CHAPTER – I

“AN INVESTIGATION INTO THE PROBLEMS OF STUDENTS OF DIFFERENT PROFESSIONAL COURSES IN CONTEXT TO THEIR PERSONALITY CHARACTERISTICS, SEX AND INSTITUTIONAL ENVIRONMENT”

I.1 INTRODUCTION:

Professional course: - An Outlook

A professional course prepares a person for a particular profession by emphasizing skills and practical analysis over theoretical aspect. Most of the professions always associated with professional degrees and licensed or certified. For example, professional work in architecture, gynecology, nutrition, any fields of engineering, secondary and higher secondary education, law, osteopathic, and medicine; nursing; medical laboratory science; music, occupational, and physiotherapy, ophthalmology, pharmacy, radiography, social work, psychology and veterinary medicine, all require a professional degree in the related subject areas prior to professional certification or registration. Other fields, such as guidance and counseling and speech-language pathologist, require the professional graduate degree as well as additional required registration, special courses and certification to obtain service.

Professional degrees

In some fields, especially those linked to a highly valued profession like medicine, management, law, architecture, pharmacy, social work, engineering, accounting, education, forestry etc. a difference is present between a professional degree, a higher professional degree, and an academic degree:

- A professional degree is generally required some laws, specific rules or custom to practice the profession without limitation.
- A higher professional degree provides more advance training in a specialized area of the particular profession.
An academic degree planned a platform and required background to prepare the possessor to opt a particular career or profession or fields where scholarly research and academic activity, specific and advance trainings are not compulsory.

Types of Professional degrees-
All over the world including India following degree are included as professional degrees-

- Accountant need to have B. Com, M.Com, B.Acy, M.Acc, degree
- Acupuncturist required M.Ac, MSOM for acupuncture work
- Architects to do B.Arch, M.Arch, D.Arch for builders
- Audiologist need BSc or MS in audiology
- Biotechnologist do BSc, MSc Biotech for their profession
- Clinical scientist require BS, BS CLS
- Clinical psychologist are M.Sc or MA, PhD in psychology
- Communications professional MPC or MJMC
- Dentist DMD, B.Dent, BDS, BDSc, Med. Dent. etc
- Doctor is MBBS, MD degree holders
- Educator BA, BEd, BSc, M.Sc, B.Ed MEd, in teaching profession
- Engineer need to have BE, B.Eng, BSE, BSET, MEng, M.tech, B.tech
- Fine Art BFA
- Graphic Design BFA, B.Des
- Health administrator needed MHA, MPH
- Information scientist MSIS, MSIM
- Lawyer do LLB, JD, LLM
- Librarian have MLIS, MLS and M.LIB, B.LIB degree
- Marriage and Family Therapist specifically MA, MS, MSC, MAP
- Master of Business Administration (MBA)
- Naturopath ND, NMD, BSc, BHSc, BNat
- Nurse (BSN, B.Sc Nursing, BScN,
- MSOT, MAOT, MOT, OTD, Dr.OT in Occupational Therapist
- OD, B.Optom are Optometrist
- Doctor of Osteopathic Medicine (D.O., in the U.S. only)
Conceptual Framework of the Problem

- Pharmacy graduates are B.Pharm., M.pharm, D. Pharm.
- Physician or Surgeon: MBBS, MBChB, MBChB, BMed, Dr.MuD, MD, MDCM.
- Podiatrist can do DPM, DP, B.Pod, PodB, or PodD.
- Professional aviator are professional pilot and needed BS.
- Professional Counselor or Mental Health Counselor (MA, MS, PhD).
- Public Health MPH, MSPH, DrPH.
- Public Administration MPP, MPA, MPAff.
- Practitioner of oriental medicine do BSc, MSOM, MSTOM, or DOM.
- Radiographer BSc, MSc, PhD and radiologist MD in radiology.
- Respiratory Therapist do BSRC, CRT, RRT.
- Social worker are BA, BSc, BSW, MA, MSc, MSW, MSSW, MSSA & DSW.
- Speech-Language Pathologist M.Sc or Master of Arts in speech therapy.
- Urban planner normally opt BCD (Hon) BPL, MUP, MCP, MRP, MTP, M.Plan, MUEP, MPI, MES where as veterinarian DVM, VMD, BVS, BVSc, BVMS.

Different types of professional education in India

1. Management Education

Management courses are offered in broad range in India. Management covers major areas such as marketing, human resources, organizational behavior and strategic management, hotel management and tourism management etc. curriculums in these courses is drawn from a range of disciplines of mathematics, psychology, sociology, philosophy, economics, research and education as well as specialization area. The thoughts and practices from these miscellaneous disciplines are applied to the understanding and management of voluntary, commercial and public sector organizations. Education in management have aims to increase the understanding of the factors which influence the conduct of organizations and secondly to provide students with the tools and techniques which they may use to influence managerial life.

Management education enhances the managerial skills in a person by sharing of ideas, the acceptance of others’ views and many of other healthy discussions. It develops the active participation in a group of people and it happens in the
Management Courses. The assimilation of other approaches forms an important part of the learning process in management education.

Students coming from different areas of life, bring with them all the compensations, disadvantages, equality and prejudice of centuries of cultural heritage of different areas. These courses also develop required characteristics which are apparent themselves sometimes for different approaches for solving business problems and learning fundamentals of management. These entire multi cultured institute enhances the benefits gained from the participatory learning approach in management courses.

Any student authorize with an MBA degree can develop a career in a range of variety of this field. One can choose for a variety of career options after an MBA degree in India. Career opportunities after MBA include in the fields of human resource management, operations management, and strategic management, hospital, hotel and tourism management, international management, marketing, finance management and organizational communication, Career advancement, management expertise etc.

2. Engineering Education

‘E’ word of engineer has come from a Latin word “ingeniar” or “ingenium” having a literally means to devise in the sense of build or craftsmanship.

Engineering is a branch of science and technology that deals with the designing of any technology, machines and structures and feasibility of applications to the human kind in the simplest & easiest possible way.

Engineering is one of the oldest, valued and preferred streams in our education system. This has been a preferential career option among students after 10+2 level. Engineering offers students an opportunity to work in technical, scientific and mathematical areas in order to assemble the growing demands of human needs.

The roots of engineering technology can be traced to the early period of human civilization. The first technology find out by our ancestors was the preparation of wheel made by rock or wood, which considered as an advantage for the development of society and ultimately ignited the process of development in science and technology.
According to American Engineers’ Council for Professional Development engineering is “The creative application of scientific principles to design or develop structures, machines, apparatus, or manufacturing processes, or works utilizing them singly or in combination or to construct or operate the same with full cognizance of their design; or to forecast their behavior under specific operating conditions, all as respects an intended function, economics of operation and safety to life and property.” Job prospects for engineers have always been in good quality. Candidates can either join the private, public or the government sectors in their country. In the government sector, engineers have to appear in ‘Indian Engineering Services’ exam conducted by the UPSC & state level entrance exams to join various departments at the national and state level through their respective exams. The armed forces also select a number of engineering graduates every year. Due to the huge potential for infrastructure development, there is a good demand for engineers. With transformation era due to globalization new companies and sectors are opening and now an engineering graduate has a myriad of options to start his career.

3. Medical Education

Many branches of medical science in India provide remedies, cure, medicines and safeguards against various diseases to human mankind. Different countries have different systems of medicine; Ayurveda, homeopathy, acupuncture, acupressure etc. They all are admired all around.

To become a doctor is a childhood dream for many students. Perhaps, there is no other careers which hold such a respect and awe as medicine. The power to heal has placed the medical profession several steps above all others. A doctor’s profession needs a lot of hard work with a good degree of dedication and at the same time, it also brings with it the satisfaction of having cured people suffering from illness, disease and pain.

A simple degree in medicine is however not enough to have fame and for making a successful and a suitable career. Person needs to do specialization in any of the branches of medicine or surgery to become a specialist of certain kind e.g. Pediatrics, Oncology, Ophthalmology, Orthopedic, Gynecology, Surgery, Neurosurgery, Neonatology etc. A doctor should have certain computers & IT skills, which are
necessary to operate and use sophisticated medical equipments, which not only help
in exact diagnosis of an in a poor health patient but also provide options to use non-
invasive process of treatment.

Medical education at degree level or postgraduate or PG level in Medicine is
either classified into Medicine or Dental. Medical Education in India can be bifurcated
into two categories - Clinical and Pre-clinical. Clinical studies consists of the basic
sciences such as Anatomy, Physiology, Biochemistry, Pharmacology, Pathology
whereas the pre-clinical studies involves teaching in the diverse fields of clinical
medicine such as internal Medicine, Pediatrics, Obstetrics and Gynecology,
Psychiatry, and Surgery.

The advancement in medical sciences has enhanced our longevity and decreased
mortality rates dramatically. However, industrialization and technological advancement
has adversely affected our environment and lifestyles that has manifested in new types of
diseases and ailments, which poses a challenge to the medical fraternity.

The demand for medical professionals for treatment as well as research work
is ever increasing both within India and abroad. The ongoing liberalization of
economy is expected to bring in better opportunities for medical professionals in
terms of remuneration, research and working facilities.

4. Teacher Education

Teaching in India is a highly regarded profession from very ancient years.
Mainly teaching is a women oriented profile, but even men enter this arena and get
equal amount of respect for teaching.

Education careers have long history over the past century. There was a time
when one teacher would teach all of the neighborhood children in big group. Students
would share textbooks and references and most of the classes would focus on basic
arithmetic, English, and language studies. Contrast this with the education of today
anyone can attend university classes online nowadays due to growth in educational
technology. There are schools and universities for just about every interest from pre-
primary to higher studies.
Teaching and education is a profession and teacher education is a process of professional preparation of teachers and masters. Preparing one for a profession is a difficult task and it involves action from a number of faces and perceptions. A profession is required sufficiently long period of academic training and gained knowledge on which the occupation is based. It also needs an appropriate duration of formal and precise professional training with practical experience in the field and a code of professional values that connect its trainers to its institute. When the profession is concerned with teaching, these all dimensions get critical importance in view of several factors. There is, first of all, the conventional idealism, respect, and importance attached to the role of the teacher and the very high expectations from the teacher. Teaching, essentially, is also a moral responsibility in any society. Teachers are concerned with the total development of human beings – physical, intellectual, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive might be suffering and get neglected in modern times due to a variety of factors, but one cannot refuse that they constitute an essential part of the teacher’s role and functions. The implication of this for teacher education programmes and institutions is that due emphasis should be given to developing the proper teaching attitudes, values, and broad outlook for their profession apart from their training. This aspect of the making of a teacher is recognized as teaching is an art that can be acquired through a series of well-organized and designed series of scholastic activities, it’s very important, therefore extra emphasis should be laid on the education of the teachers.

To teach in a preprimary or nursery school, a minimum of 10+2 and a nursery training course is required. For primary sections person require the Teacher Training Certificate or degree along with a 10+2+3 qualification. For secondary education, one has to complete the Bachelor of Education degree. For colleges, the teacher has to have a PhD degree & post graduation in education or clearing the National Eligibility Test conducted by the University Grants Commission.

Teacher education may be defined as ‘all formal and informal activities and experiences that help to qualify a person to imagine the responsibility as a responsible constituent of the educational profession. Teacher’s training basically refers to the policies and procedures designed to equip prospective teachers with the gaining
knowledge, build-up attitude, learn behavior and acquire skills to perform their tasks effectively in the classrooms, schools or in whole community.

Other courses like law, hotel management, nursing, pharmacy, physiotherapy, clinical research, CA and CS etc are other common professional fields available in India.

**Admissions in professional courses in different institution in India**

It has been observed that a large number of students are taking admission in various professional courses now-a-days. There was a time when admission to different courses, particularly in the field of professional Education in India, was based entirely on the marks obtained in the qualifying examinations. With the continuous increasing number of students in India who always trying to get admission to professional courses, for them, admission tests were introduced to fill up the limited number of seats. Initially each university first introduced its own system of selection criteria, but now almost all the State Governments have entered the scene to regulate admissions tests is called Combined Admission Test, Joint Entrance Examination (JEE), Common Entrance Test (CET), Joint Admission Test (JAT), particularly to professional courses at the first degree level. The Tests are conducted either for individual subjects such as business administration, computer applications, bio-technology or for a group of subjects such as engineering, education, agricultural and veterinary sciences, medicine and dentistry, agriculture and pharmacy. Some information regarding entrance exam of various professional courses like engineering, management, medical and education which held throughout the country are shown below in a form of list -

**Engineering Entrance Exams**

- JEE - Joint Entrance Examination after 12th
- AIEEE - All India Engineering/Pharmacy/Agriculture Entrance Examination
- PET - Engineering entrance tests of Indian states after 12th

**Medical Entrance Exams**

- All India Pre-Medical/Pre-Dental Entrance Exam eligibility senior secondary.
- AICEE - All India Common Entrance Examination after 12th
- PMT - Medical entrance tests of all Indian states
- AFMC- Armed force medical examination after school
Management Entrance Exams

- CAT - Common Admission Test after graduation
- MAT - Management Aptitude Test after graduation
- RMAT - Rajasthan Management Aptitude Test
- SNAP - Symbiosis National Aptitude Test eligibility (10+2+3)

Pre Teachers Entrance exams

- B.Ed/M.Ed Entrance Examination eligibility (10+2+3)
- Delhi University Entrance Examination eligibility (10+2+3)
- IGNOU B.Ed Entrance, after graduation
- Joint Entrance Examination B.Ed after graduation
- PTET for Indian states after graduation

Students enrolled in various disciplines in India.

The numbers of students are increasing day by day from last 5-6 years amazingly, in these courses due to the large number of colleges and departments opened in both sectors i.e. private and govt. The higher education in India increases in its institutional capacity since independence. During 1950 and 2008, the number of universities has increased (20 to 431), colleges (500 to 20,677) and the teachers from (15,000 to 5.05 lakhs) according to survey report of higher education in India. The enrolments data of students show tremendous increase from a 1.00 lakh in 1950 to over 116.12 lakhs till 2009. (Source-This above data is showing compiled details in higher education). This means admissions in different types of courses are increasing in India continuously. The institutional capacity is increased in terms of number of universities/colleges and teachers have provided greater admission to the students to post higher secondary education. The admissions in term of gross enrolment ratio, (GER) which is a ratio of persons enrolled in higher education institutions to total population of the persons in age group of 18 to 23 years. The GER is generally based on the data collected by MHRD/UGC from the educational institutions. However, the studies in the volume (Higher Education in India - Issues related to Expansion, Inclusiveness, Quality and Finance. Printed and Published by Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi – 110002) for the first time also estimated the GER based on National Sample Survey (NSS) data and population Census data. The GER based on NSS data for 2004/5 is on higher side that
Conceptual Framework of the Problem

is 12.59% (10.84% for graduate and 1.75% for diploma). The GER is also on higher side based on population census data for 2001, that is, 13.6%. As per Selected Educational Statistics, 136 lakh of student were enrolled in institutions of higher education in 2008-09.

An estimate about the total number of students in various disciplines in India is showing in following table as per UGC report (Higher Education In India), Strategies and Schemes during Eleventh Plan Period (2007-2012) for Universities and Colleges, Printed and Published by Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi – 110002). The data is helpful to know the preference of students towards the different courses. The comparison can be applicable only on the total availability of seats in different streams.

Table-1.1

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Faculty</th>
<th>Total Enrolment</th>
<th>Percentage to Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Arts</td>
<td>5875532</td>
<td>43.07</td>
</tr>
<tr>
<td>2.</td>
<td>Science</td>
<td>2612406</td>
<td>19.15</td>
</tr>
<tr>
<td>3.</td>
<td>Commerce/Management</td>
<td>2486901</td>
<td>18.23</td>
</tr>
<tr>
<td>4.</td>
<td>Education</td>
<td>286478</td>
<td>2.10</td>
</tr>
<tr>
<td>5.</td>
<td>Engineering / Technology</td>
<td>1313706</td>
<td>9.63</td>
</tr>
<tr>
<td>6.</td>
<td>Medicine</td>
<td>446087</td>
<td>3.27</td>
</tr>
<tr>
<td>7.</td>
<td>Agriculture</td>
<td>80482</td>
<td>0.59</td>
</tr>
<tr>
<td>8.</td>
<td>Veterinary Science</td>
<td>21827</td>
<td>0.16</td>
</tr>
<tr>
<td>9.</td>
<td>Law</td>
<td>381971</td>
<td>2.80</td>
</tr>
<tr>
<td>10.</td>
<td>Others</td>
<td>136418</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Total 13641808 100.00

This has been observed from last 5-6 years that after school or graduation in any discipline, nowadays students want to join a professional course according to their choice as well as their parents ‘desire’ though, above table also showing still a large number of students in arts, science and commerce, but the figures in % in total in the professional courses also increasing day by day. After passing Sr. secondary examination, most of the students appear in competitive exams for admission to various professional courses like engineering, medical sciences, management, pharmacy and education etc. Due to availability of large number of seats as compare to previous years, many of them find a place in such courses easily now-a-days. They are also satisfied to get the admission at that time. This strategy of government of India is also very much helping for the future students who are seeking admissions in various streams because according to a comment of HRD minister Kapil Sibbal, in
IGNOU convocation that the government is setting some ambitious goals for enrollments in higher education in the next 10 years. They have declared that enrollment rates should be raised to 30%, the current global average, by 2020. That means lift up enrollments (from 13 million to 40-45 million) is massive increase. There is a definite increase in demand for education amongst the disadvantaged as well. IGNOU Vice-Chancellor VN Rajasekharan Pillai said demands of admissions are rising from a growing lower-middle class of society. This is a encouraging sign of India’s future. If this rising lower-middle class of any civilization can be endow with the education, future generations will see a more successful India and improved probability for everyone.

If the government has its way, then number enrolled in higher education will be going to increase by 3 times of 100% in ten years. Although this would be wildly impressive, one has to question how realistic such a goal really is. This step of Indian govt. is appreciable highly since large numbers of opportunities to get the admissions are now available in many state of India including Rajasthan.

**Professional Courses as career**

One of the major concerns for young generation in our society is selection of the appropriate and suitable occupational or professional course according to their abilities, attitudes and interests which ultimately may provide a satisfactory earnings for their livelihood as well as giving them a sense of success thus students want to select professional courses instead of plain academic degree courses for the following reasons-

1. **Professional Training**: There is a vast difference to have been trained generally and trained professionally. Professional courses, as the name implies are targeted towards providing professional training to the learner. Professional training which enables a student to understand what to anticipate in a given job role from professional point of view and hence makes him or her professionally competent for that particular field.

2. **Business Training**: Professional courses help a person to make him or her understand that how they select their industries or business. It helps to identify how a particular profession works in a particular industry and hence enables the student to be *industry ready* in the process. This industry eagerness is a
definite plus point during the placement or job search process and hence makes him or her professionally competent for that particular field.

3. **Advanced Course Work**: The course work and course details, at the same time as enrolling for a professional course is such that it does not superficially and easily take through the particular subject. The course work and the construction of the course work profitable to the person and enable to get a thorough and advanced insight into the particular profession. Hence, professionally trained individuals have a better opportunity in grabbing the desirable job.

4. **Lower Training Expense**: Today, organizations spend a huge amount of money for giving training and developing an individual towards perfectness for assigned job-roles. This training is both in soft skills as well as for knowledge. Undergoing a professional training course enables a student to equip himself with this process of vast knowledge before hand and therefore helps the organization lower its extra training expense. Hence, professionally trained individuals have a better opportunity in capturing these coveted jobs.

5. **Job supporting Skills**: it is also describe earlier that professionally trained individuals have better opportunity in grabbing the job in demand. This opportunity arises, as the professional or the student, is trained not only on a student stage but also at a professional level, so that he or she is highly competent on the given job. Job supporting skills mean possessing sufficient skills required to perform or operate in the particular job profile. Hence job based skills are much in demand in the market. Enrolling for professional courses will facilitate them to enhance their job based skill and makes a student industry worthy as well trust-worthy for the desired job.

6. **Networking prospects**: When anyone enrolls for a professional course, the advanced course work demands inclusion and addition into various course-related forums and groups online. This in turn helps the student to network with related groups and individuals from his or her chosen field. Networking results in understanding real time problems and solutions for their professional growth.
Professional courses: loosing importance day by day

According to news download through the web address engineering.careers360.com total 30000 seats vacant in Rajasthan technical university (RTU) as well as newspapers of Times of India and Dainik Bhaskar also reported that

- 30,000 seats vacant in the Rajasthan Technical University (RTU) for session 2012-13
- Rajasthan Engineering Colleges be short of Number of Students, for session 2012-13
- Out of 89675 seats of PTET in education only 69131 have been reported till now.

This reduced response will definitely leave behind many of the colleges to declare 'Zero session' again in this academic year. The management of these colleges is unable to understand the lack of concern of students against these colleges. What is the root cause for such situation? Is it because student migrates to other states for higher education? According to student’s point of view, they go to other states for higher studies because the State Technical University does not offer them any new branches which are very trendy in today's market like Aviation, Nano-Technology, Automobile, Petroleum and many others. Leaving only few colleges, the rest of them fail to give commercial environment necessary for their overall required growth. The perception amongst students is that these colleges are not providing corporate environment necessary for their growth and for good placements. Inspite of the introduction of much needed soft skill programmes to the courses; admissions are decreasing. There is also the matter of strict competition among the 34 private universities established in India which offer engineering, and other courses and are supposed to be better than the Government ones. Here representing a Readers' opinions (Jaipur):

Source – On Timesofindia.indiatimes.com for this crucial situation to know their perception regarding this vanishing situation of different professional courses as a problem faced by many students gave following responses

- Chhavi on 26 Jul, 2012 12:05 PM posted that No one wants to join small colleges. Every one want to be IIT-ian or NIT-ian. For this they can wait for year or 2.
• Pallavi (PL) on 26 Jul, 2012 10:12 AM posted that Quality is supreme in education and not quantity.

• K P Sivaprasadan (Palakkad) on 26 Jul, 2012 10:00 AM

Students does not prefer RTU because the results are not declared in time, thus putting students in pressure & in confusion state and also some students have lost the job offer due to the late results & late receipt of their marks sheet. RTU have to improve drastically on their services to the students, parents & to the society.

• N Badri Prasad (Bangalore) posted on 28 Jul, 2012 09:37 AM

This is the result of mushroom growth of technical institutions in the state of Rajasthan, of course with the help of "coaching classes" and without proper infrastructure facilities including physical, technical as also teaching staff.

• Deepak (Delhi) posted on 30 Jul, 2012 02:01 AM

I feel this issue has more to do with the lack of job opportunities in the state that the demand and supply mechanism. The article clearly mentions that most of the students opt for engineering colleges of other states indicating the lack of infrastructure or whatsoever But truly there is a dearth of something which the students need.

Thus, all above discussion leads to a result that only to get admissions in the professional colleges are not sufficient. After taking the admissions in the college, students of professional courses require a proper guidance time to time for solving and discussing their personal, educational and vocational problems. They also require personal, educational and vocational guidance at college level.

Problems of students of professional courses

Every individual has different types of problem during his life span form infancy to his death. The problem of any individual may be educational, vocational and personal. These problems vary with personality characteristics, age, sex, environment, family background, social status, community etc. Some problems may be inherited by the children from their parents and other members of family which are prolonged throughout the life. Some problems can be generated from infancy stage and maintained throughout his life. Anyhow, impact of these problems also affects the each aspect of life like development of any individual, education, health and career etc. As soon as the
child crosses through the different stages of development, he grows according to the ‘Law of Nature’. Different types of characteristics automatically added to his personality. Now at these stages of his development if a child is carefully observed and trained, the results would be as per expectations. The characteristics which developed in a person vary according to the conditions provided to him at the time of his development at various levels i.e. at infancy, childhood and adolescence. It is well known information that entire problems faced by any person are different at infancy, childhood and adolescence level. The problems related to infancy and childhood stages are mostly related to their Physical growth, speed and pattern of development, individual differences, motor development, cognitive/Intellectual development, social-emotional development etc. The problems related to adolescence as well as adulthood are basically related to their home, school and society. Common problems during this face of age are physical appearance, pimples, complexion, eating disorders, body changes, moodiness, touchiness, irritation, hypersensitivity, Feeling of revolt, crushes, infatuation and attraction, day dreams personality. Home related problem like authoritative parenting, poor rapport with parents, lack of communication, low socio-economic background, non conducive atmosphere, space constraint, and comparison with other. College related may be strict teachers, partial behavior, college atmosphere, not acceptable classmates, poor marks and too much coursework, and no co-curricular participation, long college hours. Society related problems Gender bias, caste and class related problems, Generation gap, orthodox practices, suppressive and authoritarian atmosphere, over expectations, lack of good friends etc.

The problems listed above are a few common problems which adolescents and adults faced. The more serious problems include drug addiction, alcoholism, smoking, absenteeism, sexual fascination, etc. They may not appear in everybody. There are variations in the experience of these problems across the people.

In the listing of various problems of students it is also a important point of notice that generation gap is also a big factor for problems of students during their growing period. Generation gap means difference of opinion, interest and attitudes in the persons of two age’s groups. The generation gap also increases as a result of greater educational, social and cultural changes experienced by adolescents and adults in contrast to their parents and relatives. Some of the common difficulties the adolescents and adults come across to generation gap. Thus disciplinary norms of the
Conceptual Framework of the Problem

home and neighborhood, parental attitude for negligence in studies, unsocial behavior etc. often expresses generation gap.

Students after school select the field of their choice and take the admission in various professional colleges or universities may face difficulties during his or her courses are termed as the problems of students. There are some examples of some common types of problems of students which are systematically mentioned below:

**Problems Associated With Study:** The problem of study of the students is one of the basic problems and it is very challenging also at college level because it requires much harder efforts than the high school level. There are various other factors which affect the study and study habit of the students. In professional course, the pattern of education system may be different than school system and other academic courses. Problems may be arises due to medium of study, difficulty in understanding and grasping the subjects, un-availability of reference material and notes, lack of concentration in students etc.

**Problem Associated With Funds:** included fee structures of course as well as hostels, charges of staying out of the college, cost of text books and stationery, conveyance charges, extra coaching charges, entertainment cost, provision of extra financial support from the institution (scholarships etc.), provision of educational loan, and financial condition of the family.

**Problems linked To Home Sickness:** These problems are generally related to hostlers, students staying away from their home or family and extra emotional students.

**Problems Connected To Depression & Stress:** The problems generated due to over stresses, extra burden of study and achievements, home sickness, lack of financial support, lack of moral support from the family as well as from the teachers and management people.

**Problems Related To Health Conditions:** These problems are related to high-level of stress and lack of sleep, weak and already sick students and other heredity problem present in any student.

**Problems Related To Friends:** The problems faced by the students due to their different types of friends, unhealthy interactions with their friend circle, bad habit of
their friends like substance used-Alcohol, tobacco and other drugs, fighting among them, other criminal activities.

**Family Associated Problems** – During the time of course, student may also face the problems from family side. It may be either in the form of High expectations of parents or Social Comparison or family quarrel. Sometimes parents also allocate course forcefully to their children whether his interest is in that course or not, it also becomes problem for student.

**Faculty Member Side Problems**– During the post graduation/graduation time students may also have problems from faculty member side. It may be in the form of unethical approaches by Faculty member, favoritism or revengeful attitude of faculty member.

**Problems Related To Selection Of A Career Or Vocation:** The problems faced by the students for future career planning and selection of appropriate and suitable professional courses, vocational choice, information’s related to vocations or jobs, parental and peer pressure for making career etc.

**Problem Associated With Unemployment:** means the problem of providing work to those who are willing and eligible to-do work. A large number of educated and uneducated people and professionals who are capable of work are roaming here and there without any job and occupation. So the problem has assumed an acute form.

Now all above mentioned problems can be easily categorized in context to their educational, vocational and personal problems which have been facing by the various students of different professional courses.

**Educational Problems** are difficulties faced by the students of professional courses in the field of their education like study, books and text books, course material, regular attendance in their theory and practical periods, teacher and their teaching styles, academic achievements, exams, medium of study and academic environment in institutions and at home etc.

**Vocational Problems** are difficulties faced by the students of professional courses in the field of their vocation like vocational choice, their attitude and aptitude towards the selected course of their choice, job opportunities in the courses, chances of campus selection, personality development according to their profession etc.
**Personal Problems** are difficulties faced by the students of professional courses like behavior emotions, intelligence, creativity, adjustment, health, self-esteem, self-confidence, stress, anxiety etc.

**Fig-i**

The present study has focused the educational, vocational and personal problems of students of various professional courses in relation to their personality, gender and institutional environment in which the students have taken the admission. Each student faces some specific type of problem while perusing his or her course.

Following may be the problems related to their personality, his or her sex and their institutional climate

**Fig-ii**
A. Problems related to Personality:

Difficulties related to adjustment, anxiety, tension, temperament, frustration, decision power, worries and ambitions etc. all kinds of problems are related to different type of dimensions of personality. Students have their own personality traits so they have their own views and images regarding the different problems. There may be different set of list of problems for different students. Before going to next variable the aspect of personality is to be discussed in detail.

Personality: its Definitions

The term personality comes from the Latin word ‘persona’ meaning mask according to Hurlock (1978). Allport in 1937 defines personality as the active association within the individual of those psychophysical systems that determine his/her unique adjustments to the environment. McGill (1949) defines personality as the association of needs, abilities and potentialities of within the individual. Cattell in1950 defines personality as the sum total traits of the psychological characters of the individuals. Eysenk in1952 states personality is more or less stable and enduring organization of a person's character, temperament, intelligence and physique and built that determines one's unique adjustment to the environment.

Personality is a criterion for knowing, understanding or assessing any person. Personality depends on the psychophysical development of a human being. It
comprises a person’s nature, nature, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the heredity factors. But the environmental factors cannot be ignored. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individual’s typical manner of personal and social adjustment. Each civilizing group has established behavioral patterns appropriate for the members of two sexes. Within these culturally approved imprisons, each individual is expected to develop a basic confirming personality pattern. Since personality is a product of cultural influences and is shaped by pressures from the social group.

Characteristics of personality

- The personality is only one of its kind and specific. Everyone has a unique pattern. No two individuals not even identical twins, behave in precisely the same way over any period of time. Everyone has specific characteristics for making adjustments.
- Personality includes everything about a person. It includes all the behavior patterns like co native, cognitive and emotion and covers not only the conscious activities but goes deeper to semi conscious and unconscious also.
- It is not just a collection of so many traits or characteristics which is known as personality. It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.
- Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is continuous. One has to struggle against the environmental as well as the inner forces throughout the span of his life.
- Every personality is the product of heredity and environment.

Role of personality in students’ life

The organizations of learning especially the schools and colleges are principle means of socialization to develop children into the valuable citizen. It is only students who are high in their scholastic achievement are the ones who can be shaped to occupy position in society and thus determine the future of society. Hence academic achievement occupies a very important place in education as well as in the learning
and development process. High achievement in school and colleges creates self respect and self confidence in the child. Grade placement whether in a slow or fast section promotion and marks are the criteria by which students assess their academic achievement. In any person his success is ego inflating, failure is ego deflating. Failure not only damages the self concept but it encourages the development of patterns of behavior that are harmful to personal and social adjustments. By contrast, success leads to favorable self concept which leads to good personal adjustments and good social evaluations. These contribute greatly to good future adjustments. Society and parent’s emphasize effective education because it forms the main basis for admission to professional courses and for their career development. Thus the academic achievement that has the highest reputation in the eyes of the society with which the child is identified has the greatest influence on the dimensions of his or her personality.

**Dimensions of personality**

We can easily understand the person and its nature and culture with the help of following dimensions of personality. Different tools for measurement of personality help the individual to know his various aspects of personality. It also provides great help to understand their problems related to personality as well as to decide the future career of a person. Cattell has grouped personality into a battery that mean series of 16 factors. They are as follows-


**The next order personality factors are defined as:**

1. Extroversion: Socially outgoing, outgoing person, good for making and maintaining interpersonal contacts and links. This can be very favorable in situations that call for this type of temperament for example a salesman or a person from marketing, but should not be considered necessarily favorable as a general analyst for example scholastic achievement.

2. Anxiety: Need not be disturbed, since anxiety could be situational and condition based but it is probable that some maladjustment i.e., dissatisfaction with the level to which one is able to meet the demands of life and social
status and to achieve what one desires. Very high anxiety is generally disrupting of performance and productive of physical disturbances.

(3) Adjustment: Likely to be an innovative, decisive and flexible personality. However one is likely to miss the delicate relationships of life and to orient their behavior too much toward the obvious. If there are difficulties, they are likely to involve quick action with insufficient consideration and thought.

(4) Independence: The factor is inclined to be an aggressive, independent, daring, keen and insightful in any person. Seeks those situations where such behavior is at least tolerated and possibly satisfied and is likely to exhibit significant initiative.

Extroversion and Introversion, Self-Concept, temperament, Dependency and Independency, Adjustment, anxiety in any person are important dimension of personality.

Above description is showing the different dimensions of personality according to which, a person or an individual during his development from child to an adult can acquire a particular set of traits or characteristics on the basis of environment around him. All above characters or different dimensions more or less influences the various aspects of life in which student’s life are important.

So, each student with same set of personality traits may have a same or different set of educational, vocational and personal problems. However the intensity of problems may differ according the individual’s own situation and circumstances. To investigate these problems in context their personality characteristics is one of the focus area of the study so that we can leads to some result.

B. Problems related to their sex:

All the common problem describe above as well as the problems of sexual harassment, restrictions on the students/child, ragging, freedom of choice of course, institution and jobs, health problem, problems of convincing & cooperation from the family, household jobs, marriage, children etc.

Gender or sex

A common use of the term sex is to restrict it to referring in a sense of biological distinctions and differences between males and females, while keeping the
term gender to refer to the psychological features or attributes associated with these categories.

**Males and Females**

The origin of the Indian idea of appropriate female behavior as compared to males can be found from Manuin 200 BC: “by a young girl, by a young woman, or even by an aged one, nothing must be done independent, even in her own house”. This makes a large and notable difference among male and females.

India is a versatile society where no generalization could apply to the nation’s various regional, religious, social and economic groups. Nevertheless, certain broad circumstances in which Indian women live affect their way of participation in economy. A common denominator in their lives is that they are generally restricted to home, with limited mobility, and in home responsibility. Other, unwritten, variety of work practices place further constraints on women. Throughout history, women have generally been classified on the basis role of a home-maker i.e. a mother, sister and wife.

There was no equality between men and women. Reform movements in the 19th and 20th centuries led by many social workers and reformers provided boost to women’s legal status in India. The theoretical foundations of development discourse have experienced many changes over the decades. The job of men and women in the development process has received much attention in the last few decades. The new theory argues that a person’s role was specified under a specific framework where the scope of gender being masculine or feminine was now limited within the biological understanding of sex may be a male/female. Modernity has resulted in a growing flexibility and elasticity for making changes in the gender roles of men and women. The earlier conception that man was the provider of basic necessities i.e Roti, Kapda Aur Makan for family and women the child bearer and care taker of home, is now no longer suitable in the new altering era of social structure and economic compulsions. Females and males both are now taking responsibilities and changes in society. Boys and girls both want their education and career bright. Data in different surveys show that numbers of students taking admissions in various professional courses are continuously increasing. But it is surprising that in spite of so many laws, women still
continue to live under stress and strain. To ensure equality of status for our women we still have miles to go even till today. Consider the case – a girl taking admission in mechanical engineering choosing corporate sectors as first preference of her career. Doesn’t it sound a bit uncomfortable because it’s always considered a man’s preferred and popular field? Being a girl can’t choose it for her first major professional course. Therefore, on the basis of gender inequality we can assume a different set of educational vocational and personal problems for male and female students which has been identified and analyzed further in this research study.

C. Problems related to institutional environment:

Problems regarding infrastructure, facilities, management, administration, academic staff, office staff, peons etc.
Institutional environment /climate

The institutional environment is one of the major factors for the problems of the students. Institutions would like to be recognized as provider of good quality higher education. They understand that competing on the basis of any solo aspect is not sufficient to ensure the reputation of their university and colleges. As such, they want to find new ways of demonstrating and improving their performance. They react immediately to students’ demand for valuable teaching. Students want to ensure that their education will lead to jobs and will give them the skills needed in the social culture of today and tomorrow. Mobility of students and growth of fees increases the consideration given by students to the quality of the teaching. Quality of teaching is directly attached with educational problems of students. Furqan Quamar and S.Sinna when examined the reasons for total number of students in various disciplines in India for the inter-institution variations in quality UGC standards (Emerging Issues in Higher Education Approach and Strategy of 11th plan) about 111 Universities and 3,492 colleges assessed by the NAAC indicates that the deficiencies in availability of human resources on the basis of quantity and quality teachers and physical and other infrastructural facilities have qualitative gaps between ‘A’ and ‘C’ grades awarded by NAAC. And this difference plays a measure role to produce problems to students. The percentage of colleges with library facilities, computer centers, health centers, sport facilities, hostels of students and teacher residency, guest houses, teacher’s housing, canteens, common rooms, student and teacher welfare schemes, gymnasiums, auditoriums, and seminar rooms are much higher in case of high quality colleges as compared with the low quality ones. Similarly, high quality colleges are superior with regard to academic indicators, which include higher student-teacher ratios, number of permanent teachers or teachers with PhD degrees, their research and publications books per student, books and journals per college, and students per computers etc. It may be summed up by saying that the quality of higher education is directly proportional to infrastructure, availability and recruitment of good teachers, motivation of students, employability of the programme and freedom for innovations and creativity. The teachers should also undergo orientations as well as the content improvement through training from time to time. There is explosion of information in the modern times. It is, therefore, very important to convert this information into
knowledge and here the teachers in the universities and colleges have to play a very crucial role.

In the last 30 years, a growing organization of recent research has confirmed the importance of the learning climate or environment for children, adolescents and youths. Empirical research shows that a positive and sustained school, college & university climate promotes students’ academic achievement and healthy development in their students of any age. Not surprisingly, a positive institutional climate also promotes teacher retention, which itself enhances student success according to the results of various studies.

Now, above discussion related to problems of students for different reasons leads to an important issue that whether all these problems regarding the students of various disciplines should be bothered or not? Definitely, respond to this issue must be taken in positive direction and should be treated at institutional levels itself. Thus, University Grants Commission (UGC) has already formulated a scheme namely “Career and Counseling Cell “to address the diverse socio-economic challenges and geographic backgrounds of the heterogeneous population of students coming to the colleges. The objective of this cell is to solve the problems of students up to some extent at higher level of education. There is a provision to setup a guidance cell or students’ advisory in the institution itself. The need of establishing this cell is to provide educational, vocational and personal advice to the students at the college level.

**What is Guidance**

Literal meaning of guidance is to direct or to point out or to show the path to the persons. It is the assistance or help provided by a more experienced person to a less experiences person or may be in different hierarchy to solve major problems of the individual i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the best possible development of the individual. As a process guidance helps the individual in self understanding and in self-direction for developing ability to solve problems, make choices and decision on one’s own.
Guidance in addition to Education

The aim of education is to achieve the maximum possible realization of possibilities inherent in the individual. Education promotes all aspects of any individual’s personality and his behavior. Guidance is an integral part of education and helps in achieving the goals and objectives of education. Guidance is essential for the development of individual which is the main purpose of education. The Education Commission (EC-1964-66) observes guidance should be regarded as an primary part of education and not as a special, psychological or social service which needs in special cases. It is meant for all students not just for those who diverge from the norm in one direction or the other. The association of guidance to education observes that all type of guidance is education but some aspects of education are not guidance. Both have same objectives i.e. development of the individual but methods used in education and in guidance are very much different.

Need and importance of guidance

• Self understanding and self direction - Guidance helps any individual for understanding their strength, limitations and other resources.
• Guidance helps individual to develop ability to solve problems and to make and take decisions.
• For best possible development of any individual
• For solving the problems of the individual.
• Academic progress and development.
• For vocational maturity, vocational choices and vocational adjustments
• Social and personal adjustment
• Direction to improve family life
• For good citizenship
• For protection and proper utilization of human resources.
• For the national development and its growth.

Guidance is helpful not only for student and teacher in an educational institution but also to the parents, administrators, planners and community members.
**Diversity in guidance services**

A guidance programme provides all activities which are required to support in their educational, vocational, personal development and their adjustment problems. Guidance services can assist the pupils in knowing themselves-their potentialities and limitations, making suitable choices in educational, vocational and other fields. Some of the important guidance services are:

**Suggested areas of guidance in worldwide context**

The student’s life is now very complex day by day. Students in the twenty-first century have facing many confusions and difficulties for optimum achievement, adjustment with their surroundings. In very beginning guidance was concentrated on problems relating to vocations only. It was largely concerned with getting jobs for young people. But, now guidance has moved out away from this situation now. It is now concerned with the individual in all aspects. The areas of guidance are very vast. The following are some of the important areas of guidance.

**Personal guidance**

Students face many personal problems related to own, their parents and family, relatives, friends and teachers, etc. They have a lot of memories related to their home or family which may be creates feeling of frustration in them, if any. If their parents are expecting too much of them it leaves them with a feeling of
incompetence and insecurity leading poor self-concept and self esteem. The objectives of personal guidance are to help the individual in his or her physical, emotional, social, rural and spiritual development. The purpose of personal guidance are:

- To support the individual to understand the thoughtfulness for himself/herself.
- To assist the individual for personal problems.
- To support the individual in taking self-governing decisions and judgment.
- To assist the individual to view the world and the social environment in right perspective.
- To support the individual in making related adjustments to different problems deal with it in life.

The scope of personal guidance in all stages of life’s different therefore it should be provided accordingly.

**Educational and learning guidance**

If anyone closely inspects the problems of students in schools and colleges, he can exactly realize the need of educational guidance in any means. Educational problems are to be in need to solve. Educational guidance is related to every aspect of education at school, university and colleges’ level, the curriculum and course, the methods of instruction, other curricular activities, disciplines etc. The objectives of educational guidance are:

- To give a hand to the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.
- To help the child for making educational plans with his/her abilities, interests and goals.
- To facilitate the advisory to students to know detail about the subject and courses offered.
- To help out the student in making satisfactory progress in various school and college courses and subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it.
- To help the child in developing good study habits.
To help the child to participate in out class educational activities in which he can develop leadership and other social qualities.

Educational guidance at the tertiary stages must oriented students about purpose and scope of higher studies and helps them to stimulate their studies. Each college/ university must have a guidance unit with due provision of guidance services.

Professional or vocational guidance

We know that ‘bread and butter aim’ is one of the main aims of education. In this context, there is a great need for vocational guidance. Vocational guidance is a process of assisting the individual to decide an occupation, prepare for it, and enter upon it and progress in it. It is concerned primarily with helping planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual. Some of the aims and objectives of vocational guidance are:

- Guide the students to discover his/her abilities and skills to feed them into general requirements of the occupation..
- Helping the individual to develop an attitude towards that work where they may wish to enter.
- Supporting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- Assisting students to secure relevant information about the facilities offered by various educational institutions..
- At the elementary stage, although guidance programmes are not needed, the orientation to vocation can be initiated at this stage. At the secondary stage vocational guidance should help the students to know themselves, to know the world of work, to develop employment readiness to develop decision making rules. At the higher education stages it should be more prescribed and arranged. The objectives at this phase are to help the students to get information about different career, training facilities.
Avocational guidance

The individual student spends only a small portion of his time i.e. 6 to 8 hours per day in school or college. The rest of the time must be well managed and utilized by the child or student for his/her self progressive development. Avocational guidance helps to utilize the leisure time. The other co-curricular activities can play an important role in all-round development of the child. But many parents, teachers and children give secondary importance to these activities and actions. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

Social and community guidance

We are social animals. But social relationships constitute a problem area for most of the students. Sometimes many students may face problems in adjustment and social relationship in their surroundings. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group; in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious institutions, Media and other intellectual persons etc.

Moral and related values guidance

Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all round development.

Health and fitness guidance

Health is regarded as the wealth. Preventive and curative is the purpose of health guidance. The health guidance may be a cooperative effort of principal, HOD’s, doctors, counselor/psychologist, all teachers, students and parents. For promoting preventive care it should be planned in school & hostel. Similarly health education through formal classes and information is essential in school education stages.
Leisure – time guidance

Leisure generally refers to free time a person at his clearance. Leisure in modern time is available to those who are technically trained and efficient. But, unfortunately most of us do not know how to utilize the free time. Thus, guidance for leisure is necessary. Leisure can be profitably utilized for two purposes. First of all Leisure provides personal time for individual development. One can increase his efficiency by utilizing his leisure time the second use of leisure is that it helps the individual to be more productive by getting the necessary rest and pastime. It has also been recommended that individuals should spend their leisure time in social welfare activities.

Requirement of guidance cell or students’ advisory in institutions

To solve the problems of students up to some extent at higher level of education, there is a norm to setup a guidance cell or students’ advisory in the institution itself. The need of establishing this cell is to give educational, vocational and personal advice time to time to the students at the college level. The Guidance Programme, just like any other educational programme, requires careful attention and steady development. This makes sure that the programme responds to the exceptional needs of their students. It provides benefits to students by giving their intellectual, emotional, social and psychological needs. Therefore, it must be well-planned, goal-oriented and accountable.

Guidance & Counseling Cell has been established in the college to provide guidance to achieve all the objectives which are discussed in above mentioned paragraphs in previous pages related to guidance services.

Some of the preliminary tasks needed to be undertaken in order to organize a guidance programme are-

(a) Construction of a guidance committee in institution
(b) Provision regarding the necessary funds and budget for conducting the various services.
(c) Arrangements for infrastructural and physical facilities in a cool atmosphere.
(d) Support from the students, parents, teachers, management and community.
Starting up of a Guidance Programme

For a planning of guidance programme the guidance committee first identifies the programme objectives based on the survey of the student needs and characteristics. This is go behind by preparation of a yearly plan of the college guidance programme. Further, keeping in view the objective, the board prepares a tentative plan or chart, showing the functions of various personnel. Next, another extra chart is prepared by specifying the duties and roles to be performed by each personnel.

Function of the Principal or HOD: The principal or any HOD who is the chairman of the committee needs to provide the required facilities for the smooth and successful functioning of the programme in colleges. Appropriate need has to be taken by the principal to make suitable arrangements for the administrating of the psychological test materials, literature documents and arranging sufficient funds. Monitoring of the guidance activities are also been done by the principal.

Role of the Teacher or faculty member: The teacher provides help by maintaining the cumulative records of students and organizing the various guidance activities.

Benefits of the Guidance and Counseling Programme

College or school guidance and counseling programme give benefits to the following-

a. Students for increasing their self- Increases knowledge about the changing environment, helps them to reach their highest academic potential, to give opportunities for career searching, planning and decision-making, supplying of opportunities for networking with services and thus establishes an effective support system and handling their personal issues.

b. Parents for giving support to their child’s educational and personal development, enhance opportunities for parental involvement in the education of the child, Equips parents with all recent trends and skills necessary to support their child and making them child-friendly and their full supporter.

c. Teachers enable to work in collaboration with other teachers and parents.

d. Administrators can enhance the image of the institutions in the society, reduces opposes, and improves the general appearance of the colleges.
e. Business, Industry, the Labor Market can select potential and well-informed workforce, with positive attitudes and the necessary skills and also make an opportunity for collaboration with teachers in preparing students for the world of work, through contribution in career fairs, and other career guidance activities.

But, unless a programme is systematic, such benefits and profits will not ensue. The programme leader and co-coordinator must ensure that the impact of the programme is for benefits the students.

Therefore, in the present research study a strategic plan has been suggested by the researcher on the basis of analysis and findings for the student’s welfare, which may be helpful for the institution to overcome the problems of students of professional courses.

According to UGC guidelines an outline of plan has already formulated which is attached in annexure-1 in the thesis.

I.2 JUSTIFICATION OF THE PROBLEM

Students who take the admission in the different discipline of professional courses of their choice start to build their professional attitude accordingly. Medical, engineering, management and education are most demanding courses today at present time. In spite of that various students who take the admissions in these fields are not interested to continue the course or even make their career in this field. They are not able to continue further with the same line of their own choice at the end of the course. In spite of availability of various seats many seats have been leaving vacant from last 2-3 years.

Some of the news reports showing figures of Rajasthan state including Jaipur:

➢ Source timesofindia.indiatimes.com

Out of 67,990 candidates who appeared for the examination, there are nearly 47,847 RPET seats in government and private colleges. Most of the candidates can get the college as per their merit according to their choice. According to one of the estimation 55,000 capacities in over 150 engineering colleges, including 27 evening colleges have a major challenge to fill up 100% seats when a large number of state
students migrate to Andhra Pradesh and Karnataka for higher studies or engineering. Last year, around 8,000 seats remained vacant causing loss to 25-30 engineering colleges.

TNN Jun 12, 2012, 03.50AM IST

JAIPUR: The management colleges in the Rajasthan state are in unhappy state due to students' unresponsiveness as over 80% seats in all the 134 MBA colleges affiliated with Rajasthan Technical University (RTU) lie vacant even as the first counseling session was held recently. Out of total of 10,000 seats, only 700 students crooked up for the first counseling session. It is shocking news to the management of MBA colleges who are struggling to survive in need of students. 19 private management colleges have applied to RTU for closing their institutions before the beginning of 2012-13 admissions. Most of them are from Jaipur.

RTU bureaucrat said in around 50 colleges not a single student has turned up for even in first counseling. This is called as crisis period for management education in the Rajasthan state. These institutes will have to re-plan their policies by focusing on faculty and infrastructure.

Source Dainik Bhasker, a daily Hindi news paper of Rajasthan. 21, July 2012. Out of 89675 seats of PTET only 69131 have been reported till now, 20544 have not reported yet.

- Source: New Delhi, January 12, 2012 updated 14:37 at, indiatoday.com a student born and raised in Mumbai Shashank Prabhu, has a medical background. He pursued his MBBS degree from Grant Medical College in Mumbai, but decided to quit this field and decided to move to management.

- Boring routines, absent work life balance and a dream that was never theirs to begin with – young people are looking for reasons why they participate in the professional rat race. Himani Tyagi meets six young professionals who’ve decided those reasons might as well be their own; even if it means changing careers

Ramit Batra, 29, from Delhi, Animator to lifestyle photographer
Vijay Prabhat, 34, from Chennai, IT consultant to storyteller.
Sayeed Salim, 29, from Andamans, Software Engineer to Scuba diving instructor.

Chavvi Rajawat, 30, from Rajasthan, Management professional to village ‘Sarpanch’ Working for ‘Gram Swaraj’

One more important issue which cannot be ignored that some of these professional programme like management, engineering, medical, teacher education run by colleges these days is finding it hard to retain its demand in the recent market as they are producing unsatisfied lot of students. There was a time when MBA was highly valued in the Industry. But now the data showing real story that number of seats available in 137 management colleges across Rajasthan affiliated to the Rajasthan Technical University in 2010 is over 10,000 against almost 8,772 candidates eligible for the that session. The reasons lie in the shallow quality of basics. If a heavy infrastructure and attached facilities like a Wi-Fi campus, air-conditioned class rooms is our definition of any worthy institute then options are so many. But if anyone wants for real quality then there are almost 70% institutes who lack the basics. The ability of an academician in holding a class and deliberating on a certain subject in a student-friendly manner is the real worth of a degree. Absence of this attribute can result into lack of basic skill sets.

A recent study conducted by Higher Education Forum (HEF) states that there is no matching between the expectations of the employers and certain skills which is important for their profession. The 'Skill Gap Survey' was conducted to evaluate all these parameters systematically that if there are gaps and holes in the expectations and performance of newly hired MBAs in the Indian banking, financial services, and insurance sector, they found that gaps do exist. These were very common particularly in skills such as listening, and team work and collaboration, attitudes such as self-motivation, self-discipline and commitment and dedication, and Knowledge such as understanding organization and process and product, solutions and services as well as consumer behavior.

Some more citations may lead us to more justified manner for the real problems of students in present time situation.
MBA: The fading glory, Wednesday, July 27, 2011, By Cool Avenues Editorial Team CoolAvenues.com. The polish of a management degree seems to be fading away with times. In the recent years, it has been said every now and then that management degree is losing its glory. MBA graduates previously dreamt of a five-star lifestyle are now even looking down at positions which are a completely different with their education.

Rajasthan University has invited applications for 15 positions for peons and surprisingly most of the applications are coming from candidates holding MBA, PhD, MPhil and MSc degrees. But why do these highly qualified people is seeking for a job profile as low as of a peon? Manmohan Singh Rathore, who holds an MPhil degree in computer science, a journalism degree and is employed as a teacher in a private school explained that he has all these big degrees, but there is no assured employment, If he get selected, he'll get to do a government job.

So it is not that only the unemployed, Fresher’s of colleges are finding it as a suitable job option for them, but those already employed are also attract for these positions.

An earlier article published on CoolAvenues.com—MBA- Much below ambition, mentions about a B-school pass out who spend 8 lakhs on a MBA Program from a much advertised Institute, cannot expect a heavy salary package. Reason being, his degree hardly go and get him a respectable market value. There are many young graduates who are struggling for a feasible job after having done their post graduation.

In Rajasthan University the starting monthly salary for a peon is about Rs. 4,700-7,000 depending upon years of service. But for highly qualified candidates like above said Rathore, a job security, with assured funds, government accommodation and other facilities are way more attracting than a highly paid job.

One more aspect of student’s problems is recently coming more up. From the last few years various news papers are reporting to the news related to the students of different disciplines of professional education. The news headlines
are related to admissions, results, dropouts, stealing, robbery, depression, anxiety stress and suicidal cases and other educational, vocational and psychological problems.

Now in present study, the three factors i.e. personality characteristics, sex and institutional environment for the study has been taken and work related to research is emphasizes on these three criteria which are mentioned above as well as the efforts have also been made to summarize the effect of duration of course and eligibility criteria on their different problems. Being a teaching faculty in a university, these kinds (which are described above) of problems of students of various professional courses has been observed, thus, efforts go in the direction to find out the answer of following questions:

1. How many students out of them want to make their career in similar field what they had decided at the time of their admission?
2. Are they totally satisfied with their decision?
3. What are the different types of problems of students of different professional courses?
4. What are the factors responsible for their problems?
5. Does duration of different types of professional course effects the problems of the students.
6. Is there any facility available at institutional level for the consultation of problems of students of professional courses at college/university level?

Next, on reviewing of literature for the studies related to topic, many studies reported till now reported about the various types of problems of the students at school level as well as college and university level.

- Malik studied on Self-Disclosure, Self- Acceptance, and Anxiety among College Students and found that Self-disclosure and self-acceptance were positively correlated for undergraduate girls, postgraduate boys and postgraduate girls. Sex played a significant role in self-disclosure. (1)

- Narinderbal studied on certain Personality, and Demographic correlates of Sex Role Attitudes amongst College Female Students and found that relationship of father's education and occupation with sex role attitude of females was not
significant. Females belonging to a joint family structure were more traditional or 'other oriented' in their sex role attitude. (2)

- Tripathi studied adjustment Problems of Undergraduates of Varanasi Division and conclusions were drawn. (3)

- Arora reported his work on problems of students of professional courses of medicines, law, engineering and education in relation to their personality factors and found that, personality characteristics play a significant role in predicting professional success and problems are different according to different traits of students of different professional courses. (4)

- Mowji reported his work on educational and vocational problems of higher secondary students of greater Bombay and concluded that in absence of guidance, junior college students faced educational and vocational problems. (5)

- Joshi concluded for the Classroom Climate and Methods of Teaching adopted by Indian Universities, that there was a satisfactory democratic climate in the classroom in the colleges and faculties under study. There was a good amount of mutual trust between the students and the teachers. (6)

- Agarwal, reported his work on Life Stresses among University Students and concluded that simple stress score was a powerful predictor of strain, life events did account for a significant proportion of variance in symptom scores but shared no variance in the number of times a subject sought medical help from a doctor, the occurrence of day-to-day problems had higher pathogenic significance than even major life events (8)


Though, lots of work had been done related to the problems of students of school going children, college students, universities students as well as students of professional courses. But, little work has been reported yet regarding this proposed study. So, to find the answers of above mentioned research questions which were raised in the mind of researcher a direction has been found to select this problem as a research problem for the Ph.D. work. Thus, researcher has been set the objectives and formulates hypotheses accordingly so that obtained findings must be able to exit with appropriate outcomes.

I.3 STATEMENT OF THE PROBLEM

“An investigation into the Problems of Students of Different Professional Courses in Context to their Personality Characteristics, Sex and Institutional Environment”

I.4 OBJECTIVES OF THE PROBLEM

1. To study the problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment

2. To identify the different types of problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment.

3. To study the various factors responsible for the problems of students studying in different professional courses in context to their: (1) Personality characteristics (2) Sex (3) Institutional environment.

4. To study and identify the problems of students studying in different professional courses after the 10+2 level.

5. To study and identify the problems of students studying in different professional courses after the 10+2+3 level.
6. To study the impact of duration of courses on the problems of students of different professional courses.

7. To suggest a strategic plan for the purpose of students’ welfare in the institutions running the different professional courses.

I.5 HYPOTHESIS OF THE STUDY:

In the present study null hypotheses has been framed.

Null hypothesis is a statement that no relationship exists between two variables. It states that the outcomes predicated in the declarative form will not occur except by chance. This is also known as the ‘Statistical hypothesis’, ‘testing hypothesis’. A null hypothesis challenges the assertion of a declarative hypothesis, which may be called the ‘research hypothesis.

Conceptual Hypothesis

1. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Personality Characteristics.

2. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Sex difference.

3. There is no significant difference between the problems of students studying in different professional courses of Engineering, Medical sciences, Business management and Education in context to their Institutional Environment.

4. There is no significant difference between the problems of students studying in different professional courses after 10+2 level and 10+2+3 level.

5. Duration of different professional courses does not affect the problems of their students.
**Operational Hypothesis**

I.1 There is no significant difference between the problems of students studying in different professional courses in context to their personality characteristics on the basis of following:

- I.1.1. Introversion-Extroversion
- I.1.2 Self-concept
- I.1.3 Independent-Dependent
- I.1.4 Temperament
- I.1.5. Adjustment
- I.1.6. Anxiety

II.1. There is no significant difference between the problems of males and females studying in different professional courses.

III.1. There is no significant difference between the problems of students studying in different professional courses in context to the institutional environment of universities and colleges.

In the present investigation the problems of the students are from educational, vocational & personal field.

**I.6 TECHNICAL TERMS DEFINED**

**Problems of students**

In this study problem of students means difficulties related to their educational, vocational & personal field during the course.

**Students**

In this study, girls and boys admitted in various professional courses in different universities and colleges.

**Professional courses**

A first professional degree is an academic degree that prepares the holder for a particular profession by emphasizing competency skills along with theory and analysis. These professions are typically licensed or otherwise regulated by a governmental or government-approved body. Areas such as nursing, architecture,
forestry, law, medicine, osteopathic medicine, chiropractic, engineering, dentistry, psychology, accounting, podiatry, audiology, physical therapy, optometry, pharmacy, social work, religious ministry, or education, among others, often require such degrees for licensing. Professional degrees, often taken as a candidate's second degree after an undergraduate degree in an academic subject, are especially important in the United States. In the United States, many professional degrees are combined with graduate degrees, and some students undertake professional studies after graduate studies (MS or PhD). In some other countries, such as the United Kingdom, the study of vocational subjects at undergraduate level, and post-graduate qualifications outside the academic degree structure, also play a large role in professional training.

**Personality Characteristics**

According to the Gordon Allport (1927)—“Personality is the dynamic organization with the individual of those psycho-physical system that determine his unique adjustment to his environment.” This definition emphasizes the adjusting processes in the development of an individual personality. According to this definition, an individual’s inherent needs, urges, or drives serve as motivation of behaviour toward satisfied goals. This is also quite an adequate definition and explains the personality quite clearly and correctly. In this study personality characteristics defined according to the test prepared by Km. Manju Agrawal (Multidimensional personality inventory). Dimensions in this test are

- Introversion-Extroversion
- Self-concept
- Independent-Dependent
- Temperament
- Adjustment
- Anxiety

**Institutional Environment**— In this study institutional environment means:

(Universities and colleges)

**Physical environment:** The environment of any institution can be described with its location infrastructure of the building, facilities provided in the institution (hostels,
visiting room, sick room, tutorial room, classroom, common-room, seminar hall, auditorium, visiting room, guest house, labs, library, conveyance, mess/canteen, medical facilities, and stationary shops including fax, photocopy, STD, gym, playground and other entertainment

**Human Resources:** Management staff, administrative staff, academic staff, office staff and fourth class employees etc.

**Sex:** Male and female students studying in various disciplines of professional courses i.e. engineering, medical, management and education.

### I.7 DELIMITATIONS OF THE PRESENT STUDY

- Institutions were selected from Jaipur district only.
- Students were selected from selected professional courses in the integrated form not from branches wise of their respective courses.
- All the students including males and females were selected randomly from first year to final year of their respective courses.
- Regular students of the professional courses were selected for the proposed study.
- Students of correspondence courses and part time courses were not the part of study.
- Dimension of personality for different groups of professional courses from the Multidimensional Personality Inventory prepared by Dr. Manju Agarwal has been selected and that aspect of personality dimension is examined in which maximum numbers of students are present.