



ROLE OF EDUCATIONAL INSTITUTIONS IN SHAPING THE PERSONALITY OF STUDENTS- A CASE STUDY OF WEST DELHI

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ABSTRACT: Personality refers to the uniqueness of a person and it can be recognized right immediately after birth. Every child has some personality aspects which are based on his hereditary and environment. Temperament of child is based on what type of surrounding he is brought up. 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.

KEYWORDS: Personality, co-curricular activities, Educational Institutions

INTRODUCTION

The word personality itself stems from the Latin word persona, which referred to a theatrical mask worn by performers in order to either project different roles or disguise their identities.

A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

Some other definitions of personality:

"Personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms -- hidden or not -- behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons."(Funder, D. C., 1997)

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

Personality can be Improved

Usually there is a discussion as to whether personality is a borne gift or it can be improved. The answer is positive. Personality can be improved by putting in conscious efforts. Let us consider the physical presentation: One can take efforts to ensure that he presents himself decently. In order to have sound general knowledge one can improve his reading and can be up to date with the latest changes and happenings. As far as exposure to English is concerned one can by putting in extra efforts can improve his Exposure to written and spoken English. For some of these aspects there are coaching classes available in the urban centers. It is true that certain factors

like manners and etiquettes, positive attitude etc. are required to be consciously cultivated. It is a long drawn process. Thus it is clear that there are opportunities to improve one's personality. There should be strong desire to improve it. The concept of personality is a dynamic concept and it goes on constantly changing. Therefore, the approach should be of ongoing learning process.

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

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

NEED TO HAVE GOOD PERSONALITY

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

TEACHERS AS A ROLE MODEL

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

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

Teachers always Inspire Students

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

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

Laboratories

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

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

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

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

Research Through Innovation

Team Games

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

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

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

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

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

MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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

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

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

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

Projects / Programs at School level

The various aspects of Complementary Education

1. Reading – The school should prepare a list of books from various authors related to various subjects being taught in the school as a reference reading. The teachers while teaching the subject should guide the students to read the reference recommended books. Ensure that these books are available in the school library. The teachers should make inquiries with the interested students as to whether and what they have read it. Once in a week, one of the interested student should be asked to narrate to the class what he has read.
2. Elocution Competitions - Elocution helps build listening, speaking and communication skills of students. Education not only means academics these things are also a part. Thus many schools conduct this competition. It also encourages healthy competition. It checks on the ability of a student to grasp, research and communicate probably to drive away stage fright... you know... the fear of having to get up on the stage and perform/talk in front of big crowds.
3. Writing – The students may be asked to take down the notes of the extra reading that they make. They should be asked to write down any new information related to the subject. In some schools a specific Programme for improving orthography in all the three languages (Hindi, Marathi, and English) is undertaken. Everyday the students are expected to write at least 2 paragraphs on any subject of their interest so that the students' handwriting as well as orthography also improves.
4. Conversation and Group Discussion – The students may be encouraged to have conversation with the other students, parents or other interested persons having special knowledge of the subject. The students be asked to form a homogeneous group of those students having similar interest and they may be encouraged to discuss and share the new knowledge that they have acquired amongst them. They may be asked to prepare notes of such new knowledge. This activity in the course of time develops the student for group discussion which has now become a part and parcel of placement in any company.

5. T. V. and Radio Programmes – Now a days, there are various programmes related to complementary education both on the Television and the Radios. The students are asked to watch these programmes and to take notes of it. Cultivation of this habit of taking notes will go a long way in developing the student to sail in the real life situations.

6. Presentation – The students who have to put in special efforts to acquire knowledge from such complementary education may be provided an opportunity to present it to the class. At such time, if there is proper appreciation of the student, his confidence level increases and he get encouragement to pursue his complementary education.

It is suggested that once in a week a school hour (period) may be devoted for such presentation. E.g. during the language period a student who has shown and developed and acquired additional knowledge about any particular author/poet or subject related may be asked to present the topic. If possible there may be question answer session. This adds to the curiosity and interest of the students. E.g. If during the craft period if the students have been taught to prepare a rose flower from a craft paper and if an interested student brings a Sunflower prepared by him then provide him an opportunity to show it to the class. Appreciate his initiative as he will be a role model for the others.

7. Yoga at School is Unique

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

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

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

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

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

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

CO-CURRICULAR ACTIVITIES

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

- a. Birth and Death anniversaries of the Great Individuals – In organizing such programs opportunities are provided to the students to give information about those great individuals. It also provides an inspiration to the students.
- b. Important National Festivals - This provides a forum for giving special information about the national festivals and the commitment for the nation can be nourished.
- c. Religious Festivals - The school can also celebrate some religious festivals like: Raksha Bandhan, Ganesh Festivals, Diwali, Christmas, Id, etc. through which information about the festivals can be imparted to the students. Besides this as per the government directions there are certain other Days / Weeks are required to be celebrated at every school which creates awareness of that particular theme.

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

VARIOUS COMPETITIONS

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

1. School and Inter School Competitions - Competitions of various cultural programs, elocution competitions, etc. at school or inter school level are being held. These competitions which are conducted as per age group classification provide competitive spirit amongst the students. The inter school competition provide an opportunity to assess the caliber of one school vis-à-vis the other schools in the neighbourhood. This is very much essential from the development of the student.
2. Tournaments organized by the Society - At times various organizations /associations organize open competitions wherein the school teams also take part. On such occasions the school teachers should provide proper guidance and provide support to the participating teams.
3. State & National Level Competitions: With a view to give scope for the students sport talent Education and Social Welfare Dept. of the State Government organizes State level and National Level sports events. The schools should identify the hidden talent and provide special coaching to the deserving student so as to ensure his participation in the State level / National level tournaments.

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.

NEW APPROACH TO CLASSIFICATION OF THE STUDENTS

On the basis of a pre decided parameter the students of the school from one class or all the students, groups are formed and those groups are named after the names of Great Men / Scientists or something like Red House, Blue House, etc. These groups / houses compete with each other and in the process try to improvise upon their all-round performance. These groups can also be based on ages, residential location, class, ability etc. If there is a mixed class group then the students of higher class help the students of lower class which are weak in any of the subject just to compete the other opponent group/house. Such healthy competition amongst groups should be encouraged.

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

NATIONAL SERVICE SCHEME (NSS)

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

Today we go back in history to understand the aim and working of India's National Service Scheme (popularly called as NSS). The NSS was launched in 1969 with an aim to "inculcate the social welfare thoughts in the students, and to provide service to the society without any prejudice." Wikipedia article on NSS tells us: NSS volunteers work hard day and night to ensure that every one in our society who is needy gets the every possible help from them so that they can also enhance their standards and lead a life of dignity in the society

with all of us. While doing so the volunteers themselves learn a lot from the people in villages like how to struggle and how to lead a happy life in the extreme scarcity of resources and so on.

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

After the independence, the University Grants Commission headed by Dr. S. Radhakrishnan recommended introduction of national service in the academic institutions on a voluntary basis. This idea was again considered by the Central Advisory Board of Education (CABE) at its meeting held in January, 1950 and after examining the various aspects of this idea and the experiences of other countries in this field, the Board recommended that students should devote some time to manual work on a voluntary basis and that the teachers should also associate with them in such work. In the draft First Five year Plan adopted by the Government of India in 1952, the need for social and labour service for the students of India for one year was stressed. In 1958, Pandit Jawaharlal Nehru in his letter to the Chief Ministers mooted the idea of having social service as a prerequisite for graduation.

RESEARCH QUESTIONS

Following are some research questions formulated for the proposed study:

- ❖ How is the Academic working of the educational institution related to the development of the student's personality?
- ❖ What are the various co-curricular activities carried out by the educational institution for the overall development of the students?
- ❖ What are the teacher's contribution in imparting knowledge and implementation of modern educational aids relating to personality development?
- ❖ What are the applications of infrastructural growth of the educational institutions for better development of the personality?

OBJECTIVES OF THE STUDY

The following objectives are formulated for the proposed study:

- ❖ To analyze the Academic working of the educational institution related to development of the students' personality.
- ❖ To study the various co-curricular activities carried out by the educational institution for the overall development

of the students.

- ❖ To study the teacher's contribution in imparting knowledge and implementation of modern educational aids relating to personality development.
- ❖ To analyze the application of infrastructural growth of the educational institutions for better development of the personality.

RESEARCH METHODOLOGY

Research methodology is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and a logical way.

RESEARCH METHOD

The study is a descriptive survey designed to study the Role of educational institutions in shaping the personality of students in West Delhi.

POPULATION

The secondary school students of west Delhi constituted population of the study but it was not possible to include all the students therefore, keeping in mind the time physical and financial constraints ,it was decided to select a small proportion of them for conducting this research study.

SAMPLE

The sample was comprised of 50 students, 20 teachers and 10 School Principals of West Delhi School randomly.

TOOLS

The following tool was comprised for the purpose of collecting data from the selected subjects:

A well-designed questionnaire has been prepared to measure the Role of educational institutions in shaping the personality of students.

DATA COLLECTION

Primary data was taken from the 50 students and 10 School Heads Principals and 20 teachers of randomly selected Schools by a well-designed questionnaire. There were two questionnaire one for school heads and another for the students. The questionnaire for the students has three sections. The first section has questions related to

personality development. The second section has questions related to availability of infrastructure at School level and the third section comprising the questions related to Co-curricular Activities at school level.

A secondary source of Data was collected among the various official records. The data have also been collected through interaction with the heads of various educational institutions as their experience in the field of education is valuable.

STATISTICAL TECHNIQUES

In this study, The data was analyzed by using simple statistical tools such as ‘averages’ and ‘percentages’. The analyzed data was used to prepare the report from which inferences were drawn and conclusions were arrived.

DATA ANALYSIS AND INTERPRETATIONS

After collecting data, the investigator analyzed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is heap of certain facts or observation. Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed an analyzed to draw proper inference.

DATA ANALYSIS RELATING TO THE PRIMARY DATA COLLECTED THROUGH QUESTIONNAIRE

TABLE 1

QUESTION	YES	NO
Does the teacher play major role in shaping students personality?	51	49

(Number indicates Percentages)

Inference

From the above table, it was inferred that 51% respondents said that the Teacher play major role in shaping students personality.

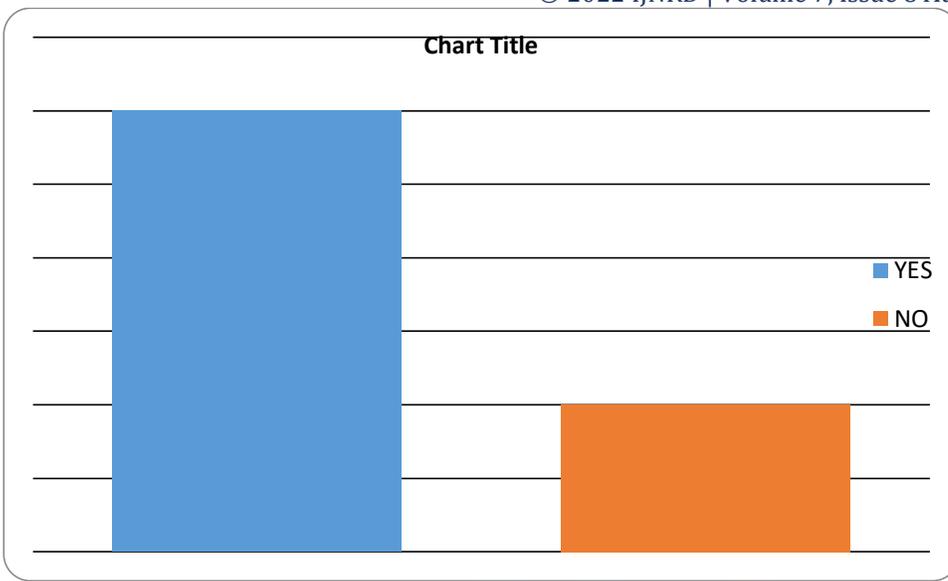


TABLE 2

QUESTION	YES	NO
Does the School take extra efforts?	61	39

(Number indicates Percentages)

Inference

From the above table, it was inferred that 61% respondents said that the School take extra efforts.

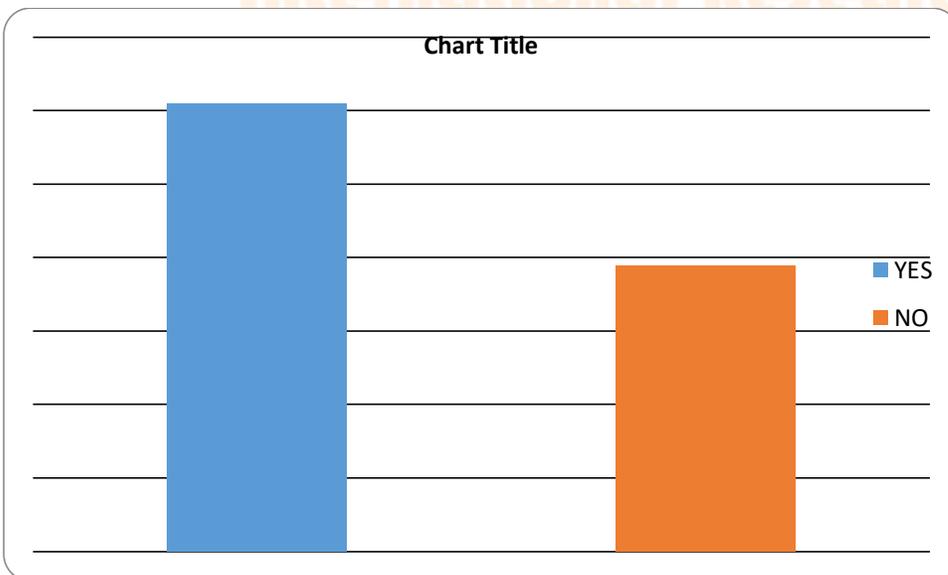


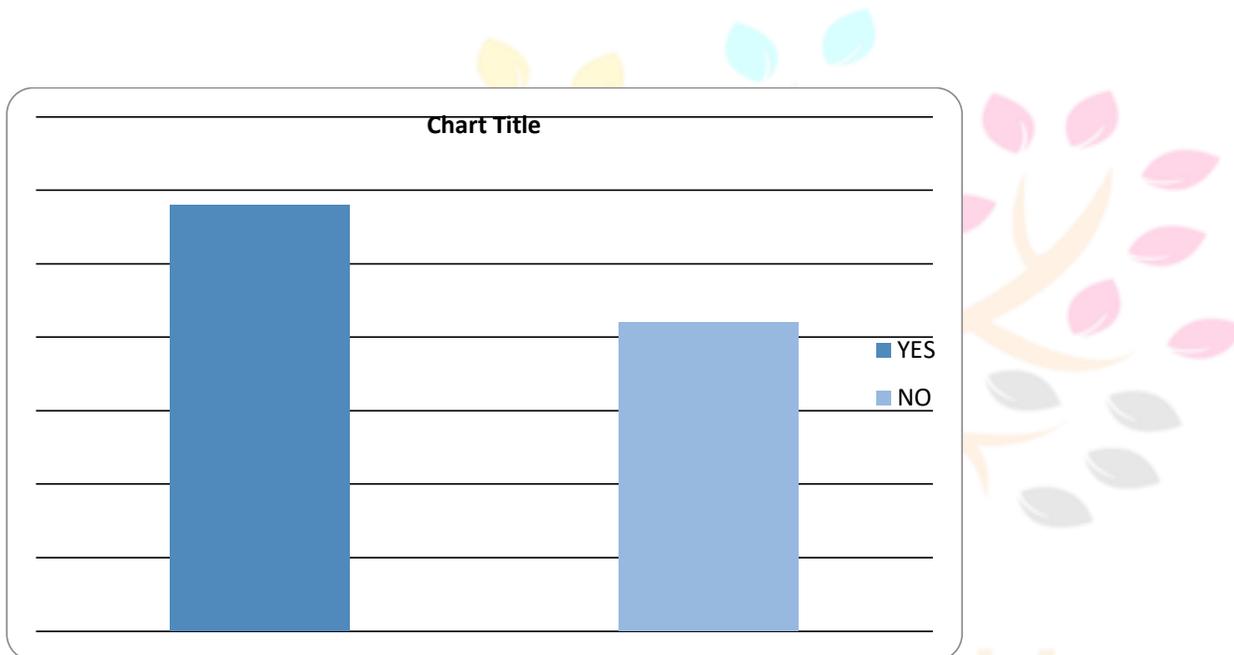
TABLE 3

QUESTION	YES	NO
Do you participate in various competitions like debating?	58	42

(Number indicates Percentages)

Inference

From the above table, it was inferred that 58% respondents said that they participate in various competitions like debating.

**TABLE 4**

QUESTION	YES	NO
Do you participate in social activities?	59	41

(Number indicates Percentages)

Inference

From the above table, it was inferred that 59% respondents said that they participate in social activities.

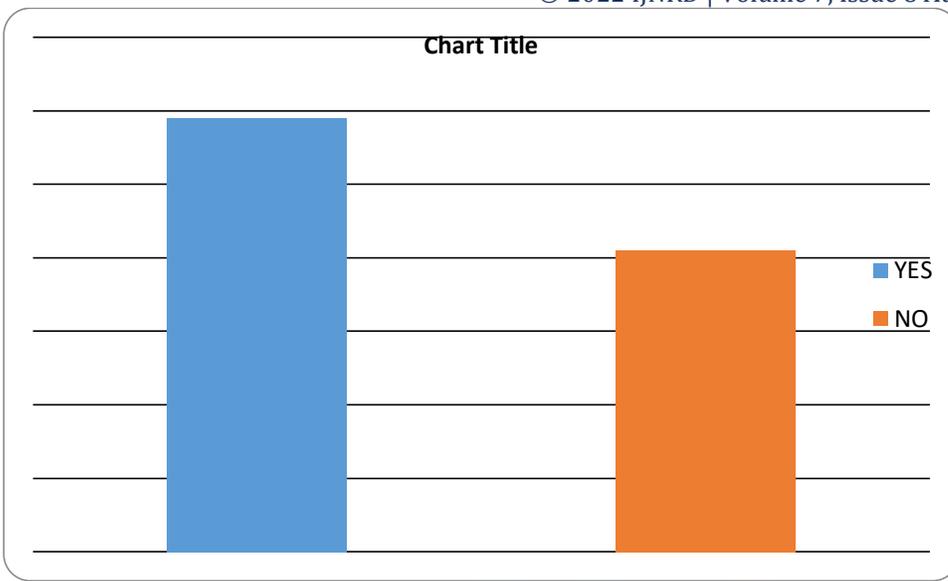


TABLE 5

QUESTION	YES	NO
Do you dislike assessment by Exam?	63	37

(Number indicates Percentages)

Inference

From the above table, it was inferred that 63% respondents said that dislike assessment by Exam.

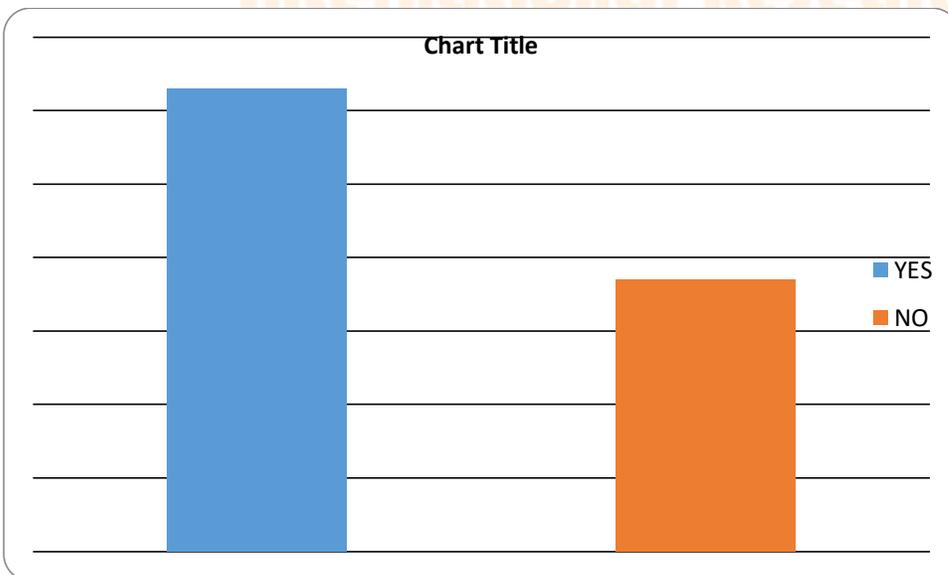


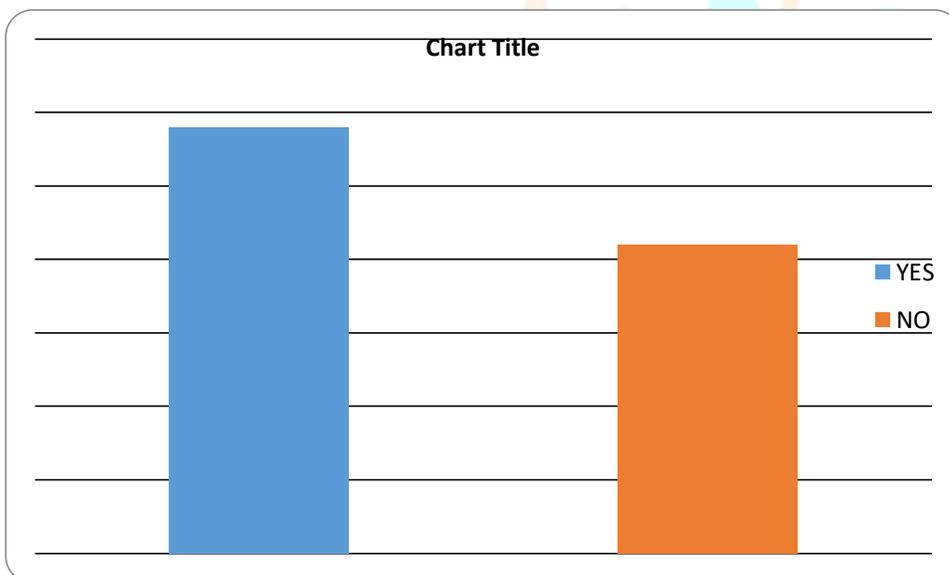
TABLE 5

QUESTION	YES	NO
Do you participate in various competitions like debating?	58	42

(Number indicates Percentages)

Inference

From the above table, it was inferred that 58% respondents said that they participate in various competitions like debating.



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TABLE 6

QUESTION	YES	NO
Do you volunteer during the course of natural calamities like flood/Tsunami?	32	68

(Number indicates Percentages)

Inference

From the above table, it was inferred that 32% respondents said that they volunteer during the course of natural calamities like flood/Tsunami

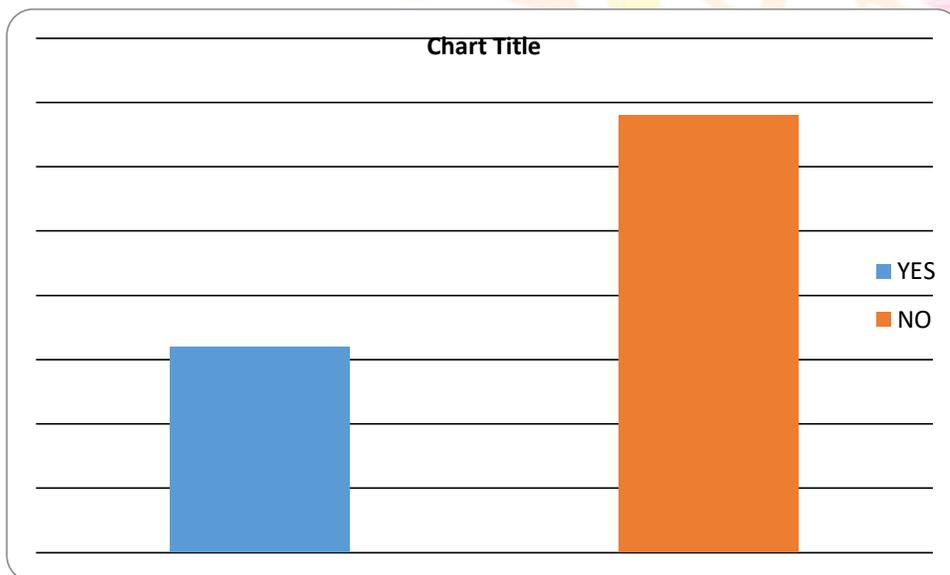


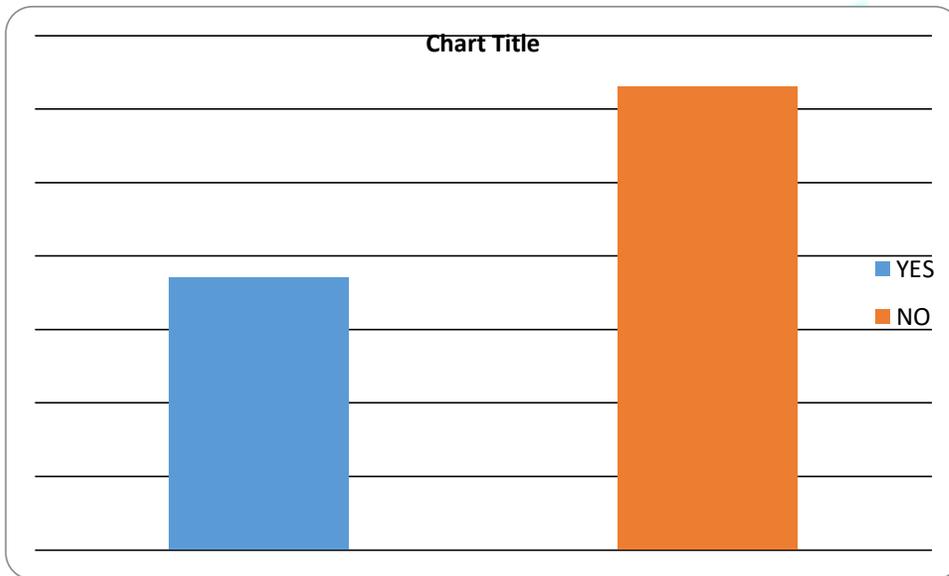
TABLE 7

QUESTION	YES	NO
Do you feel shyness at functions?	37	63

(Number indicates Percentages)

Inference

From the above table, it was inferred that 37% respondents said that they feel shyness.



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TABLE 8

QUESTION	YES	NO
Do you feel that the school authorities should organize training programs for improvement in English?	72	28

(Number indicates Percentages)

Inference

From the above table, it was inferred that 72% respondents said that the school authorities should organize training programs for improvement in English.

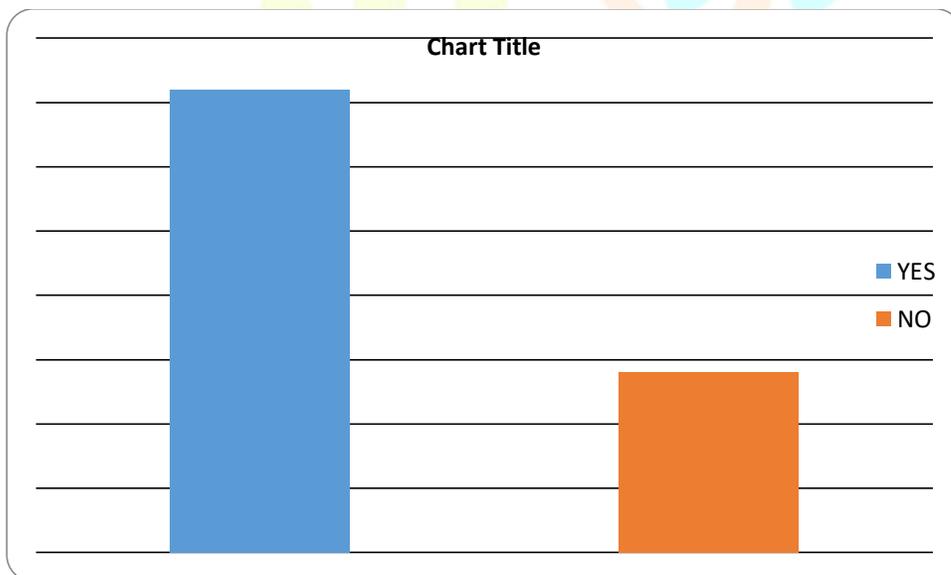


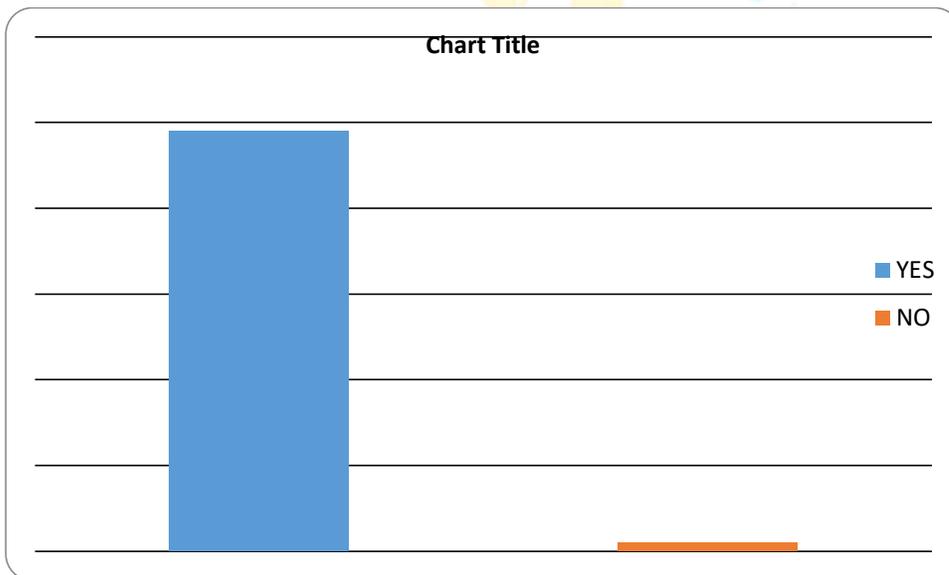
TABLE 9

QUESTION	YES	NO
Are you willing to help patients?	98	2

(Number indicates Percentages)

Inference

From the above table, it was inferred that 98% respondents said that they are willing to help patients.



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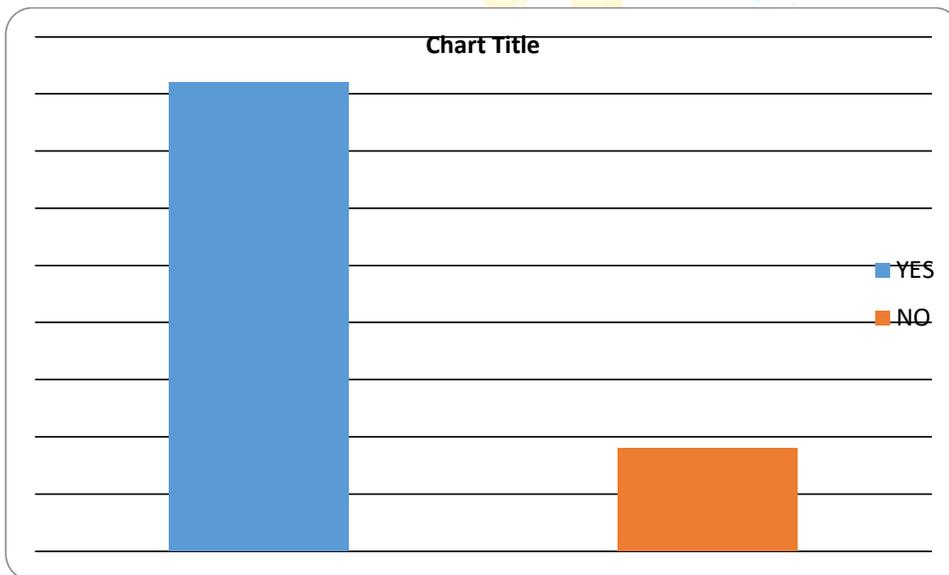
TABLE 10

QUESTION	YES	NO
Do you offer assistance in natural calamities?	82	18

(Number indicates Percentages)

Inference

From the above table, it was inferred that 82% respondents said that they offer assistance in natural calamities.



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TABLE 11

QUESTION	YES	NO
Are you prepared to pay extra fees for personality development?	32	68

(Number indicates Percentages)

Inference

From the above table, it was inferred that 32% respondents said that prepared to pay extra fees for personality development

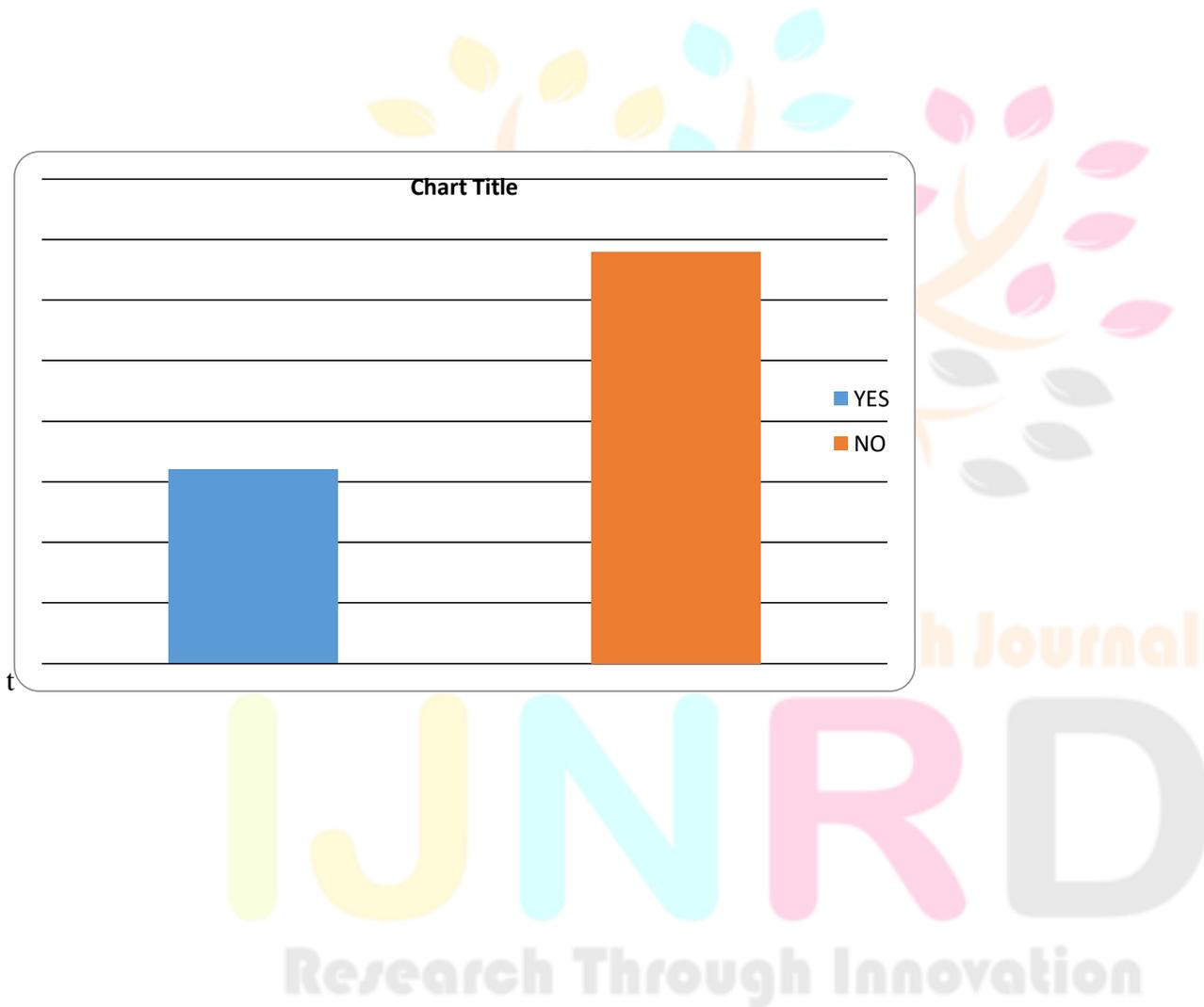


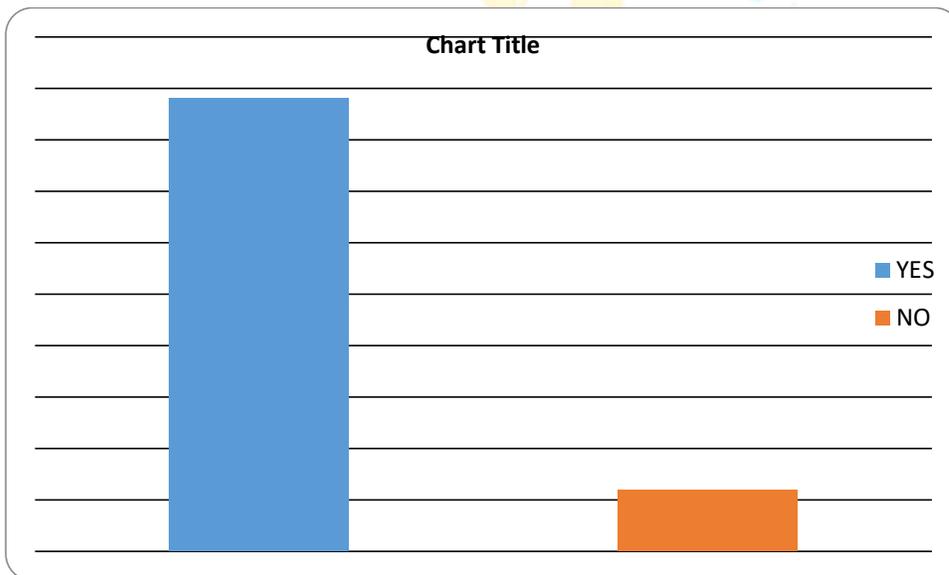
TABLE 12

QUESTION	YES	NO
Do you feel comfortable with your studies?	88	12

(Number indicates Percentages)

Inference

From the above table, it was inferred that 88% respondents said that they feel comfortable with their studies.



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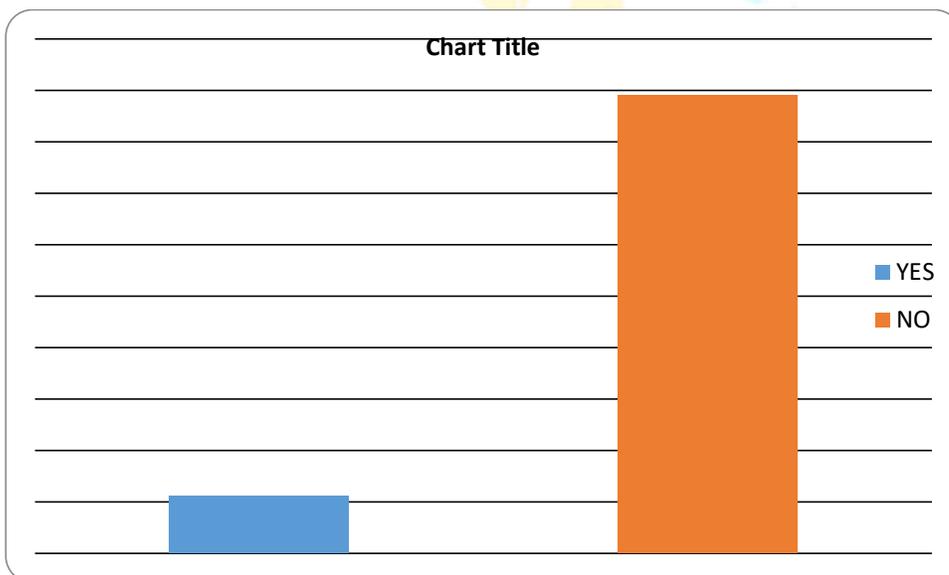
TABLE 13

QUESTION	YES	NO
Is your school is having NCC/NSS/RSP?	11	89

(Number indicates Percentages)

Inference

From the above table, it was inferred that 11% respondents said that their school are having NCC/NSS/RSP.



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TABLE 14

QUESTION	YES	NO
Do you believe that the school has a major share in developing my personality?	75	25

(Number indicates Percentages)

Inference

From the above table, it was inferred that 75% respondents said that they believe that the school has a major share in developing their personality.

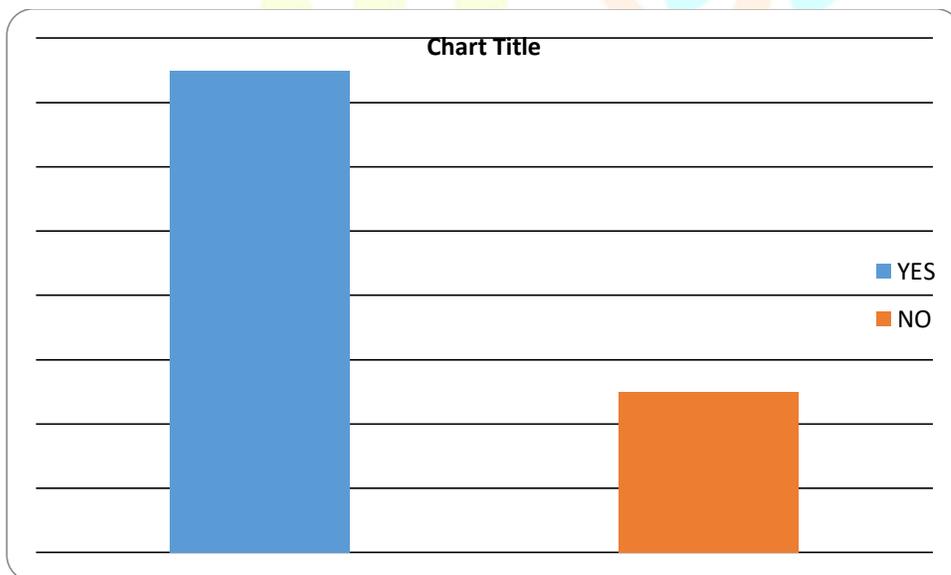


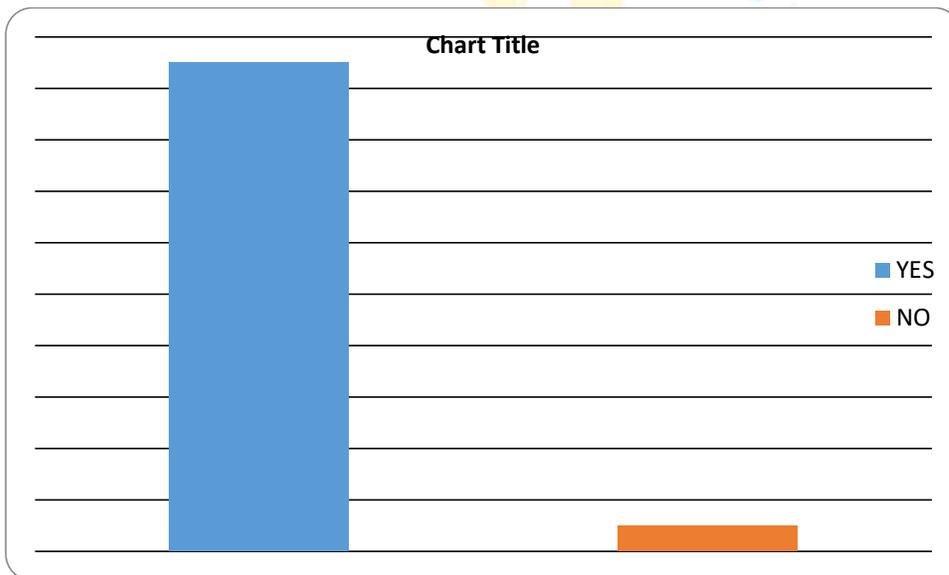
TABLE 15

QUESTION	YES	NO
Do you attend national functions at the school?	95	5

(Number indicates Percentages)

Inference

From the above table, it was inferred that 95% respondents said that they attend national functions at the school.



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TABLE 16

QUESTION	YES	NO
Does the laboratory equipment in the school laboratory is according to the syllabus is useful to you?	80	20

(Number indicates Percentages)

Inference

From the above table, it was inferred that 80% respondents said that the laboratory equipment in the school laboratory is according to the syllabus is useful to them.

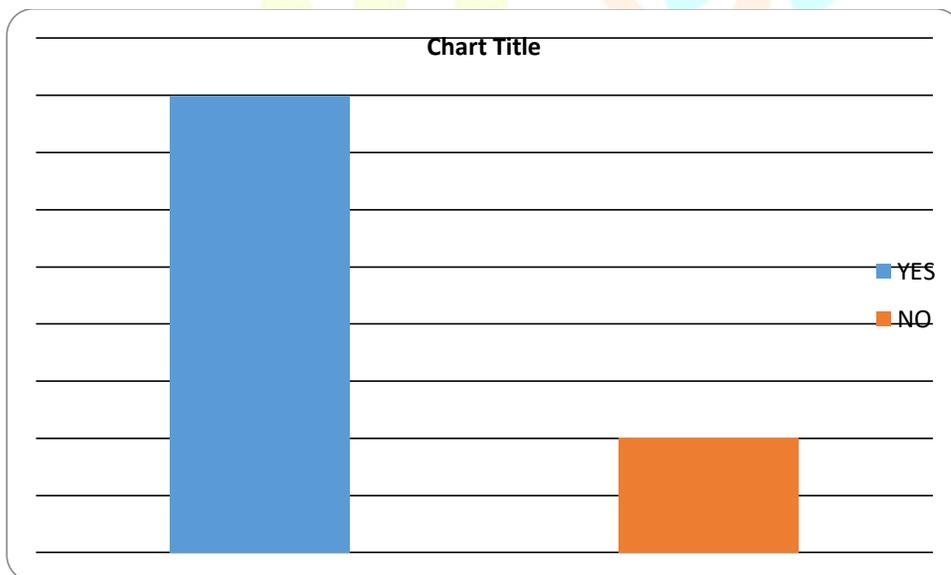


TABLE 17

QUESTION	YES	NO
Do you get encouragement from the teacher in the planning of various functions?	66	34

(Number indicates Percentages)

Inference

From the above table, it was inferred that 66% respondents said that they get encouragement from the teacher in the planning of various functions.

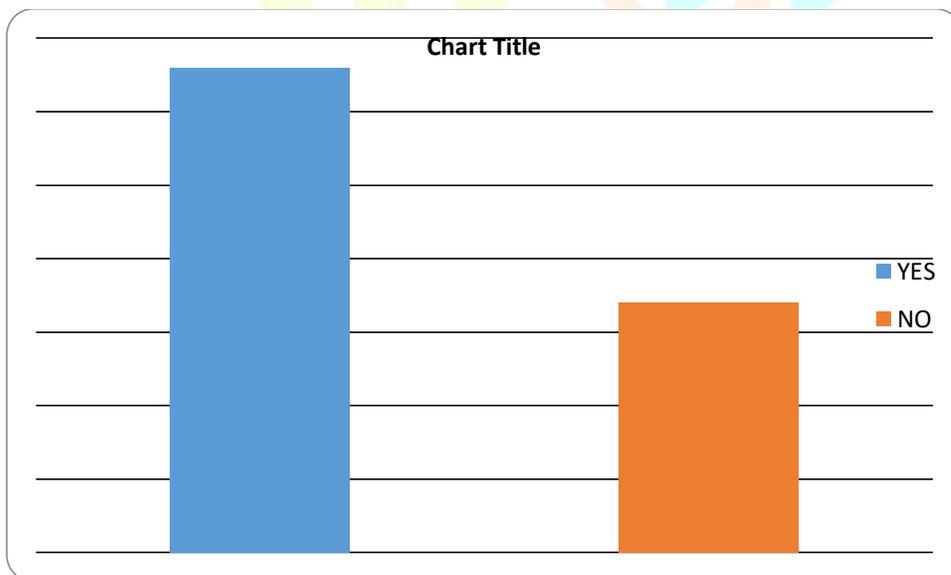


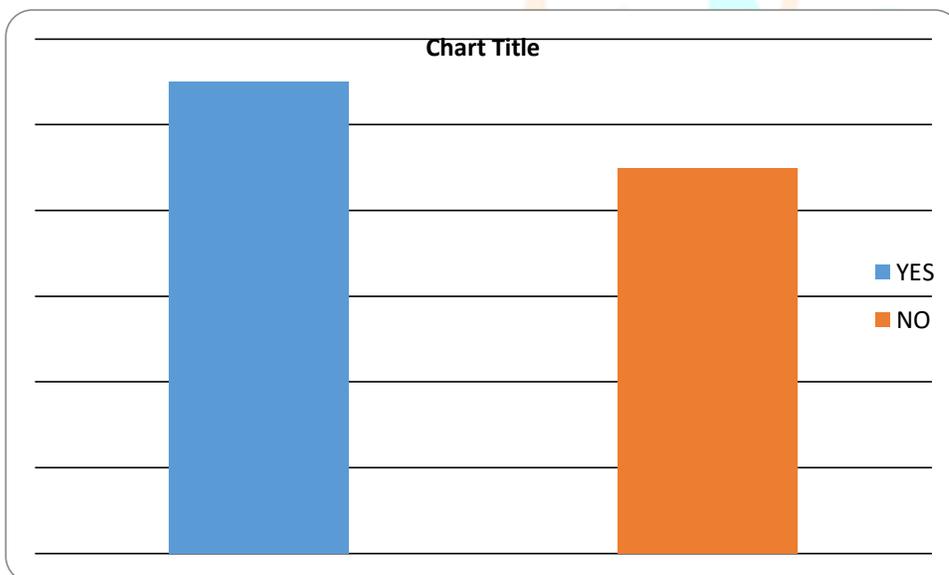
TABLE 18

QUESTION	YES	NO
Is the school having adequate playing material in the school and it is very useful to the student?	55	45

(Number indicates Percentages)

Inference

From the above table, it was inferred that 55% respondents said that the school having adequate playing material in the school and it is very useful for the students.



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TABLE 19

QUESTION	YES	NO
Do you have knowledge about the availability of library in your school?	90	10

(Number indicates Percentages)

Inference

From the above table, it was inferred that 90% respondents said that they have knowledge about the availability of library in their school.

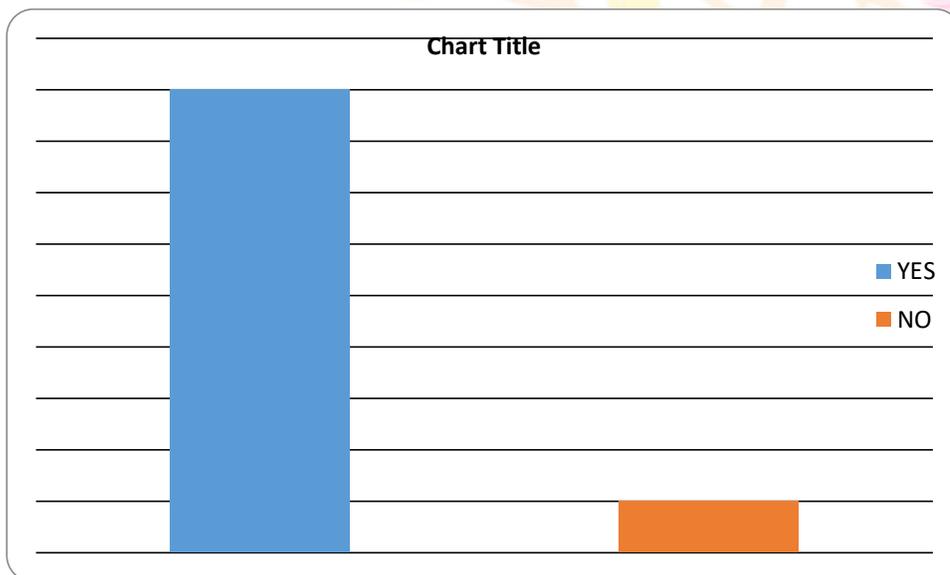


TABLE 20

QUESTION	YES	NO
Does the school and the teacher take special efforts to improve English language?	78	22

(Number indicates Percentages)

Inference

From the above table, it was inferred that 78% respondents said that the school and the teacher take special efforts to improve their English language.

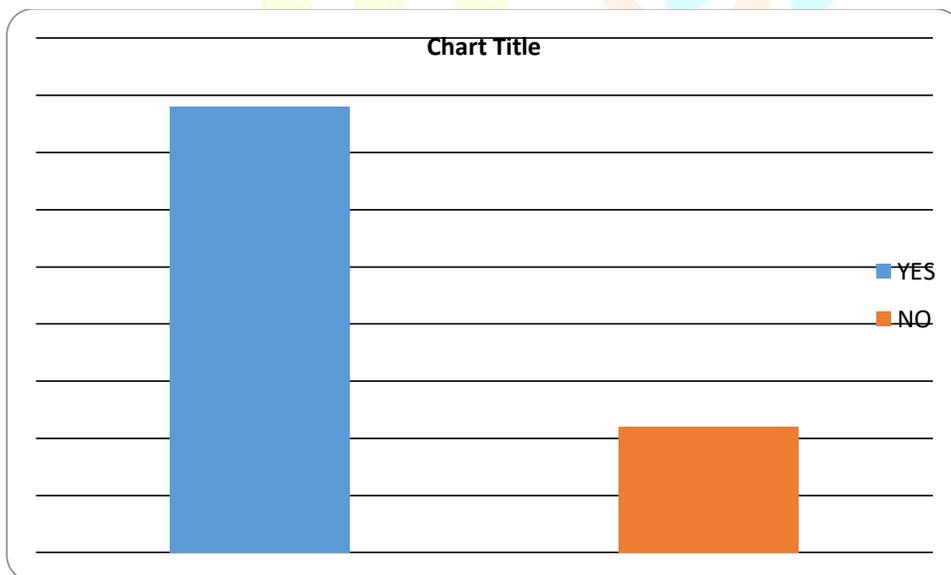


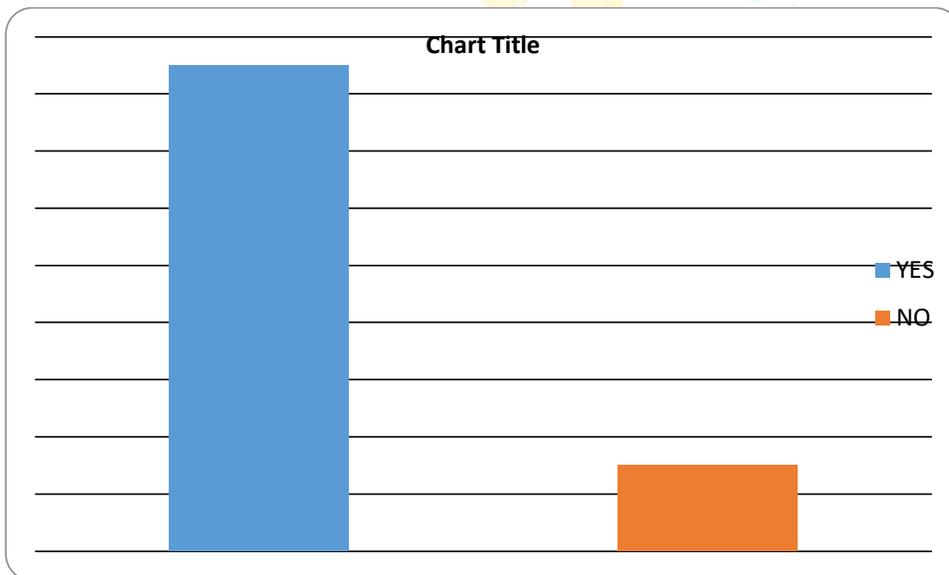
TABLE 21

QUESTION	YES	NO
Do you participate in debating competitions?	85	15

(Number indicates Percentages)

Inference

From the above table, it was inferred that 85% respondents said that they participate in debating competitions.



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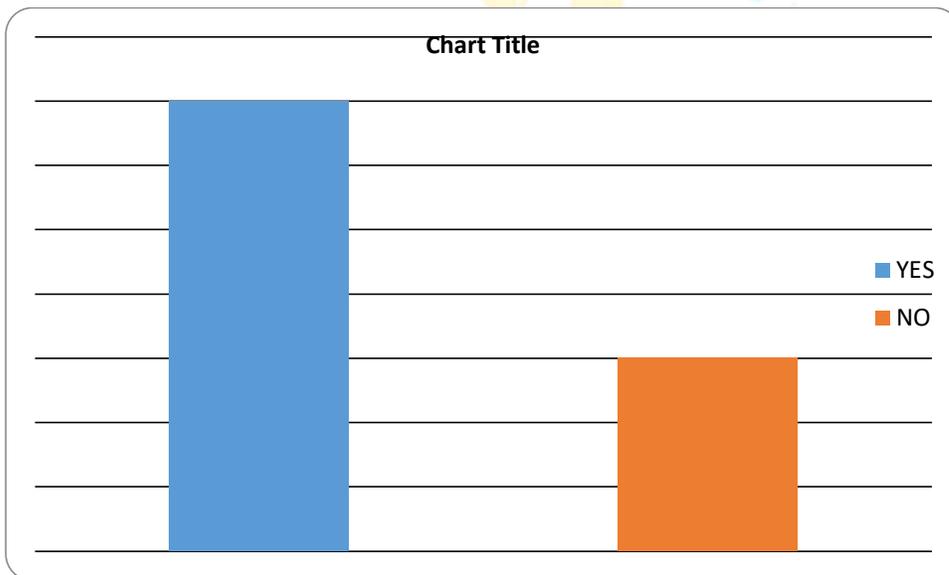
TABLE 22

QUESTION	YES	NO
Do you participate in special activities?	70	30

(Number indicates Percentages)

Inference

From the above table, it was inferred that 70% respondents said that they participate in special activities.



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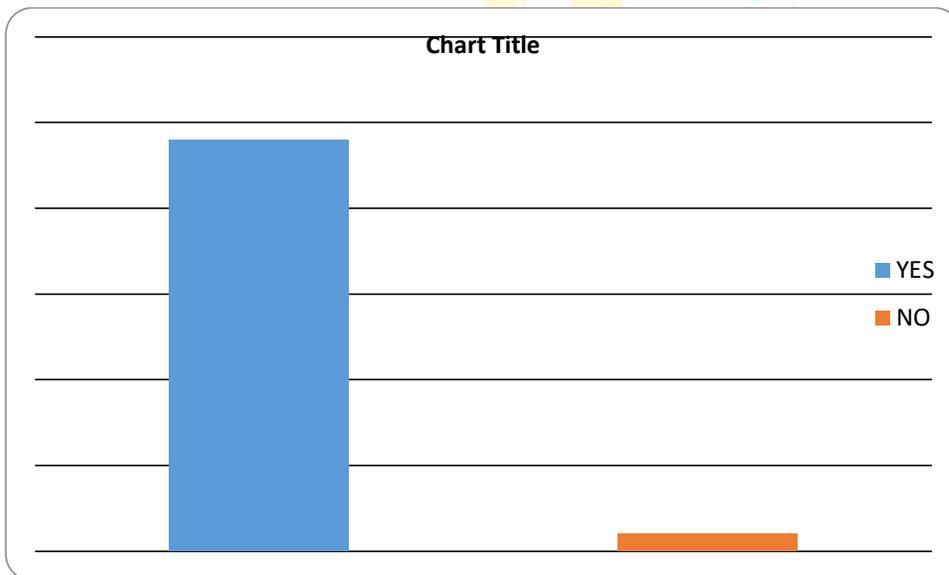
TABLE 23

QUESTION	YES	NO
Do you participate in games?	96	4

(Number indicates Percentages)

Inference

From the above table, it was inferred that 96% respondents said that they participate in games



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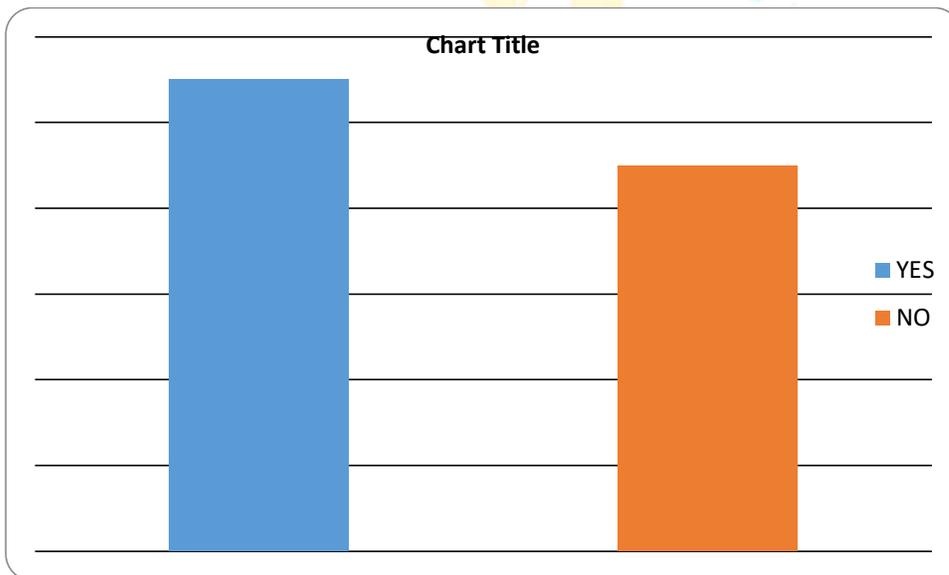
TABLE 24

QUESTION	YES	NO
Do you try to speak in English?	55	45

(Number indicates Percentages)

Inference

From the above table, it was inferred that 55% respondents said that they try to speak in English



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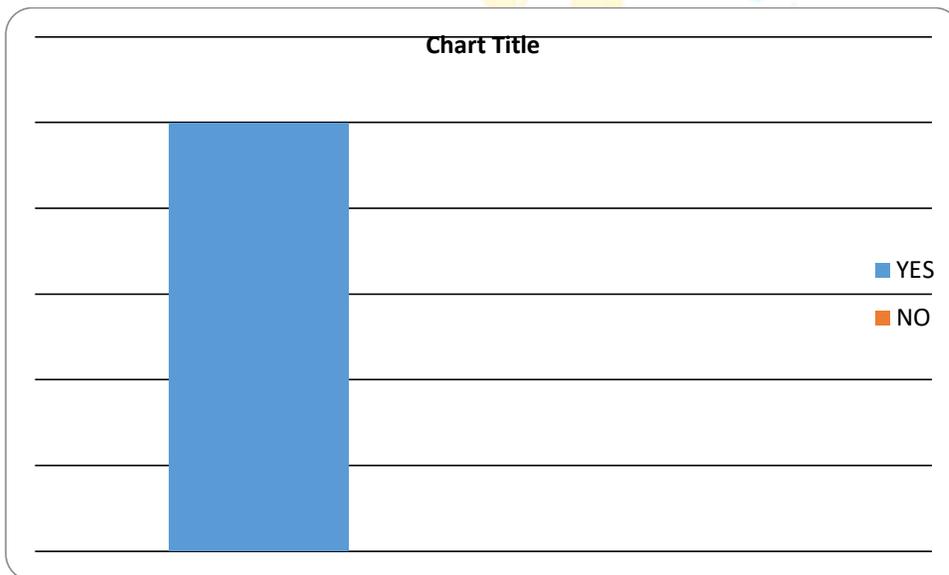
TABLE 25

QUESTION	YES	NO
Are you willing to help patients?	100	0

(Number indicates Percentages)

Inference

From the above table, it was inferred that all respondents said that they are willing to help patients.



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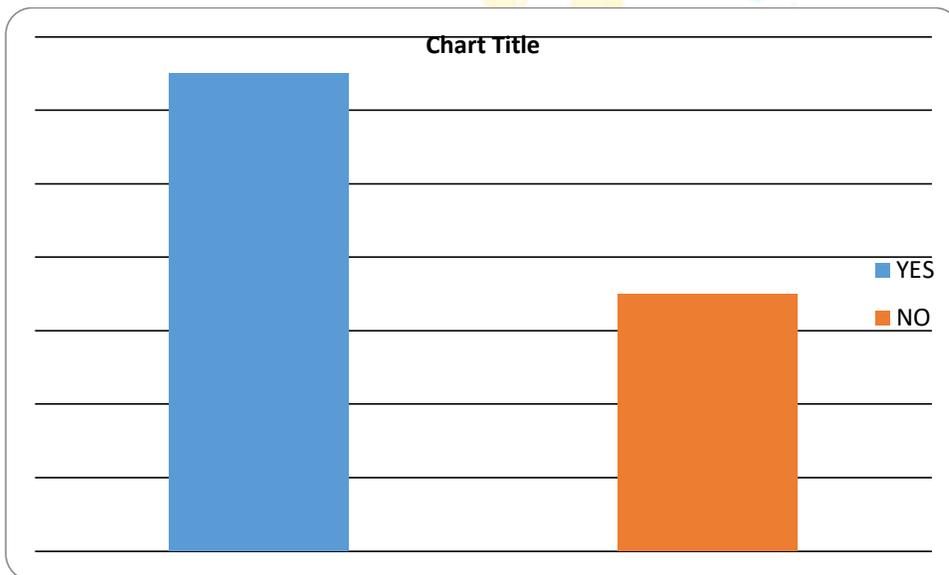
TABLE 26

QUESTION	YES	NO
Do you take lead in organizing functions?	65	35

(Number indicates Percentages)

Inference

From the above table, it was inferred that 65% respondents said that they take lead in organizing functions.



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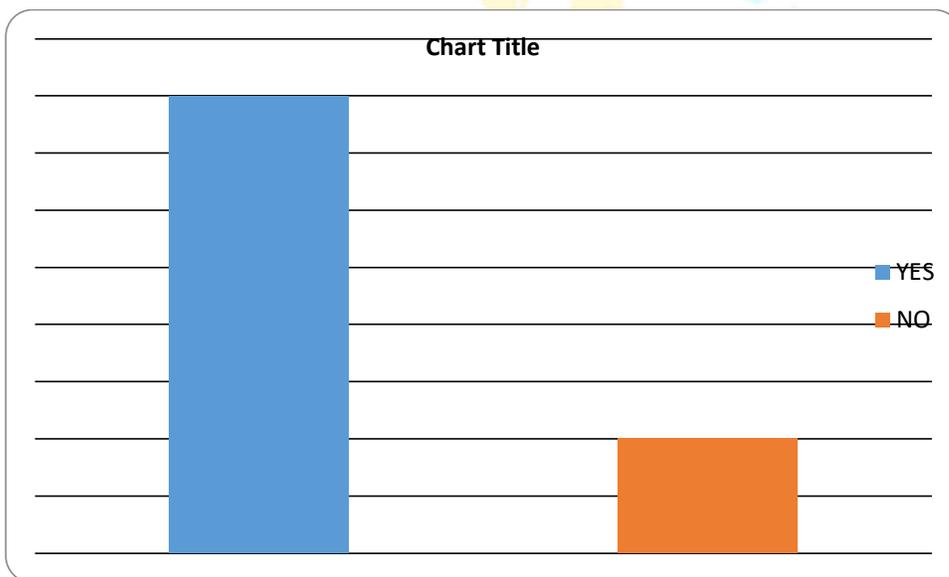
TABLE 27

QUESTION	YES	NO
Do you offer assistance in natural calamities?	80	20

(Number indicates Percentages)

Inference

From the above table, it was inferred that 80% respondents said that they offer assistance in natural calamities.



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INTERPRETATION OF DATA COLLECTED FROM THE HEADS OF THE EDUCATIONAL INSTITUTIONS

TABLE 28

QUESTION	YES	NO
Do you take special programs keeping in view the personality development of the student?	60	40

(Number indicates Percentages)

Inference

From the above table, it was inferred that 60% respondents said that they take special programs keeping in view the personality development of the student.

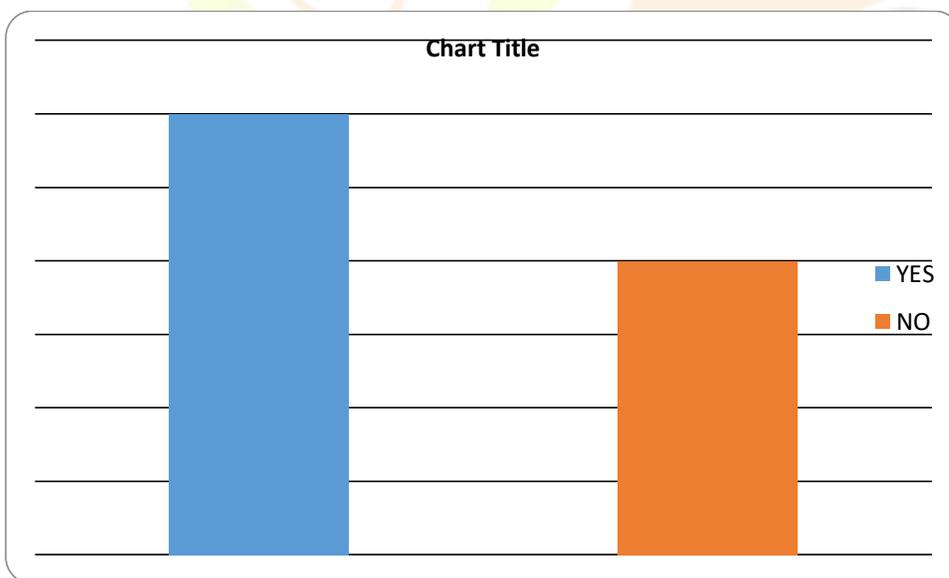


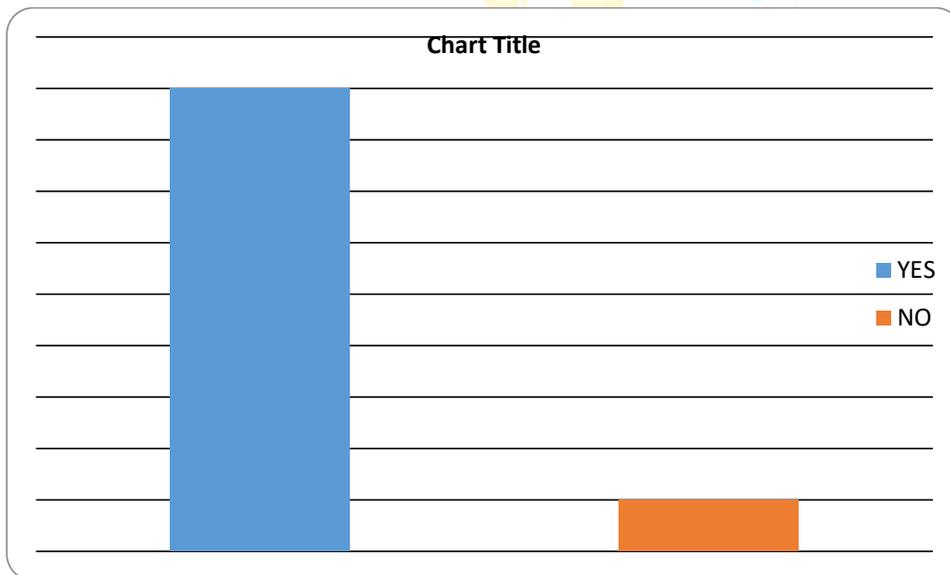
TABLE 29

QUESTION	YES	NO
Is your school having computer laboratory?	90	10

(Number indicates Percentages)

Inference

From the above table, it was inferred that 90% respondents said that their school having computer laboratory.



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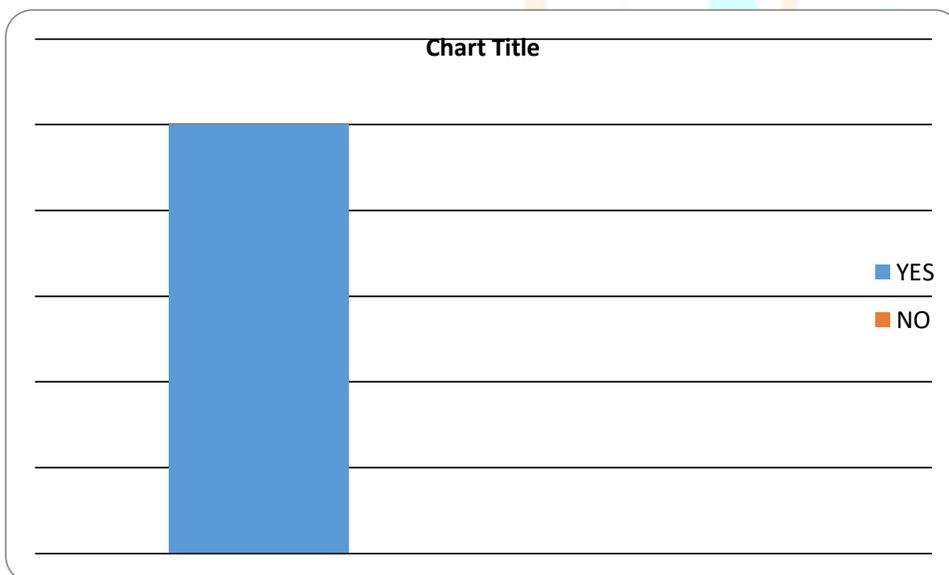
TABLE 30

QUESTION	YES	NO
Is the teaching staff in your institution is computer literate?	100	0

(Number indicates Percentages)

Inference

From the above table, it was inferred that 100% respondents said the teaching staff in their institution is computer literate.



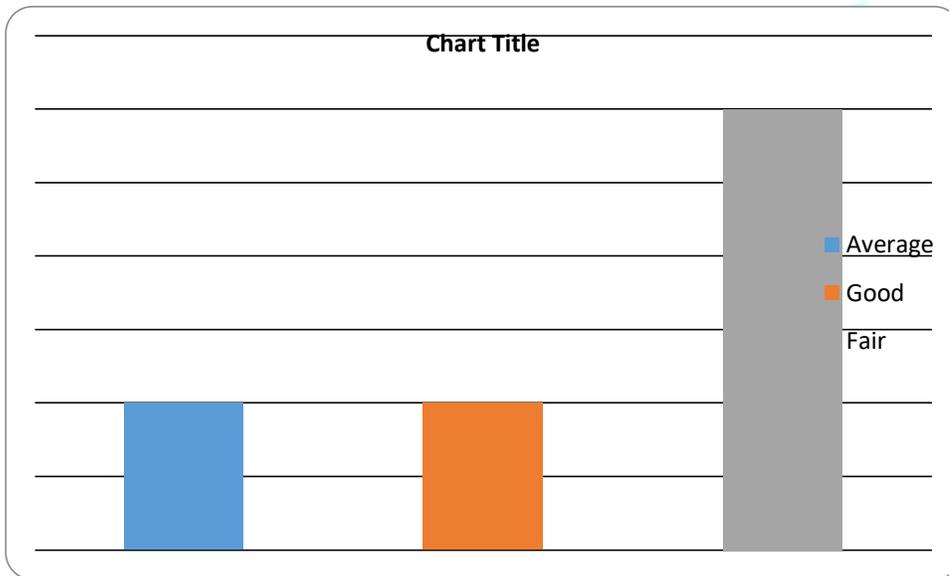
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TABLE 31

QUESTION	Average	Good	Fair
How is the percentage of the computer literate teachers?	20	20	60

(Number indicates Percentages)

Inference



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TABLE 32

QUESTION	School Building	Well Equipped Laboratory	Books	Computers	Colour TV	L.C.D.	Cycle Stand
Is the institution having following infrastructure?	100	80	90	90	20	10	100

(Number indicates Percentages)

Inference

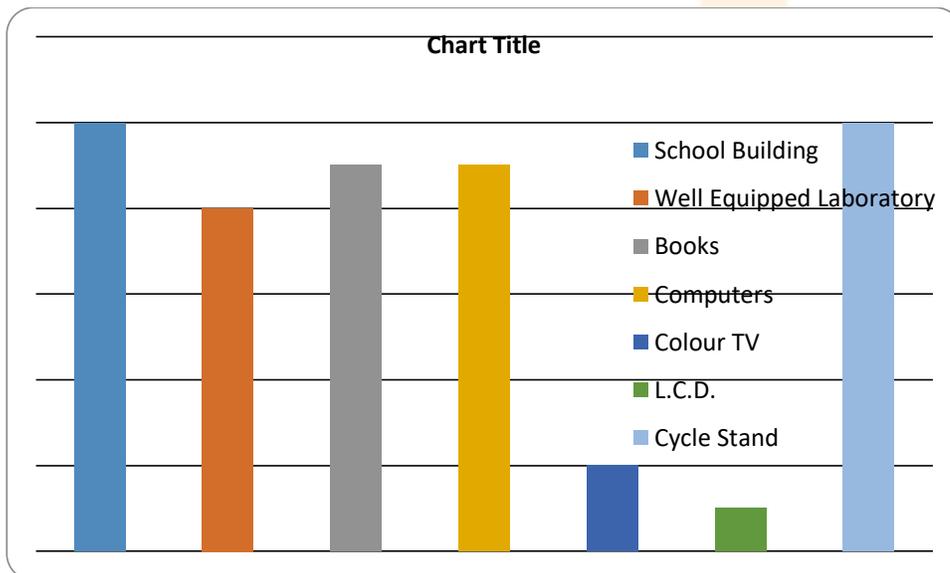


TABLE 33

QUESTION	Cordially	Average
How is the relations between the teachers and the students relating to the personality development?	90	10

(Number indicates Percentages)

Inference

From the above table, it was inferred that 90% respondents said that the relations between the teachers and the students relating to the personality development are cordially.

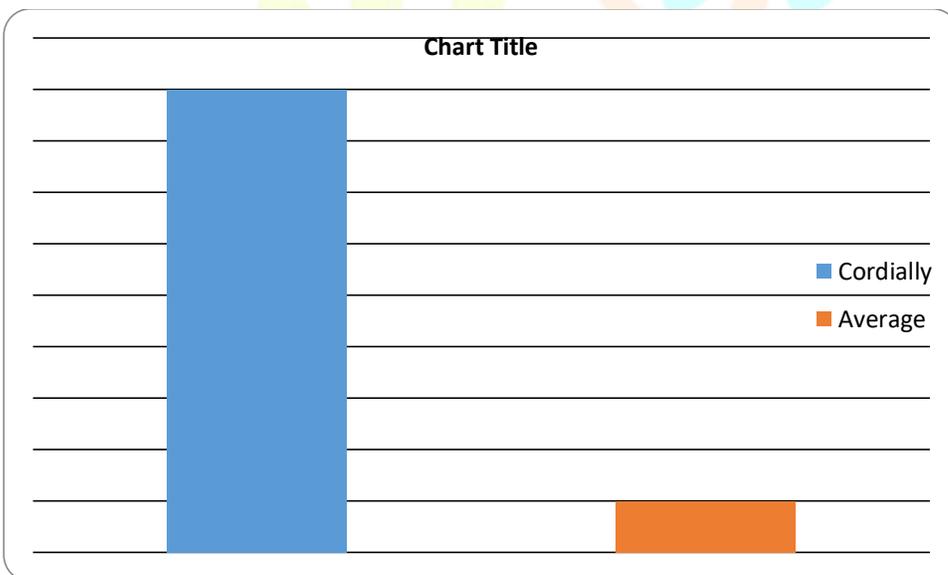


TABLE 34

QUESTION	YES	NO
Do you undertake any programs other than academic programs for the personality development of the students?	80	20

(Number indicates Percentages)

Inference

From the above table, it was inferred that 80% respondents said that they undertake any programs other than academic programs for the personality development of the students.

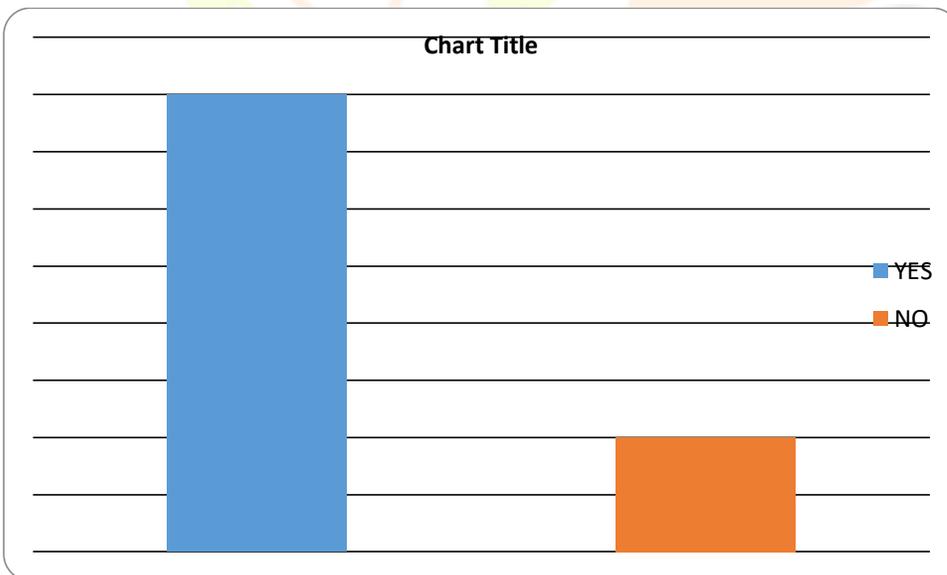


TABLE 35

QUESTION	YES	NO
Is the school having a well developed play ground and the games material?	100	0

(Number indicates Percentages)

Inference

From the above table, it was inferred that all respondents said that the school having a well developed play ground and the games material.

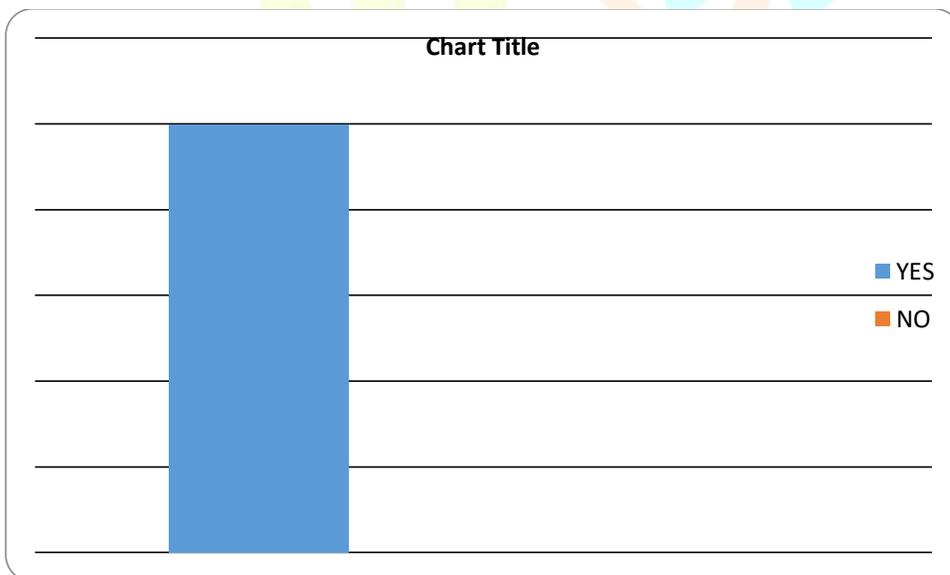
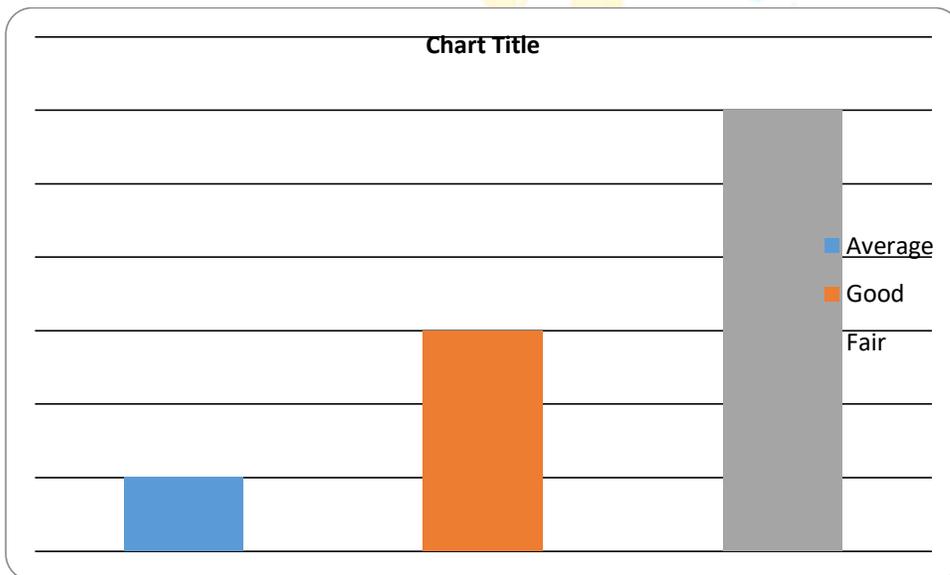


TABLE 36

QUESTION	Average	Good	Fair
How do you view the student's participation in the sports competition?	10	30	60

(Number indicates Percentages)

Inference



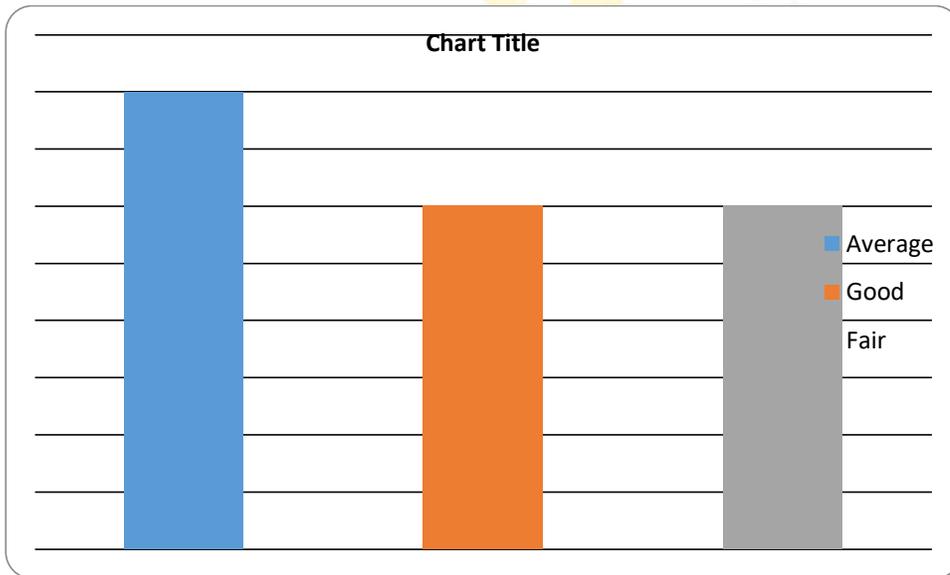
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TABLE 37

QUESTION	Average	Good	Fair
What is the response of the students for the celebration of the national events like Independence Day, Republic Day?	40	30	30

(Number indicates Percentages)

Inference



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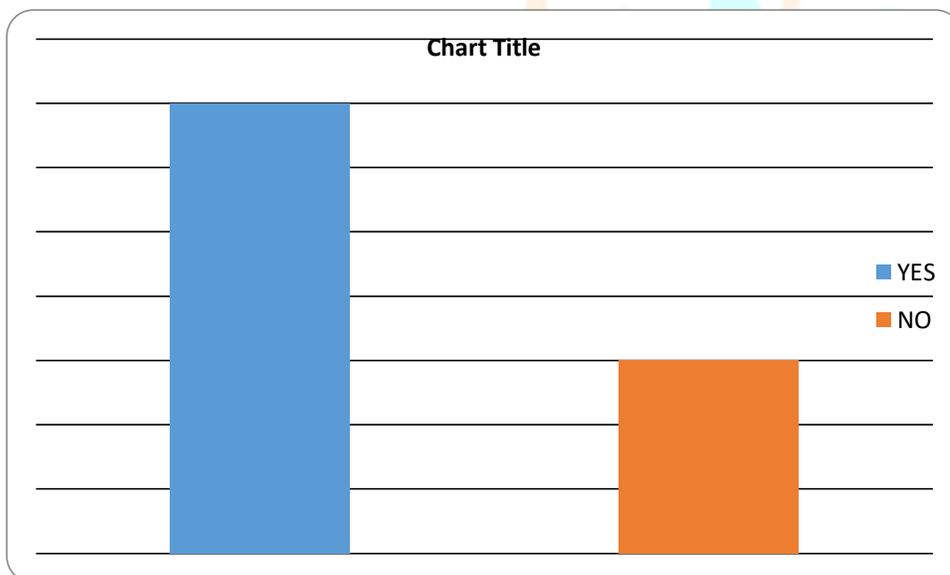
TABLE 38

QUESTION	YES	NO
Do the students make use of the library at the school?	70	30

(Number indicates Percentages)

Inference

From the above table, it was inferred that 70% respondents said that the students make use of the library at the school.



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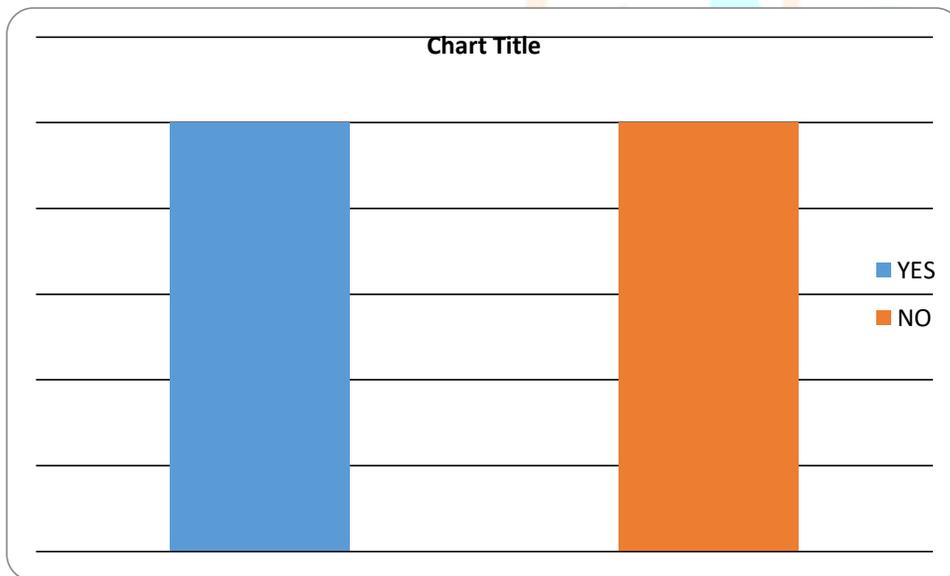
TABLE 39

QUESTION	YES	NO
Do the school conduct special English Speaking Programs?	50	50

(Number indicates Percentages)

Inference

From the above table, it was inferred that 50% respondents said that the school conduct special English Speaking Programs?



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CONCLUSIONS & SUGGESTIONS

INTRODUCTION

In the process of carrying out this research the researcher had an opportunity to meet number of schools for administering the questionnaire or for having a meaningful interaction with the school authorities. The researcher himself being from the educational field he had the adequate background and knowledge of the practices being followed generally by the various schools. It was really a rich experience for the researcher to study the various activities and the programs of these educational institutions to shape / develop the personality of their students.

In this chapter the researcher has brought his observations about the research subject and findings of his study relating to the contribution of the High Schools which are operating in the West Delhi

OBSERVATIONS

Academic Aspects

- a) The overall growth of the students in West Delhi during the study period matches the growth in population and the children of school going age.
- b) It has also been observed that due to the establishment of new Schools in rural area, the strength of the girls' students has increased sizably. This is mainly because the school education has become within a reach.
- c) In regard to the contribution of the educational institutions under study area the researcher has observed that by and large their contribution in the personality development of the students is fair. It has also been observed that compared to the semi urban centre i.e. educational institutions at West Delhi the contribution of the educational institutions is marginally less. This can be well attributed to the lack of funds available with the institutions.
- d) All the primary schools are receiving salary grants but grants for maintenance and non-salary grants are not being released by the State Govt. for last couple of years which puts constraints on the high schools.
- e) So far as high schools which are run by the private educational societies but which are grantable in their case also same is the situation that the high schools are receiving only salary grants but other non salary grants i.e. maintenance grants, library and laboratory grants are also not released by the State Government for couple

of years. The State Govt. has also not released the rent grant for the private society. This naturally puts strain on the financial position of the High schools and ultimately results in curtailment of expenditure on some of the programs which are conducive for the personality development.

f) The High Schools are performing very well on the conduct of personality development programs for the students.

g) It has by far, observed that irrespective of the level of education (whether High School, Jr. College or Sr. College) the programs that are being taken are taken in a routine manner. E.g. Celebration of Independence Day, Republic Day, Gandhi Jayanti, etc. As a result the interest of the students is not being sustained.

h) There is no whole hearted participation of the students. The students attend these programs but mostly out of compulsion. What is needed on this score is to give a special thought as to how their whole hearted participation can be achieved. Some new techniques, approaches should be found out.

i) There are some programs which are compulsory for each of the educational institution like the one which are mentioned above. The staff and the students do attend.

j) There are some programs / activities, which are left to the discretion of the school authorities. Holding sports meet, elocution competition, essay competition etc. In this regard the schools find it difficult to conduct all those activities for want of adequate funds. This is because for organizing such programs / activities there is no special grant.

k) Only in respect of high schools for organizing several activities either the University, University Grants Commission, provide some grants as a result most of the schools are organizing various events which have direct bearing on the development of the personality of the students. e.g. Organization of various Sports events, Guest lectures, Special programs for communication / soft skill development etc.

l) Irrespective of the fact that the educational institutions under study are mostly from the rural area barring only one centre, the performance of the students in various fields like sports, elocution competition, essay competitions is fairly good. They do compete well with the students from the urban and metropolitan area (West Delhi). Some of the students from the area under study are representing their school at District and State level.

m) It has also been observed by the researcher that in the rural area for developing personality in the student phase, the infrastructure poses great problem. There are no private special classes for improving language skills,

writing skills, audio- visual equipment for displaying the outstanding personalities and how those were developed etc. which are otherwise available at the urban / metropolitan centre like West Delhi.

n) It has been observed by this researcher that with the advent of spread of education in the rural area the outlook of the rural families is also undergoing a positive change and there are some instances where the rural families are sending their students for attending special classes as stated earlier at the District places. This has been possible because of the development of communication infrastructure and the change in the mindset that is taking place in the rural students.

o) Even the school authorities may explore the possibility of bringing out a souvenir every year before the end of the academic year and that it will not be a self financing project but may yield some surplus which will be useful for the schools. Collecting advertisements from the suppliers, and from the nearby villages, district head quarters etc. will be possible.

p) The government is currently trying its best to provide computer labs to potential rural centers.

q) Some time it is not possible for the high schools to conduct special Personality Development Programs in their institution.

r) Usually there is inordinate delay in receipt of the SC/ST and other backward class scholarship. Such a state of affairs unnecessarily creates displeasure among the students about the colleges for no fault of them. The government should revamp their machinery concerned and ensure that the scholarships are released well in time and the displeasure of the students is avoided.

Infrastructure Aspects

a. It has been observed by the researcher that compared to the semi-urban area the infrastructure available to the schools in rural area is poor. Particularly in regard to the availability of pure drinking water, hygienic toilets, separate toilet blocks for girls, common room for the girls etc. These are the basic necessities and the govt. should provide it.

b. It has been observed that there is absence of health check up of the students' community annually. There is no distinction between rural or semi urban centre on this count. Such a medical check up at the initial stage at

periodical interval at least annually is considered to be essential as if any deficiency is detected at the earlier stage it may be rectified before it takes a serious stage.

- c. In majority of the high schools there were no reference libraries.
- d. Even in the high schools efforts should be made to keep the library updated and the authorities should view the funds used for the library as an investment.
- e. It has been observed that because of the power shortage all the educational institutions are facing difficulty in efficiently conducting their laboratory work. Even at the annual examination power failure poses great problem to complete the examination assignment. As a result of non availability of continuous power even the other than laboratory work like use of LCD player, Over head projector, Common Address System etc. also hampers.
- f. Number of schools celebrate special functions like Sharadotsav, Ganeshotsav, Raksha Bandhan, Annual Social gathering.
- g. The government should try to ensure that the computer labs are started in all the high schools so that it will help to improve upon the computer literacy even at the grass root level.
- h. The schools may institute 'Best Student of the Year' Award and frame the criterion on which the performance will be judged. These parameters may be made known to the students so that their will be a competitive spirit to grab the award. In the process unknowingly the personality will be developed. It will also improve the discipline at the institutional level.
- i. All the levels and types of educational institutions should focus the attention of the students to the protection and preservation of the environment in their area. For this purpose use of NCC/NSS camps may be used as a tool.

Co-curricular Activities Aspect

- a. It has been observed that by and large the educational institutions are taking lead in organizing sports events, and appropriate study tour of their students. But there are very few schools which are taking initiative other competitions like elocution competition, drawing competitions, science exhibitions etc.

b. In order to inculcate the having of savings amongst the students the schools be encouraged to start their Students Bank in their institution. It is worth while to note in one school such a bank has been established and it entered into a commercial activity of providing stationery required by the students and earned fabulous profit and has declared a dividend. Such illustrations may be copied.

c. Every high school should bring out school Annual in which all the activities, achievements of the students may be brought in. Preferably this should be a handwritten exercise. It may also cover skillfully taken out photographs.

General Observations

The following observations are based on the interaction the researcher had with the heads of the identified institutions which are also supported by the statistical analysis of the data collected.

- a) In case of overall personality of the girls was found to be better than the boys.
- b) It has been observed that the students at West Delhi, of at all levels of education found to be having good development of their personality as. This can be well attributed to the availability of various instruments / tools available to the students at West Delhi.
- c) Due to non release of non-salary grants by the State Govt., the educational institutions are facing difficulties in improving their quality and contents of the personality development activities.
- d) It was also observed that the teaching learning process hampers as the teachers are engaged in various other govt. activities rather than academic work. The government should seriously think about it and give some relief to the teachers in the ultimate interest of the future generation.
- f) It has been observed that the educational institutions receiving grants are superior in administrative, academic work and physical infrastructure as compared to non-grantable or permanently non grantable educational institutions.

SUGGESTIONS

Academic Aspects

- a) The state government education department should make some financial provision, especially for the schools in rural area as they have very limited scope for raising funds from the general public. The Government should make available the funds for the development of language laboratory. e.g. English, Hindi and Marathi. This will help the rural students to improve their pronunciations, communicating style, grammar etc. This will help them to improve their personality.
- b) With little more involvement and applying innovative ideas the schools even in the rural areas can ensure that these programs are executed in such a manner which will interest the students. Here it would be worthwhile to mention that through Sunday Loksatta edition for couple weeks they are publishing novel ideas implemented by various schools. The teachers may look into it and may adopt these ideas in the same way or with little modification depending on the situational requirements.
- c) To tide over the current financial restraints the rural schools in vicinity should come together and form a consortium so that human resources as well as financial resources can be pulled together and on sharing basis the cost would come less. Each school may conduct one activity (say for instance: Elocution competitions, exhibition etc.) and wherein the students from the consortium schools may participate.
- d) The educational institutions should make use of the various functions that are being celebrated at the institutions to inculcate leadership qualities amongst the students by involving them right from the planning process, till the final review of the programs. This sort of involvement will enable the students to the various facets of management of the functions and they will feel that “they can do it”.
- e) Schools should as far as possible may make arrangements to show to their students of appropriate class the Radio, Television programs for their students. This will create interest in the minds of the students.
- f) The government should establish a scheme to train the potential trainers and give them professional training for personality development of the students. Three or four such professional teachers/professors may cover schools in their district and hold training camps for the students. Even if required a nominal fee may be collected from the students just to cover the out of pocket expenses for such a program.

Infrastructure Aspect

- a. It is suggested that the state government should earmark some funds to ensure that the basic infrastructure at the schools in rural area is provided on priority basis. In this regard it is suggested that these schools be provided with pure and clean drinking water, hygienic toilet blocks, separate toilet block for girls' and a common room for them and the lady teachers at the school.
- b. The researcher is also of the view that the local school administration should take initiative to approach any Non Governmental Organizations like Rotary Club, Lions Club etc. in the nearby town and persuade them help the school for building the basic infrastructure needed.
- c. The school authorities may develop good rapport with the parents of the students and the residents and also the elected representatives like Member of the Legislative Assembly and persuade them to earmark certain amount from out of their area development fund so that this deficiency observed will be removed. What is required is a good leadership at the school level to tap these various resources.
- d. These schools may also approach the past students of the school (for which purpose they should develop basic information about them and their present business / professional activity) for their funds requirements.
- e. So far as periodical medical check up of the students is considered it is suggested that the State Government should take some effective steps for making such a provision through its Rural Health Centers. If considered appropriate, the government should provide an additional staff separate doctor, a nurse etc. at each Rural Health Centre who will be responsible to carry out medical checkup of all the students in the West Delhi.
- f. The school authorities should provide a First Aid Box in each school building and it should be ensured that the same is in usable condition at all times.
- g. At every school level there should be a reference library appropriate to the level of the institutions and the educational institutions should put in efforts to inculcate the reading habit amongst the students.
- h) In every schools special efforts should be made to update the library and that the school authorities should take extra efforts to ensure that the students make use of the library.
- i) The schools may be given grant for purchase of power generator of adequate capacity so that their laboratory work and other allied work which is dependent on power is not hampered.

j) At schools canteen facility with hygienic preparation of food items may be provided. As far as possible junk food be avoided.

k) The educational institution's authorities may maintain full transparency and take the parents into confidence and for providing any additional facility / input which will ultimately be of immense utility for the student, then fee structure be suitably revised. It has been observed that to days guardians of the students are well matured to take a positive view on such occasions but they should be convinced that they are not being exploited.

Co-curricular Activities Aspect

a. The educational institutions at all levels should also explore the possibilities of organizing various new types of competitions for the students depending on their suitability. This will be helpful in shaping the personality of the students.

b. The government of Delhi has been implementing its unique Sports Policy since 1996. However, for various reasons including the inadequate budgetary allocation the policy has more or less remained on paper. The government of Delhi should seriously take a view and ensure that adequate funds are earmarked for implementation of the said policy. Apart from physical fitness of the students it will also enrich their personality.

SCOPE FOR FURTHER RESEARCH

With the globalization and liberalization the world has become very smaller. The technology development has entirely changed the face of the world. Day in and day out new gadgets of communications are being introduced. The world is heading to paperless offices. Now we will be witnessing a world with robot. Even in the services industries the robots are making headway. Human element is missing. And against this back drop, the educational institutions are required to shape and develop the personality of their students to face the new challenges that they have to face in the changed world.

The researcher is of the considered view that even in the wake of shaping and developing the personality of the students at every level a new approach will have to be adopted which will suit the present day environment. Therefore, the researcher feels that there is plenty of scope to undertake further research on the tools, methodology, teaching modules, role play techniques, etc. to be used for the personality development of the

students. Such a research will benefit the educational institutions to effectively conduct the personality development programs as a part of their regular college curriculum.

The measures are necessary to be taken by University / Government/ Panchayat Samittee to remove obstacles in education. So this study levels to the study of new dimension in education, especially in rural areas.

The research conducted by the researcher helps to the further study and innovation of the newer techniques useful for overall personality growth of the students. Accordingly a study can be initiated to make research. In the area of rural student's academic needs and their solutions can also be studied in a separate research.

The personality development largely related to the Education program implemented in schools. So the research is essential in the area of educational programs.

The researcher is of the view that the Intelligent Quotient of the students which has favourable impact on the personality of the students. So the research work be initiated in order to develop IQ measurement and its relevance in syllabus at school and college level.

CONCLUSION

The concern of any parent today is how to make their children realize their dreams in life. The race for a good education starts the day the child turns two years and does not end till the child enters the college. With the Indian economy becoming global year after year, the competition to secure a seat in the best schools has become even more severe. With parents attaching more and more importance to quality education and with the middle class boom, investment on a school project is becoming a popular decision. This has resulted in proliferation of schools.

The governments, both the Central as well as the State, have started focusing on revising the syllabus to suit the changes that are expected in the society over the next decade.

The school syllabus is becoming more activity oriented and interactive. There is a whole lot of education related industries coming up very fast offering technology and tools to make the classrooms even more interactive. What used to be merely chalk and talk classrooms are becoming an interesting environment for students to learn with fun and frolic.

However, one very critical area is still not receiving the attention it deserves. This is the Personality Development for children. With more and more competition to medical and engineering colleges, the focus in higher classes

is shifting to mark-scoring and not developing the personality. One important thing the parents and teachers should not forget is the need for an all round development of personality.

Schools and teachers should give priority to develop the personality of children which is even more important. Realizing this, the Central Board of Secondary Education has brought about sweeping changes in the syllabus and the evaluation of children in their schools.

Under the revised syllabus, personality development and life skills are given equal importance and a student is evaluated 360 degrees.

Laboratories

For a very long time, schools have been investing on labs where children get a feel of understanding the application aspects of science. However, these labs are restricted to biology, chemistry and physics.

Only, language labs and math labs are becoming popular. Schools should now add one more lab: personality development lab.

This will help the students and teachers to have first hand information of what makes a good personality. The dictionary meaning of the word 'personality' is the quality that forms a person's character, the qualities that makes someone interesting or popular.

The meaning of the word 'development' is the action of developing. Together, the phrase Personality Development may mean the various actions initiated for the development of an organized pattern of behaviour, attitude, character, traits, habits, etiquettes and manners that will make a person unique and distinctive.

While the science labs impart knowledge on the various principles of science, the Personality Development Lab will focus on how to develop some of the traits mentioned above. It should focus on some of the life skills such as:

1. Communication and Public Speaking
2. Emotional Intelligence
3. Interpersonal Relationship
4. Norms for Social Behaviour such as manners and etiquette
5. Fitness of the mind and body through yoga and meditation
6. Problem Solving and Thinking Skills

7. Assertiveness
8. Leadership and team working
9. Self empowerment and time management

And the list can cover much more depending on the location of the schools. The lab can also take up issues relating to teenage and adolescent problems. If you think for a while, you will understand how important and critical these issues are for the children to lead a quality life. In fact, the teachers' training should cover these issues also as part of the syllabus just like other subjects so that the teachers are equipped to handle these subjects in the Personality Development Lab.

The students should be taught what makes a good leader and the various theories of leadership. The students should be introduced to motivation theories such as the Maslow's Hierarchy of Needs and the Frederick Herzberg's motivation and hygiene factors.

Team games

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

In fact it will be a good idea if the Human Resources Development Department of the organizations where the school is situated gets actively involved in the Personality Development laboratories. This could be a part of the Corporate Social Responsibility portfolio. In return for this contribution, the organization will get well informed and trained students as their future employees. Needless to say that the teachers will also get trained in these critical life skills.

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

In conclusion the researcher is of the view that the Educational Institutions from High School have a positive role in shaping the personality of the students. Playing positive role in this regard is the need of the 21st Century.

In the present day context when there is a severe competition at all levels ensuring a healthy well developed

personality has become a vital aspect and therefore the educational institutions should always try to find out new areas / new programs and new means to develop the student's personality.

Thus the concluding aspect must reflect the personality development as a function of high schools. The role of educational institutions in personality development is a vital role. The education is a behavioural science which is becoming more important in modern age. In today's world of knowledge industry, one cannot ignore the importance of education and thereby the personality growth of the students. Accordingly, the educational institutions should undertake consistent research and extension activities in the area of personality development.

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