CHAPTER – III

REVIEW OF LITERATURE

3.1 INTRODUCTION

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

3.2 INDIAN AUTHORS

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

Well known behavioral scientists and psychologists have identified many types of personalities. We shall concentrate on the nine types of personalities. These are perfectionists, Helpers, Romantics, Achievers,
Asserters, Questioners, Adventures, Observers and Peacemakers. They have their own unique personality traits that are briefly analyzed below.

**The Perfectionist**

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

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

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

**The Helper**

Helpers are warm, concerned, nurturing, and sensitive to other people’s need. That cab be got along well with if you tell them you appreciate them. They would expect you to share fun time with them. They would like you to take interest in their problems; through they will probably
try to focus on yours. They want you to know that they are important and special to you.

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

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

The Achiever

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

Achievers face problems when they have to put up with inefficiency and incompetence. They are gripped with the fear of failure or of not being seen as successful. They keep on struggling to hag on to their success.
**Example:** Sachin Tendulkar the greatest batsman, and Kapil Dev, the greatest all-rounder, fall in the category of achiever- always full of energy to achieve something big.

**The Romantic**

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

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

**The Observer**

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

An observer likes to be independent, not clingy. He prefers to speak in a straightforward and brief manner. He desires and needs time alone to process his feelings and thought and may doubt your sincerity if you
intensely welcome him. He dislikes intrusions in his privacy. He remains calm in a crisis.

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

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

**The Questioner**

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

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

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

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

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

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

**The Asserter**

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

The Peacemaker

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

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

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

2. Sanjay Gaur in his book titled “Mantras for Personality Development” has lucidly covered a great deal of skills required for development in personality which are very much practical in nature. He observes that personality development is the improvement of behavioural traits such as communication skills interpersonal relationships, attitude towards life and restoring our ethics. Character is the prerequisite to achieving a better
individual personality. There are several behavioral scientists who argue that improving behavioral traits in a short cut course of fifteen days to develop personality can effectively influence others and help win the race. But one must never forget that excellent behavioral traits such as communication skills, interpersonal relationships, higher order of motivational levels and excellent leadership qualities also fail miserably at the time of crisis if not based on solid character foundation.

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

The author has divided this book in 17 chapters and has provided minute tips under each head of day to day life. Personality development also involves the study of continuities and change in the individual over time. The second chapter deals with how to improve one’s working power. He narrates visualization, goal setting, focus and concentration, mental toughness, perspective, and finally offers tips and key points. The author has given several illustrations of day to day life which are very useful for easy
understanding of the point that has been made out. The other chapters on improve your speaking skill, improve your linguistic skills, leadership skills, organizational behavior, improve your managerial skills, motivation judgmental attitude, art of impressing people, listening skills and social skills. All these chapters are written in such a manner that even a layman will also be able to understand the subject dealt in it. The book is very much useful for the upcoming professional as it provides a practical guide.

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

Once when an individual develops interest in a language his interest in reading the literature also increases. It leads to increase in knowledge. A knowledgeable person naturally carries better impression while he speaks in a group. The increase in knowledge also develops confidence of the individual. His participation in various cultural programmes also adds to his personality.
For an individual to express himself there is no other tool other than the language. Ultimately the development of the language is regarded as the foundation stone of the personality development.

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

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

- Personality is a balance of various qualities/ virtues
- Personality is a constantly changing concept. Consistently there is a qualitative improvement. As the physical and mental development takes place the facets of personality also develop.
- The development of mental and physical qualities is also an important part of personality development.
A comprehensive picture of one’s personality can be painted if we know the following five factors of an individual:

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

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

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

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

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

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

4. A. K. Singh: Book titled “Tests, Measurements and Research Methods in Behavioural Sciences” (2010). There are generally three phases – development of tools or tests, principles of measurement, and
design of the research plan. In order to conduct scientific research, it is essential for the researcher to have in depth knowledge in each of these areas. The book emphasizes understanding of the solution of a research problem, encourages relational and structural thinking towards research problems, hypotheses, variables and research designs, builds a strong foundation for developing and standardizing a research tool provides scientific knowledge regarding technical and methodological competence in the field of psychological and educational measurement, gives useful information on the practical use of statistical concepts and principles.

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

The book has elaborately written with ample illustrations which make it easy to understand. It is a very useful text book. The book provides a broad-based introduction to research methods in Psychology, Sociology and
Education. It emphasizes the problem-solving nature of research and helps the students to develop the skills required to work on research problems.

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

5. **Dr. Neelima Narayan Tikhe** (2011) has written a book in Marathi titled “Personality Development and School Activities”. The book is the outcome of her research on the subject. She has divided the book in 10 chapters. The book is very much useful to the teachers in general and the new teachers in particular. Right from the entry of the child in the school to till the child completes his/her school career the school arranges several co-curricular activities in the school. The book will be useful to the teachers for planning the organization of the co-curricular activities more meaningfully. From the point of view of the student the co-curricular activities are as important as the academic learning. Through the medium of home, school and the society the student’s personality gets comprehensively developed. Education is a continuous process and it is achieved very easily. While passing
through the process of living an individual learns a lot. This is an informal education. While moving in the society the education one gets is a Easy (Sahaj) education. From the various co-curricular activities organized by the schools unknowingly some good cultural improvement takes place. Schools do take care to ensure that all the students participate in the co-curricular activities. These co-curricular activities the hidden / latent talent of the schools get developed.

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

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

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

Although these 9 names are different their meaning is co-school activity. The author has quoted Dr. S. Radhakrishnan on Co-curricular activities as, “Membership of the corps fosters habits, discipline, team work and dignity of labor”. Therefore the participation in co-curricular activities during the school days is very much important. (Participation in N.C.C./N.S.S. etc.)
The author has stressed the importance of the complement educational activities by quoting the observations of the Indian Educational Commission (1966) known as Kothari Commission as under: These observations bring out the importance of the complementary educational activities as under:

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

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

"The Co-curricular activities cater the development of child’s entire personality, draw out the latest power of children of every temperament and
aptitudes, supplement the academic work, socializes the pupils in the rich social milieu of school. Society and perform the real function of education”.

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

The book also includes her observations and suggestions based on her research which are quite interesting and eye opening. Incidentally this researcher has also recently completed a minor research project sponsored by University Grants Commission. The title of the research was, “Critical Appraisal of Secondary Schools in Daund Taluka in Shaping the Personality of the Students during the period 2005-06 to 2009 - 10”. His observations and suggestions are more or less similar. The unique observation of this researcher is that there is a vast difference in conducting these co-curricular activities in the rural and semi urban areas and the urban and metropolitan areas. In urban and metropolitan areas schools have access to modern infrastructural facilities which are very much missing in the rural and semi urban areas.
6. **Dr. Barun K Mitra’s (2010)** book titled “Personality Development and Soft Skills” is designed to serve as a textbook that addresses the requirements of students of any discipline who are on the threshold of starting their careers or young managers who are already working in the corporate world. The book aims to provide crucial insights into various facets of developing one’s personality, as well as to improve written, verbal, and non-verbal communication skills. Special attention has been paid to the specific needs of a job aspirant, such as writing of effective CVs, participation in group discussions, tackling job interviews, and to hone one’s public speaking and speed-reading skills. The book provides an overview of the growing importance of modern learning mechanisms such as the Language Laboratory. By providing a rich array of case studies, and carefully developed classroom based exercises and self assessment tests, the book attempts to provide the reader with hands-on experience to cope with the demands of the world of business.

7. **Aruna Goel, S. L. Goel (2009)**, have written a book titled, “Educational Administration and Management – An Integrated Approach”. The book has been divided in 20 chapters. Chapter 1 deals with meaning, scope, nature, significance and challenges of Educational administration. This chapter highlights importance of education for which various authorities have been quoted by the authors. It also deals with meaning of educational administration, scope of educational administration, nature of educational administration, significance and challenges of educational administration.
While discussing about good educational administration can ensure the achievement of educational targets in time. Educational administration can help in the following ways:

i) To make available the services required to meet the demands not only of those who have easy accessibility but also the demands of those most in need, who are usually too poor or too geographically or socially remote to benefit from existing facilities.

ii) Ensure the implementation of Educational Policy which has been designed to meet the aspirations of the people of its country.

iii) Devise ways and means for mobilization of existing and untapped resources – Community, Government (local and National) bilateral, multilateral, and non-Governmental to provide decent educational facilities and services to all.

iv) Need of Manpower development through training, research, consultancy for different areas of Education.

v) Encouraging integration and co-ordination through vertical and horizontal linkages among all levels and types of education.

vi) Improving research and development capacity to solve educational problems and issues.

vii) Encouraging decentralized planning involving the participations of beneficiaries in the process of educational development.

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

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

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

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

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

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

The researcher has reviewed this book from a very limited aspect of covering the two topics which are directly relevant to the research topic and those are one “leadership” and the other is “motivation”. The chapter on
Leadership has covered a wide range of issues relating to leadership. The author has discussed the various definitions of leadership and theories of leadership, Leadership performance has been conceptualized very broadly, often incorporating outcomes such as effectiveness, emergence and advancement. Over the years the terms management and leadership have been so closely related that individuals in general think of them as synonymous. However, this is not the case even considering that good managers have leadership skills and vice-versa. With this concept in mind, the leadership can be viewed as:

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

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

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

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Managers have short term perspective; leaders have long term perspective.

Managers accept the status quo, leaders challenge the status quo.

Managers have an eye on the bottom line, leaders have an eye on the horizon.

Managers imitate, leaders originate.

Managers emulate the classic good soldier; leaders are their own person.

Managers’ copy, leaders show originality.

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

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

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

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

- Character
- Behaviour
- Attitude

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

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

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

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

2. **Howard S. Friedman, Miriam W. Schustack** in their book titled “Personality – Classic theories and Modern Research” (3rd Edn. 2006) strives for a coherence and balance that arises from viewing personality as having eight basic aspects (psychoanalytic, ego, biological, behaviourist, cognitive,
trait, existential – humanistic, and situational/interactionist aspects). The authors are of the view that human complexity derives from various influences – including biological predispositions, early experiences, cognitive structures, reinforcements, situational demands and self-actualizing motivations. It is not the case that one approach is always “right” and another is always “wrong”; each has insights to contribute.

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

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

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

Chapter two focuses on how is personality studied and assessed? Which covers measuring personality, varieties of personality measures, the design of research and the ethics of personality testing.
Chapter three talks of psychoanalytic aspects of personality. Here the authors deal with basic psychoanalytic concepts, psychosexual development, male versus female, defense mechanisms, cross cultural issues etc.

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

Chapter fifth discusses the biological aspects of personality in greater details. Americans like to believe that almost any child who has enough motivation and the proper upbringing can go on to achieve almost anything she or he desires. Success can indeed come from hard work and proper
‘rearing’ but there is also no doubt that biological factor after a person’s characteristics responses. A person is not born a blank slate, to then be written on by the environment, people start with certain inherent predispositions and abilities.

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

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

All the cognitive approaches to personality share the view that the human perception and human cognition are at the core of what it means to
be a person. The way that people interpret their environments is seen as central to their humanness and the ways in which people differ from one another in how they do this are seen as central to their individuality.

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

3. Harold Koontz & Heinz Weihrich: These authors have in their Book titled “Essentials of Management – An International perspective” gives a concise account of the principles and practices of management in the context of ongoing globalization of businesses across the world. Taking the well-known “Systems” approach toward management the text integrates the five constituent management functions, namely, Planning, Organizing, and Staffing, Leading and Controlling. Many chapters have been revised to make the content current and up-to-date.
Every time managers plan, they take into account the needs and desires of members of society outside the organization as well as the needs for material and human resources, technology, and other requirements in external environment. They do likewise to some degree with almost every other kind of managerial activity.

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

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

The present days managers must take into account the ecological factors in their decision making. By ecology the authors states the relationship of people and other living things and their environment such as soil, water, and air, land, water, and air pollution are of great concern to all people. Land
may be polluted by industrial waste such as packaging. Water pollution may be caused, for example by hazardous waste and sewer systems.

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

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

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

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

The author has mainly dealt with the organizations of the west which have global presence. The same cannot be adopted in toto in the Indian context. This is because of the external environment that is available in India.
The researcher subscribes to the views that the author has expressed about the new dimensions of the organization. Even in Indian context some of the progressive corporate have already introduced these concepts in their working and well received by the society.

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

The essence of management is performance. And it is the performance of the management and managers of our institutions- business and government, educational and multinational – that will determine our future. The purpose of this landmark study is to prepare today’s and tomorrow’s
managers for their tasks and responsibilities and to enable them to meet the formidable challenge ahead.

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

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

The process of management and applications of organizational behaviour take place not in a vacuum but with the context of an organizational setting. There are many different types of organizations set up
to have different purposes. Organizations come in all forms, shapes and sizes. However, despite the differences among various organizations there are at least three common factors in any organization: people, objectives and structure. to which can be added a fourth factor – management. The qualities of these factors determine organizational effectiveness.

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

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

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

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

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

The researcher is in full agreement with the points made out by the author.
Jeanne S. Zechmeister, Eugene B. Zechmeister, John J. Shaughnessy have written a book titled “Essentials of Research Methods in Psychology” (2009). In the first chapter of this book the authors have clarified as to how the scientific method differs from “everyday ways” of gaining knowledge, learn the four goals for psychological research; description, prediction, understanding and creating change and know the difference between basic and applied research.

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

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

The fourth chapter discusses sample behaviour, identify different types of observational methods and record, analyze and interpret observational data.
Chapter fifth makes the reader familiar with questionnaires and measurement issues of reliability and validity, how to obtain a sample and implement a survey design and equips the reader to analyze and interpret survey data.

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

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

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

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

1. Five Year Plans (Educational Aspects)

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

1. Re-orientation of the educational system and integration of its different stages and breaches;
2. Expansion in various fields, especially in those of basic and social education, remodeled secondary education and technical and vocational education;
3. Consolidation of existing secondary and university education and the devising of a system of higher education suited to the needs of the rural areas;
4. Expansion of facilities for women’s education, specially in the rural areas;
5. Training of teachers, especially women teachers and teachers for basic schools, and improvements in their pay scales and conditions of service, and
6. Helping backward states by giving preferential treatment to them in the matter of grants.
Second Five Year Plan- (1956-57 to 1960-61). The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of college and university education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes.

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

Fourth Five year Plan – (1969-70 to 1973-74): The report of the Education Commission (1964-66) was available at the time of the formulation of the fourth five yearn plan. The plan was greatly influenced by the observations of the Commission. The plan’s objective mentioned that, “A suitably oriented system of education can facilitate and promote social change and contribute to economic growth, only by training skilled manpower for specific tasks of development but, what is perhaps even more important, by creating the requisite attitudes and climate. Facilities for universal elementary education are a pre-requisite for equality of opportunity.”
Fifth Five Year Plan – (1974-75 to 1979-80) : The firth plan envisaged its thrust in four main directions:

i) ensuring equality of educational opportunities as part of the overall plan of ensuring social justice.

ii) Establishing closer links between the patterns of education on the one hand and needs of development and the employment market on the other.

iii) Improvement of the quality of education imparted, and

iv) Involvement of the academic community including students in the tasks of social and economic developments.

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

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

i) Achievement of universal elementary education;

ii) Eradication of illiteracy in the age group of 15-35 years;
iii) Vocationalization and skill – training programmes at different levels of education;

iv) Up-gradation of standards and modernization at all stages of education with effective value orientation;

v) Provision of facilities for education of high quality and excellence in every district of the country; and

vi) Removal of obsolescence and modernization of technical education.

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

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

i. Infrastructure development of universities and colleges.

ii. Relevance-vocational, education, revision of curriculum, orientation of teachers, strengthening of emerging areas and innovative programs, value education.

iii. Promotion of Excellence and quality.

iv. Cultural exchange programme, NET, networking of universities.
v. Inter-University Centres, Accreditation of Universities/colleges.

vi. Areas of Equality-Special Schemes for Women, SC/ST, differently based persons.

vii. Resource mobilization, State Councils of higher education.

viii. Computers to universities/colleges, technology courses for women.

ix. Faculty improvement and exchange

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

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

1. The relevance of higher education
2. Quality, evaluation and accreditation;
3. Research and development.
4. Outreach activities in business and the community and lifelong learning.

5. The knowledge and use of the new information and communication technologies.


7. Export of higher education and reorientation of institutional cooperation.

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

a) Access

b) Equity and minimum threshold

c) Social relevance, diversification and quality and

d) Methodology and management

The book has also dealt with several other important aspects relating to educational administration and management. However, the researcher has reviewed only those areas which are relevant to his study.
2. Economic Review of Maharashtra (Maharashtrachi Arthik Pahani) 2010-11, Finance & Statistical Directorate, Planning Dept. Govt. of Maharashtra

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

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

**School Education**: Fundamental education that is primary (From 1st std. to 4th Std.) and higher primary (from std.5th to 7th) is the main foundation of educational system which is well rooted in the state under ‘Sarv Shiksha Abhiyan’. According to the universally programme of primary education, it is
essential to have basic educational facilities for students with 1.5 kilometer from their house.

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

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

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

**Kasturba Gandhi Balika Vidyalaya:** This scheme was started in 204 in order to provide the opportunity of high quality education to the girls from educationally backward, scheduled castes, scheduled tribes, other backwards classes and minorities. The main objective of this scheme was to create colony schools in order to give primary education to girls. For running this
campaign in the state, 36 educationally backward groups and 20 slums were selected. Under this scheme, the total expenditure in the year 2009-10 was Rs.13.8 crores and 3366 girls benefited by this. In the year 2010-11 up to January 2011 the expenditure was Rs.6 cores while 3,465 girls got benefited.

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

**Ahilyabai Holkar Scheme:** In order to provide free travel facilities to girls, “Ahilyabai Holkar Scheme” was started in the year 1996-97. Under this scheme, the girls from rural areas who are taking education in standard fifth to tenth and where there is no school in their village, in such situation they can travel to other villages for education and will get concession to travel freely by the State Transport Buses. In the year 2009-10, 18.5 lakh girls got benefit of this scheme and 1/3\textsuperscript{rd} of its expenditure, that Rs.99.01 crores was borne by the State Government.
**Mid-day Meal Scheme:** The Central government started ‘mid-day meal scheme’ in 1995 in order to increase total number of students, their attendance and to decrease their drop out rates, in the primary schools and to improve their nourishment. In the year 2008—09 entitled as “National Mid-Day Meal Scheme” for the higher Primary students. This scheme was expanded. The main objectives of this scheme are as follows:

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

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

**Table 3.1 Nutritional factors: Chart:**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Primary</th>
<th>Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories, Proteins (gm)</td>
<td>450, 12</td>
<td>700, 20</td>
</tr>
<tr>
<td>Micro Nutrients</td>
<td>Iron, pholic acid, Vitamin A etc. in proper scale</td>
<td></td>
</tr>
</tbody>
</table>
In the year 2009-10, from Standard 1\textsuperscript{st} to 5\textsuperscript{th} total 82.54 lakh students and from standard 6\textsuperscript{th} 8\textsuperscript{th} total 39.74 lakh students got benefited by this scheme. It costs total Rs.565.3 crores. Till February 2011 of 2010-11, total expenditure was Rs. 520 crores.

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

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

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

a) **Free Education to the economically backward class students:** Under this scheme, there were 3.11 lakh students in the year 2009-10 and the total expenditure was Rs.2.5 crores.
b) Free uniform and educational stationary to the poor students of std. 1<sup>st</sup> to std. 4<sup>th</sup>. As per this scheme, in the year 2009-10 ten lakh students got benefited while the total expenditure was Rs.100.5 crores. For the year 2-010-11 about 11 lakh students will be benefited from this scheme.

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

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

**Higher and Technical Education:** Higher education plays vital role in the national development and provides technicians and manpower which is important for economical progress. The government sites the expansion of higher education along with mandatory primary education. Higher education contain agricultural, veterinary science,, medical, pharmacy, engineering,
technical and professional education etc. In the State, there are four agricultural universities, one Life Science University, one veterinary university, one technical university and twelve other general universities. Among these universities there is Nathibai Thakarsi University, Mumbai which is only for female students, yashwantrao Chavanopen University, Nasik for distance education and Kavi Kulguru Kalidas University, Nagpur which was established for the study of Sanskrit language, research, development and expansion etc. Apart from this, there are 20 deemed universities in the State.

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

The following chart shows the data of these students of sport awakening centres who became successful in different state, national and international level.
Table 3.2: Data relating to students of sport awakening centres who became successful in different state, national and international levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Trainee students</th>
<th>State Level Medals</th>
<th>National Level Medals</th>
<th>International Level Medals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G</td>
<td>S</td>
<td>B</td>
</tr>
<tr>
<td>2007-08</td>
<td>495</td>
<td>02</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>2008-09</td>
<td>500</td>
<td>00</td>
<td>00</td>
<td>0</td>
</tr>
<tr>
<td>2009-10</td>
<td>590</td>
<td>05</td>
<td>02</td>
<td>01</td>
</tr>
</tbody>
</table>

G: Gold, S: Silver, B: Bronze

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

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

The government of Maharashtra has for the first time in India, announced a full fledged Sports policy for the period 1996-2000. The Government of Maharashtra has announced its second sports policy for the period 2001-2010. The policy has focused its attention on providing environment conduce for fitness of the citizens of all ages. The theme of the policy is “Fitness for All through Sports”. In this document the State Government has spelt out in clear terms as to how the government views the sports activity. What it wants to do in the policy period in the short run and in
the long run. It gives thrust on providing play grounds, and other infrastructural facilities at Taluka, District level and also for all the suburban areas of Greater Mumbai. It also provides in clear terms what sort of financial assistance it will provide to the various sports associations for conducting games at various level and what additional factors like provision for renowned coaches including the foreign coaches for the sports persons who have proved their merit and who want to participate in the international sports events. The government has, undoubtedly created an atmosphere encouraging sports but it should sincerely implement the said policy without putting forth excuse of paucity of funds. The researcher appreciates that since the adoption of this policy there is good performance of the Maharashtrian sports person at various games.

3.5 SUMMARY

On going through these books and the reports the researcher has been able to get himself abreast with the back ground on which the personality development takes place. These books exposed to the problems, the beginners experienced, and the solutions they have thought of and implemented. Undoubtedly the subjects discussed relating to the personality development in these various books will equip the students who are seeking to bring out their hidden talent and all round development of their personality. More particularly in the context of globalization when there is a stiff competition in all economic activities in general and employment in particular every one has to pay special attention for the development of
personality. The right age to practice and put in extra efforts personality development is from the school going age when the seeds of personality can be sown and nurtured. One should remember that this is a continuous process and one has to face to the new situations with a full confidence that they come across.