



The application of psychological principles to the improvement of performance in sports has received greater attention in these days. There are certain accepted psychological principles which have to be applied, so that the athletes and players are able to show their best in their performances. Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles, which are helpful in improving the motor skills of the players. It is important to know about the role of personality traits of the players during training as well as competitive situations.

Sport psychology researchers have been interested in how athletes' psychological and characteristics influence performance. From this point, it is clear that psychological characteristics differ between more and less effective athletes and teams. Moreover, the ability to mentally prepare is considered a key component of such differences. The importance of personality as a predictor for behavior performance has been recognized in psychology. Researchers have recently reported the significant effects of personality on sports. When sportspersons contribute to competitive sport, their underlying personality characteristics inevitably contribute to how they behave. Personality has been defined as "psychological qualities that contribute to a character's enduring and distinctive arrays of feeling, thinking and behaving".

Personality is the total picture of one's organised behaviour. Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. Personality is the sum of people's values and attitudes plus all of their traits, and that this sum is always a dynamic organization. In common usage, the term personality refers to vaguely conceived human quality which everyone recognizes as a special importance in inter-personal relation. It is a term frequently used in conversation, particularly when the topic involves social interaction. Individuals have difficult personalities, charming personalities, pleasing personalities, ugly personalities and the like-people are also to be having no personalities or are said to be full of radiating personalities. In common conversation, their personality is what one has of lacks as a person. Personality is also a product of biological and cultural heritage. A child is born with some biological heritage while the cultural environment moulds and shapes his personality. Personality is a product of the interaction of a biological organism with social environment. In other words, personality is a way and individual is adjusts with one external environment. In fact, it is a way of responding to the environment. Each one of us has a unique system that determines and reflects characteristics behavior and thoughts.





Materials and Methods

Subject

The main purpose of the study was to find out the significant difference between Personality Traits of Different level of Achievements of Female Athletes. For this study data were collected with purposive sampling methods. Sixty (60) female athletes, 20 from each participated in the Maharashtra State Tournaments (20), Inter Collegiate Tournaments of Sant Gadge Baba Amravati University, Amravati (20) and Inter University Tournaments (20). The age of the players were ranged between 18 to 28 years. Subjects did not use any ergogenic aids or supplementations and also they were all free from any injuries during the collection of data.

Administration of the test

To assess the personality of female athlete, Eysenck Personality Questionnaire - Revised (EPQ-R) were used. The EPQ measures the traits of personality: Psychoticism (P), Extraversion (E), Neuroticism (N) and Lie (L). EPQ-R contains 90 items and covers all the four categories above mentioned. Scoring of EPQ-R can be done manually or with the help of stencils. 1 mark for each corrects responses according to scoring key of EPQ-R.

Statistical Analysis:

In order to find out the significant difference between personality traits of different level of achievement of female athletes the analysis of variance (ANOVA) was applied at 0.05 level of significance.

Analysis Of Variance of Personality Traits among State, Inter Collegiate and Inter University Players

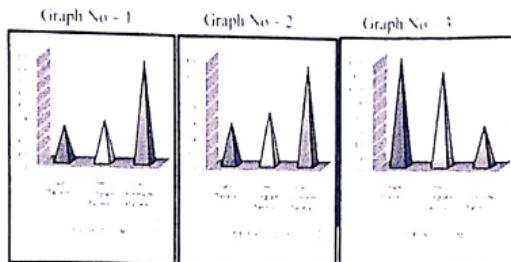
Traits	SV	SS	df	MS	F
Psychoticism	between	3.7	2	1.85	1.72
	error	61.3	57	1.075	
Extraversion	between	6.3	2	3.15	3.243*
	error	55.35	57	0.971	
Neuroticism	between	0.7	2	0.35	0.343
	error	58.15	57	1.02	

*Significant at 0.05 level Tabulated 'F' 0.05, 12, 55 = 3.158

Above table revealed that there was insignificant difference in Psychoticism and Neuroticism among State, Inter Collegiate and Inter University Players as obtained F-ratio was 1.72 & 0.343 which is lesser than that of required



tabulated 'F' value of 3.158 whereas Extraversion shows significant difference among State, Inter Collegiate and Inter University Players as obtained F-ratio was 3.243 which is greater than that of required tabulated 'F' value of 3.158 at .05 level of significance with (2, 57) degree of freedom



Finding

Comparison amongst all the three level of players with the performance of psychotism shows insignificant difference, the reason may be attributed that psychotism is defined by Eysenck as a personality type that is prone to take risks, might engage in anti-social behaviors, impulsiveness, or non-conformist behavior. Psychotism appears to be linked with certain hormonal and biochemical secretions, such as serotonin and dopamine metabolites and with sex hormones. There seems to be little doubt that personality traits have a firm basis in the individual's biological structure and functioning, this may be the reason to be insignificant.

Extraversion shows significant difference the reason may be attributed that Extraversion-introversion appears to be related to differences in cortical arousal, mediated by the reticular formation, in the sense that introverts are characterized by greater resting levels of arousal. Extraversion athletes, also to be characteristics such as sensation seeking, risk taking, distractibility could not control their emotions. In this regard, these athletes motivate oneself and feelings of pleasure and satisfy their curiosity, show emotional behaviors. And it is mainly found in highly trained athlete i.e. Inter University players as compared to inter collegiate and state players.

A Comparative Study of Job Satisfaction of Women Teacher Educators

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Introduction :

In India, before the Independence women's were less involved in professional jobs. After independence women education has been concentrated by the government of India and as a result of these women's get educated and entered the professional areas and the jobs there on. Teaching is considered as the noble profession and hence women's were more interested in this profession. Teachers are considered as one of the most important resources which can contribute to the development of nation by means of developing the educational quality. India has a vision to become a superpower by 2050. To achieve this vision we must have quality health, quality in livelihood and the most important is quality in education. Therefore Government of India is consistently trying to impart quality education to all the aspirants. However quality cannot be reached in education until quality teachers are available. Hence it is very necessary to supply professional, trained and professionally equipped teachers as well as these teachers must be satisfied in all respect of their life then only they can impart quality education to the students.

We see much women teachers entering in the profession of teaching. In the year 2006-07 there were 202545 teachers, in 2011-12 this figure goes up to 59597 and in the year 2016-17 this figure became 288381. Hence it is very important to see their job satisfaction since they are not satisfied then they cannot satisfy the educational needs of their students. This research article focuses on the women's involvement in the teaching profession. Teaching is an occupation where teachers need to maintain high level of professional competencies. They must accept personal responsibility of their own performance growth and development. 1

In the present scenario it has been observed that teaching has become one of the stressful occupations especially in case of women teachers; who had to deal with their professional responsibilities and family also. In Indian context women's are limited within the domestic domain as caregivers. 2 From this belief, women teachers like to give priority to family over career and that would interpret as a lack of commitment in their personal teaching profession. When commitment between work and family are not unequivocal it may lead to dissatisfaction. Hence it is very necessary to study the job satisfaction of women teachers working in the teaching profession.

In this paper researcher want to study the job satisfaction among the women Teacher Educators. Everyone, who wishes to enter in the teaching profession, would have to get through the teacher education curriculum. Then only he can be a teacher.

The teacher is one who imparts the knowledge of teacher education or involve in the teaching at the teacher education institution are known as Teacher Educator. Now if these teacher educators are not satisfied with their job then how would they impart and inculcate positive value of

teaching profession into their students. Hence it is necessary to study the job satisfaction of teacher educators.

Objective of the study :

1. To compare the job satisfaction of women teacher educators working in government and private aided institution.
2. To compare the job satisfaction of women teacher educators working in private aided institution and private unaided institution.
3. To compare the job satisfaction of women teacher educators working in government institution and private unaided institution.

Hypotheses :

1. There is no significant difference between job satisfaction of women teacher educators working in government and private aided institution.
2. There is no significant difference between the job satisfaction of women teacher educators working in private aided institution and private unaided institution;
3. There is no significant difference between the job satisfaction of women teacher educators working in government institution and private unaided institution.

Methodology :

The study was a quantitative study in nature; therefore, the survey technique was used in this study. The finding presented in this study is based on the survey research in teacher education institutions. Teacher's Job Satisfaction Questionnaire by Nasrin and A. Annes consisting of 42 items were used for collection of data and the raw data so obtained is analyzed on the basis of 't' statistics and the results were drawn out.

Sample :

The sample comprised of 60 women teacher educator out of which 20 each belongs to government institution, private aided institution and private unaided institution.

Statistical Analysis :

Sl.	Type of Institute	N	MEAN	S.D.	SE	Obtained	
						t	Significance
1	Govt.	20	165.26	19.38	6.44	0.79	$p < 0.05$
	Private Aided	20	170.38	21.33			
2	Govt.	20	165.26	19.38	5.64	2.49	$p \leq 0.05$
	Private unaided	20	151.21	16.14			
3	Private Aided	20	170.38	21.33	5.981	3.20	$p \leq 0.05$
	Private unaided	20	151.21	16.14			

Result and Discussion :

From the above analysis it has been come to know that women teacher educators working in the government institution and private aided institution are more satisfied

than that of women teacher educators working in private unaided institution. The reason behind this can be the teacher educators working in the government and private aided institution are having all legitimate facilities such as wages, salaries, vacations, leaves etc. at the same time women teacher educators working in private unaided institution does not enjoy these facilities and hence they are not satisfied with their jobs.

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4. ICT in Education at School Level in India

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Introduction

After independence one of the focus areas of then government was literacy and the consistent efforts of literacy mission leads literacy rate to achieve 74.04% by 2011. Achieving literacy was the goal set up in the decade of 50's; now with great changes in the digital technology only being literate is not sufficient but one should be IT-literate to survive in the era of globalisation.

India realize the importance of ICT in education in the decade of 80's and started a pilot project named Computer Literacy and Studies in Schools (CLASS) during the year 1984-1985 and 2598 secondary schools were provided micro-computers during the 8th Plan. In 1998 National IT Task Force constituted by the Prime Minister while recommending need of computers and educational software to teachers and students suggested to supply computers and internet to schools, colleges and polytechnics by the year 2003. The national curriculum framework 2005 (NCF) also highlighted the substantial role of ICT in education.

NCF (2005) enunciated Information and Communication Technology (ICT) is an important tool for ridging social divides. ICT should be used in such a way that it becomes an opportunity equaliser by providing information, communication and computing resources in remote areas. No doubt technology has a great impact on the every corner of education and this is widely accepted fact. But the question is, does digitalization of education is possible at school level in INDIA? Prima facie one could answer affirmatively. But the through insight into the question leads to many sub questions which needs to be answered affirmatively for the sake of first one to be. Many policy document have envisioned the use of information communication technology in betterment of education for the sake of quality in education and does forcefully suggested fulfillment of ICT wherewithal by means of government and private support.

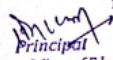
Research Question

The research questions creeps up to the mind is, how many schools have the computers? How many schools do have professionally trained computer teachers? How many schools do have internet facilities?



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Data Collection

For the said questions and their study the secondary data is obtained from Unified District Information System for Education. The present status of availability of the computer in the schools at elementary level is shown in the following table.

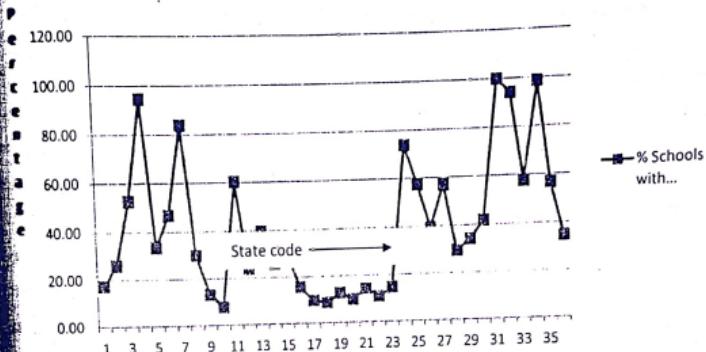
Sr	STATE NAME	Total Schools	Total Schools with Computer	Percentage
01	JAMMU & KASHMIR	28578	4916	17.20
02	HIMACHAL PRADESH	18024	4680	25.97
03	PUNJAB	28776	15136	52.60
04	CHANDIGARH	201	190	94.53
05	UTTARAKHAND	23660	7910	33.43
06	HARYANA	22268	10450	46.93
07	DELHI	5751	4825	83.90
08	RAJASTHAN	107931	32284	29.91
09	UTTAR PRADESH	245919	32031	13.03
10	BIHAR	80166	6085	7.59
11	SIKKIM	1279	772	60.36
12	ARUNACHAL PRADESH	4012	963	24.00
13	NAGALAND	2799	1112	39.73
14	MANIPUR	4865	1269	26.08
15	MIZORAM	3072	910	29.62
16	TRIPURA	4844	758	15.65
17	MEGHALAYA	13277	1284	9.67
18	ASSAM	65894	5731	8.70
19	WEST BENGAL	95723	12124	12.67
20	JHARKHAND	47441	4654	9.81
21	ODISHA	68978	9902	14.36
22	CHHATTISGARH	50705	5552	10.95
23	MADHYA PRADESH	142587	20806	14.59
24	GUJARAT	44051	32523	73.83
25	DAMAN & DIU	120	69	57.50
26	DADRA & NAGAR HAVELI	323	127	39.32
27	MAHARASHTRA	98213	55893	56.91
28	ANDHRA PRADESH	60435	17785	29.43
29	KARNATAKA	61739	21141	34.24
30	GOA	1462	609	41.66
31	LAKSHADWEEP	41	41	100.00
32	KERALA	16458	15520	94.30

33	TAMIL NADU	57539	33138	57.59
34	PUDUCHERRY	719	710	98.75
35	A & N ISLANDS	410	232	56.59
36	TELANGANA	40818	14162	34.70

SOURCE: Elementary State Report Cards (2015-16) downloaded from <http://udise.in>

.htm

% of Schools with Computer



Analysis

Sr.	% of schools equipped with computer	No. of State
1	100	05
2	80	2
3	60	7
4	40	11
5	20	11

From above table it is reveled that

1. There are 11 among 36 states having less than 20% of the school with computer. This means that 80% of the school does not have computers in these 11 states.
2. Only 5 states have more than 80% schools with computer.
3. 24 among 36 states have less than 50% schools with computer.
4. This means same or may be weaker is the status of internet availability because with teaching learning point of view there is no use internet if there is no computer.

Discussion and Recommendations

Government of India through ministry of human resource development took up so many initiatives to equipped schools with computer and other IT resources. But we have miles to go in this regard. National policy on Education 2016 (NPE 2016) in its report says that, "Unfortunately, the results of all these initiatives have not had the expected results. While computers have been provided to a very large number of schools, their use remains limited. In many schools hardware remains locked in the headmasters room, in many they remain in their original packing as either there are no teachers to operate them, or the computer rooms have not been made ready, or the school does not have electric power, or grants to pay electricity bills. Even where computers are used, it is mostly to teach programs like Word and MS office. Text books teach the theory of computing, and examinations are conducted to test that knowledge whereas emphasis should have been on hands on practical learning. Most schools do not have internet connectivity and computers are rarely used in Government schools as an aid for teaching and learning."

Therefore ICT should be the routine part of teaching learning (Chalk and Board) and overall educational process and it should not be limited to subject or daily office core like typing and printing.

Recommendation

1. Schools should be provided with basic Infrastructural Facilities
2. A professionally trained and competent teachers with minimum qualification of degree in computer science and B.Ed. should be appointed on regular basis in every school
3. Teacher training colleges should equip themselves with ICT equipment and make it mandatory to use during practice teaching.
4. In service teacher training program should be organised especially concentrating on use of ICT in teaching and learning with PPP model.
5. Teacher training colleges should deploy value added courses viz. database management , presentation preparation, animation, online testing, programming etc

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on in the Purview of L. P. G. with Special Reference to GATS

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in the era of liberalization, Privatisation and Globalization. Here we may concern privatization, commercialization and collaboration (especially foreign) of with emphasis on higher education. Not only this; in the recent years more international trade and investment in education.

International trade in education is a tradable service and this is to be traded in a unitary globe. The General Agreement on Trade in Services (GATS) is the first set governing international trade in services. It came into effect in 1995 and is the acronym of World Trade Organization (WTO).

the auspices of World Trade Organization (WTO).
The free main parts: the main text with general principles and obligations; specific sectors; and Member countries' specific commitments to provide

lers education as a tradable service. GATS covers 12 service sectors: Communication; Construction and Engineering; Distribution; Education; Financial; Health; Tourism and Travel; Recreation, Cultural, and Sporting. Two exceptions are services in the exercise of governmental authority and

What's been traded?

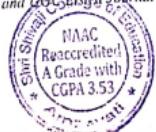
4 ways that all services can be traded based on modes of supply:

Consumption abroad of service by consumers travelling to supplier country (e.g. holidaying abroad)

Study Abroad

cessor supply of a service to consumer country without the supplier's consent (e.g. sale of education)

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3. Commercial presence of a supplier in consumer country (e.g. offshore foreign universities)
4. Presence of Natural Persons from supplying country in consuming country (e.g. professors, researcher working outside their home country).

Table no. 1 would make it easy to understand the nature of supply

Table 1: Mode of supply of education under GATS

Mode	Explanation	Example
1. Consumption Abroad	the provision of a service involving movement of consumer to the country of the supplier)	# Students studying abroad
2. Cross Border supply	the provision of a service where the service crosses the border (doesn't need physical movement of consumer)	# Distance Education # e-learning # Virtual University
3. Commercial Presence	the service provider establish his facilities in another country to render services	# offshore foreign universities # Franchising # Partnerships
4. Presence of Natural Persons	person traveling to another country on a temporary basis to provide service	Professors, teachers, researchers working abroad

Source: Night, 2002

How is education defined in the GATS?

Trade in educational services is based on 5 sub-sectors of education as categorized by the United Nations Provisional Central Product Classification (CPC). These sub-sectors are: primary education, secondary education, higher education, adult education and other.

The 3 categories most relevant to tertiary education are: higher education; post secondary technical and vocational education services; and other education services.

Higher education covers post secondary technical and vocational education services as well as other higher education programmes leading to a university degree or equivalent.

Adult education covers education for adults outside the regular education system.

Other education covers all education services not classified elsewhere and excludes education services related to recreation matters.

Types of Education covered under GATS

Table 2: Classification of education services under GATS

Category	Education activities included in each category
Primary Education (CPC 921)	<ul style="list-style-type: none"> • pre-school and other primary education services • does not cover child care services
Secondary Education (CPC 922)	<ul style="list-style-type: none"> • general higher secondary • technical & vocational secondary • technical & vocational secondary (for disabled)
Higher Education (CPC 923)	<ul style="list-style-type: none"> • Post secondary technical & vocational educational service • Other higher educational services leading to university degree or equivalent
Adult Education (CPC 924)	<ul style="list-style-type: none"> • covers the education for adult outside the regular education system
Other Education (CPC 929)	<ul style="list-style-type: none"> • Covers all other education services not elsewhere classified • Excludes education service related to recreation matters

Source : Night, 2002

Present Status and Future Options

Government on GATS so far as Education Services is concerned. Being a member of WTO it is committed to progressive liberalization but can take steps in this direction only after the economic, social and political ramifications are analyzed and understood. Keeping in mind the national needs and ethos India is not likely to make any commitments in the Sub-sectors of primary education, secondary education, adult and continuing education and other education. However, it is possible that because of international compulsions some concessions may be made so far as higher education is concerned. If the country is obliged to do so it will be necessary, while framing responses, to take into consideration the following:

1. The competitiveness of the Education Sector, in general, and of the Higher Education Sub-Sector, in particular.
2. The present status and possibilities in the future for trade under different modes.
3. The economic and social needs of the country, and the national policies with respect to these.

If some commitments are made they will have to be accompanied by limitations that could be nation specific and even specific to areas/regions of India. The restrictions could relate to free movement of persons, immigration rules, nature of courses, modalities of repatriation of money, subsidies to local institutions, reservations as laid down in the national policy and quality assurance mechanisms. The provisions that exist in GATS for exemptions and safeguards will have to be fully utilized.

Concerns and Conclusion

On February 2, 1835, British politician Thomas Babington Macaulay circulated Minutes on Education, a treatise that offered definitive reasons for why the East India Company and the British government should spend money on the provision of English language education, as well as the promotion of European learning, especially the sciences, in India.

The East India Company has nothing to do with the idea of investing in education. Yet, English education became important when the lower levels of the bureaucracy had to be staffed, creating a demand for babus, or native clerks and so they had.

The intentions in the Macaulay's *Minute* were clearly stated: education was to "form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect". The history of this country witnesses their success in these intentions.

Now, with this background on should reckon the GATS.

The GATS commitment to education services has both the optimistic and pessimistic sides. Edsall (2000), GATS is a charter of rights for proportions who (a) restricts to the right of governments to regulate them, (b) guarantees the transnational education providers the right to both operate and receive government funding. Critics also points out that the corporate world has found a way to push their corporate agendas onto the unaware and unwilling countries and people without any democratic accountability by means of WTO/ GATS. In this attack, they have discovered the possibility of manufacturing the thinking, the attitudes, and the purchasing choice of their corporations' consumers and workers (Fraser and O'Sullivan 2003).

Especially in the country like India where education has a social concern and is subsidized is a barrier for the FREE TRADE and therefore government control should be forced to minimize through GATS. Private companies through their educational subsidiaries will run educational programs of their need and demand with little control over what is being taught by this private institutions. This will help these multinational corporate in producing skilled labours for their companies and in turn the students will get job. This may result in destroying the school

of thoughts, the philosophy, the critical enquiry, and the thinking ability of the students like Macaulays Minutes on education where preparing clerks was the main objective of education and this is more threatening out of it.

The point of fact is educational institutions and their services have been addressed as national and social services. Actually Educational institutions are supposed to disseminate and create knowledge and bestow services to the community for the sake of nation building. But the multinational institutions and the foreign institutions would weaken this task treating education as commodity and setting up the objective and content of education in terms of the market need.

The above discussion shows that there is a strong feeling that GATS negotiation would serve in the interest of multinational companies by imposing unequal bargaining power among the developed and developing countries. Perhaps we have to observe the functioning of WTO more vigilantly than ever to safeguard sovereignty.

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The Impact of Information Technology on Library Management & the Challenges Before Academic Libraries

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Abstract:-

Technology is increasingly playing a crucial role in successes of organizations. In the information age. The impact of information technology has been enormous on various domains like business, education, media etc. This rapid evaluation of IT has good and bad impact on our every day life this paper will discuss on the key aspects of human interaction and others domain that may be affected by the new technology. Since we live in the "information age" Information technology has become a part of our everyday lives, that's why the purpose of this paper is to know the impact of IT on our society

Introduction:-

Information Technology and their applications is beyond human imaginations. more than a decade, the Information Society concept has been at the centre of discussions on the future of work and of society in general, both for socio-economic research and policy-making, in a period greatly affected by the growing importance of information and communication technologies (ICTs) across the world.

Academic libraries are changing in response to changes in the learning and research environment and changes in the behavior of library users. The changes are evolutionary. Libraries are adding new, digital resources and services while maintaining most of the old, traditional resources and services. Finding and funding the appropriate balance of digital and traditional initiatives challenges strategic and financial planners

Information Technology:-

Information technology:- the technology involving the development, maintenance, and use of computer systems, software, and networks for the processing and distribution of data. The Information Technology Association of America (ITAA) defines Information Technology as: "The study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware." IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and securely retrieve information.

Information technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data-

Changing Users Information Seeking Behaviors

Undoubtedly, the availability of electronic access to information has gradually brought some major changes to human information behavior related sources and services and their use in all walks of life. Such changes are significant that library and information professionals are studying now information seeking behavior, and its place within the learning process.

The internet is considered as a potentially excellent tool for teaching and learning. The students whenever they use internet for their own purpose in library, they browse internet to access textual and graphic information for their project work.

The Web is a new communication media for information publishing and information retrieval. It has changed the networked access to information by providing resources and directory services.

The World Wide Web is a tool for partial information gathering and learning for students. The students are now very comfortable in using web resources and they want more resources through web enabled technology. It has been concluded that e-resources helps for anytime availability and easy to access, which helps for the researchers to carry out the research on time.

The Users emphasizes the importance of electronic access to scholarly journals and library databases and the continuing value of books, both print and electronic, for meeting the information and research needs.

Questions before 21st-Century Libraries and librarian

- How will future library professionals organize, store, and distribute information?
- How will school (and other) librarians support information literacy in physical and digital environments?
- What new forms of information may develop?
- What will a book look like? A scholarly journal? A database?
- Will book found on stack or on desktop?
- If space required for library physically?
- What will be the role of libraries and librarians play as the distributors of information?
- Will the change in qualification of librarians?
- Should librarians become experts in informatics, social networking, e-government, civic participation, and community development?
- Are user satisfied with digital form, Digital literature?
- Will there change in library services?

Changes Due To Information Technology

Technology changes traditional information forms.

A number of technological advances have eliminated, supplanted, or altered the more traditional forms of information provided by libraries. For example, recorded thought in the form of a book, monograph, or newspaper is at the very core of what a library has traditionally provided its users. This material is now available in new forms and accessible in new ways. Existing information has been converted to electronic form and made available online.

Digitization Changes the Landscape of Information Access and Use

Current and new forms of electronic information are fundamentally changing the way people produce, access, and process information. Members of the first generation of the technological revolution (those born after the proliferation of personal computing in the 1980s) have perceptions of information, its creation, its use, and its storage vastly different from the traditional views.

Digital Initiatives and the Future of Reading

In thinking about the future of libraries, many librarians and experts are going back

to the beginning—the act of reading or processing information. A growing body of literature addresses the way new generations—“digital natives”—will create, access, and absorb information. These changes will only become more profound in the future. Internet is empowering a tech-savvy generation to pursue a central element of 21st century.

E-Research

Advances in electronic publishing and content digitization are already having a profound effect on the way students and academics conduct research and publish findings. Researchers and scholarly publishers are collaborating on new ways to produce content in the digital environment. First used in the sciences and extending now to the humanities, e-research initiatives (online journals, electronic research communities, e-books) represent a rapidly growing component of the evolution from printed facts to digital culture.

While this change will continue to alter library spaces and services, it will also radically affect the scholarly publishing industry and the economics of library collecting.

Google Book Search

The library community, content creators, the publishing industry, and many others are currently embroiled in a complex debate regarding Google Book Search, a vast effort to digitize millions of published works and make them available on the mega-search engine’s site. While some of the works Google has already digitized are in the public domain, many remain protected by copyright and out of print.

Mobile Computing

Also having a profound effect on the way users find, access, and process information is the increased popularity of mobile computing. Indeed, many experts insist that in the future, all personal computing will be mobile. Phones, media players, and computers will increasingly merge into portable devices that will free the information seeker completely from wired sources.

New Information Processes are Changing Libraries, Library Services, and Librarians

Current and future library services designed to meet the needs of digital natives and digital nomads. In the near future, a number of services already offered by many libraries—for example, mobile catalog access, two-way text communication and reference, and podcasts—will include digital collections specially designed for mobile computing devices such as iPods, smart phones, and e-books. The library of the future can remain both a portal and a destination for information seekers, whether they access the information via a handheld computing device or the front door of their local library. While some critics argue that this will mean the eventual disappearance of a physical library, others see an opportunity to make more resources available to more users in more locations.

Print on demand is an excellent example of this kind of service. Printing a book for a single user. Some institutions are providing a books-on-demand service—single copies of a published work printed in the library or another location on a stand-alone printer that also binds and covers the material.

Accordingly, many experts believe that the librarian’s job will become more, not less, important in the coming decades as new problems of digital organization and preservation are created and confronted. Indeed, many consider the librarian most qualified to lead efforts to embrace the new media while being the least beholden to profit-making economic models.



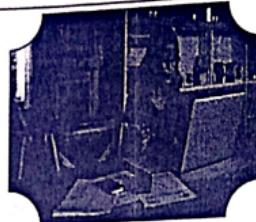
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SELF CONCEPT OF EDUCATED WORKING WOMEN IN VARIOUS
PROFESSIONS – A COMPARATIVE STUDYDr. Vanita N. Kale
Shri Shivaji College of Education, Amravati**ABSTRACT**

Self concept is defined as a value that an individual places on his or her own characteristics, qualities, abilities and actions. Self concept is not innate but developed and constructed by the individual through interaction with the environment and reflecting on that interaction. The purpose of the study to measure the self concept of educated working women in various professions of Vidarbha Region. The sample of 435 educated working women selected randomly from Medical, Engineering Colleges and from district session courts of Vidarbha region. Data collected by descriptive survey method. Self concept questionnaire developed by Dr. V.K. Mittal was used for data collection. Mean S.D. and 't' value was used to analyse the data. The study concluded that most of the educated working women have satisfactory and low level of self concept. Educated working women were much similar in respect of their self concept.

KEYWORDS: characteristics, qualities, abilities and actions.**INTRODUCTION:**

Self concept is generally refers to our perception of ourselves, how we see our abilities, attitudes, attributes, beliefs and expectations (Harter 2006, Pajara and Schunk 2001) we could consider self concept to be our mental picture of who we are. Accordingly to Saul Mc Leod (2008) 'The term self concept is a general term used to refer to how someone thinks, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.' Resenberg defines the self concept broadly as the 'totality of an individual's thoughts and feelings having reference to himself as an object.'

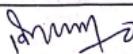
Self concept is the set of characteristics that the person views as being part of himself or herself. The self concept provides us our identity. It provides the sense of who we are. The self concept is actually a cluster of selves, everyone has multiple selves for instance, self concept regarding beauty, regarding physique, regarding intelligence, regarding morality etc. In short, what we feel about our self regarding different attributes is our organized self concept.

One's self concept is a collection of beliefs about oneself that includes elements such as academic performance, gender identity, sexual identity and racial identity. Generally self concept embodies the answer to who am I ? One's self concept is made up of self schemas and their past, present and future selves. It also made up of interacts. With self esteem, self knowledge and social self to form self as whole. The perception people have about their past or future selves is related to the perception of their current selves.

Self concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Franker states that the self concept is the basis for all motivated behavior. Self concept is not innate but it is developed by the individual through interaction with the environment and reflections of it. This aspect

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indicates that self concept can be modified or changed. Women are more serious towards their career as compared to man. Educated women can easily contribute to society as well as home if they are well qualified. Women are more focused and have a unique decision making power even at senior leadership level, in the most optimal manner and at times are in a better position than man.

An educated women can manage her home more efficiently. She can look after the work of the servants. She can maintain accounts, prepares the family budget in a balanced way and keeps her kitchen in hygienic condition. She can manage the household very effectively. An educated woman proves a source of great comfort to her family.

An educated woman with the awareness of her role as citizen can play a more dynamic role in addressing the economic challenges faced by her country in the areas of agricultural production, food self sufficiency, the fight against environmental degradation, the use and conservation of water and energy. An educated women with increased earning potential is more likely to give back to the community than her male counterparts. Data released by pay scale reveals that many female dominated careers report high rates of 'Job meaning' claiming career satisfaction was more important than salary.

Educated women are an imperative in any society but the benefits to the developing world are overwhelming. Educated women contribute to the quality, size and productivity of the workforce. They can get better paying jobs, allowing them to provide daily necessities, health care and education to support the family. The ripple effect created by educating woman is unquestionable and absolutely necessary for the future of any society.

Children with educated mothers are more likely to attend school and pursue higher levels of education than their peers with uneducated mother. Educated women provide a better starting point for the next generation. Research has found that educated women are less likely to support terrorism and militancy than men of same education level. An educated woman is better equipped to increase family income and resolve family problems satisfactorily. Her family's wellbeing thus gets a big boost.

LITERATURE REVIEW

Though a great variety of studies have been designed and carried out almost all the related variables of self concept, a major portion of research is devoted to the self concept of students and comparatively less attention has been to the study of self concepts of educated women working in various professions.

Naushaba Atta Ch and Mohammd Jamil Bajwa (2011) in their study on 'the impact of education of self concept of adults' concluded that as the level of education increases the self concept of adults also increases and self concept is directly proportional to their qualification.

Bhende R.G. (2005) in his study titled as an 'Analytical Study of values, self concept, creativity and anxiety of students' concluded that Female students have more physical and moral self concept but low intellectual self concept than male students.

Khatoon Parveen (1996) carried out - 'A study of self concept and alienation in college girls in relation to education and religion' and observed that self concept of college going girls was higher than the uneducated girls in the both sample of Hindu and Muslim religion.

Sadar Jyoti (2002) in her study titled as 'A comparative study of self concept, value concept, aspiration level and achievement motivation level of adolescent students' concluded that girls have more moral self concept than boys. Boys and girls have equal social self concept and intellectual self concept.

Khatry P.P. (1973) concluded that there was no significant difference between the self concept of primary, secondary and college teachers. Gayatri Vibhinn (1980) in her research titled as self concept of women in different occupations concluded that working women have high level of self concept than housewives.

Dastoor H. F. (1982) in his study 'self concept of nurses in Gujarat State' concluded that 70% nurses have high level of self concept and 30 % nurses have low level of self concept. Rai G. (1983) Carried out 'A study of self concept of the prospective teachers' and concluded that prospective teachers have positive self concept. Jain, Jayanti R. (1990) observed that there was a positive relation between the high level of self

concept and girls with high academic goals. Banui, Kuotsu (1992) concluded that, the self concept of college students were significantly correlated with social and democratic values. Kaur, Sharanjeet (1992) concluded that self concept was predictor of career maturity for girls.

It is easy to infer from the above cited research findings that most of them focus on students self concept. In the light of these findings it is needed to study the self concept of educated working women in various professions of Vidarbha Region.

OBJECTIVES

- ❖ To study the self concept level of educated working women in various profession.
- ❖ To compare the self concept of educated working women in various profession.

HYPOTHESES

- ❖ There is excellent level of self concept of educated women working in various professions.
- ❖ There is no significant difference between the self concept of educated working women Engineers and educated working women doctors.
- ❖ There is no significant difference between the self concept of educated working women doctors and working women advocates.
- ❖ There is no significant difference between the self concept of educated working women advocates and working women Engineers.

Method

The present study is based on survey method particularly descriptive survey research.

Sample

The researcher selected 145 women doctors, 145 women Engineers working in various Medical and Engineering Colleges and 145 women Advocates working in various District & Sessions Courts of Vidarbha Region by using random sampling technique.

Tool

Self concept questionnaire developed by Dr. V.K. Mittal was used to measure the self concept of educated working women Doctors, Engineers and Advocates of Vidarbha Region. The Questionnaire contained 100 questions which were divided in 11 factors of self concept. The reliability of questionnaire by split half method was .94 and by test retest method was .86.

Statistical Techniques

Both descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and S.D. were used.

Inferential statistics such as 't' test was employed, 't' value was calculated to know the significant difference between self concept of educated women Doctors, women Engineers and women Advocates working in Vidarbha Region.

Analysis of Data

Testing of H_0

There is excellent level of self concept of educated women working in various professions.

Table 1 : Showing the level of self concept of educated working women.

Sr. No.	Level	Women Doctor	Women Advocates	Women Engineers
1	Excellent	09	08	11
		6.20	5.52	7.58
	Good	10	19	20
		6.90	13.10	13.80
	Satisfactory	48	65	57
		33.10	44.83	39.31
2	Low	76	47	53
		52.40	32.41	36.55
	Very Low	02	06	04
		1.40	4.14	2.76

From the table 1 it is observed that most of the educated women advocates and women Engineers have satisfactory level of self concept and low level of self concept. Most of the women doctors have low level of self concept. Hence H_0_1 is rejected.

It is concluded that most of the educated working women have satisfactory and low level of self concept.

Testing of H_0_2

Table 2 : Showing the significance of difference between self concept of educated working women Engineers & women Doctors.

Sample Women	Number	Mean	S.D.	't' value	Level of significance
Engineer	145	245.06	16.12		
Doctor	145	244.13	17.66	.47	0.05 Not Significant

Table 2 shows that at 288 df. 0.05 level of significance the calculated 't' value is .47 which is less than the table value 1.96.

Therefore it is inferred that there is no significant difference between the self concept of educated working women Engineer and women Doctors. Hence H_0_2 is accepted.

It is concluded that educated working women engineers and women doctors are much similar in respect of their self concept.

Testing of H_0_3

Table 3 : Showing the significance of difference between the self concept of educated working women doctors and women advocates.

Sample Women	Number	Mean	S.D.	't' value	Level of significance
Doctor	145	244.13	17.66		
Advocate	145	245.48	15.74	.69	0.05 Not Significant

Table 3 shows that at 288 df 0.05 level of significance the calculated 't' value is .69 which is less than the table value 1.96.

Therefore, it is inferred that there is no significant difference between the self concept of educated working women Doctors and women Advocates. Hence H_0_3 is accepted.

It is concluded that educated working women doctors and women advocates are much similar in respect of their self concept.

Testing of H_0 **Table 5 : Showing the significance of difference between the self concept of educated working women Advocates and women Engineers.**

Sample Women	Number	Mean	S.D.	't' value	Level of significance
Advocate	145	245.48	15.74		
Engineer	145	245.06	16.12	.23	0.05 Not Significant

Table 4 shows that at 288 df 0.05 level of significance the calculated 't' value is .23 which is less than the table value 1.96.

Therefore it is inferred that there is no significant difference between the self concept of educated working women advocate and women Engineer. Hence H_0 is accepted.

It is concluded that educated working women advocate and women Engineer are much similar in respect of their self concept. .

CONCLUSIONS AND DISCUSSION

- Most of the educated working women have satisfactory and low level of self concept. Educated working women Engineers and women Doctors and women Advocates are much similar in respect of their self concept.

Above conclusion is much similar with the findings of Gayatri, Vibhinn (1980) who in her research concluded that there was no significant difference between the self concept of highly educated working women Engineer and women advocate, women Engineer and doctor, women advocate and women doctor and women advocate and women college teacher.

SUGGESTIONS

- 1] Encourage women and make them feel special and strong, Encourage them to speak up and make sure they know the value of their opinion, Celebrate their self expression.
- 2] Encourage her to be her authentic self.
- 3] Lift women up by taking a stance against negative comments.
- 4] Women must work together to empower on another in the work place.
- 5] Admire strong women, empower women with kindness and encourage them to make their aspirations a reality.

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PERCEPTION OF PROFESSIONAL VALUES AMONG STUDENT TEACHER

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ABSTRACT :-

Values are the guiding principles of life that contribute to the allround development of an individual. They give a direction to life and thus, bringing joy, satisfaction and peace. Values add quality to life. Developing whole personality of the student is one of the vital role of teacher. If a teacher has an understanding about her professional values. It is easy for her to follow. The general purpose of the study was to measure the perception of professional values among student teacher. The sample of 100 student teachers was drawn by applying random sampling method from two B.Ed. colleges in Amravati, district of Maharashtra State. Student teacher's perception of professional values inventory prepared by the researcher was the tool used for collecting the data. Mean, S.D., "t" test and ANOVA test were used to analyze the data. The study inferred that, there is significant difference between before training student teachers and after training student teachers in their perception of professional values.

Introduction :-

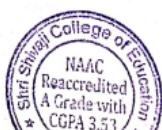
Values are the standards of behaviour in day to day activities and guiding principles in critical life situations. Value is an endless belief that a specific mode of conduct or state of existence is personally preferable to an opposing or converse mode of conduct with a focus on what is right and what is wrong. Value is a relationship between a person and an environmental situation which evoke an appreciative response in the individual. Any human activity, thought or idea, feeling, sentiment or emotion which could promote self development of the individual in all its dimensions could be said to constitute a value. To give proper value education for the students it is compulsory that the teacher has good value orientation. Professional values is learnt and imbibed during teacher training. To incorporate professional values in the curriculum of teacher education to suit the present day need in education it becomes necessary to understand their level of perception of professional values of the students teachers.

Objectives of the study :-

1. To study the perception of professional values of student teachers before training and after training.
2. To study the interaction effects within and among the methodology (English, Marathi and physical science) of student teachers in their perception of Professional Values.
3. To study the interaction effects within and among the methodology (Mathematics, Biological Science, Social Studies) of Students teachers in their perception of professional values.

Hypotheses :-

1. There would be no significant difference between before training and after training student teachers in their perception of professional values.
2. There would be no interaction effects within and among the methodology (English, Marathi and physical science) of student teachers in their perception of professional values.



3. There would be no interaction effects within and among the methodology (Mathematics, Biological Science, Social Studies) of student teachers in their perception of professional values.

Methodology :-

Sample :-

A sample of 100 student teachers was drawn by applying simple random sampling method from two B.Ed colleges in Amravati District of Maharashtra State.

Tools -

Student teacher's perception of professional values inventory prepared by the researcher was the tool used for collecting the relevant data.

Method of Study -

For the present study experimental method was used.

Statistical techniques :-

Both descriptive and inferential statistics were employed for analysis of the data. The descriptive statistics such as mean and S.D. were used.

Inferential statistics such as t-test was employed "t" value was calculated to know significant difference between the variables ANOVA test was carried out to test the differences within and among variables.

Result And Discussion :-

Table -1- Perception of professional values of student teachers before trainings and after training

Level of training	N	Mean	S.D.	t-value	Level of Significance
Before	50	68.72	15.71		
After	50	92.10	6.55	7.16	Significant

The above table shows that, at 98df 0.05 level of significance the calculated "t" value is greater than the table value 1.98

Therefore it is inferred that, before training and after training student teachers differ significantly in their perception of professional values.

Hence it is concluded that, there is a significant difference between before training and after training student teachers in their perception of professional values.

Table -2- Perception of professional values of student teachers with reference to their methodology (English, Marathi and Physical science)

Source of variation	Sum of Squares	Df	Mean Square	F-value	P-Value
Between subjects	1612.192	2	905.105	2.830	0.062
Within subjects	35451.231	117	318.265		
Total	37063.423	119			

The above table shows that, at 0.05 level of significance the calculated F- Value is lower than the table value 3.09

Calculated P- Value 0.062 is greater than 0.05 for the corresponding F- value 2.830

Therefore it is inferred that, the overall difference among the three set of means are not significant and are due to chance.



Hence it is concluded that, there is no interaction effects of both within and among student teachers with methodology subjects English, Marathi and Physical science with respect to their perception of professional values.

Table -3- Perception of professional values of student teachers with reference to their methodology (Mathematics, Biological Science, Social Studies)

Source of variation	Sum of Squares	Df	Mean Square	F-value	P-Value
Between subjects	706.692	2	3262.355	1.104	0.324
Within subjects	36534.731	117	327.543		
Total	37241.423	119			

The above table shows that, at 0.05 level of significance the calculated F- Value is lower than the table value 3.09

Calculated P- Value 0.324 is greater than 0.05 for the corresponding F- value 1.104
 Therefore it is inferred that, the overall difference among the three set of means are not significant and are due to chance.

Hence it is concluded that, there is no interaction effects of both within and among student teachers with methodology subjects Mathematics, Biological Science, Social Studies with respect to their perception of professional values.

Findings :-

1. There is significant difference between before training student teachers and after training student teachers in their perception of professional values.
2. There is no interaction effects within and among the subjects English , Marathi , Physical science student teachers in their perception of professional values.
3. There is no interaction effects within and among the subjects Mathematics, Biological Science, Social Studies student teachers in their perception of professional values

Conclusion :-

Values are considered potent determinants of human behaviour. Inculcation of desirable values among teachers is highly essential to make them committed teachers. It is observed from the study that there is an impact of student teachers training in developing professional values among teachers. Professional values will not differ with the methodologies opted by the student teachers during their training professional values is imparted directly and indirectly during the student teachers training as an integral part of all the subjects.

Educational Implications :-

The role of teacher in developing desirable values among his student is very important. The secret of teaching values is to inspire and kindle the quest among students by means of one's examples and mastery of knowledge. A teacher who lives by values exerts a profound influence on students. Professional development is a must for every teachers in the enabling teaching - learning context to know and understand the expectations, challenges and issues of the teaching profession.

Professional value perception of student teachers can be developed and assessed directly and indirectly. If the student teachers becomes aware of the assessment of professional values, they becomes conscious and deliberately functions, in the beginning but later on it is conditioned and professional values becomes a habit for them.



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