Jr. College, could seek admission in these colleges which is a bright side of education.

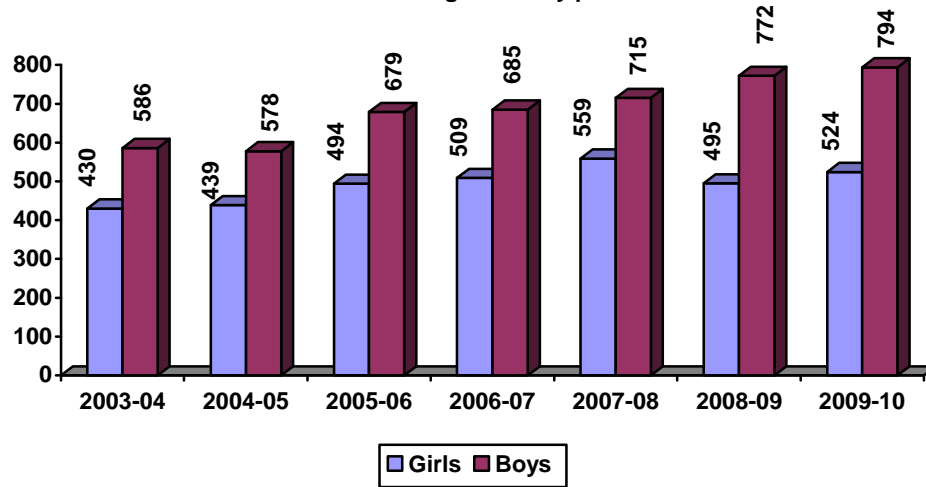
The newly opened Jr. College is opened mainly in June 2009, namely Mary memorial High School at Girim which is located in the rural area but the college is nearer to Daund town and therefore the girls in the rural areas were deprived of higher education could seek admission to the Jr. Colleges. Therefore there is a consistent substantial growth from the year 2003-04.

Table 6.8 : Student strength of the Senior Colleges Students during the study period i.e. 2003-04 to 2009-10 in the Semi Urban Area (i.e. at Daund town)

Year	No. of Colleges	Boys	Girls	Total
2003-04	2	586	430	1016
2004-05	2	578	439	1017
2005-06	2	679	494	1173
2006-07	2	685	509	1194
2007-08	2	715	559	1274
2008-09	2	772	495	1267
2009-10	2	794	524	1318

Source: Field data collected

Fig. 6.8 : Students Strength of Sr. Colleges in Semi Urban Area (Daund town) during the study period



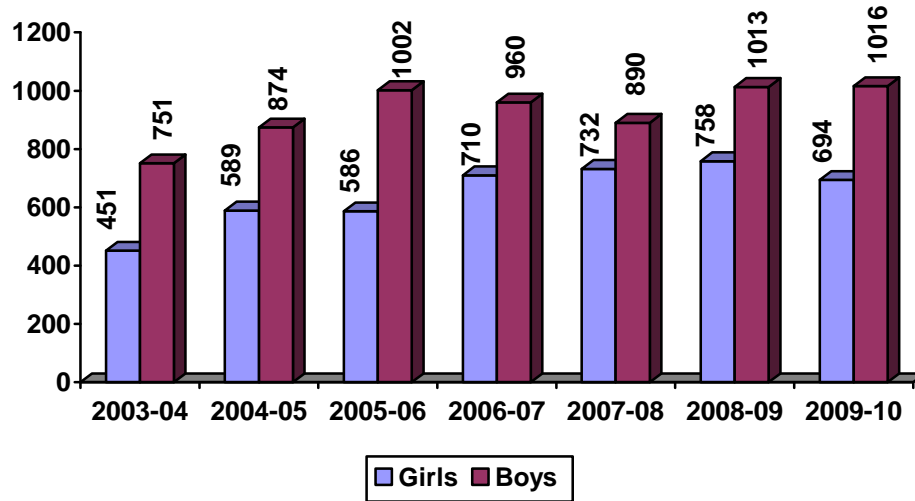
From the perusal of the captioned table and the graph it will be seen that the number of Sr. Colleges at Daund remain the same during the study period. However, the number of students both boys and girls showed increase during the study period. The number of boys increased from 586 to 794 which work out to 208 in absolute number accounting to 34.49%. Similarly the number of girl students increased by 94 from 430 to 524 showing an increase of 21.86% which is a normal growth. The increase in the number of students can be attributed to the increase in the population of Daund town.

Table 6.9: Student strength of the Senior Colleges Students during the study period i.e. 2003-04 to 2009-10 in the Rural Area of Daund Taluka)

Year	No. of Sr. Colleges	Boys	Girls	Total
2003-04	3	751	451	1202
2004-05	3	874	589	1463
2005-06	3	1002	586	1588
2006-07	3	960	710	1670
2007-08	3	890	732	1622
2008-09	4	1003	758	1761
2009-10	4	1016	694	1710

Source: Field survey

Fig. 6.9 : Students Strength of Sr. Colleges in Rural Area of Daund Taluka during the study period



From the perusal of the captioned table and the graph there under it can be seen that the total number of Sr. College students increased during the study period from 1202 to 1810 i.e. increase of 602 which accounts in percentage terms 50.58%. The increase in the number of boys is from 751 to 1016 i.e. 265 which in percentage terms works out to 35.28%. The growth of girls students is from 451 to 694 i.e. 243 which in terms of percentage works out to 53.88%. The increase can be considered as substantial.

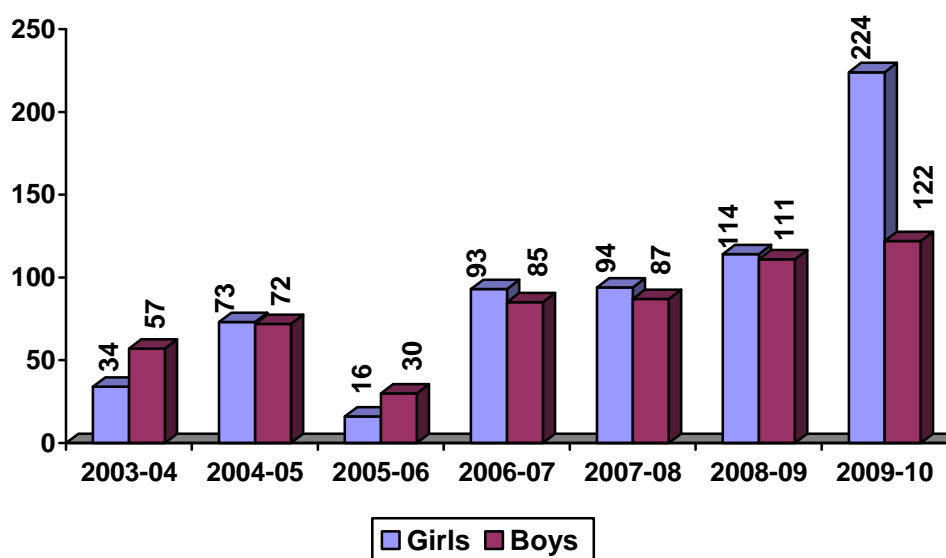
This growth over a period of 7 years can be considered a normal growth due to population increase as well as due to increase in the number of Jr. Colleges in Rural Area of Daund Taluka.

Table 6.10 : Student strength of the Post Graduate Students during the study period i.e. 2003-04 to 2009-10 in the Semi Urban Area (i.e. at Daund town)

Year	Post Graduate Colleges	Boys	Girls	Total
2003-04	1	57	34	91
2004-05	1	72	73	145
2005-06	1	30	16	46
2006-07	1	85	93	178
2007-08	1	87	94	181
2008-09	1	111	114	225
2009-10	1	122	224	346

Source: Field data collected

Fig. 6.10 : Students Strength of Post Graduate Students in Semi Urban Area of Daund during the study period



There is only one Sr. College providing Post Graduation wing at Daund. During the study period the total number of students strength increased from 91 to 346 i.e. increase by 255 students which accounts for 280.22%. The growth in the number of girl students pursuing post graduation courses increased from 34 to 224 during the study period accounting for 558.83%. This spectacular growth was due to adding new subjects namely History and Economics as well as introduction of M. B. A. course at Daund. Usually

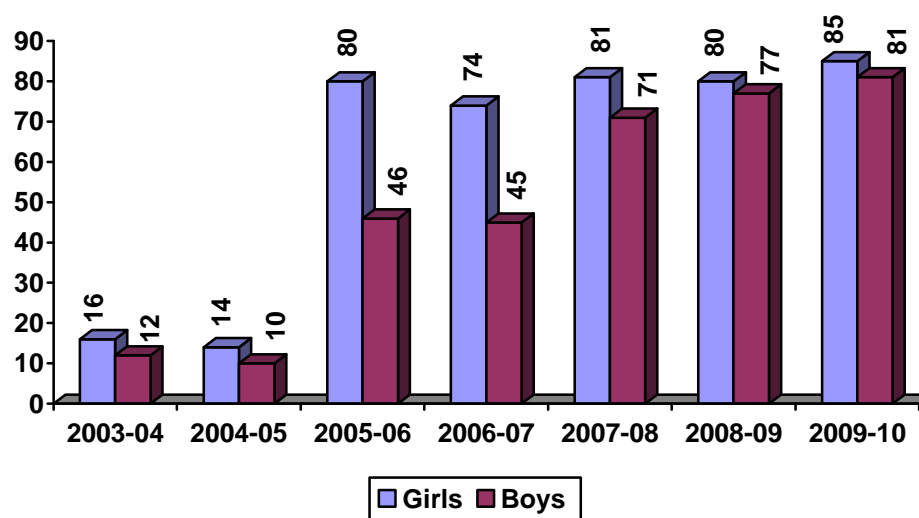
parents do not prefer to send their girl student outstation for educational purpose. When the Daund College made the M.B.A. course available the number of girls students has also increased.

Table 6.11 : Student strength of the Post Graduate Students during the study period i.e. 2003-04 to 2009-10 in the Rural Area (i.e. other than Daund town)

Year	Post Graduate Colleges	Boys	Girls	Total
2003-04	1	16	12	28
2004-05	1	14	10	24
2005-06	2 (B. Ed.)	80	46	126
2006-07	2	74	45	119
2007-08	2	81	71	152
2008-09	2	80	77	157
2009-10	2	85	81	166

Source: Field data collected

Fig. 6.11 : Students Strength of Post Graduate Students in Semi Urban Area of Daund during the study period



It can be seen from the above table and the graph that the total number of students pursuing post graduation has also shown substantial increase from 28 to 156 thereby showing an increase of 128 which in terms of percentage works out to 457.14%. The number of boys students increased from 16 to 85 and the girl students from 12 to 81 showing increase of

431.25% and 575% respectively. During the period 2005-06 a B. Ed. Colleges was opened at Patas which was responsible for the sudden growth of number of students both boys and girls in the rural area of Daund Taluka.

6.2 DATA ANALYSIS RELATING TO THE PRIMARY DATA COLLECTED THROUGH QUESTIONNAIRE

For the purpose of giving weightage to the location of the educational institutions under study the universe was divided on the basis of population i.e. Semi Urban and Rural. Daund is the only Semi Urban place in Daund Taluka and the rest of the Daund Taluka excluding Daund comes under rural area. As a result the observations and conclusions drawn have turned to be meaningful.

The researcher has grouped all the questions covered in the questionnaire that was administered to the students at various levels into three distinct groups namely:

- 1) Efforts undertaken by the Schools/Jr. Collages/Sr. Colleges in which there where 15 questions.
- 2) Availability of infrastructure conducive to the personality development in which group there were 5 questions.
- 3) Role of Co-curricular Activities and Sports programs in Mental and Physical Development in which group there were 7 questions.

The data related to these three groups was tabulated and the statistical data revealed in the following information.

The respondents answering affirmative were listed and their percentage to the total respondents has been worked out.

This percentage has been then arranged in ascending order.

Then the data has been classified in the following manner applying a yardstick of A, B, C.

- 1) A- category: Those students whose percentage was exceeding 76%
- 2) B- Category: Those who scored percentage between 60 to 75%
- 3) C- Category: Those who scored less than 59%

Group – 1: Efforts undertaken by the Schools/Jr. Collages/Sr. Colleges in which there where 15 questions.

Table 6.12 : Data relating to efforts undertaken at High School level for Personality Development at Daund Town		
Questions related to personality development	Daund town Respondents saying Yes	% to the total respondents (249)
I feel comfortable with my study	240	51.56
I feel shyness at function	150	60.24
Participation in various competition like debating	197	67.00
Availability of NCC/NSS/RSP	172	69.00
I am participating in social activities	212	85.14
I dislike assessment by Exam.	215	86.74
Teacher playing major role in shaping students personality	220	88.35

Questions related to personality development	Daund town Respondents saying Yes	% to the total respondents (249)
School/College take extra efforts	225	90.36
I am willing to help patients	228	91.56
I feel that the school authorities should organize training programme for improvement in English	230	92.36
I feel that the school has a major share in developing my personality	231	92.77
I am prepared to pay extra fees for personality development	235	94.37
I offer assistance in natural calamities	238	95.58
I am willing to volunteer during the course of natural calamities like flood/Tsunami	240	96.38
I attend Nation functions	449	100.00

Source: Field data collected

Table 6.13: Data relating to efforts undertaken at High School level for Personality Development at Daund Rural		
Questions related to personality development	Respondents from Daund Taluka Rural	% to the total respondents (1816)
I feel comfortable with my study	664	36.56
I feel shyness at function	739	40.69
Participation in various competition like debating	879	48.40
Availability of NCC/NSS/RSP	900	49.55
I am participating in social activities	701	49.61
I dislike assessment by Exam.	914	50.00
Teacher playing major role in shaping students personality	1406	50.55
School/College take extra efforts	918	50.55
I am willing to help patients	1092	60.13
I feel that the school authorities should organize training programme for improvement in English	1244	68.50
I feel that the school has a major share in developing my personality	1245	68.55

Questions related to personality development	Respondents from Daund Taluka Rural	% to the total respondents (1816)
I am prepared to pay extra fees for personality development	1305	71.86
I offer assistance in natural calamities	1605	88.30
I am willing to volunteer during the course of natural calamities like flood/Tsunami	1700	93.61
I attend national functions	1816	100.00

Source: Field data collected

Table 6.14 : Data relating to efforts undertaken at Junior College level for Personality Development DAUND TOWN		
Questions related to personality development	Daund town Respondents saying Yes	% to the total respondents (238)
I feel comfortable with my study	194	81.51
Availability of NCC/NSS/RSP	197	82.00
I feel shyness at function	195	82.32
Participation in various competition like debating	176	82.77
I dislike assessment by Exam.	200	84.00
I am participating in social activities	203	85.28
I feel that the school has a major share in developing my personality	208	87.39
I am willing to help patients	209	87.81
School/College take extra efforts	210	88.23
I offer assistance in natural calamities	213	89.49
I feel that the school authorities should organize training programme for improvement in English	222	93.27
I am prepared to pay extra fees for personality development	228	95.79
Teacher playing major role in shaping students personality	231	97.00
I am willing to volunteer during the course of natural calamities like flood/Tsunami	232	97.47
I attend national functions	238	100.00

Source: Field data collected

Table 6.15 : Data relating to efforts undertaken at Junior College level for Personality Development DAUND RURAL		
Questions related to personality development	Respondents from Daund taluka Rural	% to the total respondents (1074)
I am prepared to pay extra fees for personality development	608	56.61
I am willing to volunteer during the course of natural calamities like flood/Tsunami	755	70.29
I offer assistance in natural calamities	769	71.60
I am participating in social activities	799	74.39
I am willing to help patients	828	77.09
Participation in various competition like debating	847	78.86
I dislike assessment by Exam.	859	79.98
Availability of NCC/NSS/RSP	915	85.19
Teacher playing major role in shaping students personality	966	89.00
I feel that the school has a major share in developing my personality	984	91.62
I feel that the school authorities should organize training programme for improvement in English	1005	93.10
School/College take extra efforts	1009	93.10
I feel comfortable with my study	1000	93.10
I feel shyness at function	1017	94.69
I attend national functions	1074	100.00

Source: Field data collected

Table 6.16 : Data relating to efforts undertaken at Senior College level for Personality Development DAUND TOWN		
Questions related to personality development	Daund town Respondents saying Yes	% to the total respondents (594)
Teacher playing major role in shaping students personality	487	81.68
School/College take extra efforts	506	85.18
Participation in various competition like debating	507	85.35
I am participating in social activities	509	85.69
I dislike assessment by Exam.	510	85.85
I am willing to volunteer during the course of natural calamities like flood/Tsunami	519	87.37
I feel shyness at function	536	90.23
I feel that the school authorities should organize training programme for improvement in English	540	90.90
I am willing to help patients	541	91.07
I offer assistance in natural calamities	565	95.11
I am prepared to pay extra fees for personality development	574	96.63
I feel comfortable with my study	577	97.13
Availability of NCC/NSS/RSP	594	100.00
I feel that the school has a major share in developing my personality	594	100.00
I attend national functions	594	100.00

Source: Field data collected

Questions related to personality development	Respondents from Daund Rural	% to the total respondents (1301)
I am prepared to pay extra fees for personality development	649	49.88
I offer assistance in natural calamities	870	66.87
I am willing to help patients	944	72.55
I am participating in social activities	946	72.71
School/College take extra efforts	1144	87.93
Participation in various competition like debating	1166	89.62
I am willing to volunteer during the course of natural calamities like flood/Sutnami	1179	90.62
I feel comfortable with my study	1213	92.23
Teacher playing major role in shaping students personality	1206	92.69
I dislike assessment by Exam.	1249	96.00
I feel that the school has a major share in developing my personality	1261	96.92
I feel shyness at function	1290	99.15
Availability of NCC/NSS/RSP	1297	99.69
I feel that the school authorities should organize training programme for improvement in English	1298	99.76
I attend national functions	1301	100.00

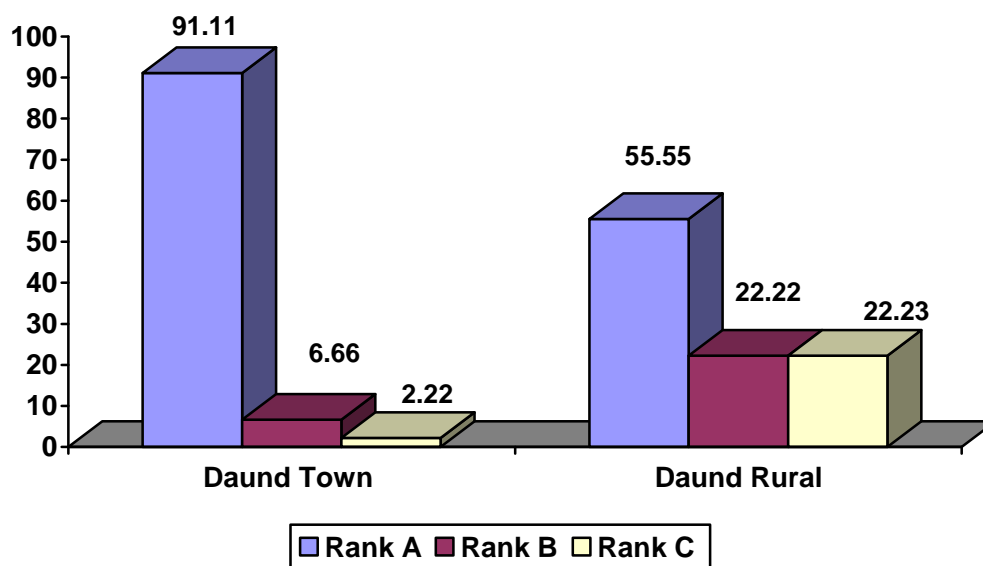
Source: Field data collected

As stated at the beginning of this chapter these scores were classified into A, B, C category for each group. The following table shows the categorization of the data in such A, B, C group.

Table 6.18 : Data relating to efforts undertaken for Personality Development						
Particulars	Daund Town			Daund Taluka excluding Daund Town		
	A Above 76%	B Between 60 to 75%	C Less than 59%	A Above 76%	B Between 60 to 75%	C Less than 59%
SCHOOL LEVEL	11	3	1	3	3	9
JR. COLLEGE LEVEL	15	0	0	11	3	1
SR. COLLEGE LEVEL	15	0	0	11	3	1
Overall percentage of each rank	91.11	6.67	2.22	55.55	22.22	22.23

Source: Field data collected

Fig. 6.12 : Consolidated position of efforts taken for personality development by the educational institutions under study on percentage basis



The table No. 6.18 and the graph at Fig. 6.12 shows the consolidated data relating to the efforts undertaken by the educational institutions under study. As has been already stated the data is classified in two categories

based on population criteria. i.e. Daund Town is a semi-urban area while the rest of Daund Taluka is rural area. It is revealed that the efforts taken by the educational institutions at all levels in semi urban area are much more than the efforts taken by the rural area institutions.

Comments

From the above tables and the consolidated in table No. 6.18 it is revealed that at Daund town out of. 73.33% students have answered the questions in affirmative falling in 'A' category and at the rest of Daund taluka only 20% students have be categorized as "A" category, At Daund 20% students have answered in affirmative scoring "B" category while only 1 question has been categorized in "C" category in rest of Daund Taluka.

So far as Jr. and Sr. Colleges are concerned at Daund all the students been answered all the questions in affirmative securing "A" categorization. In rest of the Daund Taluka the 73.33% students have answered the questions securing "A" category, while 20% students have scored "B" category and the balance 6.67% students have scored "C" category.

Conclusion drawn

As far as this Group 1 aspect is considered the researcher is of the view that by and large the response indicates that the educational institutions are taking sincere efforts in shaping the personality of the students. In the semi-urban area i.e. at educational institutions of all levels the performance

on this front is excellent and at rest of Daund Taluka there is scope for improvement.

Group 2: Availability of infrastructure conducive to the personality development in which group there were 5 questions.

Table 6.19 : Data relating to availability of infrastructure at High School level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total respondents (249)
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me.	152	61.00
I get encouragement from the teacher in the planning of various functions.	191	77.00
There is adequate playing material in the school and it is very useful to the student.	198	79.51
I have no knowledge of my school/college library.	230	92.00
For improvement in English the school and the teacher do take special efforts.	235	94.00

Source: Field data collected

Table 6.20 : Data relating to availability of infrastructure at High School level DAUND RURAL		
Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1816)
I have no knowledge of my school/college library	355	19.54
For improvement in English the school and the teacher do take special efforts	600	33.00

Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1816)
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me	732	40.30
There is adequate playing material in the school and it is very useful to the student.	935	51.48
I get encouragement from the teacher in the planning of various functions	1505	82.87

Source: Field data collected

Table 6.21 : Data relating to availability of infrastructure at Jr. College level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total number of students whom the questionnaire was administered (238)
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me	195	82.28
I have no knowledge of my school/college library	198	83.31
For improvement in English the school and the teacher do take special efforts	206	86.55
There is adequate playing material in the high school and it is very useful to the student.	215	90.33
I get encouragement from the teacher in the planning of various functions	220	92.43

Source: Field data collected

Table 6.22 : Data relating to availability of infrastructure at Jr. College Level DAUND RURAL		
Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1074)
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me	698	64.99
I get encouragement from the teacher in the planning of various functions	760	70.76
I have no knowledge of my school/college library	824	76.72
For improvement in English the school and the teacher do take special efforts	858	79.88
There is adequate playing material in the school and it is very useful to the student.	994	92.55

Source: Field data collected

Table 6.23 : Data relating to availability of infrastructure at Sr. College level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total number of students whom the questionnaire was administered (594)
For improvement in English the school and the teacher do take special efforts	400	67.00
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me	493	82.00
I get encouragement from the teacher in the planning of various functions	533	89.00
There is adequate playing material in the high school and it is very useful to the student.	582	97.00
I have no knowledge of my school/college library	594	100.00

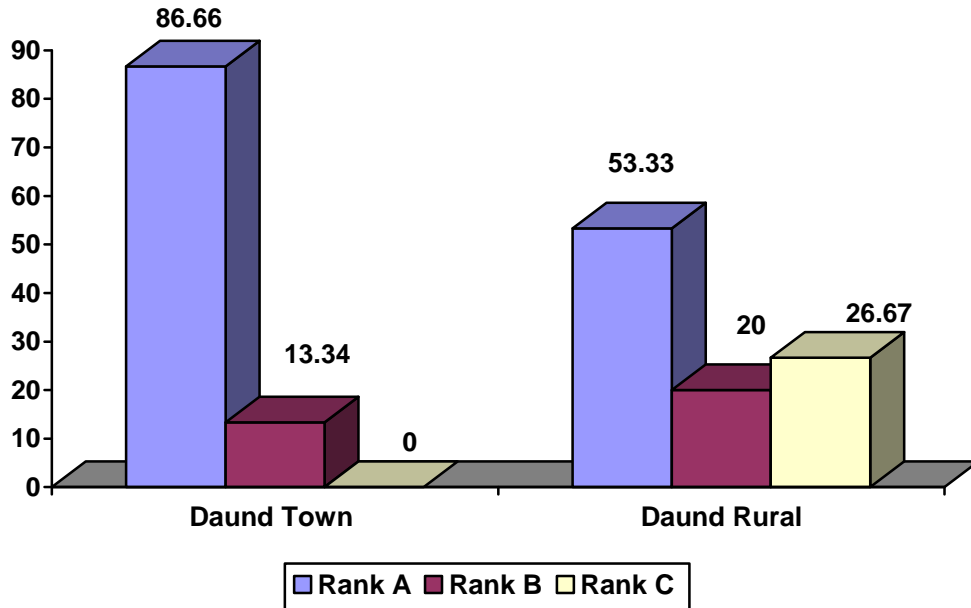
Table 6.24 : Data relating to availability of infrastructure at Sr. College level DAUND RURAL		
Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1301)
I have no knowledge of my school/college library	825	63.00
Since the laboratory equipment in the school/college laboratory is according to the syllabus is useful for me	876	67.00
I get encouragement from the teacher in the planning of various functions	999	76.00
For improvement in English the school and the teacher do take special efforts	1190	91.00
There is adequate playing material in the school and it is very useful to the student.	1211	93.00

Source: Field data collected

Table 6.25 : Data relating to availability of infrastructure at various Educational Institutions						
Particulars	Daund Town			Daund Taluka excluding Daund Town		
	A Above 76%	B Between 60 to 75%	C Less than 59%	A Above 76%	B Between 60 to 75%	C Less than 59%
HIGH SCHOOL LEVEL	4	1	0	1	0	4
JR. COLLEGEL LEVEL	5	0	0	4	1	0
SR. COLLEGE LEVEL	4	1	0	3	2	0
Overall percentage of each rank	86.66	13.34	0	53.33	20.00	26.67

Source: Field data collected

Fig. 6.13 : Consolidated position of availability off the infrastructure the educational institutions (all levels) under study (on percentage basis)



The table No. 6.25 and the graph at fig. No. 6.13 shows the consolidated data relating to the availability of the infrastructural facilities at educational institutions under study. As has been already stated the data is classified in two categories based on population criteria. i.e. Daund Town is a semi-urban area while the rest of Daund Taluka is rural area. Availability of infrastructural facilities at Daund town level securing more than 76% score are at 86.66% while for the Daund Rural the score is 53.33%. Institutions falling under B category i.e. securing 60 to 75% score, the institutions at Daund town are 13.34% while in the Daund Rural it is 20%. Again at C category the Daund town shows 0% while Daund Rural shows 26.67%.

When there are less availability of the infrastructure and resources it has adverse effect on the efforts to be taken by the students for personality development. This is mainly because of the following:

1. The infrastructure makes possible undertaking the subject for e.g. the laboratory work exhibit proper knowledge of the subject.
2. The availability of play ground makes the students physically fit as they can make use of it and play various games.
3. Better availability of teaching / learning methods makes subject more understandable, such as Virtual Class Rooms, furniture, computer labs and such other facilities. Thus the non availability of such equipment adversely affect the efforts for developing the personality.

Comments

As far as category 2 i.e. data relating to availability of infrastructure at school level is concerned by and large same is the observation i.e. schools at Daund have answered 80% students in affirmative securing "A" category, 20% students securing "B" category.

So far as Jr. Colleges are concerned all the students have answered 100% questions in affirmative and have secured "A" category and for Sr. Colleges are concerned 80% questions secured "A" category and the rest 20% students secured "B" category.

So far as rest of the Daund Taluka is concerned only 20% students have answered the questions securing "B" category and rest 80% have secured "C" category.

In Jr. Colleges category is concerned 80% students have secured "A" category and rest 20% students have secured "B" category and none is in "C" category.

In Sr. Colleges category is concerned 60% have secured "A" category and 40% have secured "B" category.

Conclusion drawn

Here again there is similarity like the group 1. Educational institutions of all levels are showing excellent performance in ensuring availability of the requisite infrastructure conducive for the development of the personality of the students. In rest of Daund taluka there is ample scope for improving the situation. Particularly this is true in respect of the high schools category as 80% have secured category "C". Of course the educational institutions in the rural area have the main constraint for improvement in the infrastructure is the availability of the requisite funds. The State Govt. is currently not providing funds for infrastructural development even for all the aided schools for last couple of years and they have limitations for raising the donations from their location and hence this state of affair.

Table 6.26: Data relating to role of co-curricular activities and sports programs in mental and physical development at High school level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total number of students whom the questionnaire was administered (294)
I participate in debating competitions	197	67.00
I participate in games	210	84.33
I participate in special activities	212	85.14
I am willing to help patients	228	91.56
I take lead in organizing functions	229	91.96
I try to speak in English	236	94.77
I offer assistance in natural calamities	238	95.58

Source: Field data collected

Table 6.27 : Data relating to role of co-curricular activities and sports programs in mental and physical development at High School level DAUND RURAL		
Questions related to personality development (Availability of infrastructure)	Daund Rural Respondents saying Yes	% to the total respondents (1816)
I participate in debating competitions	900	49.55
I offer assistance in natural calamities	901	49.61
I participate in special activities	914	50.00
I am willing to help patients	918	50.55
I try to speak in English	1402	77.20
I take lead in organizing functions	1523	83.86
I participate in games	1764	97.13

Source: Field data collected

Table 6.28 : Data relating to role of co-curricular activities and sports programs in mental and physical development at Jr. College Level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total respondents (238)
I participate in debating competitions	176	82.77
I participate in special activities	203	85.29
I participate in games	207	86.97
I am willing to help patients	209	87.81
I offer assistance in natural calamities	213	89.49
I try to speak in English	223	93.69
I take lead in organizing functions	228	95.79

Source: Field data collected

Table 6.29 : Data relating to role of co-curricular activities and sports programs in mental and physical development at Jr. College Level DAUND RURAL		
Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1074)
I try to speak in English	715	66.57
I take lead in organizing functions	737	68.62
I offer assistance in natural calamities	769	71.60
I participate in special activities	799	74.39
I am willing to help patients	828	77.09
I participate in debating competitions	847	78.86
I participate in games	968	90.21

Source: Field data collected

Table 6.30 : Data relating to role of co-curricular activities and sports programs in mental and physical development at Sr. College Level DAUND TOWN		
Questions related to personality development (Availability of infrastructure)	Daund town Respondents saying Yes	% to the total respondents (594)
I participate in debating competitions	507	85.35
I participate in special activities	509	85.69
I participate in games	510	85.85
I try to speak in English	514	86.53
I am willing to help patients	541	91.07
I take lead in organizing functions	551	92.76
I offer assistance in natural calamities	565	95.11

Source: Field data collected

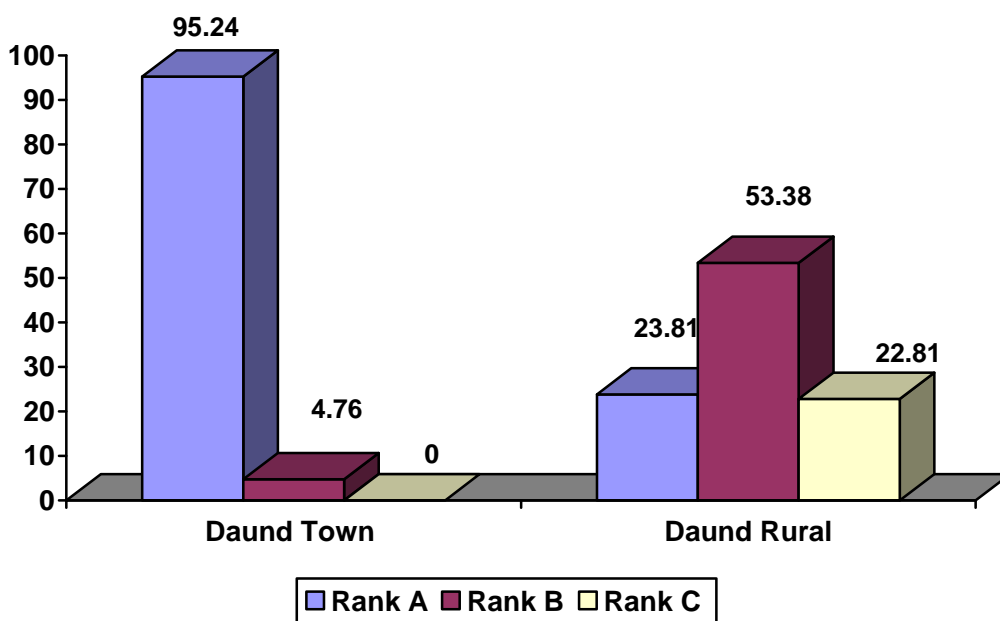
Table 6.31 : Data relating to role of co-curricular activities and sports programs in mental and physical development at Sr. College Level		
Questions related to personality development (Availability of infrastructure)	Respondents from Daund Rural	% to the total respondents (1301)
I take lead in organizing functions	768	59.00
I participate in games	842	64.71
I offer assistance in natural calamities	920	66.87
I am willing to help patients	944	72.63
I participate in special activities	946	72.71
I participate in debating competitions	1166	89.62
I try to speak in English	1233	94.77

Source: Field data collected

Table 6.32 : Data relating to role of co-curricular activities and sports programs in mental and physical development						
Particulars	Daund Town			Daund Taluka excluding Daund Town		
	A Above 76%	B Between 60 to 75%	C Less than 59%	A Above 76%	B Between 60 to 75%	C Less than 59%
SCHOOL LEVEL	6	1	0	0	3	4
JR. COLLEGE LEVEL	7	0	0	3	4	0
SR. COLLEGE LEVEL	7	0	0	2	4	1
Overall percentage of each rank	95.24	4.76	0	23.81	53.38	22.81

Source: Field data collected

Fig. 6.14 : Consolidated position of availability of the educational institutions (all levels) under study (on percentage basis)



Co-curricular activities or extension activities together with sports activities help to grow the personality development of the students. The overall growth of the students largely depends upon the extra work done by

the students relating to the curricular activities. Debating, acting, drama, elocution competitions, sports are the areas that develop thinking process. The thinking process has a larger impact on presentation of the students before others. The students participating in the competitions can read, write more as compared to others, naturally they are having advantage of the personality development. Sports activities also help in the physical development of the students which is also a part of personality development.

The interaction with the society is another criteria that helps in development of values and the strength to the social culture of the area. Accordingly the schools / colleges provide more co-curricular activities and the participation in such activities help better development of the students.

As compared to the rural students urban students get more exposure in relation to the co-curricular activities. The role played by schools and colleges in this area is hence more creditable and valuable.

Various functions organized by the schools and colleges help better development of the students and this makes possible better development of the personality.

Comments

So far as role of co-curricular activities and sports programs are concerned at Daund town 85.7% students have answered the questions

securing "A" Category and 14.3% students have secured "B" category there is no question in "C" category. In respect of the Daund taluka 42.5% students have secured "B" Category while 57.5% students have secured "C" category. There is no question in "A" Category.

At Jr. and Sr. Colleges level, at Daund 100% questions have been answered affirmative and secured "A" Category.

So far as rest of the Taluka Jr. Colleges 42.5% students secured "A" category, 57.5% students "B" category and Sr. Colleges are concerned 28.57% students have scored "A" category, 57.14% have scored "B" category 14.28% have secured "C" category.

Conclusion Drawn

Daund educational institutions have repeated their performance in securing "A" category, while in the rural area of Daund Taluka, there is need to step up the efforts in this regard.

Overall view

The researcher is of the view that the performance of the educational institutions in semi urban area are performing well as these are mainly privately owned institutions where the funds problems is not that severe compared to the educational institutions in the rural area of Daund taluka. The government should take a note of this situation and start funding the

rural educational institutions at least in phased manner so that these institutions will also fall in with their counterparts in Semi urban centres.

Table 6.33: Various programs related to Personality Development of Students conducted by the High schools in Daund Taluka during the study period 2003-04 to 2008-09

Sr. No.	Name of the programme	Financial Year ending 31 st March						
		2004	2005	2006	2007	2008	2009	2010
1	Reading	12	12	12	12	12	12	12
2	Writing	12	12	12	12	12	12	12
3	Conversation and group discussion	04	04	04	04	04	04	04
4	T. V. & Radio Programs	04	04	04	04	04	04	04
5	Presentation	04	04	04	04	04	04	04
6	News Item Notice Board	10	10	10	10	10	10	10
7	Display Board	10	10	10	10	10	10	10
8	Hand written Annual	12	12	12	12	12	12	12
9	Annual School Report	12	12	12	12	12	12	12
10	Birth day celebrations of great men	12	12	12	12	12	12	12
11	Important national festivals	12	12	12	12	12	12	12
12	Religious Festivals	12	12	12	12	12	12	12
13	Participation in programs organized by the Govt.	12	12	12	12	12	12	12
14	Annual Social Gathering / Ganesh Festivals etc.	12	12	12	12	12	12	12
15	Educational visits	12	12	12	12	12	12	12
16	Entertaining tours	02	02	02	02	02	02	02
17	Exhibitions	04	04	04	04	04	04	04
18	Camps	02	02	02	02	02	02	02
19	Sports Day	05	05	05	05	05	05	05
20	Students day	05	05	05	05	05	05	05
21	School & Interschool competitions	06	06	06	06	06	06	06
22	Participation in tournaments organized by the society	05	05	05	05	05	05	05
23	State & National level competition	05	05	05	05	05	05	05
24	Organization of Kul / Red/Blue houses etc.	0	0	0	0	0	0	0
25	Organization of Bachat Bank in the school	7	7	7	7	7	7	7

Source: Field data collected

Note: In Daund taluka there is only one Semi Urban Centre i.e. Daund and rest is a rural area. It has been observed that the high schools in Daund are on the forefront in holding the various programs for the personality development of the students.

If we analyze the trend displayed during the study period it can be seen that the trend is positive indicates that the high schools are actively participating in organizing the various programs for the personality development of the students.

Almost at all high schools annual sports competitions are held and lot of students participate in the individual and team events conducted. Schools which have strong contenders in various sport activities do depute/sponsor their students at Taluka level sports events. Almost all the schools are participating in either of the sports events.

All the high schools organize every year a study tour of the students regularly. Usually the participation is about 40% of the targeted students.

High Schools at Daund the only Semi urban location organize guest lectures, cultural programs, hosts for various taluka level events turn by turn.

One thing the researcher has observed conspicuously that in organizing these various programs / events those are being organized traditionally and there is no deliberate involvement of the students in the organizing these events in almost all the schools. At least after the introduction of the Personality Development subject for the std. IXth to Xth students, a well thought out plan of involving the students at various stages of the events should be attempted so that these students will be exposed to various facets

of management like, planning, budgeting, execution, organizing, delegation, human resources, reporting, reviewing etc. It is only after the involvement of the students at every stage it will provide them an opportunity to develop their hidden abilities.

The percentage appears to be satisfactory because all the schools are under statutory obligation to felicitate certain programs as per the education department's guidelines. But it is interesting to observe that there is not a single high school which has taken initiative on its own and has conducted any innovative programme for the personality development of the students. This is mainly because there is limited awareness about the personality development activity as such. There is an exception of one high school namely Seth Jyotiprasad Vidyalay, Daund which organizes every year one programme namely "Jagar" Vyakhanmala during Navaratri celebration in which eminent personalities from various disciplines like educational, social, industrial leaders etc. are invited for lectures which are very useful to the students and which can well be considered as a part of personality development activity by the high school. This programme is organized only after the school hours and the attendance of the students is compulsory. Apart from the students the programme is open for the interested parents. Even the local college students invariably attend this programme as the same is also considered to be useful for them. There is a very good appreciation of this programme by the society.

Similarly there are below detailed number of programs are conducted by various Jr. colleges/ Sr. Colleges/ Post Graduate Level Colleges for shaping the students' personality.

Table 6.34 : Programs relating to Personality Development of the Students conducted by various colleges in Daund Taluka during the period under study

Sr. No.	Name of the program	Financial Year ending 31 st March						
		2004	2005	2006	2007	2008	2009	2010
1	Debating & Elocution Competitions	05	06	06	06	06	06	06
2	Special programs for developing competitive skills	04	04	04	04	05	05	05
3	Essay, poetry reciting, hand writing competitions	05	05	05	06	06	06	06
4	Arranging guest lectures	04	04	04	04	05	05	05
5	Implementing Quality Improvement scheme of Uni.	06	06	06	06	06	06	06
6	Availing University's infrastructural development scheme	03	03	03	03	03	03	03
7	Holding Exhibitions	03	03	03	03	03	03	03
8	Participation in NCC/NSS	06	06	06	06	06	06	06
9	Availing UGC's support for personality development schemes	0	0	0	0	0	01	01
10	UGC's support for SC/ST & weaker sections	0	0	0	0	0	01	01
11	Availing UGC's grant for arranging programme for competitive examinations	0	0	0	0	0	01	01

Source: Field data collected

From the above data it has been observed that almost all the Sr. Colleges conduct every year debating competition, birth day celebrations of great personalities, celebration of national festivals takes place, holding hard writing competitions and hardly 50% colleges are arranging special exhibitions. . Normally these programs do not require any budget for these celebrations. All the colleges have NCC/NSS facility.

**Table 6.35: Data relating to Financial assistance received from
U.G.C. by the colleges in the identified area**

Sr. No.	Name of the program	Financial Year ending 31 st March						
		2004	2005	2006	2007	2008	2009	2010
1	Availing UGC's Grant for conducting Minor / Major research projects	0	0	0	0	01	01	01
2	Colleges implementing Vidyarthini Much Scheme	03	03	03	03	03	03	03

Source: Field study

Note: In Daund taluka there is only one Semi Urban Centre i.e. Daund and rest is a rural area. It has been observed that the Sr. Colleges and P. G. Colleges in Daund are on the forefront in holding the various programs for the personality development of the students.

It can be seen from the above table that out of 6 sr. colleges in Daund Taluka only one has obtained UGC 2(F) and 12(B) registration due to which their teaching staff gets financial assistance for conducting minor and major research projects which ultimately results in added knowledge and experience to the teaching staff. In turn the students also get the benefit of the additional knowledge and experience of the teaching staff. It is desirable that the other colleges which are currently not registered under the above provisions should follow it up with the UGC and get the registration to take the benefits in the interest of the teaching staff in general.

6.3 INTERPRETATION OF THE DATA COLLECTED FROM THE HEADS OF THE EDUCATIONAL INSTITUTIONS

The researcher has prepared a questionnaire as well as interviewed the heads of schools and colleges. This questionnaire has 15 questions on different aspects.

1. Aspect of personality development of students
2. Infrastructure of institutions.
3. Computer awareness
4. Sports activities
5. Role of teachers in the personality development of the students etc.

- 1) The feed back received reveals that the authorities of the concern educational institutions respond positively to develop their student's personality with the help of various programs and other co-curricular activities held in their respective high schools, Jr. & Sr. Colleges.
- 2) On the infrastructure availability it has been observed that the high schools and the Jr. and Sr. colleges do not have adequate infrastructure needed for the development of the personality of the students. The infrastructure includes building, laboratories, libraries, sports grounds, equipment in their institutions. The feed back also throws light on their efforts to develop these infrastructure facilities. However, at Daund Town the

educational institutions have positively responded that they have adequate infrastructural facilities. The heads of the educational institutions in the rural area has expressed their problem in developing the infrastructure is that of availability of funds and they have expressed their limitation to generate funds from their own locality. The need of the hour is that the UGC as well as the Central Govt. should come forward to strengthen the hands of the management of the rural educational institutions so that the student will stand to benefit so far as personality development is concerned.

- 3) All the educational institutions heads reported that they conduct every year sports event in their institutions. But it has been observed that the participation of the rural students in the sports events organized at Taluka / District / University level is poor. There is room for improvement in this regard. Here again the heads of educational institutions pointed out availability of funds for equipping their sports activities. At the educational institutions at Daund the situation is better and the participation of their students is satisfactory and they do have the availability of the sports equipment / material as well as the ground.
- 4) Regarding computer awareness amongst the teaching staff in the various educational institutions in Daund taluka it was observed that very few institutions have well equipped computer laboratories in their institutions. (Only five institutions have

these laboratories). It has also been revealed that there is no encouraging response from the staff to attain computer literacy. Only 10% staff has reported that they have successfully completed the MSCIT course. In fact there is a need on the part of the management of these institutions to motivate their staff to attain computer awareness amongst them and for which they should provide atmosphere conducive for this purpose. Even some incentive may also be considered because ultimately the computer awareness amongst the staff will lead to increase in their efficiency.

- 5) There is no need highlight the importance of reference libraries at the educational institutions. In the absence of the library grants at the High Schools the library facility for the students is absent. Same is the state of affair about the laboratories. In fact the government should take this seriously and provide at least minimum grant to the schools particularly for the educational institutions in the rural area. Because at the urban and metropolitan the educational institutions can raise funds with various means to provide this facility.
- 6) The programs like spoken English or soft skills development are arranged only in Sr. colleges, but it is also necessary to conduct such programs in schools. There should be serious efforts to cover maximum number of students for such programs. In fact there is need to create awareness amongst the staff as well as

the students to have command over English (both speaking and writing) to face the severe competition that they will be facing in the real life situation.

- 7) The teaching staff at the high schools / Jr. & Sr. Colleges do impart excellent teaching. However, it has been revealed that only a handful of the teachers resort to use the modern equipment/technique in their teaching. This again has relation to the availability of the modern teaching aids. But, unfortunate part is that even where these aids are available in such schools/Jr./Sr. Colleges also the use of modern technical equipment is rarely used. In fact the school authorities should motivate their staff for its use and to make their teaching more effective and understandable.
- 8) National festivals like Independence Day and Republic day are celebrated in high schools and colleges but students are unwilling to present such programs. So it is found that their presenty to these programs is very few.

Table 6.36 : Performance of Educational Institutions in Daund Taluka on infrastructural front as on 2009-10

Sr. No.	Parameter	Good Less than 50%	Better (50 to 75%)	Best (100%)	Total
		No. of institutions	No. of Institutions	No. of Institutions	
1	Availability of play ground	10	3	2	15
2	Availability of sports material/equipment	8	5	2	15
3	Availability of library	10	4	1	15
4	Availability of laboratory	8	4	3	15

1. From the above table it can be seen that the infrastructure is available at all the institutions in Daund Taluka. It has already been explained that the reason for low infrastructure lies in availability of funds. Being rural area institutions they have limitations in raising the funds and its improvement is dependent on the Govt. Grants. The Government of Maharashtra has announced its Sports Policy which provides grants for development of grounds, as well as sports material, equipment, compound wall etc. The educational institutions should study this Sports Policy and try to make use of the same to raise funds for providing infrastructure like sports ground, equipment, materials etc.
2. As far as infrastructure relating to computer education is concerned it has been observed by the researcher that the Govt. of Maharashtra has already provided computer support to the schools and there is need that the educational institutions should ensure that the same are utilized for increasing computer literacy.

6.4 STATISTICAL ANALYSIS OF DATA

The researcher has used the standardized test namely "Vyaktitva Shodhika" developed by Gyan Prabodhini, Pune for the students in Daund Taluka. There are 68 objective types of questions in the said questionnaire. Totally a sample size of 4191 students was selected. The sample was quite representative. The researcher has presented a detail account of the results obtained in the research, along with the employed data analysis techniques. The primary goal of data analysis is to determine whether our observations support a claim about behaviour (Abelson, 1995).

According to Shaughnessy, 2005, there are three distinct, but related stages of data analysis. In this chapter researcher used the three stage approach to data analysis.

- 1) An exploratory (investigative) stage-** In this stage, researcher try to get to know the data, inspect the data carefully, get a feel for it, checked and remove errors and have assured that the data makes sense.
- 2) A summary stage-** In this stage researcher has summarizing the data in a meaningful way.
- 3) Confirmation stage-** In this stage, researcher has confirming what the data tells us. Does the data confirm our tentative claim or hypothesis? And try to learn more about trends and patterns among the observations.
- 4) Data screening and assessing normality and linearity -**
Researcher has prepared a computer data file from the master chart, for this process extreme care was taken with respect to accuracy of the input of data. In the screening process there were not found any outlier. The data file was completely checked three times till the errorless trials. Thus, the data in each group and variable were carefully scrutinized by employing normality tests. The sample available for the present analysis consisted of 4191 subjects with three categorical variables like: -

1- Type of school–

- A: High School.
- B: Junior College.
- C: Senior College

2- Gender –

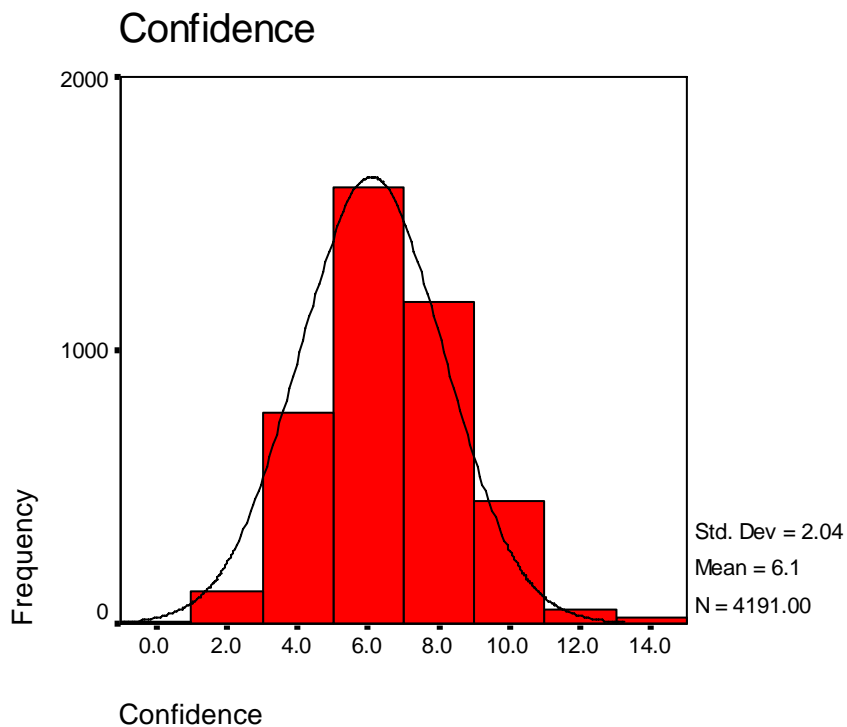
- A: Male
- B: Female

3 – Area (Region)

- A: Daund
- B: Other than Daund

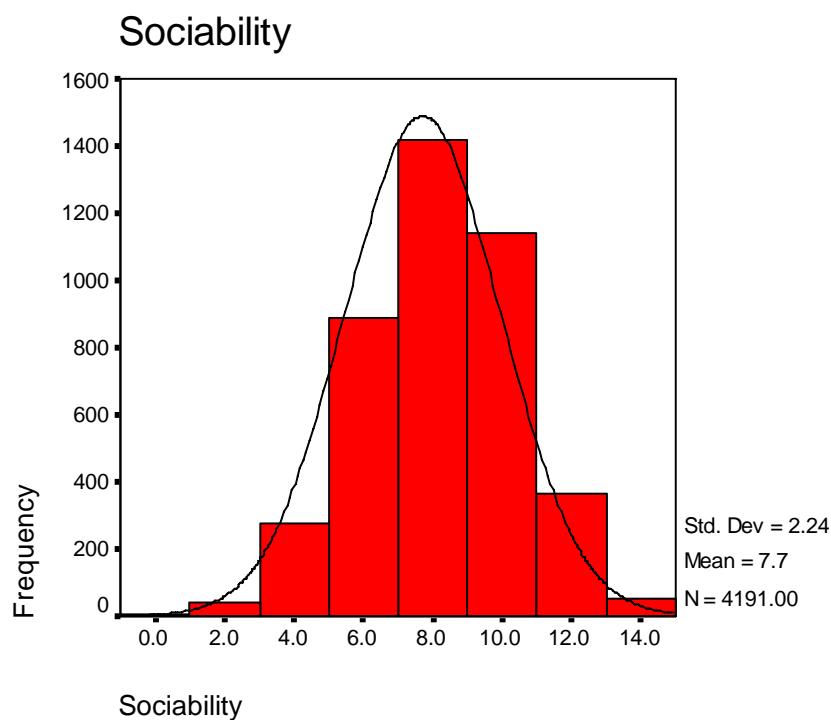
For the data analysis, following pattern is used. The procedure is demonstrated in following table.

Fig. 6.15 : Histogram about normality of the variable confidence



Above is a histogram of variable confidence. Total sample is (N=4191). Mean value is 6.1 and standard deviation value is 2.04. The values on the vertical axis indicate the frequency of cases. The values on the horizontal axis are midpoints of value ranges. The shape of the distribution is considered normal. Hence, this data is appropriate for the calculation of inferential statistics (Julie Pallant, 2001). Like analysis of variance and Student's 't' analysis.

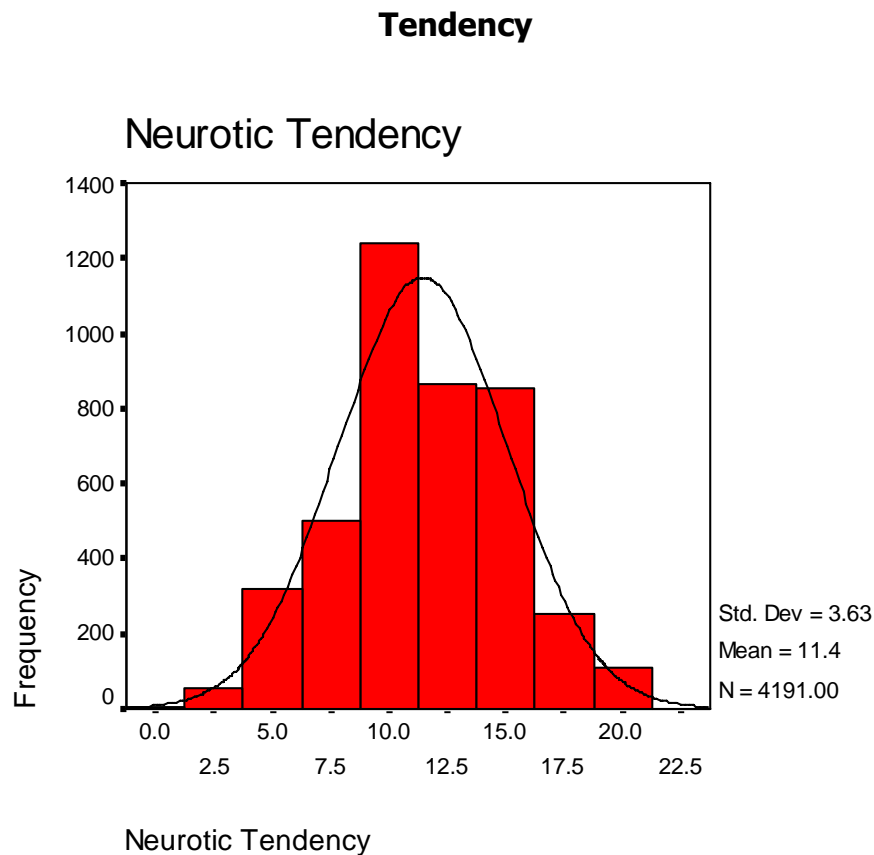
Fig. 6.16 : Histogram about normality of the variable Sociability



Above graph is a histogram of a variable sociability. Total sample is N 4191. Mean value is 7.7 and standard deviation value is 2.24. The value on the vertical axis indicates the frequency of cases. The value on the horizontal axis is midpoint of value ranges. The shape of the distribution is considered normal. Hence this data is appropriate for the calculation of inferential of

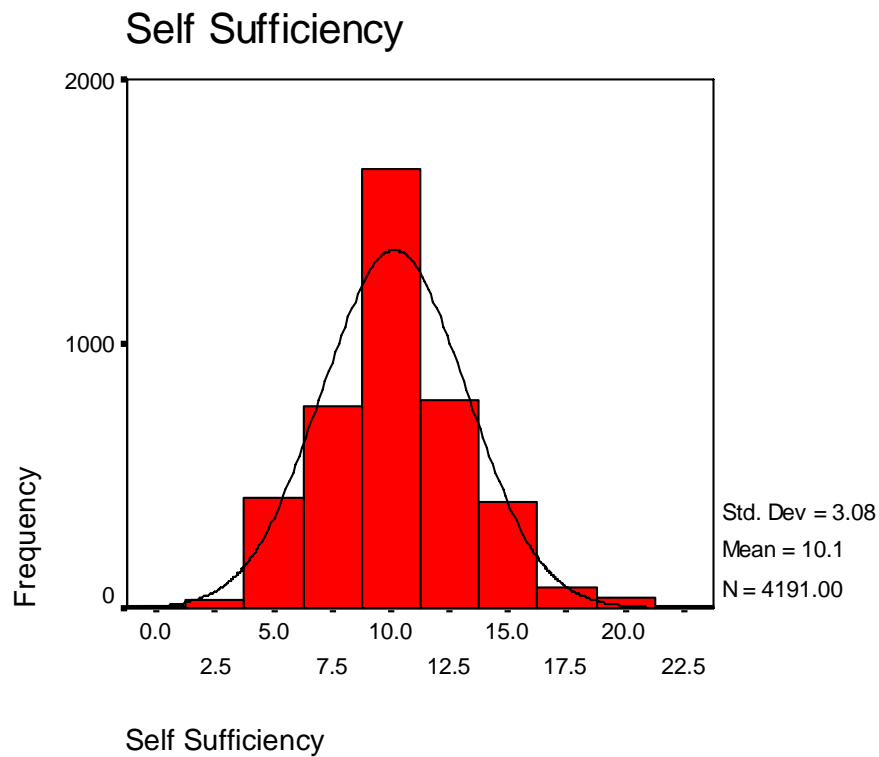
statistics (Julie Pallant 2001) like analysis of variance and students^t value analysis.

Fig. 6.17 Histogram about normality of the variable Neurotic



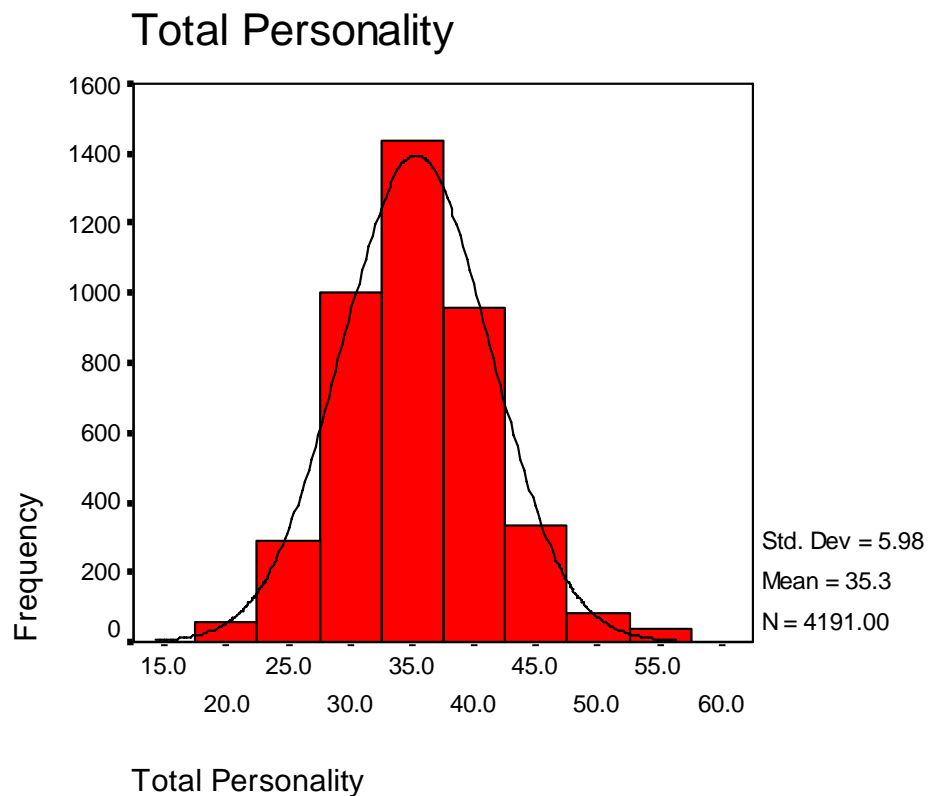
Above graph is a histogram of variable Neurotic Tendency. Total sample is N 4191. Mean value of Neurotic Tendency is 11.4 and standard deviation value is 3.63. The value of the vertical axis indicates the frequency of cases. The shape of the graph considered normal. Hence this data is appropriate for the calculation of inferential of statistics (Julie Pallant, 2001) like analysis of variance and students ^t value analysis.

Fig. 6.18 Histogram about normality of the variable Self Sufficiency



Above graph is a histogram of variable self sufficiency. Total sample is N 4191. Mean value is 10.1 and standard deviation value is 3.08. The value on the vertical axis indicates the frequency of cases. The shape of the distribution is considered normal. Hence this data is appropriate for the calculation of inferential statistics (Julie Pallant, 2001) like analysis of variance and students^t' value analysis.

Fig. 6.19 Histogram about normality of the variable Total Personality



The above graph is a histogram of variable Total Personality. Total sample is selected for the study is 4191. Mean value is 35.3 and standard deviation is 5.98. The value on the vertical axis indicates the frequency of cases. The value on the horizontal axis is midpoint of value ranges. The shape of the distribution is considered normal. Hence this data is appropriate for the calculation of inferential statistics (Julie Pallant 2011) like analysis of variance and students' 't' value analysis.

Table 6.37 : Sample Institution wise Description of data on various Personality Dimensions.

		N	Mean	Std. Deviation	Minimum	Maximum
Confidence	School	1816	5.82	1.838	1	11
	Jr College	1074	5.86	1.909	0	13
	Sr College	1301	6.69	2.287	0	13
	Total	4191	6.10	2.044	0	13
Sociability	School	1816	7.45	2.182	1	14
	Jr College	1074	8.01	2.185	0	14
	Sr College	1301	7.82	2.335	0	14
	Total	4191	7.71	2.244	0	14
Neurotic Tendency	School	1816	11.06	3.445	1	21
	Jr College	1074	11.73	3.879	1	23
	Sr College	1301	11.74	3.633	0	23
	Total	4191	11.44	3.633	0	23
Self Sufficiency	School	1816	10.08	2.939	0	23
	Jr College	1074	9.58	2.818	0	19
	Sr College	1301	10.70	3.373	0	23
	Total	4191	10.14	3.079	0	23
Total Personality	School	1816	34.3067	5.27054	20.00	57.00
	Jr College	1074	35.0847	5.52966	19.00	51.00
	Sr College	1301	36.8616	6.89186	14.00	61.00
	Total	4191	35.2992	5.98305	14.00	61.00
	Jr College	1056	25.1278	4.71015	11.00	39.00
	Sr College	1280	25.7813	4.47674	7.00	39.00
	Total	4122	25.3709	4.49146	7.00	42.00

Explanation

- a. Level of confidence of Sr. College students as compared to Jr. Colleges and High Schools is high i.e. 6.69. This is because of age factor, exposure and participation in various sports and co-curricular activities.
- b. In social aspects and Neurotic tendency it seems to be the uniform tendency, no much variation, because all these students belong to same society and college environment.

- c. Self sufficiency does not show more variation because of the fact that the students are becoming self sufficient on the ground of the working and environmental factor.
- d. Total personality of Sr. college students is more effective as compared to Jr. and High Schools students.

Table 6.38 : Analysis of Variance (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
Confidence	Between Groups	656.93	2	328.467	81.681	0.01
	Within Groups	16841.36	4188	4.021		
	Total	17498.29	4190			
Sociability	Between Groups	237.854	2	118.927	23.886	0.01
	Within Groups	20852.168	4188	4.979		
	Total	21090.021	4190			
Neurotic Tendency	Between Groups	477.133	2	238.567	18.219	0.01
	Within Groups	54839.044	4188	13.094		
	Total	55316.178	4190			
Self Sufficiency	Between Groups	743.726	2	371.863	39.945	0.01
	Within Groups	38987.227	4188	9.309		
	Total	39730.953	4190			
Total Personality	Between Groups	5014.244	2	2507.122	72.425	0.01
	Within Groups	144974.54	4188	34.617		
	Total	149988.79	4190			
Mental Health	Between Groups	318.265	2	159.132	7.915	0.01
	Within Groups	82815.573	4119	20.106		
	Total	83133.838	4121			

The above table shows the difference among the groups of school and college going students in terms of all personality factors and total personality variable.

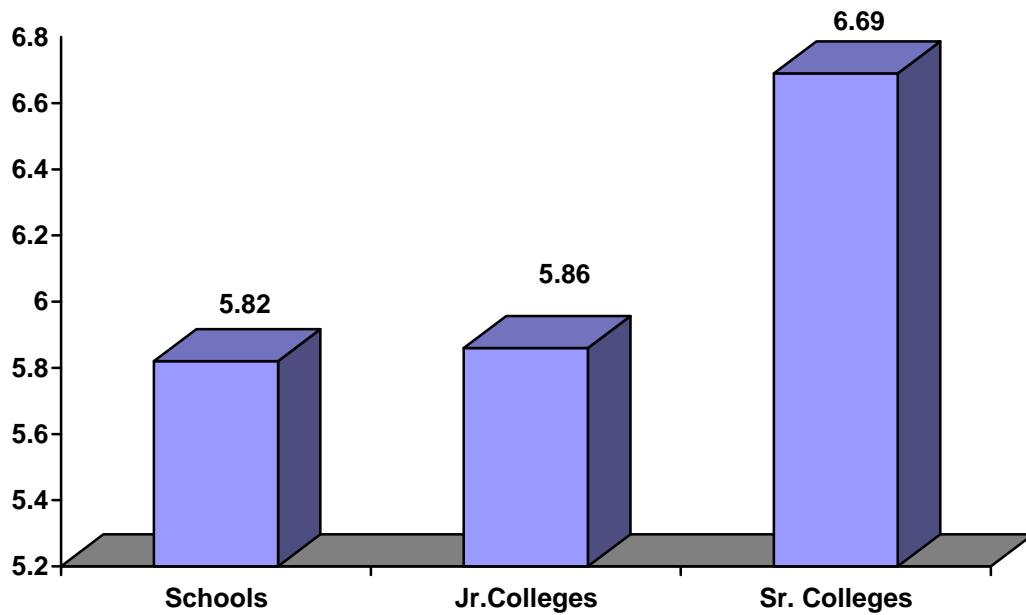
According to following analysis (Duncan's t test) it is revealed that

Significance Difference of Confidence

Table 6.39: Analysis of data as per Duncan Test

School or College	N	Subset for alpha = .05	
		1	2
School	1816	5.82	
Jr College	1074	5.86	
Sr College	1301		6.69
Sig.		.628	1.000

Fig. 6.20 : Significance Difference of Confidence



Confidence is high in Sr. College going students than school and Jr. College students.

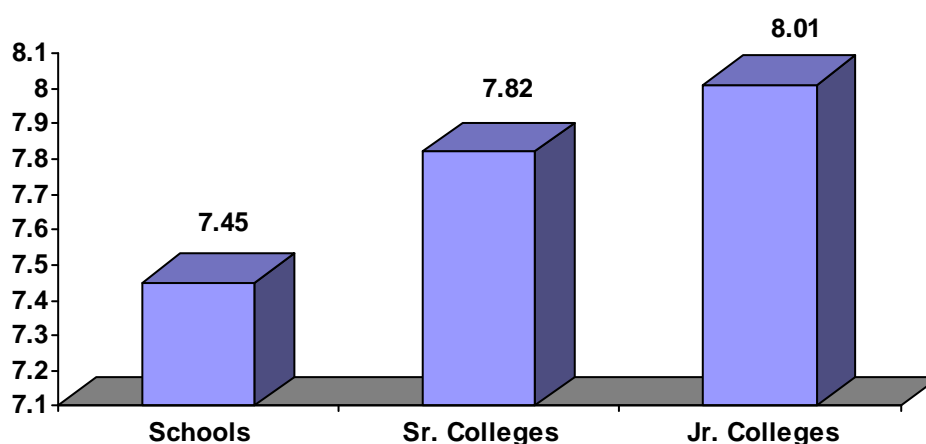
School and Jr. College students group is identical but the Sr. college group is different.

Significance Difference of Sociability

Table 6.40: Analysis of data as per Duncan Test

School or College	N	Subset for alpha = .05		
		1	2	3
School	1816	7.45		
Sr College	1301		7.82	
Jr College	1074			8.01
Sig.		1.000	1.000	1.000

Fig. 6.21: Significance Difference of Sociability



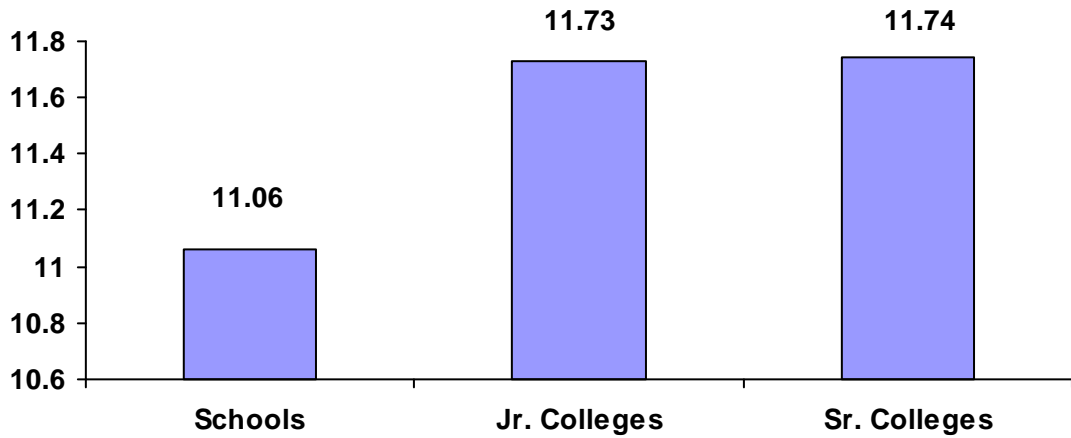
Sociability is high in Jr. and Sr. College going students than school students i.e. 8.01 of Jr. College and 7.82 of Sr. College students as against 7.45 of high schools students.

Significance Difference of Neurotic Tendency

Table 6.41: Analysis of data as per Duncan Test

School or College	N	Subset for alpha = .05	
		1	2
School	1816	11.06	
Jr College	1074		11.73
Sr College	1301		11.74
Sig.		1.000	.925

Fig. 6.22 : Significance Difference of Neurotic Tendency



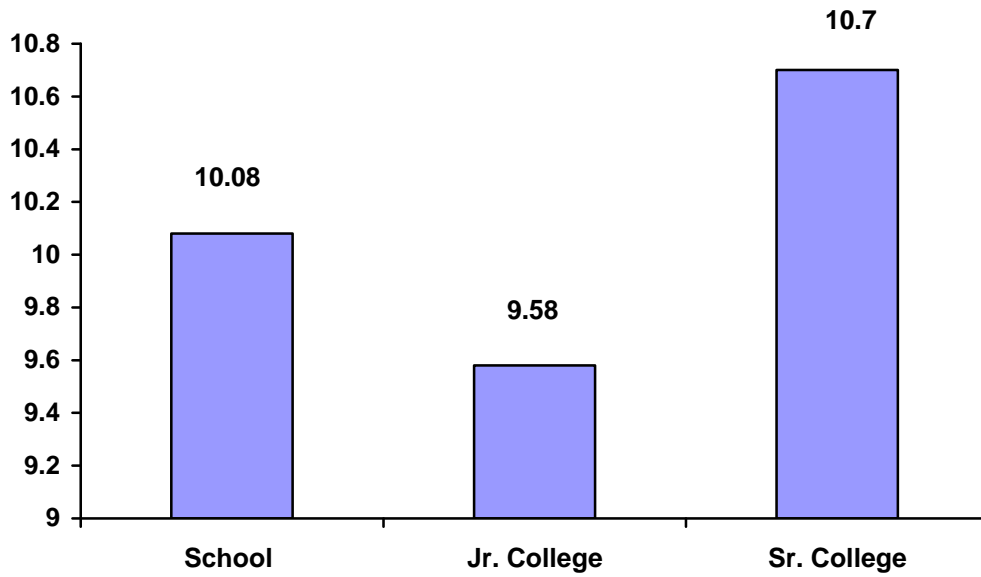
Jr. and Sr. college student's group is identical and school students are different. Senior and Junior college students are more neurotic tendency than school students. School students are different from Sr. & Jr. College students.

Significance Difference of Self Sufficiency

Table 6.42: Analysis of data as per Duncan Test

School or College	N	Subset for alpha = .05		
		1	2	3
Jr College	1074	9.58		
School	1816		10.08	
Sr College	1301			10.70
Sig.		1.000	1.000	1.000

Fig. 6.23: Significance Difference of Self Sufficiency



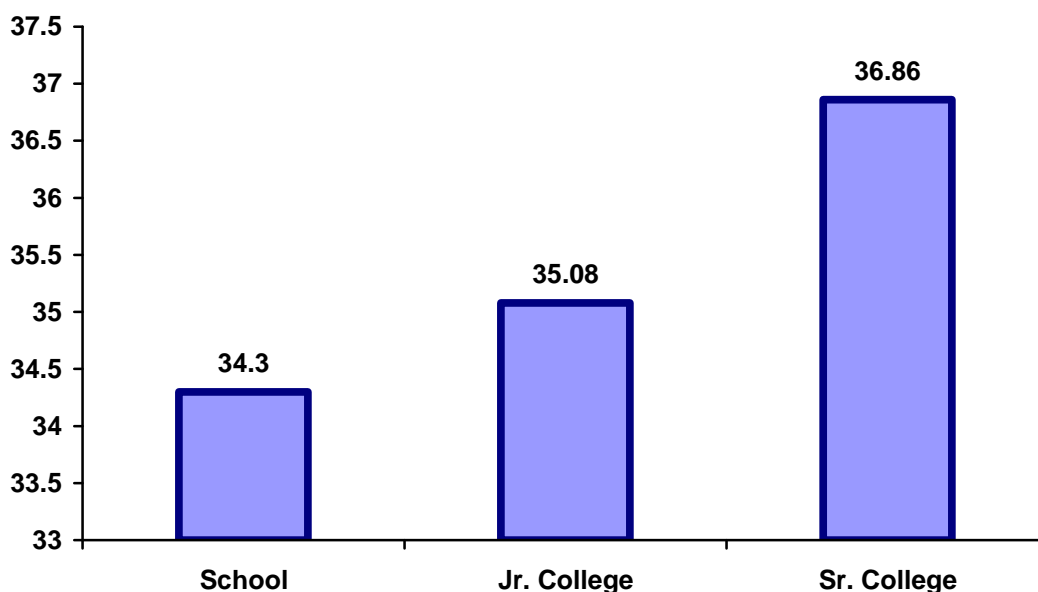
Self sufficiency is high in Sr. College going students than school & Jr. College students.

Significance Difference of Total Personality

Table6.43: Analysis of data as per Duncan Test

School or College	N	Subset for alpha = .05		
		1	2	3
School	1816	34.3067		
Jr College	1074		35.0847	
Sr College	1301			36.8616
Sig.		1.000	1.000	1.000

Fig. 6.24 : Total Personality of the students in sample selected



Personality is high in Sr. College going students than school and Jr. College students

Table 6.44: Student's independent t analysis of the group gender

	Gender	N	Mean	Std. Deviation	t	Sig.
Confidence	Boys	2035	6.22	1.939	3.68	0.01
	Girls	2156	5.99	2.132		
Sociability	Boys	2035	7.75	2.255	1.12	NS
	Girls	2156	7.67	2.232		
Neurotic Tendency	Boys	2035	10.86	3.666	10.29	0.01
	Girls	2156	12.00	3.514		
Self Sufficiency	Boys	2035	10.24	2.969	1.92	NS
	Girls	2156	10.06	3.178		
Total Personality	Boys	2035	34.9572	6.07691	3.60	0.01
	Girls	2156	35.6220	5.87625		
	Girls	2121	24.6841	4.42955		

The personality traits such as confidence, neurotic tendency are significant except sociability and self sufficiency.

According to gender it is found that confidence high among boys than girls but the group of girls' shows that they are more neurotic tendency than boys. But overall personality is good among girls than boys.

Table 6.45: Mean, Standard Deviation, and 't' value of Personality Dimension of Sample Area selected. Group Statistics

	Daund or Other than Daund	N	Mean	Std. Deviation	t	Sig.
Confidence	Daund	1081	6.70	2.123	11.28	0.01
	Other than Daund	3110	5.90	1.974		
Sociability	Daund	1081	7.62	2.291	1.54	NS
	Other than Daund	3110	7.74	2.226		
Neurotic Tendency	Daund	1081	11.69	3.495	2.60	0.01
	Other than Daund	3110	11.36	3.677		
Self Sufficiency	Daund	1081	11.53	2.904	17.78	0.01
	Other than Daund	3110	9.66	2.992		
Total Personality	Daund	1081	37.4265	6.70395	13.87	0.01
	Other than Daund	3110	34.5598	5.52367		
	Other than Daund	3058	25.2786	4.55004		

The personality traits such as confidence, neurotic tendency, self-sufficiency and overall personality are significant except sociability in Daund and other than Daund students.

According to region (area) it is found that confidence, neurotic tendency, self-sufficiency and total personality is high among Daund area students and sociability trait doesn't show significant difference.

CHAPTER – VII

OBSERVATIONS AND SUGGESTIONS

7.1 INTRODUCTION

In the process of carrying out this research the researcher had an opportunity to meet number of schools for administering the questionnaire or for having a meaningful interaction with the school authorities. The researcher himself being from the educational field he had the adequate background and knowledge of the practices being followed generally by the various schools, junior colleges and the senior colleges. It was really a rich experience for the researcher to study the various activities and the programs of these educational institutions to shape / develop the personality of their students.

In this chapter the researcher has brought his observations about the research subject and findings of his study relating to the contribution of the High Schools, Junior Colleges and the Senior Colleges which are operating in the Daund Taluka of Pune District.

7.2 OBSERVATIONS

Academic Aspects

- a) The overall growth of the students in Daund Taluka during the study period matches the growth in population and the children of school going age.

- b) It has also been observed that due to the establishment of new Jr. Colleges in rural area, the strength of the girls' students has increased sizably. This is mainly because the Jr. College education has become within a reach. The general tendency observed in the rural areas is that they are not willing to depute their girls' students for college purpose at a distant place. As these colleges are nearby naturally it provided opportunity to the girls' students to continue their education beyond 10th standard.
- c) In regard to the contribution of the educational institutions under study area the researcher has observed that by and large their contribution in the personality development of the students is fair. It has also been observed that compared to the semi urban centre i.e. educational institutions at Daund in rest of the Daund Taluka the contribution of the educational institutions is marginally less. This can be well attributed to the lack of funds available with the institutions.
- d) All the primary schools are receiving salary grants but grants for maintenance and non-salary grants are not being released by the State Govt. for last couple of years which puts constraints on the high schools.

- e) So far as high schools which are run by the private educational societies but which are grantable in their case also same is the situation that the high schools are receiving only salary grants but other non salary grants i.e. maintenance grants, library and laboratory grants are also not released by the State Government for couple of years. The State Govt. has also not released the rent grant for the private society. This naturally puts strain on the financial position of the High schools and ultimately results in curtailment of expenditure on some of the programs which are conducive for the personality development.

- f) The Sr. Colleges are performing very well on the conduct of personality development programs for the students.

- g) It has by far, observed that irrespective of the level of education (whether High School, Jr. College or Sr. College) the programs that are being taken are taken in a routine manner. E.g. Celebration of Independence Day, Republic Day, Gandhi Jayanti, etc. As a result the interest of the students is not being sustained.

- h) There is no whole hearted participation of the students. The students attend these programs but mostly out of compulsion. What is needed on this score is to give a special thought as to

how their whole hearted participation can be achieved. Some new techniques, approaches should be found out.

- i) There are some programs which are compulsory for each of the educational institution like the one which are mentioned above. The staff and the students do attend.
- j) There are some programs / activities, which are left to the discretion of the school authorities. Holding sports meet, elocution competition, essay competition etc. In this regard the schools find it difficult to conduct all those activities for want of adequate funds. This is because for organizing such programs / activities there is no special grant.
- k) Only in respect of Sr. Colleges for organizing several activities either the University, University Grants Commission, provide some grants as a result most of the colleges are organizing various events which have direct bearing on the development of the personality of the students. E.g. Organization of various Sports events, Guest lectures, Special programs for communication / soft skill development etc.
- l) Irrespective of the fact that the educational institutions under study are mostly from the rural area barring only one centre

that is Daund which is a Semi Urban centre, the performance of the students in various fields like sports, elocution competition, essay competitions is fairly good. They do compete well with the students from the urban and metropolitan area (Pune). Some of the students from the area under study are representing their school/college at District and State level.

- m) It has also been observed by the researcher that in the rural area for developing personality in the student phase, the infrastructure poses great problem. There are no private special classes for improving language skills, writing skills, audio- visual equipment for displaying the outstanding personalities and how those were developed etc. which are otherwise available at the urban / metropolitan centre like Pune.

- n) It has been observed by this researcher that with the advent of spread of education in the rural area the outlook of the rural families is also undergoing a positive change and there are some instances where the rural families are sending their students for attending special classes as stated earlier at the District places. This has been possible because of the development of communication infrastructure and the change in the mindset that is taking place in the rural students.

- o) Even the school authorities may explore the possibility of bringing out a souvenir every year before the end of the academic year and that it will not be a self financing project but may yield some surplus which will be useful for the schools. Collecting advertisements from the suppliers, and from the nearby villages, district head quarters etc. will be possible.
- p) The government is currently trying its best to provide computer labs to potential rural centres.
- q) Some times it is not possible for the high schools or Jr. Colleges and Sr. Colleges to conduct special Personality Development Programs in their institution.
- r) Usually there is inordinate delay in receipt of the SC/ST and other backward class scholarship. Such a state of affairs unnecessarily creates displeasure among the students about the colleges for no fault of them. The government should revamp their machinery concerned and ensure that the scholarships are released well in time and the displeasure of the students is avoided.

Infrastructure Aspects

- a. It has been observed by the researcher that compared to the semi-urban area the infrastructure available to the schools in rural area is poor. Particularly in regard to the availability of pure drinking water, hygienic toilets, separate toilet blocks for girls, common room for the girls etc. These are the basic necessities and the govt. should provide it.

- b. It has been observed that there is absence of health check up of the students' community annually. There is no distinction between rural or semi urban centre on this count. Such a medical check up at the initial stage at periodical interval at least annually is considered to be essential as if any deficiency is detected at the earlier stage it may be rectified before it takes a serious stage.

- c. In majority of the high schools there were no reference libraries.

- d. Even in the Jr. and Sr. Colleges efforts should be made to keep the library updated and the authorities should view the funds used for the library as an investment.

- e. It has been observed that because of the power shortage all the educational institutions are facing difficulty in efficiently conducting their laboratory work. Even at the annual examination power failure poses great problem to complete the examination assignment. As a result of non availability of continuous power even the other than laboratory work like use of LCD player, Over head projector, Common Address System etc. also hampers.
- f. Number of schools, Jr. Colleges and Sr. Colleges celebrate special functions like Sharadotsav, Ganeshotsav, Raksha Bandhan, Annual Social gathering.
- g. The government should try to ensure that the computer labs are started in all the high schools so that it will help to improve upon the computer literacy even at the grass root level.
- h. The schools and Jr. and Sr. Colleges may institute 'Best Student of the Year" Award and frame the criterion on which the performance will be judged. These parameters may be made known to the students so that their will be a competitive spirit to grab the award. In the process

unknowingly the personality will be developed. It will also improve the discipline at the institutional level.

- i. All the levels and types of educational institutions should focus the attention of the students to the protection and preservation of the environment in their area. For this purpose use of NCC/NSS camps may be used as a tool.
- j. The educational institutions at all levels should explore possibility of involving the parents in the various college programs. This rapport will also have a positive impact on the overall college discipline and prosperity.

Co-curricular Activities Aspect

- a. It has been observed that by and large the educational institutions are taking lead in organizing sports events, and appropriate study tour of their students. But there are very few schools and colleges which are taking initiative other competitions like elocution competition, drawing competitions, science exhibitions etc.
- b. In order to inculcate the having of savings amongst the students the schools and Jr. Colleges and the Sr. Colleges be encouraged to start their Students Bank in their

institution. It is worth while to note in one school such a bank has been established and it entered into a commercial activity of providing stationery required by the students and earned fabulous profit and has declared a dividend. Such illustrations may be copied.

- c. Every high school, Jr. College and Sr. College should bring out College Annual in which all the activities, achievements of the students may be brought in. Preferably this should be a handwritten exercise. It may also cover skillfully taken out photographs.

General Observations

The following observations are based on the interaction the researcher had with the heads of the identified institutions which are also supported by the statistical analysis of the data collected.

- a) Level of confidence level of sociability and level of self sufficiency is higher in Sr. College students than Jr. Colleges & High Schools students.
- b) Junior and Senior college students are more neurotic tendency than high school students.

- c) Personality development of Sr. College students found better than Jr. & High School students.
- d) In case of overall personality of the girls was found to be better than the boys.
- e) It has been observed that the students at Daund Town, of at all levels of education found to be having good development of their personality as compared to the students in Daund Rural area. This can be well attributed to the availability of various instruments / tools available to the students at Daund Town, which are lacking in the Daund Rural Area.
- f) Due to non release of non-salary grants by the State Govt., the educational institutions are facing difficulties in improving their quality and contents of the personality development activities.
- g) It was also observed that the teaching learning process hampers as the teachers are engaged in various other govt. activities rather than academic work. The government should seriously think about it and give some relief to the teachers in the ultimate interest of the future generation.

- h) It has been observed that the educational institutions receiving grants are superior in administrative, academic work and physical infrastructure as compared to non-grantable or permanently non grantable educational institutions.

7.3 SUGGESTIONS

Academic Aspects

- a) The state government education department should make some financial provision, especially for the schools in rural area as they have very limited scope for raising funds from the general public. The Government should make available the funds for the development of language laboratory. E.g. English, Hindi and Marathi. This will help the rural students to improve their pronunciations, communicating style, grammar etc. This will help them to improve their personality.

- b) With little more involvement and applying innovative ideas the schools even in the rural areas can ensure that these programs are executed in such a manner which will interest the students. Here it would be worthwhile to mention that through Sunday Loksatta edition for couple weeks they are publishing novel ideas implemented by various schools. The teachers may look into it and may adopt these ideas in the same way or with little modification depending on the situational requirements.

- c) To tide over the current financial restraints the rural schools in vicinity should come together and form a consortium so that human resources as well as financial resources can be pulled together and on sharing basis the cost would come less. Each school may conduct one activity (say for instance: Elocution competitions, exhibition etc.) and wherein the students from the consortium schools may participate.

- d) The educational institutions should make use of the various functions that are being celebrated at the institutions to inculcate leadership qualities amongst the students by involving them right from the planning process, till the final review of the programs. This sort of involvement will enable the students to the various facets of management of the functions and they will feel that "they can do it".

- e) Schools, Jr. Colleges and Sr. Colleges should as far as possible may make arrangements to show to their students of appropriate class the Radio, Television programs for their students. This will create interest in the minds of the students.

- f) The government should establish a scheme to train the potential trainers and give them professional training for personality development of the students. Three or four such professional

teachers/professors may cover Jr. and Sr. Colleges in their district and hold training camps for the students. Even if required a nominal fee may be collected from the students just to cover the out of pocket expenses for such a program.

- g) The University should provide special grant for conducting Personality Development Programs for the college students.

Infrastructure Aspect

- a. It is suggested that the state government should earmark some funds to ensure that the basic infrastructure at the schools in rural area is provided on priority basis. In this regard it is suggested that these schools be provided with pure and clean drinking water, hygienic toilet blocks, separate toilet block for girls' and a common room for them and the lady teachers at the school.
- b. The researcher is also of the view that the local school administration should take initiative to approach any Non Governmental Organizations like Rotary Club, Lions Club etc. in the nearby town and persuade them help the school for building the basic infrastructure needed.

- c. The school authorities may develop good rapport with the parents of the students and the residents and also the elected representatives like Member of the Legislative Assembly and persuade them to ear mark certain amount from out of their area development fund so that this deficiency observed will be removed. What is required is a good leadership at the school level to tap these various resources.

- d. These schools may also approach the past students of the school (for which purpose they should develop basic information about them and their present business / professional activity) for their funds requirements.

- e. So far as periodical medical check up of the students is considered it is suggested that the State Government should take some effective steps for making such a provision through its Rural Health Centers. If considered appropriate, the government should provide an additional staff separate doctor, a nurse etc. at each Rural Health Centre who will be responsible to carry out medical check up of all the students in the Taluka.

- f. The school authorities should provide a First Aid Box in each school building and it should be ensured that the same is in usable condition at all times.
- g. At every school level there should be a reference library appropriate to the level of the institutions and the educational institutions should put in efforts to inculcate the reading habit amongst the students.
- h) In every Jr. and Sr. College special efforts should be made to update the library and that the college authorities should take extra efforts to ensure that the students make use of the library.
- i) The Jr. and Sr. Colleges may be given grant for purchase of power generator of adequate capacity so that their laboratory work and other allied work which is dependent on power is not hampered.
- j) At Jr. and Sr. Colleges canteen facility with hygienic preparation of food items may be provided. As far as possible junk food be avoided.

- k) The educational institution's authorities may maintain full transparency and take the parents into confidence and for providing any additional facility / input which will ultimately be of immense utility for the student, then fee structure be suitably revised. It has been observed that to days guardians of the students are well matured to take a positive view on such occasions but they should be convinced that they are not being exploited.

Co-curricular Activities Aspect

- a. The educational institutions at all levels should also explore the possibilities of organizing various new types of competitions for the students depending on their suitability. This will be helpful in shaping the personality of the students.
- b. The government of Maharashtra has been implementing its unique Sports Policy since 1996. However, for various reasons including the inadequate budgetary allocation the policy has more or less remained on paper. The government of Maharashtra should seriously take a view and ensure that adequate funds are earmarked for implementation of the said policy. Apart from physical fitness of the students it will also enrich their personality.

7.4 VALIDATION OF THE HYPOTHESES

1. On going through the observations listed herein above it is evident that the educational institutions i.e. high schools, Jr. and Sr. Colleges are taking all the possible efforts to develop the personality of the student at the appropriate level. The efforts are strengthened at the Sr. Colleges level. While stepping in the Sr. College the level of confidence of the students is increased. It is observed that the confidence level also differ according to the gender. It has been observed that girls' confidence level is marginally higher. The sociability of the girl students also showed reasonable increase. The urban students' in respect of the rural students stand to benefit in number of ways that is their family background, financial soundness, awareness about the need to shape the personality, and the initiative generated. Thus the hypothesis No.1 i.e. the secondary schools and colleges give scope for overall personality development of the students stands validated. College students as compared to secondary schools are having more input for personality development is amply proved.
2. The researcher has also observed that all the educational institutions in Daund Taluka are conducting co-curricular activities in a fair manner. Naturally organizing various programs under this category involves financial outlay for which there are relatively more constraints in rural areas. But if the government and the

society back up these institutions financially these institutions will also step their efforts in the organization of the co-curricular activities. Here the researcher feels that the society has also a role to play in this regard. The parents should also cooperate the educational institutions in their pursuit of conducting different types programs which will lead to greater awareness amongst the students and they will be motivated to put in conscious efforts for it. Thus the hypothesis no. 2 i.e. educational institutions are required to implement extra co-curricular activities and sports activities for developing physical and mental strength of the student stands substantiated. Continuous assessment is essential for which better managerial facilities are required is amply proved.

3. So far as provision for infrastructural development the institutions are dependent on the state government's support. Private educational institutions particularly at the semi urban centre are catering to the needs of the students in regard to the Personality Development. As the government has over the years displayed its inability to release the grants, the government should find out some way and ensure that budgetary provision for education is appropriately upwardly revised and at least in a phased manner so that the deficiency currently observed can be removed. As stated earlier the management of the private educational institutions are giving priority for giving quality education and the personality

development of the students but then it is a continuous process and there is ample scope for further improvement. The awareness amongst the management of the private institutions about the priority to be accorded to the personality development is greater and they put in special efforts for this purpose. However, there is need to step up these efforts. Thus in this case the hypothesis no. 3 i.e. The Managements of Educational Institutions should give priority in the context of Personality Development of the students is more or less proved.

4. The researcher has observed that the college students need more input for development of their personality. Colleges are organizing programs like NSS/NCC, remedial coaching classes, guest lectures on various subjects, soft skill development programs etc. College students are getting more knowledge from such programs. As the collected data regarding total personality of the students the score is high. Thus the hypothesis no. 4 stands i.e. the college students as compared to secondary schools are having more input for personality development is validated.
5. It has been observed by the researcher that there are few efforts for imparting training to the teachers so far as their efforts for shaping/ developing the personality of the students. These efforts for training the teachers and create awareness amongst the

teachers and the students need to be stepped up. This finding of the researcher has thus validated the fourth hypothesis of the researcher i.e. Teachers play a pivotal role in shaping the personality of the students and hence they also need to be trained stands validate.

6. In to day's world the communication skills have gathered great importance. One may be a highly qualified but if he /she is not able to effectively communicate with the other then naturally his/her chances adversely affect. In communication language, grammar, accent, all these things matter much. Traditionally India, as a result of British Rule over it, has given due importance to the English language. It is worth noting that the English speaking population of India is greater than the English speaking country – Great Britain. Particularly after the globalization and liberalization number of multinational companies has made inroads into Indian business scene and they always hunt for those professionals who are good at English and can convince the customer or colleagues. In fact the Jr. and Sr. colleges have shown awareness about these communication aspects. But the need is felt that there should be special coaching for English speaking. Thus the sixth hypothesis i.e. communication skills are to be developed as in modern times this carries importance in competition. Management of communication skills plays a dominant role in the personality development.

7. The educational environment at the colleges assumes greater importance from the point of view of shaping the personality of the students. Clean, tidy, well disciplined, eco friendly atmosphere, transparency, and both academically and sports facility wise if the entire environment is good naturally it increases the students efforts for developing their personality. Upon the introduction of the NAAC rating the Colleges are paying good attention to these aspects and are trying their best to maintain a good environment. Of course, the environment change is a continuous process and one has to keep pace with it. Therefore, always there will be a room for doing something better and for that purpose the colleges should give due weightage. Particularly in the NAAC rating there is also weightage for Active Past Students Association. If this association is active and there is a good rapport between the college authorities and the PSA office bearers, hardly there will be a funds problem for bringing newer things including the needed equipment/materials/ educational films, renowned guest faculty to prepare the students on the personality development score. Therefore, the researcher is of the view that the awareness amongst the Sr. Colleges has resulted in creating such atmosphere and are poised to provide the better educational environment gives scope for personality development.

Needless to say that better educational environment gives scope for personality development. This hypothesis has also been validated as it has been revealed through this research that educational institutions in the urban centre do provide better educational environment and naturally give more scope for the development of personality.

According to student's 't' analysis Daund semi urban students are getting high score than the Daund rural students. Daund urban students are found that they get 37.43 score and rural students have got 34.56. It indicates that the management of the institutions at Daund semi urban provides more facilities which are helpful for students personality development.

7.5 SCOPE FOR FURTHER RESEARCH

With the globalization and liberalization the world has become very smaller. The technology development has entirely changed the face of the world. Day in and day out new gadgets of communications are being introduced. The world is heading to paperless offices. Now we will be witnessing a world with robot. Even in the services industries the robots are making headway. Human element is missing. And against this back drop, the educational institutions are required to shape and develop the personality of their students to face the new challenges that they have to face in the changed world.

The researcher is of the considered view that even in the wake of shaping and developing the personality of the students at every level a new approach will have to be adopted which will suit the present day environment. Therefore, the researcher feels that there is plenty of scope to undertake further research on the tools, methodology, teaching modules, role play techniques, etc. to be used for the personality development of the students. Such a research will benefit the educational institutions to effectively conduct the personality development programs as a part of their regular college curriculum.

The measures are necessary to be taken by University / Government/ Panchayat Samittee to remove obstacles in education. So this study levels to the study of new dimension in education, especially in rural areas.

The research conducted by the researcher helps to the further study and innovation of the newer techniques useful for overall personality growth of the students. Accordingly a study can be initiated to make research. In the area of rural student's academic needs and their solutions can also be studied in a separate research.

The personality development largely related to the Education program implemented in schools and colleges. So the research is essential in the area of educational programs.

The researcher is of the view that the Intelligent Quotient of the students which has favourable impact on the personality of the students. So the research work be initiated in order to develop IQ measurement and its relevance in syllabus at school and college level.

7.6 CONCLUSION

The concern of any parent today is how to make their children realize their dreams in life. The race for a good education starts the day the child turns two years and does not end till the child enters the college. With the Indian economy becoming global year after year, the competition to secure a seat in the best schools has become even more severe. With parents attaching more and more importance to quality education and with the middle class boom, investment on a school project is becoming a popular decision. This has resulted in proliferation of schools.

The governments, both the Central as well as the State, have started focusing on revising the syllabus to suit the changes that are expected in the society over the next decade.

The school syllabus is becoming more activity oriented and interactive. There is a whole lot of education related industries coming up very fast offering technology and tools to make the classrooms even more interactive. What used to be merely chalk and talk classrooms are becoming an interesting environment for students to learn with fun and frolic.

However, one very critical area is still not receiving the attention it deserves. This is the Personality Development for children. With more and more competition to medical and engineering colleges, the focus in higher classes is shifting to mark-scoring and not developing the personality. One important thing the parents and teachers should not forget is the need for an all round development of personality.

Schools and teachers should give priority to develop the personality of children which is even more important. Realizing this, the Central Board of Secondary Education has brought about sweeping changes in the syllabus and the evaluation of children in their schools.

Under the revised syllabus, personality development and life skills are given equal importance and a student is evaluated 360 degrees.

Laboratories

For a very long time, schools have been investing on labs where children get a feel of understanding the application aspects of science. However, these labs are restricted to biology, chemistry and physics.

Only lately, language labs and math labs are becoming popular. Schools should now add one more lab: personality development lab.

This will help the students and teachers to have first hand information of what makes a good personality. The dictionary meaning of the word 'personality' is the quality that forms a person's character, the qualities that makes someone interesting or popular.

The meaning of the word 'development' is the action of developing. Together, the phrase Personality Development may mean the various actions initiated for the development of an organized pattern of behaviour, attitude, character, traits, habits, etiquettes and manners that will make a person unique and distinctive.

While the science labs impart knowledge on the various principles of science, the Personality Development Lab will focus on how to develop some of the traits mentioned above. It should focus on some of the life skills such as:

1. Communication and Public Speaking
2. Emotional Intelligence
3. Interpersonal Relationship
4. Norms for Social Behaviour such as manners and etiquette
5. Fitness of the mind and body through yoga and meditation
6. Problem Solving and Thinking Skills
7. Assertiveness
8. Leadership and team working
9. Self empowerment and time management

And the list can cover much more depending on the location of the schools. The lab can also take up issues relating to teenage and adolescent problems. If you think for a while, you will understand how important and critical these issues are for the children to lead a quality life. In fact, the teachers' training should cover these issues also as part of the syllabus just like other subjects so that the teachers are equipped to handle these subjects in the Personality Development Lab.

The students should be taught what makes a good leader and the various theories of leadership. The students should be introduced to motivation theories such as the Maslow's Hierarchy of Needs and the Frederick Herzberg's motivation and hygiene factors.

Team games

There are various management games to teach how to build an effective team and these games should be played in the Personality Development Lab of the schools. Similarly other life skills of the children should be covered in the Personality Development Labs.

In fact it will be a good idea if the Human Resources Development Department of the organizations where the school is situated gets actively involved in the Personality Development laboratories. This could be a part of the Corporate Social Responsibility portfolio. In return for this contribution, the organization will get well informed and trained students as their future

employees. Needless to say that the teachers will also get trained in these critical life skills.

One has to remember that the schools are not merely centres to impart education, but also the main contributor of good citizens for the future society where these skills matter much more than the subject knowledge and classroom excellence.

In conclusion the researcher is of the view that the Educational Institutions from High School to Sr. College level have a positive role in shaping the personality of the students. Playing positive role in this regard is the need of the 21st Century. In the present day context when there is a severe competition at all levels ensuring a healthy well developed personality has become a vital aspect and therefore the educational institutions should always try to find out new areas / new programs and new means to develop the student's personality.

Thus the concluding aspect must reflect the personality development as a function of high schools and colleges. The role of educational institutions in personality development is a vital role. The education is a behavioural science which is becoming more important in modern age. In to day's world of knowledge industry, one cannot ignore the importance of education and thereby the personality growth of the students. Accordingly, the educational

institutions should undertake consistent research and extension activities in the area of personality development.

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ANNEXURE - I

Questionnaire for the School Heads / Jr. / Sr. College Principals

Name of the Teacher: _____

Name of the institution in which working: _____

Place of the institution: _____

Please select your answer from the various options provided against each question and indicate it by ✓.

- 1) Do you take special programs keeping in view the personality development of the student? Yes No
- 2) Is your school/college having computer laboratory? Yes No
- 3) Is the teaching staff in your institution is computer literate?
Yes No
- 4) How is the percentage of the computer literate teachers?
Average Good Fair
- 5) Is the institution having following infrastructure?
School/College Bldg. Well equipped Laboratory
Books Computers Colour TV L.C.D.
Cycle Stand
- 6) Does the teaching staff use the modern electronic teaching gadgets?
Yes No
- 7) How is the relations between the teachers and the students relating to the personality development?
Cordially, Average
- 8) Do you undertake any programs other than academic programs for the personality development of the students? Yes No
- 9) Is the school/college having a well developed play ground and the games material? Yes No
- 10) Do your student participate in the Taluka / Dist. /University level competitions? Yes No
- 11) How do you view the student's participation in the sports competition?
Average Good Fair
- 12) What is the response of the students for the celebration of the national events like Independence Day, Republic Day?
Average Good Fair
- 13) Do the students make use of the library at the school/college?
Yes No
- 14) Do the school conduct special English Speaking Programs ?
Yes No
- 15) Give in brief details of any special programs arranged at the school.

Thanks for your cooperation

ANNEXURE - II

Questionnaire for the students:

Name of the Student: _____

Name of the school _____

Questions related to personality development

1. Does the Teacher play major role in shaping students personality? Yes / No
2. Does the School/College take extra efforts? Yes /No
3. Do you participate in various competitions like debating? Yes / No.
4. Do you participate in social activities? Yes / No
5. Do you dislike assessment by Exam.? Yes / No.
6. Do you volunteer during the course of natural calamities like flood/Tsunami? Yes / No.
7. Do you feel shyness at functions? Yes / No
8. Do you feel that the school authorities should organize training programs for improvement in English ? Yes / No
9. Are you willing to help patients? Yes / No
10. Do you offer assistance in natural calamities? Yes / No
11. Are you prepared to pay extra fees for personality development? Yes / No
12. Do you feel comfortable with your studies? Yes / No / Not so
13. Is your school/Jr. College / Sr. College is having NCC/NSS/RSP? Yes / No.
14. Do you believe that the school has a major share in developing my personality?

15. Do you attend national functions at the school / Jr. College /Sr. College?
Yes / No.

Questions relating to availability of infrastructure at School level

1. Does the laboratory equipment in the school/college laboratory is according to the syllabus is useful to you? Yes / No.
2. Do you get encouragement from the teacher in the planning of various functions? Yes / No.
3. Is the school / Jr. /Sr. College having adequate playing material in the school and it is very useful to the student.? Yes / No.
4. Do you have knowledge about the availability of library in your school/ Jr. / Sr. college library?
5. Does the school and the teacher take special efforts to improve your English language? Yes / No.

Questions related to Co-curricular Activities at school level

1. Do you participate in debating competitions? Yes / No
2. Do you participate in special activities? Yes / No
3. Do you participate in games? Yes / No
4. Do you try to speak in English? Yes / No.
5. Are you willing to help patients? Yes / No.
6. Do you take lead in organizing functions? Yes / No.
7. Do you offer assistance in natural calamities? Yes / No.

Place:

Signature

प्रश्नावली

नाव :

शाळा / महाविद्यालय :

वर्ग : वय :

छंद : मुलगा / मुलगी :

	वडील	आई	पालक	एकूण उत्पन्न
शिक्षण				
व्यवसाय				
उत्पन्न				

आपल्यासहित वयोमानानुसार भावंडांची नावे
(आपला एकूण भावंडात कितवा नंबर हे जाणून घेण्यासाठी उपयुक्त)

अ. नं.	भावंडाचे नाव	वय	शिक्षण	व्यवसाय / नोकरी

- सूचना -

आपल्या शाळेविषयीचा / महाविद्यालयाविषयीचा दृष्टिकोन जाणून घेण्याकरिता ही प्रश्नावली आहे. या प्रश्नावलीमधील प्रश्न चूक अथवा बरोबर आहेत असे समजू नका. प्रत्येक प्रश्नासमोर दोन पर्याय दिलेले आहेत. 'होय' किंवा 'नाही'. आपला जो पर्याय असेल त्यावर (✓) अशी खूण करा. सर्व प्रश्नांची उत्तरे द्या. या प्रश्नावलीत एकूण २४ प्रश्न आहेत. वेळेचे बंधन नाही तरीही शक्य तितक्या लवकर प्रश्नावली सोडवा.

प्रश्नावली

	होय	नाही
१. माझ्या वर्गाचा अभ्यासक्रम मला सोपा वाटतो.		
२. वर्गामध्ये शिक्षकांचे मार्गदर्शन मला उपयोगी पडते.		
३. मला घडविण्यात शिक्षकांचा मोलाचा वाटा आहे असे वाटते.		
४. मला खेळाविषयी आवड आहे.		
५. शाळेमध्ये / महाविद्यालयामध्ये खेळ साहित्य, क्रीडांगण असून त्याचा उपयोग सर्व विद्यार्थ्यांना होतो.		
६. वक्तृत्व किंवा अन्य स्पर्धामधून मी सहभागी होतो / होते.		
७. समारंभामधून कार्यक्रम नियोजन करण्यासाठी मी पुढाकार घेत असतो / असते.		
८. समारंभ आयोजनामध्ये मला शिक्षकांचे सहकार्य / प्रोत्साहन मिळते.		
९. इंग्रजी बोलण्याचा मी प्रयत्न करतो / करते.		
१०. इंग्रजी विषय सुधारण्यासाठी शाळा / महाविद्यालयाचे शिक्षक प्रयत्न करतात.		
११. इंग्रजी विषयामध्ये सुधारणा व्हावी यासाठी प्रशिक्षण वर्गाचे आयोजन शाळा / महाविद्यालय यांनी करावे असे वाटते.		
१२. समारंभाच्या वेळी मी संकोचून जातो / जाते.		
१३. व्यक्तिमत्व विकासासाठी शाळेने खास प्रशिक्षण आयोजित करून जादा फी ठेवल्यास ती देण्याची माझी तयारी आहे.		
१४. एन.सी.सी. / एन.एस.एस. / आर.एस.पी. / सांस्कृतिक किंवा अन्य उपक्रमांमध्ये मी सहभागी झालो आहे/झाले आहे.		
१५. अभ्यास व अन्य उपक्रमांकरीता आमच्या शाळेकडून / महाविद्यालयाकडून विशेष प्रयत्न होतात.		

	होय	नाही
१६. आमच्या शाळेतील / महाविद्यालयातील ग्रंथालयाविषयी मला विशेष माहिती नाही.		
१७. प्रयोगशाळेतील साहित्य अभ्यासक्रमास अनुसरून असल्याने मला त्याचा फायदा होतो.		
१८. माझ्या सर्वांगीण विकासात शाळा / महाविद्यालय यांचा मोठा वाटा आहे असे मला वाटते.		
१९. परीक्षेपद्धतीने केलेले मुल्यमापन मला आवडत नाही.		
२०. नैसर्गिक आपत्तीमध्ये मदत करण्याची माझी नेहमी तयारी असते. (उदा. भुकंप, पूर, सुनामी, दुष्काळ, इ.)		
२१. आरोग्य पिडीत रुग्णांना मदत करणे मी माझे कर्तव्य समजतो. त्यासाठी उदा. हृदयरोग पिडीतांना आर्थिक मदत मिळवून देणे इ.		
२२. सामाजिक उपक्रम उदा. गणेशोत्सव, रक्तदान शिबीर इ. मध्ये माझा सहभाग असतो.		
२३. राष्ट्रीय आपत्तीमध्ये मदत करण्याची माझी तयारी असते. (उदा. युद्ध, जातीय दंगल, इ.)		
२४. राष्ट्रीयत्वासाठी मी जागरूक असतो. (उदा. स्वातंत्र्यदिनास आवर्जून उपस्थित राहतो/मतदान करतो/राष्ट्रभक्तांचे स्मरण करण्यासाठी आयोजिलेल्या कार्यक्रमांत सहभाग घेतो वगैरे)		

दिनांक : _____

नाव : _____

प्रज्ञा मानस संशोधिका

ज्ञान प्रबोधिनी

५१०, सदाशिव पेठ, पुणे - ४११ ०३०

व्यक्तित्व शोधिका

सूचना

या प्रश्नावलीतील प्रश्न तुमचा स्वभाव व आवडीनिवडी समजून घेण्यासाठी आहेत. ही बुद्धिमापनाची कसोटी नाही. येथे चूक अथवा बरोबर असे काही नाही.

उत्तरे देण्याची पध्दत सोपी आहे. प्रत्येक प्रश्नाच्या मागे स्वतंत्र उत्तर पत्रिकेवर प्रश्न क्रमांकासमोर 'होय', 'नाही' व '?' असे लिहिलेले आहे. त्यापैकी एका पर्यायावर फुलीची (द्व) खूण करून तुमचे उत्तर तुम्हांस दर्शवायचे आहे. तुमचे उत्तर 'होय' असेल तर 'होय' वर फुलीची खूण करा. शक्य तो सर्व प्रश्नांची उत्तरे 'होय' अथवा 'नाही' या स्वरूपातच द्या. जर एखाद्या प्रश्नाच्या बाबतीत तुम्हाला तसे करणे शक्य नसेल तरच प्रश्नचिन्हावर फुलीची (द्व) खूण करा.

- कुठल्याही एकाच प्रश्नावर फार विचार करण्यात वेळ घालवू नका.
- सर्व प्रश्नांची उत्तरे द्या.
- या प्रश्नावलीत एकूण ६८ प्रश्न आहेत.
- वेळ २० मि.

प्रश्न	होय	नाही	?
१. इतरांच्यापेक्षा निराळे वागताना अस्वस्थ वाटते का ?			
२. तुम्ही नेहमी मनोराज्यात गुंग होता का ?			
३. प्रत्येक गोष्ट कोणाचीही मदत न घेता तुम्ही स्वतःच करता का ?			
४. एखाद्या ओळखीच्या गृहस्थांची अथवा मुलाची भेट टाळण्याकरिता तुम्ही कधी रस्त्याच्या दुसऱ्या बाजूस गेला आहात का ?			
५. स्वतःवरील टीका दुःख न होता तुम्ही ऐकू शकता का ?			
६. भिकार्यास तुम्ही कधी पैसे देता का ?			
७. तुम्हाला आपल्यापेक्षा लहान व्यक्तिबरोबर रहाणे अधिक आवडते का ?			
८. नेहमी तुम्हाला जरा उदासवाणे वाटते का ?			
९. अनोळखी ठिकाणी स्वतःच रस्ता हुडकण्यास तुम्ही नाखूष असता का ?			
१०. सहलीस जाताना इतरांचे म्हणणे तुमच्यापेक्षा निराळे पडल्यास तुम्ही चटकन नाराज होता का ?			
११. प्रसंगी भांडावे लागले तरी सुध्दा स्वतःचे म्हणणे खरे करण्याकरीता तुम्ही प्रयत्न करता का ?			
१२. तुम्ही बऱ्याच वेळा मागे मागे रहाता का ?			
१३. बौद्धिक कार्यक्रमापेक्षा तुम्हांस खेळामध्ये अधिक गोडी वाटते का ?			
१४. आपण जरा खिन्न वृत्तीचे आहोत असे तुम्हाला वाटते का ?			
१५. रांगेतील मागील मनुष्य तुमच्या पुढे घुसला तर तुम्ही साधारणपणे विरोध करता का ?			
१६. दारावरील भय्याशी तुम्ही कधी हुजत घालण्याचा प्रयत्न केला आहे का ?			
१७. अनेकांनी केलेल्या निंदास्तुतीचा तुमच्यावर परिणाम होतो का ?			
१८. पुष्कळशा गोष्टी तुमच्या मनास लागतात का ?			
१९. दुकानदाराशी किंमतीबद्दल तुम्ही नेहमी वाद घालता का ?			
२०. तुम्हास असे वाटते का की एखादी वस्तू तयार करताना किंवा चित्रे काढताना किंवा कथाकाव्य रचताना आपण सतके गुंगून जाऊ शकू की अगदी प्रिय मित्राची सुध्दा आठवण होणार नाही ?			

प्रश्न	होय	नाही	?
२१. तुम्ही बुजरे आहात का ?			
२२. तुम्हास वरचेवर असमाधानी वाटते का ?			
२३. तुमचे छंद, आवडीनिवडी वरचेवर बदलतात का ?			
२४. बरेच लोक जमले असताना तुम्ही खूप बोलता का ?			
२५. एकटे बसण्यापेक्षा सर्वांच्यामध्ये असताना तुम्हास अधिक मजा वाटते का ?			
२६. ज्यांना तुम्ही मान देता अशा वडील माणसांनी सांगितल्याप्रमाणे करण्यापेक्षा स्वतः ठरविल्याप्रमाणे करणे तुम्हास अधिक पसंत आहे का ?			
२७. तुम्हास आपल्या मनातील विचार लिहिण्यापेक्षा बोलून अधिक चांगल्या प्रकारे व्यक्त करता येतात का ?			
२८. ज्या कामामुळे तुम्हाला सर्वांपासून दूर, एकटे रहावे लागेल असे काम तुम्ही नापसंत कराल का ?			
२९. आपल्या आवडीची गोष्ट करण्याकरिता तुम्ही कधी वर्गणी गोळा केली आहे का ?			
३०. तुम्ही साधारणतः तुमच्यावर हुकुमत गाजविणाऱ्या लोकांना टाळण्याचा प्रयत्न करता का ?			
३१. वाचनापेक्षा गप्पागोष्टी व चर्चा याचा तुमच्या विचारांवर जास्त परिणाम होतो का ?			
३२. तुमचा अपमान झाल्यास तो प्रसंग तुमच्या मनास फार काळ टोचत राहतो का ?			
३३. तुम्ही कधी मित्रांना गोळा करून आणता का ?			
३४. एखादा अपघात पाहिल्यावर मदत करण्याकरिता तुम्ही चटकन पुढे होता का ?			
३५. तुम्हाला भाषण देण्याकरिता बोलाविल्यास भीती वाटते का ?			
३६. तुम्हाला मित्रांच्यापेक्षा पुस्तके आवडतात का ?			
३७. तुम्हाला कधी चक्कर आली आहे का ?			

प्रश्न	होय	नाही	?
३८. आपले म्हणणे योग्य आहे हे माहित असतानासुद्धा, लोकांनी केलेल्या निंदेमुळे तुम्हाला वाईट वाटते का ?			
३९. वादविवाद करण्याचे तुम्ही साधारणपणे टाळीत असता का ?			
४०. दुसऱ्याला लागतील असे शब्द तुम्ही काळजीपूर्वक टाळता का ?			
४१. तुम्हाला चटकन रडू येते का ?			
४२. संध्याकाळचा वेळ एकट्यानेच घालविणे तुम्हाला आवडते का ?			
४३. ओळखीच्या माणसाकडून एखादी वस्तू मागून आणताना तुम्हाला फार संकोच वाटतो का ?			
४४. स्वतःला महत्वाच्या वाटणाऱ्या गोष्टी करताना इतरांना काय वाटेल इकडे तुम्ही साधारणतः दुर्लक्ष करता का ?			
४५. एखादी गोष्ट करू का नको ठरवित बसायचे आणि तोपर्यंत वेळ निघूनही जाते असे तुमच्या बाबतीत होते का ?			
४६. आपल्यामध्ये कशाची तरी उणीव आहे, आपण कोठे कमी पडतो असे वाटून तुम्हाला रुखरुख वाटते का ?			
४७. काही तरी भलतेसलते विचार मनात येऊन तुमचे डोके भणभणते का ?			
४८. तुमचे काम नीट केले नाही तर तुम्ही नोकरावर कधी ओरडता का ?			
४९. आपल्यापेक्षा पटाईत असलेल्या माणसांबरोबर सामना खेळताना तुम्ही प्रयत्नांची शिकस्त करता का ?			
५०. काही वेळा लोक तुमच्या चांगुलपणाचा गैरफायदा घेतात का ?			
५१. आपल्याजवळ पुरेसा आत्मविश्वास नाही असे तुम्हाला वाटते का ?			
५२. एखादी गोष्ट मिळविल्याच्या अथवा करून दाखविल्याच्या आनंदापेक्षा दुसऱ्याच्या स्तुतीचा, शाबासकीचा आनंद तुम्हास अधिक वाटतो का ?			
५३. पुढे काय होईल हे माहिती नसताना एखादी गोष्ट एकट्यानेच करण्यास तुम्ही तयार आहात का ?			
५४. तुमच्यापुढे शिरजोरी करणाऱ्याबरोबर जशास तसे वागण्याचा तुम्ही प्रयत्न करता का ?			

प्रश्न	होय	नाही	?
५५. करत असलेल्या गोष्टींवरचे लक्ष उडून तुमचे मन नेहमी दुसरीकडे भरकटत जाते का ?			
५६. तुमच्या बाबतीत वाटेत ते बोलणाऱ्यास तुम्ही चांगला हात दाखविता का ?			
५७. दुसऱ्या कुठल्याही गोष्टींपेक्षा लोकांच्या मेळाव्यात राहण्याने तुम्ही अधिक उत्तेजित होता का ?			
५८. अनोळखी माणसाशी संभाषण सुरू करणे तुम्हास जमत नाही का ?			
५९. वरवर काही एक कारण दिसत नसताना कधी आनंदी तर कधी दुःखी असे तुमचे होते का ?			
६०. स्वतःची वस्तू तुम्ही व्यवस्थितपणे सांभाळता का ?			
६१. संभाव्य दुर्घटनांची तुम्हाला भीती वाटते का ?			
६२. मनातले मनातच ठेवणे तुम्ही साधारणपणे पसंत करता का ?			
६३. कोणीही न रागवता अथवा कोणीही प्रोत्साहन न देता एखादे जिकिरीचे काम तुम्ही बराच वेळ चिकाटीने करू शकता का ?			
६४. रस्त्यावरील लोक आपल्याकडे निरखून पहात आहेत अशा कल्पनेने तुम्हास कसेसेच होते का ?			
६५. सहलीच्या वेळी, समारंभाच्या वेळी तुम्ही मागे रहाता का ?			
६६. अमुक कर, तमुक नको असे दुसऱ्याने सांगितलेले तुम्हाला चालते का ?			
६७. शिस्तीचा तुम्हास राग येतो का ?			
६८. तुम्ही नेहमी भावनाप्रदीप्त असता का ?			