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.

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¹ http://www.answers.com/topic/personality
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 person's 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

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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 ongoing 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. Kretchmer 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, Kretchmer 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 n 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.
1. 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 underestimate 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 DEVELOPMENT

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 stage:** 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.

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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 “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 broaden 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 up to 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 identity, 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 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 childhood 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 throughout 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 11\textsuperscript{th} 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

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* 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
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<td>10519</td>
<td>13646</td>
<td>15389</td>
<td>19480</td>
<td>21357</td>
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<td>2</td>
<td>Students *</td>
<td>6260</td>
<td>7615</td>
<td>9267</td>
<td>10467</td>
<td>10711</td>
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<tr>
<td>3</td>
<td>Teachers *</td>
<td>1494</td>
<td>229</td>
<td>255</td>
<td>284</td>
<td>298</td>
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<tr>
<td>4</td>
<td>Per teacher no. of students</td>
<td>32</td>
<td>33</td>
<td>36</td>
<td>37</td>
<td>36</td>
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</tbody>
</table>

* Figures in thousand

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

<table>
<thead>
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<tbody>
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<td>1</td>
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<td>1339</td>
<td>1528</td>
<td>2275</td>
<td>3277</td>
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<tr>
<td>2</td>
<td>Students *</td>
<td>1135</td>
<td>873</td>
<td>1086</td>
<td>1171</td>
<td>1784</td>
</tr>
</tbody>
</table>

* Figures in thousand

**Source:** Economic Survey of Maharashtra 2010-11, Finance and Statistical Directorate, Planning Division, Maharashtra State, Mumbai
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 been 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 thought 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 to 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, the 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 in 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.

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<thead>
<tr>
<th>Govt. of India</th>
<th>State Govt.</th>
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<td>H.R.D. Ministry</td>
<td>Education Ministry</td>
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<td>Zilha Parishad (Secondary Schools)</td>
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<td>I. I. T.</td>
<td>Panchayat Samitte (Primary Education)</td>
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<tr>
<td>I. I. M.</td>
<td>Educational Institution’s Management</td>
</tr>
</tbody>
</table>

School College Sr. Colleges

----------------------------------Students ----------------------------------

----------------------------------

PARENTS
SOCIETY

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.