2.1 FACETS OF PERSONALITY DEVELOPMENT

a) Physical Development

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

b) Character Development

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

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

d) **Social Development**

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

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

e) **Psycho Motor Skills**

Psycho-motor skills like handicraft, map drawing, handwriting, initiating discussions, designing various craft material etc. These qualities need be developed through various curricular and co-curricular activities and it should be assessed from time to time. Various methods need be adopted for assessing the development of all these psycho-motor skills. Such development
should be made at different fronts e.g. planning, organizing, exhibiting, displaying and so on.

**2.2 SIGNIFICANCE OF THE TOPIC**

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

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

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

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

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

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

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

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

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

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

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

Finally, the third component of personality is character—the set of emotional, cognitive, and behavioural patterns learned from experience that determines how a person thinks, feels, and behaves. A person's character continues to evolve throughout life, although much depends on inborn traits and early experiences. Character is also dependent on a person's moral development.
Many people mistake the physical appearance and various external characteristics of an individual and his or her personality. As they talk about a marvellous personality they may refer to the height, weight, stature and complexion. Well, if you think that it is just the appearance of the physique of a person that determines the personality, it is time to have a rethink. It is true that physical appearance does matter. However, since most of them are beyond our power and control, it is useless to waste our time and energy thinking on them. Though physical appearance can help, there are many other aspects that contribute greatly to one’s personality.

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

- Character
- Behaviour
- Attitude

Basically, personality development is the improvement of behavior, communication skills, interpersonal relationships, attitude towards life and ethics. Character can be considered the basic factor in determining and individual’s personality. There are several psychologists who say that improving character and behaviour alone will largely influence one’s personality. It is a fact that all other factors behind a powerful personality will become useless if the person lacks a good character and behaviour.
Personality is like a building. Just as a building can exist only when it has a strong foundation, a personality can impress others only when it has a formidable basis. And the strong foundation is supplied by character and behaviour. If personality is developed on the solid base of values and ethics, it will last forever. Fake smiles and mannerisms may attract others for a comparatively short period. However they are shot-lived and do not help in improving one’s personality.

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

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

The school age stage occurs from six years to twelve years of age. This stage is the time for entering school and includes the preadolescent period (from ten to twelve years of age). Children move out of their homes into worlds where they have to find their places, therefore their self concepts, value systems and cognitive capacities change. In addition, children enter the world of peer groups and their behaviour is increasingly influenced by their peers. The child’s competence in communication increases as physical, cognitive, and social development increase. Although the child may attend kindergarten or had a sort of experience with children in neighbourhood through playing, attending school implies new expectations from a child. They now represent their families who want to be proud of their child. At this stage, the child starts comparing him/her self with class mates or playmates. Such circumstances stimulate the child to be as better as possible so that pride of one self if achieved. This is the time when transition from ascribed to achieved status starts to take place. In school it does not matter how a child is in his/her family (loved, neglected, older or younger sibling) except when those factors have affected the child’s personality in a way or another. In school, a child is treated as a part of a collectively rather than as individual at home and this requires the child to forget many desires that may not enable him to fit into the group. All the previous demands organize the child's personality so that the child is able to prepare himself to live within a larger society rather than in a family. During this stage of development, a sense of belonging which makes the child feel accepted and as an integral
part of the group and of the broader society occurs. This sensation involves identification of the society the child is a part of, beside commitment to its values and ethics. In addition, a sense of responsibility involving a capacity and willingness to live up to the expectations one has aroused evolves at this stage of development in the child's personality. The school child's evaluation of him self starts when adults, school mates and playmates evaluate him/her. A self concept that enables the child to regulate his ambitions and ways of relating to others is then established. A new set of values is acquired by the child and he/she starts to view his/her society from different perspectives. At this stage, children have rigid standards of what is right and what is wrong. Industry Vs inferiority represent this stage in the psychosocial theory of development. The developmental tasks of the school age child are: developing the social and physical skills needed for playing games, learning to get along with others, learning behavioural attitudes appropriate to one's own sex, learning basic reading, writing, and arithmetic skills, developing a conscience and morals, and developing a good feeling and attitude about oneself. During the later part of the school age child's development, often called preadolescence, the child begins to show more refinement and maturity in the following areas: becoming an independent adult and learning to depend on oneself, developing and keeping friendships with peers, understanding the physical, psychological, and social roles of one's sex, developing greater muscular strength, coordination, and balance, learning how to study.
2.6 ADOLESCENCE STAGE

The adolescence stage of growth and development, which represent the industry Vs role confusion stage of the psychosocial theory of development, occurs from 12 to 20 years of age. Adolescence is a transitional stage between childhood and adult life and is characterized by rapid physical growth and psychological, mental and social maturity. This stage of development officially begins at puberty and ends with person achieving a level of maturity enough to deal with and manage realities of life and be able to bear responsibility of him/her self and his/her actions. The developmental tasks faced by the child at this age are accepting changes in the body and appearance, developing appropriate relationships with males and females of the same age, accepting the male and female role appropriate for one's age, becoming independent from parents and adults, developing morals, attitudes, and values needed for functioning in society. Adolescence is thought to be the period of emotional unheard and rebellion, sudden changes of mood, shifting ideologies and clashes with authority. During adolescence, although emancipation from parents in order to achieve independence and learning to accept responsibility for one’s self takes place, an adolescent still fluctuates between child-like dependency and stubborn independence. During this critical stage an adolescent is ambivalent since he or she does not like adults’ control but still seek their guidance. In addition, sudden fluctuations in mood are common to which erratic behaviour can be related. Peer groups play a critical role in the process of socialization and social interaction and self concept is gradually acquired as a result of reactions of his peers towards
him. As mentioned previously, an adolescent undergoes active mental maturity since an adolescent becomes capable of more than abstract mode of thinking and the capacity of receiving new information reaches its peak. This sort of development results in endless speculations about abstract issues. In spite of that, the adolescent still feels uncertain i.e. lacks the ability to direct him/her self and the confidence to translate his/her thoughts and ideas into a definite course of action. Persistent arguing and pretended wisdom are characteristic features of adolescents. Moreover, an adolescent rethinks about matters of life he learnt to be true from his/her parents early in life. What the adolescent needs by the end of this stage is to find out what sort of person he or she is and what his/her abilities and limitations are, therefore the period of adolescence can be called the period of readjustment.

2.7 ROLE OF FAMILY IN SHAPING THE CHILD’S PERSONALITY

From the first days of our lives, each and every one's family plays a very important role in defining the future grown-up's personality. It is the family who we look up to, from the very beginning of building a character. When they are very young, all the children tend to copy the behaviour of their parents. Therefore, when the family does not have a proper attitude towards each other, no matter if the child is present or not, all this will later reflect on the mature personality of the child in question.
The first 5 to 7 years in the life of a child are very important in the defining of his or her personality. However, an even more significant role is being played by the education the child gets in school. Besides the various information he gets from the subjects studied assigned by the school curriculum, the pupil will also learn how to behave in a wide range of situations. The most important lesson regarding the shaping of a personality is learning how to conduct oneself in a group of people. Perhaps most of the pupils have had no brothers or sisters and have turned out to be spoiled and selfish. They have not been taught to share things with other children and have no clue about working in a team in order to achieve the completion of different tasks. This is not a good picture to start with, but the reality can sometimes be quite cruel!

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

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

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

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

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

– Tagore

The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. ‘There is no greater need for the cause of education today than the need for strong men and motherly women as
teachers for the young’. The teachers- as social engineers can socialise and humanise the young by their man-like qualities.

Hence a teacher can pray:-

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

2.9 TIPS ON PERSONALITY DEVELOPMENT OF THE CHILD

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

Parents should not be over-ambitious regarding their children and they should not set goals for a child who is not in harmony with his intellectual endowment, capabilities, achievements and interests. This also puts a breach in the proper development of the child's personality.

2.10 OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To analyze the Academic working of the educational institution relating to development of the students’ personality.

2. To study the various co-curricular activities carried out by the educational institution for the overall development of the students.

3. To study the teacher’s contribution in imparting knowledge and implementation of modern educational aids relating to personality development.

4. To analyze the application of infrastructural growth of the educational institutions for better development of the personality.
5. To study various Training programes organized by the educational institutions in order to develop the competency of teachers.

6. To study the problems faced by educational institutions in imparting education.

7. To provide better suggestions for improvement in working of the educational institutions.

2.11 HYPOTHESES

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

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

1. The secondary schools and colleges give scope for overall personality development of the students. College students as compared to secondary schools are having more input for personality development.
2. The Managements of Educational Institutions should give priority in the context of Personality Development of the students.

3. Educational institutions are required to implement extra co-curricular activities and sports activities for developing physical and mental strength of the student. Continuous assessment is essential for which better managerial facilities are required.

4. College students as compared to secondary schools are having more input for personality development.

5. Teachers play a pivotal role in shaping the personality of the students and hence they also need to be trained.

6. Communication skills are to be developed as in modern times this carries importance in competition. Management of communication skills plays a dominant role in the personality development.

7. Better educational environment gives scope for personality development.

2.12 RESEARCH METHODOLOGY

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

The taluka was divided into two categories using the parameter of the population i.e. namely Rural, Semi Urban. There is no urban centre in this
Taluka. The educational institutions in each category have been categorized according to the grades of the schools such as secondary, higher secondary (Junior Colleges), and Senior Colleges and a special category of Senior Colleges with Post Graduation including B. Ed. and M. Ed. Students. In Daund Taluka there are two Ashram Schools located at Sonawadi and Varvand. These schools are in existence for more than 5 years. Keeping in view the typical environment available at these Ashram Schools are also included appropriate in this study.

At present the academic institutions are classified in different categories such as secondary schools, secondary schools with higher secondary classes, Senior Colleges with attached Jr. Colleges, Senior Colleges, and Senior Colleges offering Post Graduation Studies. In the entire taluka there is only professional college namely Subhash Baburao Kool Adhyapak Mahavidyalay Patas which offers only B. Ed. and M. Ed. Courses. All the educational institutions starting from Secondary Schools to top most standard have been listed out in the first place population zone wise and from the said data from each category minimum of 15% institutions have been identified on random basis. Since the efforts of shaping and developing the student’s personality augment momentum at he college levels the researcher has considered it more appropriate to cover all the colleges in the Taluka. In the process the following table indicates the category wise number of institutions and the students selected for the study purpose.
According to the Education Commission (1964-66) the education comprises of the following stages:

Education comprises of

1) Pre-primary

2) Primary

3) Secondary Classes - Includes:
   - Lower Secondary Classes VIII to X
   - Higher Secondary Class XI – XII (Jr. Colleges)

4) Higher Education - General Degrees (Sr. Colleges)
   - Post Graduate Colleges:

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

On the basis of population the location of educational institutions have been studied for identifying the sample for this research. It has been observed that there is not a single urban centre in Daund Taluka. Daund is a semi urban centre. Therefore the sample has been divided into two groups: Rural and Semi Urban. As the rural area coverage of Daund taluka is quite large for the purpose of selection of the sample due weightage has been given to the rural area.
Fig. 2.1: Growth of level wise students of Daund Taluka during the study period

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

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

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<td>High Schools</td>
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<td>Jr. Colleges</td>
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<td>2896</td>
<td>3028</td>
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<td>24379</td>
<td>24409</td>
<td>25212</td>
<td>25729</td>
<td>26585</td>
<td>26687</td>
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Source: Field data collected

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

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<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
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<td></td>
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<td>3409</td>
<td>3628</td>
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<td>No. of students covered</td>
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<td>% of students selected</td>
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<tr>
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<td>Type of institution</td>
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<td>1863</td>
<td>1912</td>
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</tr>
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<td></td>
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<td>1267</td>
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<tr>
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</table>

* No. of Sr. Colleges remained constant throughout the study period.
* No. of schools remained constant
Fig. 2.2: Level wise growth of students in the Daund Town of study area

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

<table>
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<tr>
<th>Sr. No.</th>
<th>Type of insti. &amp; parameter</th>
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<td></td>
<td>No. of students covered</td>
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As stated earlier in Daund Taluka, Daund is the only town categorized under semi-urban category. Compared to population of Daund, the population of rest of Daund taluka is quite large. It has therefore, the researcher has chosen slightly higher sample from the rural area and has restricted sample from Daund to a reasonable level. Thus it can be seen from the sample selected. So far as school students are concerned the sample selected is 12.00% of the total students. So far Jr. colleges are concerned the sample selected is 16.64% and for the Senior Colleges the sample selected is 42.96%. If we account for all levels and all the students of Daund taluka the
sample selected accounts for 16.63% which can be considered fairly reasonable and representative for the study.

### 2.13 TECHNIQUES USED

#### Numerical Data Analysis Tools

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

**Analysis can help answer some key questions**

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

This process usually includes the following steps:

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

**Where quantitative data have been collected, statistical analysis can**

- help measure the degree of change that has taken place
- allow an assessment to be made about the consistency of data
Where qualitative data have been collected, interpretation is more difficult.

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

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

- **Relevance:** Does the intervention address an existing need? (Were the outcomes achieved aligned to current priorities in prevention? Is the outcome the best one for the target group.

- **Effectiveness:** Did the intervention achieve what it was set out to achieve?

- **Efficiency:** Did the intervention achieve maximum results with given resources?

- **Results/Impact:** Have there been any changes in the target group as a result of the intervention?

- **Sustainability:** Will the outcomes continue after the intervention has ceased?
The researcher has kept all these aspects in mind and has used the requisite tools to analyze the data collected and to present it with a view to facilitate its easy understanding.

Ratios

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

Horizontal Analysis

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

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

Trend Percentage Analysis

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

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

**Primary Data**

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

**Questionnaire**

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

**Sampling Procedure**

The educational institutions in Daund Taluka have been divided into two distinct group on the basis of the population data as of 2001 census. This revealed two groups i.e. Semi Urban and Rural area. Under Semi Urban category there is only one town i.e. Daund. The rural area is a vast area because rest of Daund town all is a rural area.
The data on educational institutions has been collected on the basis of level of the institutions to which it caters to. i.e. Primary Schools, Secondary Schools, Higher Secondary Schools, Junior Colleges and Senior colleges. This data has been tabulated and shown at Table No. 2.3.

Secondary Data

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

Data Analysis

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

2.14 SCOPE AND LIMITATIONS

The research on personality development of the students can be undertaken keeping in view the different aspects in mind. i.e. the personality development can be studied from psychological aspect, mental and physical aspects, religious aspect, social aspect etc. But for this research the researcher has given stress only on the management aspect of personality development. The intelligent quotient and emotional quotient of each and
every student can be measured and on establishing co-relation between these the personality development needs of an individual student can be identified scientifically and corrective measures can be taken. Thus there is scope for further research on the subject. At the same time, for this very research, because of the coverage, time available with the researcher, and costs involved therein, impact of these parameters using sensitivity analysis could not be undertaken. Only the broad management aspects have been studied.

2.15 CHAPTER SCHEME OF THE STUDY

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

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

Chapter III: Review of Literature – In this chapter the researcher has taken a brief review of related literature which he has gone through to understand the research topic as well as to understand as to what work has been done by the other researchers in this area. For this purpose the researcher has referred to various books, journals, periodicals, committee reports, newspaper cuttings, websites, etc.
Chapter IV: Role played by various Educational Institutions in shaping the Personality of the Students – In this chapter the researcher has detailed the role played by the various educational institutions in shaping the personality of the students. In that he has discussed about the various programs these institutions take up in the normal course of their academic course which has a bearing on the personality development of the students.

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

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

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